The Impact of Consumer Insight on Social Marketing Campaigns: An Application on Antibullying Campaign

Ph.D. Dissertation

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JÜRİ VE ENSTİTÜ ONAYI

ÖZET

Tüketici İçgörüsünün Sosyal Pazarlama Kampanyalarına Etkisi: Bir Anti-zorbalık Uygulaması

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Karmaşık sosyal zorluklar, genellikle sosyal pazarlamanın ele alınmasına yardımcı olabileceği karmaşık davranışlara dayanır. Bu bağlamda, toplumun ilerlemesi için tüketicileri uygun davranışlarda bulunmaya veya istenmeyen davranışları reddetmeye ikna etmeye çalışan sosyal pazarlama için çok yönlü davranışların anlaşılması önemlidir. Temel olarak sosyal pazarlama refah ile önemli ölçüde örtüştüğü için, nihai amacı toplumun refahını iyileştirmektir. Hem toplumun hem de bireyin refahı üzerinde doğrudan etkisi olan bir sosyal sorun zorbalıktır. Zorbalık olaylarının hızla artması ve bu davranışın trajik sonuçları, büyük ölçüde insan davranışının anlaşılmamasına bağlanmaktadır. Her ne kadar geleneksel bilinçlendirme çabaları yoluyla davranışları etkilemek için gerçek bir mücadele ortaya koyula da davranışları değiştirmek ve zorbalık sonuçlarını iyileştirmek için sosyal pazarlama gibi davranış bilimlerinden gelen tekniklerin benimsenmesinde yavaş kalındığın anlaşılmaktadır. Tüketici içgörüsü, sosyal pazarlama için kıyaslama kriterlerinden biridir ve sosyal pazarlama stratejik planlama süreci için bir temel oluştururken, tipik olarak kanıtlardan (birincil veya ikincil araştırma) üretilir . Günümüz dünyasında var olan zorbalık olgusu, temel insanlığa gereken saygıyı göstermemesi ve insan haklarına aykırı olması nedeniyle toplumun her alanını etkileyen ve yanıt bekleyen endişe verici bir toplumsal sorundur.

Sosyal biliş teori, bu araştırmanın temelini oluşturur. Araştırmanın amacı, sosyal pazarlama kampanyalarının başarılı sonuçlarına katkıda bulunan önemli içgörüleri belirlemektir . Çalışma, sosyal pazarlamada tüketici içgörülerinin kullanımının hem teorisini hem de uygulamasını araştırıyor . Bu araştırmanın birincil amacı zorbalık karşıtı sosyal pazarlama müdahaleleri olgusunu incelemek olduğu için, ilgili sosyal pazarlama zorbalık karşıtı programlarının kapsamlı bir listesini derlemek çok önemli olmaktadır. Bu bağlamda, dünya çapındaki sosyal pazarlama zorbalık karşıtı kampanya çalışmalarından üç örnek analiz edilmiştir. Çalışmanın amacı , etkili kampanyaların yanı sıra faktörler arasındaki bağlantıyı belirlemek ve değerlendirmektir. Araştırma kampanyaları "Korku Değil!", "Saygıya Adım!" ve "KiVa" olarak belirlenmiştir. Seçilen programların, zorbalık ve siber zorbalığı azaltmada

başarılı olduklarına dair önemli kanıtlar oluşturan çeşitli stratejiler kullandığı anlaşılmaktadır. Bu çalışma, yalnızca sosyal davranış değişikliğine yönelik değil, aynı zamanda topluma fayda sağlayan sosyal pazarlama kampanyalarını inceleyerek, mevcut araştırmalardaki bir boşluğu doldurmaktadır. Bu çalışmada dört ayrı inceleme gerçekleştirilmiştir. İlk analizde, sosyal pazarlama zorbalık karşıtı kapsamlı bir şekilde ele alınırken zorbalık karşıtı içgörüleri belirlenmektedir. İkinci analiz nitel teknikler uygulanarak gerçekleştirilmiştir ve bilgi toplama aracı olarak görüşme ve anketlerden yararlanılmıştır. Verilerin yorumlanması ise tematik analiz kullanılarak gerçekleştirilmiştir. Üçüncü aşama, tüketicilerin zorbalık karşıtı içgörüleri nasıl algıladıklarını değerlendirmek için bir ölçeğin geliştirilmesini içermektedir. Dördüncü olarak ise değişkenler arasındaki ilişkilerin doğasını belirlemek amacıyla nicel bir anket uygunlanmıştır.

Anahtar kelimeler : *Tüketici İçgörüleri, Sosyal Pazarlama Zorbalıkla Mücadele Kampanyaları, Karma Yöntem, Ölçek Geliştirme.*

ABSTRACT

The Impact of Consumer Insight on Social Marketing Campaigns: An Application on Antibullying Campaign

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Complex social challenges are often grounded in complex behaviors that social marketing can help address. Improving understanding of multifaceted behaviors is essential for social marketing, which attempts to persuade consumers to engage in appropriate behavior or reject undesirable behaviors for the advancement of society (Alan R Andreasen, 1994; Previte, Russell-Bennett, & Parkinson, 2015). Social marketing significantly overlaps with life quality, with the ultimate purpose being to improve the well-being of society (Carvalho & Mazzon, 2015). One social issue that has a direct impact on the life quality of both society and the individual is bullying. The rapidly increasing rate of bullying incidents and the tragic consequences of this behavior can be largely attributed to a lack of understanding of human behavior. There is a real struggle to influence behaviors through traditional awareness-raising efforts and have been slow to adopt techniques from the behavioral sciences such as social marketing to change behaviors and improve bullying outcomes. Consumer insight is one of the benchmark criteria for social marketing (French & Blair-Stevens, 2006) and is a foundation for the social marketing strategic planning process and is typically generated from evidence (primary or secondary research). The phenomenon of bullying that exists in the world today is an alarming social issue that affects every aspect of society and needs an answer due to the lack of consideration it shows for basic humanity and the fact that it contradicts human rights.

Social cognitive theory serves as the foundation for this research (Albert Bandura, 1977, 1986, 2001). The purpose of the research is to identify the significant insights that contribute to the successful outcome of social marketing campaigns. The study investigates both the theory and practice of the use of consumer insights in social marketing. It was essential for this research to compile a comprehensive list of relevant social marketing antibullying programs in order to accomplish its primary objective, which was to examine the phenomena of antibullying social marketing interventions. In

this research, three samples of worldwide social marketing antibullying campaign studies were analyzed. The purpose of the study was to identify and assess effective campaigns, as well as the link between the factors. The research campaigns are "FearNot!", "Step to Respect!" and "KiVa." The programs that have been selected employed a variety of strategies, which generated significant evidence of their being successful in decreasing bullying and cyberbullying. By studying social marketing campaigns that were not only directed at social behavioral modification but also benefited society, this study fills a gap in the existing body of research. The investigation is divided into four separate studies. The first study is an extensive social marketing antibullying research and identifying the antibullying insights; the second study was conducted applying qualitative techniques, and interviews and questionnaires were utilized as information-gathering instruments. The interpretation of the data was achieved via the use of thematic analysis. The third research included the development of a scale to assess how consumers perceive antibullying insights. The fourth study involved the administration of a quantitative questionnaire with the purpose of determining the nature of the relationships between the variables.

Keywords: *Consumer Insights, Social Marketing Antibullying Campaigns, Mix-Methos, Scale Development.*

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Bu tezin bana ait, özgün bir çalışma olduğunu; çalışmamın hazırlık, veri toplama, analiz ve bilgilerin sunumu olmak üzere tüm aşamalarında bilimsel etik ilke ve kurallara uygun davrandığımı; bu çalışma kapsamında elde edilen tüm veri ve bilgiler için kaynak gösterdiğimi ve bu kaynaklara kaynakçada yer verdiğimi; bu çalışmanın Anadolu Üniversitesi tarafından kullanılan "bilimsel intihal tespit programı"yla tarandığını ve hiçbir şekilde "intihal içermediğini" beyan ederim. Herhangi bir zamanda, çalışmamla ilgili yaptığım bu beyana aykırı bir durumun saptanması durumunda, ortaya çıkacak tüm ahlaki ve hukuki sonuçlara razı olduğumu bildiririm.

Andreea Diana Sirbie

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ABBREVIATIONS

AMOS: Analysis of Moments Structure

AVE Average Variance Extracted

CI Consumer Insights

CR Composite Reliability

CFA Confirmatory Factor Analysis

CB-SEM Covariance-Based Structural Equation Modelling

EFA Exploratory Factor Analysis

HTMT Heterotrait-Monotrait

KMO Kaiser-Meyer-Olkin

PCA: Principal Component Analysis

PLS-SEM Partial Least Squares Structural Equation Model

SEM Structural Equation Modelling

SCBS School Climate Bullying Scale

VIF Variance Inflation Factor

Chapter 1 INTRODUCTION

1.1. Background

Globally, social marketing is an emerging field of study. Despite the fact that the philosophy and definition of social marketing are still being debated, the practice is developing fast throughout the world, with numerous campaigns undertaken in an effort to address a wide variety of concerns. In order to design further effective social marketing initiatives, it is necessary to comprehend the efficacy of benchmarks and marketing techniques implemented throughout campaigns, as well as their relationship to success. The humanities face a variety of social concerns and health problems for which governments and non-profit organizations seek solutions. Social marketing is a social change strategy that institutions use to affect change within the social system (Pykett, Jones, Welsh, & Whitehead, 2014). As a social change approach, social marketing has reinforced a varied variety of change initiatives, many of which include fundamental "social" challenges for which behavior modification methods must go beyond targeting the person and examine the social context within which actions occur (French, Blair-Stevens, McVey, & Merritt, 2010). Fundamental to the effectiveness of these social marketing programs is the deliberate strategic integration, at the level of program development, of in-depth culturally based research to gain insight into the social reality of the phenomenon under investigation as experienced by the target audience. Under examination is the extent to which social marketing initiatives combine extensive specific cultural insight-oriented research to properly understand the social complexity of the target audiences and their potential to change (Brennan, Binney, Parker, Aleti, & Nguyen, 2014).

Social marketing is generally recognized as a social change process that seeks to improve widespread acceptance of a social notion or practice to accomplish a social benefit (A. Andreasen, 2002). Effective social marketing depends on the creation of interventions that are relevant, sustainable, and resonate with the target audience. At the heart of this procedure is the application of profound, meaningful insight into consumers' behaviors, roles, networks of connections, co-created results, and practices in order to establish a knowledge of the investigated social problem. According to Stone, Foss, Bond, & Wills, (2004), insight is a research technique that offers the capacity to get near to the target audience in order to see clearly or profoundly. The National Social Marketing Centre in the United Kingdom defines insight as a "*pivotal piece of understanding into the target audience that is achieved by moving beyond simply looking at demographic or epidemiological issues to focus on what 'moves and motivates*" (NSMC, 2015). French et al., (2010) define 'insight' as the "*discovery of deeper or*

hidden meaning'' (p:99), regarding the experiences of consumers in relationship to the social problem. Further, researchers argue that successful behavioral change is supported by consumer understanding, and as such, 'insight' is of great importance when building 'effective' social marketing techniques. Fundamentally, insight refers to perceiving the phenomenon of interest through the eyes of the consumer with the intention of capturing the profound truths of the experiences, actions, attitudes, and ways of life of consumers in relation to the societal problem of interest. Moreover, insight is that 'aha' or "Eureka" moment that allows the investigator to 'see' what could be done with the topic being investigated (R. E. Smith & Yang, 2004). This perspective requires the examination of people as social actors in a market environment and of behavior change as a social interaction between actors acting within an interactive and dynamic market system. Stone et al., (2004) differentiate between insight as a component of the process of data capture and insight as a functional result of the process of data capture. Insights in this context relate to "*flashes of inspiration or penetrating discoveries that can lead to specific opportunities*"(p:2) for leveraging the value exchange entity. Consequently, the importance of leveraging consumer insight is to shape social change program thought and decision-making, but more crucially, to identify appropriate value exchange organizations with whom consumers would identify. The value exchange organization is the "thing" that takes the consumer and social marketer to the marketplace where contact and engagement may lead to the creation and exchange of value.

According to (Peattie & Peattie, 2003), the efficacy of behavioral interventions is dependent on the emergence of new behaviors that are relevant, meaningful, and capable of replication. In this context, insight-oriented research functions as a strategic instrument within social marketing to reveal the concealed realities of consumer experiences and the lived reality of social concerns. Complex social concerns are usually rooted in complex behaviors that social marketing can solve. Improving comprehension of complicated actions is crucial for social marketing, which tries to persuade customers to participate in good behaviors or reject undesirable behaviors for society's benefit (Alan R Andreasen, 1994; Previte et al., 2015). Complex actions are considered to be greatly impacted by a variety of environmental circumstances and the social and cultural context in which they take place (Dibb, 2014; Evans et al., 2008; Lefebvre, 2013). Even though the behavior's mechanics are relatively straightforward, its complexity is determined by its impacts (Coimbra Carvalho & Afonso Mazzon, 2013).

The term "social marketing" was developed by Kotler and Zaltman in 1971, and it is commonly described as the use of marketing concepts to influence human behavior in manners

that benefit both the person and society (Lee, Nancy Kotler Philip, 2011). These ideas are used by social marketers to influence societies, organizations, governments, and media personalities for good social change (Alan R. Andreasen, 2006). Consequently, there are several types of "consumers" of social goods, services, and behaviors, such as implementing partners, policymakers, and funders (Sutton, Balch, & Lefebvre, 1995). Social marketing differs from commercial marketing in that selling things or services is not the objective; rather, it is a technique to promote positive behavior change that has health or other social advantages (Lefebvre, R. C., & Flora, 1988). Consumer focus is the foundation of social marketing (Novelli, 1984). Marketers can only build solutions for fixing a problem or meeting a need or desire by knowing and empathizing with the customer (Lee, Nancy Kotler Philip, 2011). The 4Ps of marketing — product, price, place, and promotion — are guided by consumer insights or actionable facts about the target population. This knowledge also assists in audience segmentation, branding, and the conception of campaigns that are engaging, consumer-relevant, and effective (Novelli, 1984).

In globalized, competitive environments, firms must be sensitive to opportunities and market trends in the markets in which they compete. In dynamic environments, market-oriented corporations perform better because they prioritize the production and transmission of consumer information across the company (Kohli & Jaworski, 1990). Customer insight is one of the most important factors in strategic decision-making for firms functioning in global, competitive markets. The "big picture" of how consumers will react to changes in the environment and the firm's products, or services is provided by customer insight. This "big picture" is comprised of a number of interconnected parts. Acquiring and using consumer insight is generally acknowledged as a critical success element for successful organizations. Social marketers will be able to design interventions with a greater likelihood of achieving behavior change if they have a clearer understanding of multifaceted behaviors.

Social marketing has been defined as the application of commercial marketing approaches to social concerns (Alan R Andreasen, 1994) as well as the integration of social science and marketing (French et al., 2010). Recent agreement is that social marketing attempts to create and combine marketing principles with other methods for influencing behavior that improves individuals and societies for the greater benefit of society' (ISMA, 2013). It has been indicated that social marketing is still an underdeveloped subdiscipline, and scholars have called for a broader approach, urging social marketers to broaden and develop deeper the field by examining multiple influences on behavior and adopting different insights or methods of investigation (Dibb, 2014; Lefebvre, 2012). Scientists are encouraged to explore

methodological risks so that the discipline may continue to develop. In order for others to benefit from these applications, it is necessary to give proof of these adaptations and alternative approach explorations (Fry, 2014).

This study proposes mixed methods as one way to investigate numerous impacts on behavior, therefore improving knowledge of the people or organizations operating and the circumstances in which they behave. Mixed methods have been defined in several ways, but they may be summed up as "research that combines alternative approaches within a single research project"(Denscombe,2010:p.107). Commonly, mixed methods relate to the employment of both qualitative and quantitative approaches within a single project, but they may also refer to the combination of distinct qualitative methods, different quantitative methods, or diverse views within the same project. Although mixed methods are employed to describe the methodological framework, triangulation is used to explain the combining process. In research triangulation, several 'angles' are employed to discover a more "precise truth" about a studied topic. Triangulation is seen not just as a means of enhancing precision, but also as a means of enhancing breadth, depth, and consistency (Flick, 2009). It is crucial to emphasize that, despite significant progress, the employment of blended tactics in social marketing remains uncommon. For instance, social marketing methods that depend on self-report (such as surveys, focus groups, or interviews) can be combined with methods that take a more objective stance (such as direct observations or environmental measurements) to ascertain how well people's perceptions of the context or behavioral process align with alternative measures of the same space.

According to (Rundle-Thiele, 2009), many social marketing circumstances are delicate, and established biases, such as socially desirable responding, result in self-reported conduct that differs from observed behavior. The advantages for social marketers include a more exact understanding of the individuals at the core of their efforts, their engagement and behavior, and the numerous impacts on that behavior. Social marketers may reveal many pathways for intervention by acquiring an awareness of individual motivation and willingness to change, in addition to social influences, cultural influences, environmental influences, structural impacts, and associated interrelationships. Bullying in schools is acknowledged and well-documented. There are varying accounts for the prevalence of school bullying. Many believe that bullying rates are on the rise (Rigby & Smith, 2011). Rigby and Smith, (2011) analyzed the data and discovered studies from across the globe that show bullying may not be on the rise to the extent that is often assumed. In many areas, bullying in schools is decreasing, while it may be rising in others. Rigby and Smith hypothesized that the widespread belief that

bullying is on the rise may be attributable to a greater knowledge of extreme bullying conduct, such as those reported in the media. Other proposed causes include the appearance of new types of aggression, such as cyberbullying, and the rise in reports of problems with mental health associated with bullying incidents (Rigby & Smith, 2011).

1.1.1. Research Problem

The use of consumer insight in anti-bullying social marketing efforts is the topic that will be investigated in this research. The field of social marketing is one that is still in the process of evolving on a worldwide scale. The practice of social marketing is spreading fast throughout the world, with various campaigns being launched in an effort to address a full variety of concerns. While the theory and definition of social marketing are still being debated, the practice itself is expanding rapidly. Therefore, in order to design additional social marketing campaigns that are effective, it is necessary to get an understanding of the efficacy of using benchmarks and marketing tactics that are used during campaigns, and it is also necessary to evaluate how they are connected to success.

According to (Sowers, French, & Blair-Stevens, 2007), the marketer's message of "behavior change" should be to improve health and reduce health inequities. This should be the objective that should be worked towards. The method that the marketer takes has to be planned out and carried out in a rational and logical manner in order to be effective. This should be backed by fundamental ideas such as knowing the consumer, providing the customer with advantages that surpass their costs, and providing assistance to the client in order to avoid competition. These strategies inspired the target audiences to voluntarily change the behaviors they were already engaging in to conform to the one that the marketer was providing.

Bullying behavior in schools is a terrible collective concern. Bullying has been understood by many as a process of maturation for children and teenagers for quite some time. There is an idea that bullied children must have "asked for"(Rivara & Le Menestrel, 2016) or deserved this type of abuse. Occasionally, the harassed child comes to absorb this concept. Bullied children have weak social connections due to the loss of friendships, feelings of loneliness, and helplessness (Espelage et al., 2000; Forero et al., 1999). The concept of 'bullying' refers to systematic, repeated, and purposeful conduct that causes physical or psychological suffering (Forero et al., 1999). Bullied children have increased social anxiety and depression (Craig, 1998; Austin & Joseph, 1996; Callaghan & Joseph, 1995). Self-esteem is lower among bullied children (Austin & Joseph, 1996; Callaghan & Joseph, 1995; Rigby & Slee, 1993). Bullying may have terrible and long-lasting impacts (Forero et al., 1999). Children

whose bullying conduct is not addressed early are more likely to become delinquent adolescents, engage in criminal behavior, and become physically violent adults (Rigby & Cox, 1996). (Espelage et al., 2000; Hoover et al., 1992). A literature study on bullying and the detrimental effect of poor parenting (Tolan, Cromwell, & Brasswell, 1986); familial characteristics and aggressiveness (Olweus, 1980; Thornberry, Lizotte, Krohn, Farnworth, & Jang, 1994); delinquency and misconduct behavior (Loeber & Dishion, 1983); and family and environment (Bowers et al., 1994; Espelage et al., 2000) found substantial support for a bullying prevention program that focuses on parenting practices.

A significant number of antibullying social marketing consist of programs designed for the educational staff and parents, curriculum materials that focus on the topic of bullying, techniques, and strategies to guarantee that students are closely monitored, and an overall approach or school policy to collaborate on norms in the event of bullying. The results of meta-analyses on the effectiveness of anti-bullying programs (Jiménez-Barbero, Ruiz-Hernández, Llor-Zaragoza, Pérez-García, & Llor-Esteban, 2016) suggest that anti-bullying programs result in an average 15 percent decrease in bullying occurrence. These results support the notion that creative and innovative techniques are necessary. Although the community of public health acknowledges that bullying is an issue, it has been challenging for researchers to establish its magnitude. However, according to the existing prevalence statistics, school-based bullying affects between 18 and 31 percentage of children and adolescents, while cyber victimization affects between 7 and 15 percentage of children. Despite the fact that they are ranges, they demonstrate that bullying behavior impacts a substantial percentage of adolescents.

1.2. Research Questions

The research questions constitute an important part of the overall design of the study. These questions contribute to the investigation of both general and particular problem statements, as well as the determination of the sources of these problems in more depth (Creswell & Creswell, 2018). The investigation into the subject of social marketing antibullying programs insights was carried out by the researcher using the questions that are listed below.

1) ***What are the main antibullying insights to be used in anti-bullying social marketing programs?***
2) ***What factors emerge through factor analysis with the items designed to measure anti-bullying insights strategies?***
3) ***What are the correlations among the factors that emerge from factor analysis?***

4) ***What is the causal relationship between antibullying insights and the behavioral and socio-demographic characteristics of individuals?***

5) ***Which antibullying insights have an impact on antibullying awareness?***

Social cognitive theory serves as the foundation for this research (Albert Bandura, 1977; 1986; 2001). Individuals' behavior seems to be more influenced by environmental factors and cultural norms than by biologically based developmental processes. The social cognitive theory acknowledges that development is a continuous process, and it is concerned with how a person's psychosocial functioning develops over the course of a lifetime (A. Bandura, 1986). According to this theory, environmental effects, and cognitive, personal, and behavioral elements interact to determine behavior (A. Bandura, 1986). A strategy for investigating antibullying insights behaviors was developed with the use of a social cognition theory-based model that takes the student development process and the educational environment into account.

Research Question 1 describes the problem statement in this study and once explored, provides the antibullying insights that may aid in the creation of successful antibullying campaigns. The methodology selected for this research question is qualitative. A qualitative approach is appropriate to facilitate an understanding of the perception of the main antibullying insights. To answer this question 15 current and former members of social organizations who worked closely on programs for children and youth and who satisfied the required level of expertise and knowledge for this research were asked to reflect and share their thoughts about the antibullying insights provided by the literature. This may provide insights into how parents, teachers' and society as a whole may be influencing children's behaviors and school climate.

For Research Questions 2, 3,4, and 5 a quantitative technique is used to evaluate hypotheses about the links between variables in a deductive manner, and it quantifies the information that is acquired via surveys, that display information about assumed relationships (Glesne, 2011).

It tries to generalize results, provide explanations of what caused them, and anticipate what will happen next. When doing quantitative research, the researcher must remain objectivity and detachment (Glesne, 2011). The research questions enabled the collection of in-depth information about the perceptions of anti-bullying campaigns.

1.3. Research Importance

This research enhanced scientific understanding in the area of antibullying social marketing campaigns by focusing on recognized features that influence the efficacy of

antibullying school climate campaigns. A study of what is known and what is required to prevent bullying behavior and its repercussions is necessary because it is widely acknowledged that bullying conduct is a serious public health issue that requires the joint efforts of parents, teachers and school administrators, medical professionals, government officials, and others concerned with the well-being of children. Estimates of the prevalence of bullying vary, particularly amongst various samples of young people, because of disagreements about how to define and assess the phenomenon. Despite some discrepancies in the data, studies conducted at the national level all agree that bullying is a significant issue that impacts a sizable portion of today's adolescents. Bullying may be seen as an inevitable part of human development, but it has serious, long-lasting effects that should not be minimized or overlooked. There is evidence that bullying may have lasting repercussions on all parties involved, including the bully and any bystanders who witness the incident. Existing data shows that children and teens who are bullied report a variety of somatic abnormalities and disturbances, including sleep disruptions, gastrointestinal problems, and headaches, but further research is needed to confirm these claims. New studies show that bullying may affect a person's physical health in negative ways, even neurological changes.

It has been shown that being bullied increases a person's chance of developing mental health problems, difficulties with cognitive function and self-regulation, as well as various physical health issues. Children who engage in bullying conduct are subject to substantial short-term and long-term internalizing as well as externalizing psychological consequences as a result of their activity. According to a number of studies, those who engage in bullying behavior and who are also the targets of bullying from others are at an elevated risk for engaging in suicide conduct attributed to increasing mental health issues. When compared to children who are not engaged in bullying, people who participate in bullying in any capacity (as offenders, targets, or both) are statistically substantially more likely to consider or attempt suicide than children who are not engaging in bullying.

The significance of this study lies in the conceptual and methodological advancements that it brings to the field of research on social marketing campaigns. In this dissertation, two problem areas that are candidates for improvement were identified as candidates: 1) the creative approach for examining a social marketing campaign on antibullying, and 2) the research approaches for customer insight measurement. Both of these approaches are candidates for improvement. These contributions may assist develop a systematic and contextual research program, which will, ultimately, result in a better understanding of the function that consumer insight plays in social marketing campaigns.

1.4. The purpose and the impact of the research

The purpose of this study was to identify the antibullying insights and to find out the perceptions of the main antibullying insights, to be used in antibullying social marketing programs. In response to the limited perspectives of antibullying insights, the purpose of this inquiry was to explore and understand the perceptions of the members of social organizations who worked closely on social programs for children and youth.

In order to find new hypotheses and insights into antibullying programs, qualitative and quantitative approaches were used for the research topic. The purpose of this study was to identify effective antibullying insights, not to prove the effectiveness of already documented strategies, and because of this, the first study of this research employs qualitative research being a better choice than only quantitative research. Qualitative methods allow for the exploration of personal experiences in a manner that quantitative methods cannot match (Anyan, 2013). The purpose of the study was twofold: 1) as a research mechanism to establish the importance of consumer insights on social marketing antibullying programs, and 2) as a separate source of data for integration with the quantitative data.

It is necessary to do a study of what is known and what needs to be understood to prevent bullying behavior and its repercussions because bullying behavior is a serious public health issue that requires the deliberate and integrated attention and time of families, instructors, and teachers, and administrators, health care professionals, government leaders, communities, and others involved with the care of children. Assessments of bullying occurrence might differ, particularly when evaluating various populations of younger generations, due to operational definitions and measuring errors. Bullying behavior is indeed a significant problem that many children face, according to national polls, despite variations in the statistics.

1.5. The Objectives of The Study

1. To identify the main insights to be used in social marketing antibullying campaigns.
2. to determine which insights approach can have an impact on social marketing campaigns of antibullying.
3. to develop a creative approach for examining social marketing campaigns on antibullying
4. to improve the research approaches for customer insight measurement

5. To analyze the potential change in consumer awareness behavior through the chosen antibullying insights.
6. To study and present the causal relationship between socio-demographic and behavioral characteristics of individuals and antibullying insights.
7. To identify consumer characteristics that may lead to a potential change in behavior for mutual benefit.

Chapter 2 Literature Review

2.1. Consumer Insight

2.1.1. Consumer Insight and Marketers' use of Consumer Insight

'Insight' is a term that encompasses various concepts. It covers 'traditional' topics such as identifying consumers, what they do, where they are, what they purchase, what they want to buy, what media they are exposed to, and what media they prefer to watch, listen to, or read (van den Driest, Sthanunathan, & Weed, 2016). It also covers deeper psychological topics, such as what customers think and feel, their goals and strategies, and how they impact their behavior (Stone, Machtynger, & Machtynger, 2015). Many of these are unintentional or unconscious consumer habits or beliefs; various external influences, ranging from the status of the economy and society to the way a brand is marketed, affect, if not condition, the majority of people (Keller, 2020). It also includes areas that customer service (and, more recently, marketing) personnel concentrates on, such as the expertise that the organization and its competition provide to customers, their feelings about the experience, as well as whether they expressed their opinions about it through complaints or compliments, or requests for additional information, or whether they have unresolved issues (Forsyth, Galante, & Guild, 2006). Perhaps most crucially, it offers some indication of whether the company has kept any promises made to customers (through branding, product descriptions, or marketing communications), as well as whether it has fulfilled the role that customers have assigned to it in their lives (Minton, Cornwell, & Kahle, 2017).

Paul Laughlin defines consumer insights as: '*A non-obvious understanding of your customers which, if acted upon, has the potential to change their behavior for mutual benefit.*' (Laughlin, 2014). Four elements of the consumer insight core concept are highlighted by the author. Insight is "non-obvious," therefore it often does not arise from a single source of data or a straightforward analysis or research; rather, it is necessary to converge facts in order to get insight. Real insights must also be relevant; hypotheses that cannot be tested in the real world are not insights. Third, when implemented, consumer insights must be persuasive enough to induce individuals to alter their behaviors. Last but not least, consumer insights must be sustainable, and the transformation of consumers must be for mutual improvement; just depending on prior behaviors and expecting customers to remain, regular users, does not provide any depth of information, much alone Insight, about them.

(C. R. Bailey, 2008) propose a definition of customer insight as: "*a detailed understanding of customer profiles and behavior, drawn from multiple data sources, that is potentially actionable through the prediction of how customers will react to different forms and content of interaction, or through other tailoring of the value proposition"*(p:2). This definition implies two critical points regarding the use of customer insight: first, it incorporates knowledge processes inside businesses, and second, as a learning consequence, customer insight assists organizations in changing their behavior in interacting with customers, markets, and competitors. Consumer insights include market research, database marketing, customer service, and other departments that engage directly with consumers, as well as supply chain management and departments that do not deal directly with customers but are nonetheless engaged in how they are handled (Eriksson, David, Hilletofth, 2010). Consumer insight is required for much more than just supporting particular marketing or service decisions. Consumer insight is an important component of a system that tells a company if it is satisfying the demands of its customers while also meeting the interests of all stakeholders, and is indispensable for all managers in marketing and senior management (Wills & Williams, 2004).

The term "customer insight" refers to a number of various aspects of business operations, including market research, customer segmentation, and customer analytics, and it combines transactional and external customer data (C. Bailey, Baines, Wilson, & Clark, 2009). Ultimately, supports the firm's response to environmental change (B. D. Smith & Raspin, 2011), helping establish profitable, customer-focused growth (Langford & Schulz, 2006) as a result of an organization's knowledge of present and future customer behavior (Macdonald, Wilson, & Konuş, 2012).

The distinction between customer insights and consumer insights is significant for two reasons: c*ustomer insights* have a relationship with a particular organization; *consumer insights* is a more general term. It is important to anticipate how non-customers and consumers would react while establishing a marketing strategy, and second, the purpose is to develop theory that can be utilized in a variety of sets across organizations (R. Hamilton, 2016).

An important component of a system that assesses whether a firm meets the demands of its consumers and the expectations of its stakeholders is consumer insight (Stone et al., 2004). Customer goods companies have traditionally established insight cultures, with market research acting as the main resource of information instead of consumer databases. Due to the limited number of sources, it is simpler to construct a cohesive picture. However, many other industries, especially sectors that have direct contact with their end-users, have a vast quantity of data from a variety of sources (including databases among the most common) that it is

substantially more difficult to piece together a cohesive picture (Florin, Callen, Pratzel, & Kropp, 2007). In addition, few organizations have the required assistance to consolidate all of these information sources. For organizations operating in competitive, global marketplaces, customer insight is one of the most important inputs in strategic decision-making, giving the "big picture," which is made up of numerous elements that come together to provide a cohesive picture of how consumers will react to changes in the environment and to the firm's products or services (Strong, 2015). As a result, organizations must be attentive to trends and opportunities in the marketplaces in which they operate in today's competitive, globalized world. As a result, market-oriented organizations operate better in dynamic contexts, giving attention to developing and transmitting consumer insight across the business (Kohli & Jaworski, 1990).

The concept `consumer insight` indicates a depth understanding of consumers; also, it implies wisdom inside organizations, applying knowledge to achieve goals, such as satisfying consumer or stakeholder demands, being profitable, staying on budget, being secure, or being ethical, and also positioning where they want to be (Said, Macdonald, Wilson, & Marcos, 2015). Different disciplines – notably market research and customer database analysis – are integrated and utilized to manage consumers and allow consumers to manage themselves since Insight has been used to design solutions to allow them to do so (David Stone & David Woodcock, 2014).

The primary objective of Consumer Insights (CI), a field concerned with interpreting market research and serving as a bridge between a company's Marketing and Research divisions, is to determine why a customer cares about a brand and the underlying mentalities, emotions, motivations, needs, priorities, and motivation factors that influence their decisions (Laughlin, 2014). The marketing term 'customer insight' is susceptible to several meanings and misunderstandings. Customer insight, like "statement" (or marketing mix), which some marketers interpret as meaning "product" while others use it as a synonym for "promotion" (Laughlin, 2014), is in danger of becoming all things to all people.

According to Stone et al. (2004), there are two different forms of consumer insight: "**Insights** (plural) – flashes of inspiration, or penetrating discoveries that can lead to specific opportunities." (Stone et al., 2004:p.1). Market research or customer databases can deliver these, and **Insight** (singular), defined as 'the ability to perceive clearly or deeply,' a profound, integrated knowledge about consumers and markets that helps structure our thinking and decision making. This form of Insight everyone involved in marketing needs (Stone et al., 2004:p.2).

The understanding of present and future customer behavior that comes from customer insight helps managers design strategies that enable the organization to respond to environmental change (Smith & Raspin, 2011) and realize profitable, customer-focused growth (Langford & Schulz, 2006). Customer insight is the result of information about customers, markets, and competition from different sources and envelopes domains like market research, segmentation, and customer analytics, combining transactional and external customer data (Bailey, Baines, Wilson, & Clark, 2009), has the power in being able to recognize trends in consumer behavior or using data to predict how they'll react to trigger events. There is a high potential for misunderstanding without an understanding of consumers' perceptions of their actions and that of the organization. (Laughlin, 2014).

A wide range of internal and external sources relies on customer insight. One of the more important external sources is outsourced market research. The outsourced market research industry is a significant global business-to-business knowledge service sector that generates profit (Said et al., 2015). This industry involves market research firms collecting, analyzing, and providing market research information to clients.

Customer insight is equated to research, analytics, data, and database marketing by several marketing executives. Few people outside of the top customer insight departments seem to understand the interdisciplinary or hybrid nature of the functions of consumer insights. (Laughlin, 2014). The types of Insight are all the pieces joined up to produce a quantified picture that everyone involved in the marketing department can see and apply. It is derived from a variety of sources, including data from databases, financial and planning data, market and competitive intelligence, and feedback from sales and customer support representatives, including customer complaints. It is a picture assembled from any and all accessible sources - in a format that tackles inconsistencies and apparent contradictions while giving equal weight to all of them. Effective marketing communication involves both precise targeting and a design that is both accessible and emotionally engaging to a customer. (Laughlin, 2014) .

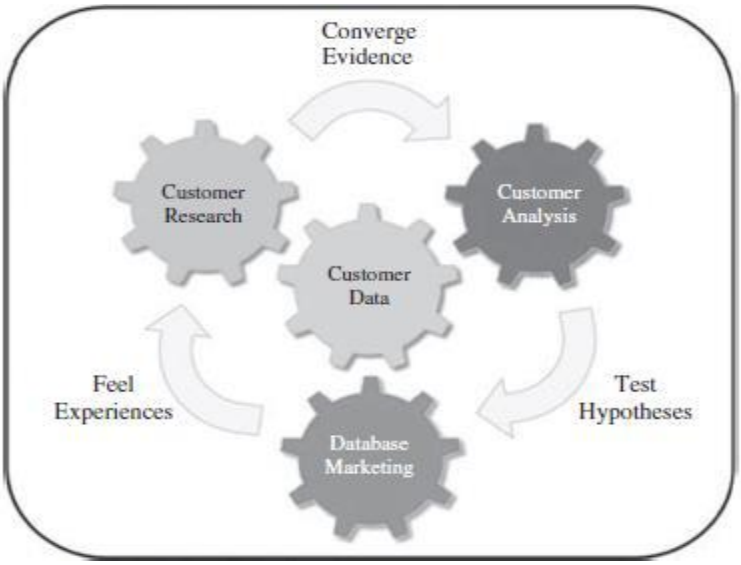

Figure 2.1: *The customer insight 'engine'(Laughlin, 2014)*

Figure 1 depicts the virtuous cycle of insight generation, testing, and measurement that continues running like moving engine components, demonstrating the great potential of an all-encompassing approach to consumer insight. Like an engine, the objective of this endeavor is to propel the business as a whole forward, improving commercial returns and customer experiences (global advancement) in the process (Laughlin, 2014). It reveals that the phases of obtaining, filtering, changing, distributing, analyzing/interpreting, auctioning, and preserving insight are all part of a continuous feedback loop learning mechanism.

The rise of a new generation heavily impacted by social media creates advantages for market research as customers voluntarily contribute their experiences by sharing information and consumer reviews, both with their friends and with online communities. Researchers now have access to a wide variety of resources that help them learn what customers really think and feel about products because of the quick pace of technology development (Cooke & Buckley, 2008; Lawer & Knox, 2006). Customers' information has been recognized as a particularly valuable competitive advantage for two key reasons. First, a comprehensive understanding of consumer values and interests enables businesses to supply customers with goods and services of higher value (García-Murillo & Annabi, 2002). Second, client information is intangible and hence difficult for rivals to mimic(Wieneke & Lehrer, 2016). Social networking is a vibrant tool for acquiring consumer information. Approximately 80% of CEOs are aware of the significance of social media for consumer contact and see it as a crucial part of corporate success (Hennig-Thurau et al., 2010). Web 2.0 offers a whole new array of research methods, such as dynamic internet communities that rely on voluntary participation and are built on member trust. This is just one example of how the free and open-source trend has generated new options for insight development, which promotes a natural combination of offline and

online as well as qualitative and quantitative research methodologies, resulting in more innovative data sets and insights (Cooke & Buckley, 2008). Firms that can gather and interpret information from social media in particular business environment may transform this data into valuable consumer insights or in-depth and actionable understanding of customer wants and underlying motives. These insights may be used to provide extra value to clients by adapting services to their requirements and providing "what they want. when they want it" (Setia, Venkatesh, & Joglekar, 2013:p 566). As a result, consumer insights are becoming more relevant in terms of boosting company performance and establishing a competitive edge in target markets(Greenberg, 2010; Woodcock, Green, & Starkey, 2011). However, in order to adapt marketing content and communication strategies to a specific audience, companies must have access to the minds and hearts of their customers in order to produce a significant effect with content and tactics based on genuine insights accessible in real-time (P. A. Crocker, 2017).

Table 2.1 *Selection of studies concerning Marketers' Use of Consumer Insight [The table is arranged by the author]*

Authors	*Methodology*	*Techniques*	*Findings*
(Stone et al., 2004)	Qualitative	1. Group discussions 2. Depth interviews 3. Mail questionnaires 4. Telephone questionnaires 5. Observation	Propose group discussion, depth interviews, mail questionnaires, telephone questionnaires, and observation, before a campaign or consumer management approach, is completed and should be moderated by a research specialist from the outside. The results of this research are proposed over the establishment and the implications for campaign design and relationship management. The findings can be applied successfully for new product idea generation; new product idea or concept discovery; advertising and communication studies;
(P. A. Crocker, 2017)	Qualitative	• In-depth interviews • Inductive research approach	The research study uncovered that the majority of FMCG clients have multiple commercial subscriptions with recognized consumer research providers such as TGI, Mintel, Neilson, and Experian. Smaller SME clients do not have huge research and marketing budgets to invest annually in insight development. The challenge and opportunity for marketing firms are to develop unique, yet cheap, insight technologies that provide real-time consumer data to SME customers and start-up businesses. It also provides exceptional service to corporate corporations, adding value to their operations. They have a clear competitive advantage in the industry by being able to base concepts and campaigns on rich data insights in real-time. With the abundance of data available in this digital era, it is more crucial than ever for businesses to understand the mind of the always-changing customer – ultimately, uncovering insight possibilities in real-time is where the gold dust of consumer research may be found.
(R. A. Price, Wrigley, & Straker, 2015)	Deep customer insight: Design-led approach to innovation	• Persona design(face-to-face) • Story-telling /storyboard(f-t-f) • Customer narrative • Scenarios	The data gathering procedures utilized in *traditional market research TMR* and *deep customer insight DCI* approaches are examined in this research. The authors recognize the importance of both research methodologies and have developed a complimentary method matrix to show how both might be used successfully at different stages of an internal operation. Customer insights with the quantitative security of traditional research methodologies are provided by being able to use both procedures individually, but together as complementary data-collecting approaches. This study described DCI methodologies based on a design-led approach to innovation, as well as the importance of emotionally connecting with customers. Through greater awareness of wider shifts in society, culture, and technology, asking a consumer why gives insights into the emotional and symbolic content of products. As a result, incorporating DCI methodologies into organizations provides a mechanism for firms to innovate and give a new value proposition to customers. DCI approaches provide new, non-obvious ways to understand consumer wants, challenges, and behaviors, which can lead to new business possibilities. It is envisaged that employees in charge of data gathering would be encouraged to experiment with DCI approaches in order to interact with their consumers on a deeper level and turn these insights into value. This study's theoretical conclusion is a complementary methods matrix, which provides direction on how to apply research techniques in accordance with a project's timetable in order to optimize the complementation of TMR methodologies with design-led consumer engagement methods.
(Wieneke & Lehrer, 2016)	Qualitative	• absorptive capacity ACAP • Interviews • Dynamic capabilities perspective	The research looks into how organizations may use social media data to produce and utilize customer insights. Multiple case studies were undertaken to utilize the theoretical lens of the dynamic capabilities perspective, specifically the absorptive capacity ACAP construct. Physical, human, and organizational resources were recognized as needed capabilities as well as dependent elements. The findings from the case study method provided insight into the fundamental building elements of absorptive capacity ACAP in the context of social

Table 2.1 *Selection of studies concerning Marketers' Use of Consumer Insight [The table is arranged by the author]*

			media from a research standpoint. It gives managers practical advice by offering a complete overview of the procedures and resources required to transform social media data into usable consumer insights.
(Said et al., 2015)	Qualitative	• In-depth interview	The findings highlight the necessity of value alignment and monitoring across the insight demand chain, in addition to the existing research focused on information processing. To supplement the much-researched process viewpoint, the study recommends the necessity of consumer insight conduct practices inside the organization, such as insight format, the function of automation, and insight shepherding. The research provides a foundation for practitioners and academics to evaluate the efficacy of insight processes.
(Wilas, Pattarasinee, Tippakorn, & Haruechaiyasak, 2012)	*Micro-blog Sentiment Analysis System*	• Sentiment analysis	This paper conducted an exploratory study to discover consumer insight using the Microblog Sentiment Analysis System (MSAS), and the findings confirm that sentiment analysis on microblogs, particularly Twitter, can provide helpful information for smartphone manufacturers to make decisions about their next-generation products. The MSAS has five key functions: collecting Twitter tweets, filtering for opinionated messages, detecting polarity in each post, categorizing product attributes, and summarizing and visualizing the total results. The smartphone product domain is used as a case study in this study. The technique also helps indicate the customers' attitudes regarding product aspects such as Application, Screen, and Camera, according to trials on 100,000 collected posts connected to cellphones. MSAS is a system that can collect information on product feature reviews without disrupting customers, and the results are accepted by experts in the industry. Sentiment analysis on microblogs is an extremely effective technique for consumer research, especially in industries where a large number of customers use a great deal of time on social media.
(C. Bailey et al., 2009)	Qualitative	• in-depth interviews • Case study	The findings demonstrate that four categories of insight were developed for each of the five case study organizations. The first is the 'market prediction' section, which comprises transactional customer data for making prognostications about the entire market size, corporate sales potential, and market trends, as well as concerns that might impede the capacity to achieve this aim and the responders evaluated. Because competition is increasing, consumer demand is shifting, and cost constraints to spend wisely are increasing, there is an increasing need to expand into new areas; The second category of customer insight was "customer segments," which attempted to segment customers based on their needs and behaviors; the third category of customer insight was "need and opportunity-focused analysis," which all companies claimed to be the most actionable form of insight, providing actionable opportunities for cross-sell, up-sell, and retention offers that resulted in high reported conversion rates; and the fourth category of customer insight was "customer value analysis," which focuses on the company's most appealing consumers, creating customer profiles for marketing communications, product development, financial planning, increase customer profitability, and creates customer lifetime value. Data was used by all five case study organizations to create market projections, and "events and triggers" were used to find income prospects.

2.1.1.1. *Consumer Insight's Importance for Marketers*

Customer insight is a critical strategic asset (Wills & Webb, 2007) that is hard to obtain, useful, and valuable to the firm (B. Smith, Wilson, & Clark, 2006); supports the firm's response to society's environmental transformation (B. D. Smith & Raspin, 2008); and allows strengthening establish profitable customer-focused advancement (Langford & Schulz, 2006). As a consequence of an organization's understanding of existing and future consumer behavior (Macdonald et al., 2012), the application of insight incorporates organizational knowledge processes. As a learning consequence, customer insight enables organizations to modify their behavior in interacting with customers, marketplaces, and competitors.

Acquiring and using consumer insight is extensively acknowledged as a critical success element for strong organizations. Social marketers will be able to design interventions with a greater likelihood of achieving behavior change if they have a better grasp of complicated behavior (Said et al., 2015). Firms may desire to convince customers to acquire their products and services; gathering consumer insights may assist them in developing the appropriate products and services at the right pricing and convincing consumers to purchase them. Non-profits seek to persuade customers to give to their humanitarian causes or to comprehend how their relationships with for-profit organizations will affect the public's impression of their organizations. Lastly, government agencies strive to "nudge"(French, 2011) customers to better their own or other consumers' welfare(R. Hamilton, 2016).

Organizations that can not only obtain but also interpret social media data in their corporate environment may transform this data into valuable consumer insights, i.e., in-depth and actionable understanding of customer demands and underlying motives. These insights may be used to provide value for clients by customizing solutions to their requirements (Setia et al., 2013,566). Consequently, consumer insights are becoming more important for enhancing corporate performance and establishing a competitive edge in target markets(Choudhury & Harrigan, 2014; Greenberg, 2010). Organizations must define their target groups and customer behaviors and largely depend on credible insights when currently developing strategy decisions. Similarly, clients depend on insights to confidently market themselves and their products/services to prospective retailers, complementing the Marketing Agencies Association's identified trends (R. Price & Wrigley, 2016; Hamilton, 2016). However, it was also emphasized that not every insight found by consumer research should be accepted at face value, since they sometimes only reflect a tiny sample of the whole market, depending on the research technique used(Longfield et al., 2016).

Consistent with the findings of prior research, it was found that providing clients with evidence that the planned campaigns would assist to maximize return on investment via human, cultural, and consumer insights is a solid method of increasing returns for the business(Florin et al., 2007; Krajicek, 2016). However, the literature analysis also reaffirmed the general tendency that having access to too many insight tools might be detrimental since most of the available information is not being utilized (Stone et al., 2004). The interview findings as a whole demonstrate the significance of data and consumer insights in today's marketing agency and client settings.

In reality, practitioners do not pursue statistical significance; rather, they want deep insights that provide a competitive strategic advantage (R. Price & Wrigley, 2016). Respondents emphasized the importance of witnessing customer journeys through the eyes of the consumer using creative innovative approaches(Longfield et al., 2016). The industry seeks insight solutions that use a combination of quantitative, solid, and strong data statistics and qualitative, in-depth customer responses to back statistical conclusions(Aaker & Biel, 2013; Hastings & Angus, 2011). Therefore, the market needs a powerful audience insight platform that combines segmentation, consumer behavior, and specialized research into a single solution. Ideally, the unearthed insights will be actionable to influence choices throughout the customer experience, including the 4Ps of marketing: product, pricing, promotion, and location (Longfield et al., 2016). Moreover, research indicates that the above-mentioned deep insights will have a significant influence on advertising, audience segmentation, and concept creation for marketing campaigns and events, eventually engaging the target customers (E. W. Maibach, Roser-Renouf, & Leiserowitz, 2008).

For consumer insight generation, a mixed research strategy should be adopted, including the ability to conduct ad hoc quantitative surveys with consumers and to watch consumers at the place of purchase or consumption of a product/service using qualitative research methodologies (i.e., ethnography, observation). The quantitative technique focuses on data to find patterns, while the qualitative approach investigates the "whys" and "hows" of customer behavior and trends. Both forms of research would provide real-time consumer insights. According to Longfield, respondents in 2016 highlighted how much they would appreciate consumer observations and ethnographic research methodologies - witnessing how customers behave and interact with one another and the product in a bar or a store (Longfield et al., 2016). It was emphasized that a mixture of mixed research methodologies may be very evocative, particularly when focus groups and consumer proximity programs are used to get

near to customers. Contrary to popular belief, clients and agencies may discover enormous possibilities by only interacting with a small number of customers who are information rich.

2.1.2. Social marketers' use of consumer insight

One of the most important aspects of social marketing is gathering as much information as possible about the end user or citizen since this data will drive the selection of target audiences and the design of interventions. According to the Government Communication Network (GCN) in the United Kingdom, customer insight is "a fundamental 'truth' about the consumer focused on their behavior, experiences, beliefs, needs, or desires, that is relevant to the task or issue and 'rings bells' with target persons." (Sloman, 2010, p 4) One aspect of insight is that it is a systematic process with the objective of offering something of value to the organization; another is that it depends on several information sources to construct comprehensive representations of customer needs and behaviors (Brennan et al., 2014). Lefebvre argues that social marketing runs the danger of being myopic when it comes to achieving societal change due to its emphasis on influencing individual behavior when evaluating program effectiveness (Lefebvre, 2012).

The capability of the consumer as an agent active in a socio-cultural framework (Grier & Bryant, 2005) asserts that over-reliance on individual opinions acquired from focus groups, questionnaires, and interviews as insight-oriented research-based methodologies (Woolf et al., 2015), the employing of population statistics to influence expert-driven solutions, and the reliance on scientifically 'verified' evidence prior to acting have resulted in societal transformations(Capella, Taylor, & Kees, 2012). Utilizing a neurobiological model and an individual-centered approach to market management in the face of socio-cultural obstacles eventually restricts the ability to create possibilities for social change that are not only expansive in scope but also meaningful to the core demographic audience (Brennan, Fry, & Previte, 2015).

In order to strengthen the social marketing research toolkit, it is time, in the opinion of (Fry, 2014), to take into account witnessing behavior change and associated solutions as a human experience by taking into account the approach to seeing the "social world through the eyes of the customer" (Bryman & Bell, 2011). Effective social marketing depends on the creation of relevant and useful projects that appeal to the target audience. Utilizing relevant insight into consumer behavior, roles, social networks, co-created solutions, and practices to comprehend contemporary societal issues is at the core of this method.

Social marketing is generally acknowledged as a strategy for bringing about social change that aims to broaden the public acceptability of a social idea or practice in order to achieve a social good (Alan R Andreasen, 2002). According to Peattie and Peattie (2003), creating new sustainable habits with meaning and the potential to be replicated is key to the success of behavior change (Peattie & Peattie, 2003). In this context, "insight-oriented" research served as a tactical instrument for social marketing to reveal the untold stories of consumer experiences and lived realities related to social concerns.

Social marketing was designed to clearly distinguish community-level interventions requiring cooperative relationships between public services and other civil society actors (Russell-Bennett, Wood, & Previte, 2013) from networks encompassing family and friends as a mechanism to encourage improvement (Dibb, 2014; Gordon, 2013). The kind of issues that these interventions are intended to address (e.g., environmental sustainability, healthy eating, adolescent drug, and alcohol abuse, etc.) are driven by organizational factors, not simply individual choices. Midstream social marketing often evolves on the basis of community-based methods, such as community development initiatives and action research acquiring knowledge (Luca, Hibbert, & McDonald, 2016; C. A. Bryant et al., 2007; Kelly et al., 2003). Although it continues to maintain a focus on psychological theory and marketing management frameworks (i.e., a 'customer-centric' orientation), it seeks to enable collaborative action that addresses the social, economic, institutional, and cultural elements that influence the context of behavior (Stead, Arnott, & Dempsey, 2013; Luca et al., 2016). The National Social Marketing Centre in the United Kingdom (NSMC) describes Insight as a "fundamental knowledge of the target audience that goes beyond demographic or epidemiological concerns to concentrate on what moves and inspires' individuals."(French & Blair-Stevens, 2007b).

In a fundamental or basic sense, insight refers to observing phenomena of interest through the eyes of the consumer in order to capture the important facts about consumers' experiences, actions, behaviors, attitudes, and lifestyles in relation to the societal problem of interest. Insight is also the 'aha' or 'Eureka' moment that enables the examiner to'see' what can be done about the issue or situation (R. E. Smith & Yang, 2004). This reflection demands an examination of persons as social actors in the market space and of evolving behavior as social interaction among players in an interacting and dynamic market system. (French, Jeff Blair-Stevens, Clive McVey, Dominic Merritt, 2010:p 99) defines "insight" as the "finding of deeper or hidden significance" about the experiences of consumers in connection to a societal problem. In addition, they suggest that leveraging consumer understanding is the foundation of successful behavior modification and that 'insight' is thus essential for building "effective"

social marketing tactics. (Stone et al., 2004) differentiates between Insight as a component of the data-collecting process and insights as a functional result of the process of acquiring insights. Insights are therefore "flashes of inspiration or deep findings that might lead to particular possibilities" for utilizing the value exchange entity. Consequently, consumer insight has the ability to aid in the conception and decision-making of social change programs, as well as the identification of the value exchange entity with which consumers would identify. A value exchange entity is the "thing" that brings together consumers and social marketers in a market area where contact and participation may result in the production and exchange of value.

One of the difficulties of social marketing is that customers are continually evolving and adjusting to their environment. Utilizing research and segmentation to have an in-depth insight into the target demographic is essential for successful social marketing (French, 2016). Unfortunately, a large number of projects skip the program scoping step and rush into the design and execution phases (David & Rundle-Thiele, 2019). Consequently, social marketing, social advertising, and health promotion are replete with examples of interventions that demonstrate a lack of understanding of the belief systems and expectations of their target audience and the reasons why they behave as they do, frequently in socially and materially deprived communities (Doustmohammadian & Bazhan, 2021). Having this insight and information will assist in comprehending the audience's "exchange" and developing message propositions that are relevant and compelling to the target audience. Applied effectively, this will result in interventions with the highest probability of success; at the very least, it will help avoid the expensive mistakes associated with poorly planned programs that failed to take the time to pay attention to and understand their target.

To effectively use insights from internal sources, it is advantageous to structure these insights in a manner that demonstrates how they may be completely incorporated into all four components (4 Ps) of the marketing mix: promotion, product, pricing, and location (Wansink, 2016). Insights gleaned from interviews may create actionable recommendations in any or all four of these domains, with the ultimate objective of suggesting actions that would alter behavior. If it is necessary to quantify the insights gained from interviews with inside sources, surveys may be used to do so. In a large number of instances, internal sources have been leveraged to create early insights, which have subsequently been converted into surveys or trials to enhance marketing efforts to encourage the purchase of healthier foods (Wansink, van Ittersum, & Painter, 2005). Audience research enables the identification and comprehension of how the characteristics, interests, routines, and needs of the target audience influence their choices and behaviors (Kelly et al., 2003). Audience research is vital for program development

since it provides insights that can be utilized to enhance existing programs (Stead, Gordon, Angus, & McDermott, 2007). Audience segmentation is the process of dividing a population into distinct groups based on variables that influence their susceptibility to marketing initiatives (C. Bryant et al., 2001). In contrast to conventional intervention strategies, which target individuals with the most need, audience segmentation seeks those with the most significant potential or those most likely to adopt the habit (Walsh, Hassan, Shiu, Andrews, & Hastings, 2010). Rather than participant characteristics, it is preferable to segment the population based on the behaviors or attitudes that are most relevant to the target audience (Maibach, Leiserowitz, Roser-Renouf, & Mertz, 2011; Almestahiri, Rundle-Thiele, Parkinson, & Arli, 2017).

In social marketing environments, social marketers have attempted to expand the conceptualizations of interactions (Hastings, 2007). This has required offering a larger notion of exchange that provides individuals with something advantageous in exchange for participating in social activities and exhibiting prosocial behavior (Butler, Gordon, Roggeveen, Waitt, & Cooper, 2016). In such instances, the advantages that may be delivered in return may be physical (rewards/incentives for participating or adopting behavioral adjustments) or intangible (personal happiness, increased health, and well-being, for instance)(French & Blair-Stevens, 2007).

Social marketers have aimed to broaden the horizons of conceptualizations of exchanges in social marketing contexts (Hastings, 2007). This has involved proposing a broader idea of exchange that offers participants something beneficial in exchange for taking part in social programs and performing pro-social behaviors (Butler et al., 2016). In such examples, the benefits that may be offered in exchange may be tangible (rewards/incentives for participation or making behavioral changes) or intangible (e.g., personal satisfaction, improved health, and well-being) (Sowers et al., 2007).

Table *2.2*: Selection of studies concerning Social Marketers' Use of Consumer Insight

Authors	***Methodology***	***Sample***	***Techniques***	***Findings***
(Kitunen, Rundle-Thiele, Kubacki, & Dietrich, 2018)	Quantitative	Australia. 1459 people	Online survey Two-step cluster analysis: 1. Pre-cluster: Chi-square and one-way ANOVA tests 2. ANOVA with post hoc group analysis	The study had two objectives: first, to determine whether specific physical activity consumer segments formed; and second, to determine whether physical activity changed over time and whether change rates differed across segments. This study shows how social marketers may discover homogeneous physical activity segments in a heterogeneous data set using a two-step cluster analysis. It demonstrates how social marketers may analyze outcomes such as behavior change over time in various segments. Physical activity improved in all three segments, according to data analysis, with positive improvements in the number of physical activity sessions and time spent on physical activity for exercise, enjoyment, or sport in the previous seven days. The findings of this study have significant ramifications for social marketers. One segmentation strategy for social marketing is the two-step segment analysis approach described in the current study. Two-step cluster analysis provides a detailed description of segments that may be used to make managerial decisions.
(Longfield et al., 2016)	Qualitative	Global Program develop from 2003 to 2013	Focus group discussion: dyad & tryad Audience-centered methods Deep -interviews with narratives of consumers Interpretive approach focusing on *concept development* and *audience segmentation*	In this paper, researchers develop a Framework FoQus Research Process to capture Population Services International's (PSI) global qualitative research program from 2003 to 2013 and highlight the process, particularly the importance of insight into the emotional barriers and motivators that drive consumer behavior. It demonstrates how a more interpretative process and better data-collecting methods enable marketers to create new brands and campaigns that resonate with customers, as well as reposition concepts to reach out to potential customers. It examines into the possibility of utilizing better consumer insight to expand qualitative techniques into other areas of the research offering. The FoQus framework displays the relationship among market research and marketing strategy. Qualitative research provides insight into customers' opportunities, availability, and motivation, which is used to create behavior change programs and place PSI products and services on the market. FoQus revolutionized PSI's marketing strategy and paved the way for the company's better marketing planning process. It enabled marketers to move away from appealing to customers on a rational level and instead reach out to them on an emotional level, focusing on the relevant barriers and motivators that drive behavior. Incorporate diversification and innovation into the methodologies and procedures used to undertake qualitative research on a regular basis.
(Carins, Rundle-Thiele, & Fidock, 2016)	Qualitative Quantitative	Australia	Formative research Triangulation Crystallization - in-depth interviews - observational & photography	A review of the evidence base in aligned study populations, self-report, and observational approaches were used to obtain insight to assist program development and execution in the case study reported. The mixed methods approach allowed the research team to discover that creating conditions that encourage healthy eating can increase Army soldiers' willingness to make healthier food choices, a prediction that was later validated in a field experiment. Relying just on self-reports would have provided insights into Army personnel motives that might be utilized to encourage healthy eating, but not into the cumulative effect of environmental change. During the formative research stage, this study went beyond self-report methodologies, allowing for a better understanding of the dynamics that oppose healthy eating and a reduction in program efficacy.
(Thomson, Stanley, & Miller, 2013)	Qualitative	England	Formative research Focus groups	In this paper, researchers describe how formative research was used to develop a social marketing campaign commissioned by a Primary Care Trust in a high-poverty area of the North of England, and how the study results were translated into the 'Strength to Change' campaign, which lowered stigmatization and blame while highlighting help-seeking as a ‘strength' rather than a perceived weakness. The design, content, and delivery of the Strength to Change campaign put the target audience at the center of the campaign's design, content, and delivery. This study found that males are hesitant to seek help if it is viewed as compromising their masculinity. Furthermore, because of the sensitivity surrounding domestic abuse, males had to overcome extra hurdles of stigma, shame, and humiliation before seeking help. The Strength to Change campaign took into account the difficulties that men encounter through extensive consultation and study of local viewpoints; it capitalized on

Table *2.2*: Selection of studies concerning Social Marketers' Use of Consumer Insight

			men's masculinity and generated positive messages about getting assistance. The study allowed for the identification of impediments to getting treatment, as well as messages that encouraged self-reflection and maintained cultural masculinity by portraying seeking help as a "strength" rather than a "weakness." This was used to inform a campaign that resulted in a significant demand for a local perpetrator solution. In this way, the social marketing technique recognizes and makes use of the expertise of individuals who use resources to influence behavior.
(Brennan, Fry, & Previte, 2015b)	Qualitative	• Ethnography • Visual ethnography • Digital(virtual) ethnography • Rapid/short-term ethnography.	This paper contributes to strengthening the social marketing research toolkit by reflecting on the utility of ethnography as a methodology for viewing the 'social world through the eyes of the consumer'. Gaining insight into human conduct requires research tools that examine the deep ecological context of behavior. Ethnography has the capability to generate deep culturally based insights that capture the social world through the eyes of the consumer, yet to date remains largely underutilized in social marketing. This article explores the value of ethnography as a social marketing research method enabling in-depth and meaningful engagement with the social and cultural experiences and the performative practice that is the manifestation of human existence.
(Lister, Mcvey, French, Stevens, & Merritt, 2008)	Economic framework	• Cost-benefit analysis based on long-term modeling of cost and outcomes in a single measure	The impact of behavior predilections and the interventions that assist them are examined in this article. The researchers outline the issues of determining the cost-effectiveness of behavior change programs and provide an alternative approach. In five areas where positive behavior choices might prevent sickness (alcohol abuse, smoking, obesity, coronary vascular illness, and mental health), the study shows how a rational, comprehensive framework for assessing cost-effectiveness can be designed and utilized. The study displays the cost of a quality-adjusted life year in each of these areas and utilizes these statistics to create a "return on investment" for common initiatives at various levels of society (individual and family, health and care facilities, other public areas, private sector, and broader society). A consensus assembly is proposed by the researchers to design and deploy such a framework.

2.1.2.1. *Social marketers' use of consumer insight generated from social media*

Social marketing had already been implemented to promote numerous public social and health well-being programs, such as minimizing alcohol long term damage (Fujihira, Kubacki, Ronto, Pang, & Rundle-Thiele, 2015), working to improve rates of physical exercise (Gordon, McDermott, Stead, & Angus, 2006; Xia, Deshpande, & Bonates, 2016; Kitunen et al., 2018), and helping to promote healthy eating behaviors (Carins & Rundle-Thiele, 2014). It has also been used to encourage sustainable behavior changes, such as promoting energy conservation and water usage (Lynes, Whitney, & Murray, 2014). Over the last decade, social marketers have relied more and more on digital technologies such as social media to engage target consumers (Kubacki, Rundle-Thiele, Lahtinen, & Parkinson, 2015). Previous research that has employed social media in social marketing initiatives has proven that social media interactions may lead to engagement, which ultimately benefits audiences and organizations (Neiger, Thackeray, Burton, Giraud-Carrier, & Fagen, 2013; Neiger et al., 2012; Sashi, 2012). Media campaigning has been highlighted as a component of a wider social change strategy (Wallack, 2002). For instance, earlier studies have shown that the failure to accomplish social marketing strategy goals was not due to the use of media exposure and media campaigns to alter attitudes and behaviors around a particular issue (M. B. Gordon et al., 2012; Stead et al., 2007).

Specifically, upstream social marketers use the influence and power of the media to apply pressure on decision-makers (i.e., individuals or committees) for effective and usually specific policy change (Dorfman & Krasnow, 2014). News media plays a big role in how we frame events and issues and what issues we think about. Media can be used to highlight environmental, social, and economic issues and bring them into the public sphere (Alan R. Andreasen, 2006). Media can be used to not only bring an issue into the public attention but also outline and promote solutions and monitor and support the solutions implemented. This can be done through talk shows, conferences, news and success stories, editorials, polls, broadcasting government debate, provision of public forums for discussion and debate, provision of guidelines and trends, and coverage of celebrities and political leaders and their dealings with the issue and/or its solutions. As such, social marketers can target both content creators and transmitters in the way of news, as well as entertainment media(Alan R. Andreasen, 2006). It is essential that actors have an access strategy outlining how they will gain access to journalists, bloggers, celebrities, and social media stars, among others (McKeever, 2013; Kennedy, Kemper, & Parsons, 2018).

Marketing experts' view of engagement in the digital modern era has shifted to an emphasis on the individual rather than the organization, highlighting that consumer experience engagement is a behavior (Hollebeek, 2011; Jaakkola & Alexander, 2014) that requires active involvement via co-creating value activities (Verleye, Gemmel, & Rangarajan, 2014; Sashi, 2012). According to (Sashi, 2012), consumer engagement is a mechanism of value creation consisting of individualized encounters with "informed, networked, empowered, and more engaged consumers co-creating value with the enterprise"(Sashi, 2012:p 267). Engagement between businesses and present or prospective consumers, as well as between consumers themselves, enables consumers to co-create value by developing content, offering feedback, sharing information, and becoming organization spokespeople (Sashi, 2012).

In a systematic review of the application of social media promoting food risk communication, (Overbey, Jaykus, & Chapman, 2017) found that 83 percent of the examined research stated the advantages of social media for social marketing communication for transmitting information and behaviors. They added that these advantages included the power of social media communication to influence public awareness and public opinion, as well as the effect of the social media-based intervention over an increase in self-reported behavior changes and preventative activities. Engaging consumers using social media communications is also a successful technique to enhance awareness and comprehension of certain health and social concerns (Luxton, June, & Fairall, 2012; Webb, Joseph, Yardley, & Michie, 2010) by giving consumers a feeling of connectivity and social support (Luxton et al., 2012) and by allowing people to openly debate topics in anonymous or identifiable situations (Korda & Itani, 2013). A study on the use of social media in suicide prevention, for instance, described how an innovative social media page offered users an anonymous, personalized, and interactive way to share their own experiences while including links to professional assistance and educational material resources for suicide prevention in standard social media messages (Luxton et al., 2012).

The decline in popularity of conventional media among target audiences led health experts to conclude that social media were far more beneficial than traditional media. Indeed, initiatives that promote participation and content production on social media have the ability to instill behavioral change messages in consumers' lives (Luxton et al., 2012; Ashley & Tuten, 2015; Neiger et al., 2012; Neiger et al., 2013) Earlier research on the use of social media in social marketing programs had already proved evidence that engagement on social media can deliver mutual benefits that involve audiences as partners of organizations (Ashley & Tuten, 2015; Neiger et al., 2013) media have been employed to involve communities in disaster

planning and response initiatives, for instance (Neiger et al., 2012). Following the 2010 earthquake in Haiti, a web Accessibility platform known as Ushahidi was developed to connect healthcare professionals to people with supplies (Merchant, Elmer, & Lurie, 2011). Meanwhile, victims who were buried utilized Facebook to request help (Neiger et al., 2012).

Despite the importance of social media to the field of social marketing, numerous academics have pointed out an insufficiency of knowledge and experience in the art of social media communication (Dooley, Jones, & Iverson, 2014; Overbey et al., 2017). The use of social media for social marketing in the public and non-profit sectors is still mostly one-way communication, comparable with that of conventional media, according to studies (Neiger et al., 2012; Neiger et al., 2013) As an additional issue, social marketing professionals often lack appropriate expertise in the use of social media and the management of their communication (Dooley et al., 2014).

Budgetary restrictions and time limits, particularly in the public and nonprofit sectors, make it difficult to fully use social media. In order to promote engagement that results in long-term connections with target audiences, social marketers urgently need to learn the best practices for utilizing social media platforms. The customer engagement loop outlined by Sashi (2012) served as a roadmap for further examination of social media usage in order to evaluate how well it promotes consumer participation in social marketing initiatives. Seven phases of engagement make up Sashi's method for increasing consumer involvement: commitment, connection, interaction, retention, advocacy, satisfaction, and engagement.

2.1.2.2. *Consumer Insight's Importance for Social Marketers*

The marketplace in which mass media and social marketing interventions operate is very competitive, with media advertising competing with public-sector efforts and public-sector initiatives competing with each other for audience attention (Ashley & Tuten, 2015). Considering that the intervention is a well-crafted, emotionally engaging, and innovative story, the public health intervention will generate more memory and awareness over advertising promoting commercial items, assuming that the investment in both is equivalent. People will always find health and social concerns to be more emotionally meaningful. There must be a minimal investment threshold in order for individuals to be exposed to the treatments; else, all of the innovative development and research would be ineffective (French, 2017). The source of the advertisements is yet another reason why mainstream media public education may outperform comparably paid commercial advertising (Sowers et al., 2007); usually branded by government agencies, nongovernmental organizations, and the nonprofit sector. Even while the

public's skepticism of government and public servants is growing, these sources are still more likely to be trusted to provide correct information and guidance, particularly when commercial disinformation regarding health and well-being continues to mislead individuals (Pykett et al., 2014). The value linked to the problem covered by social marketing gives an advantage over the commercial marketers; nevertheless, this is significantly exceeded by the complexity of the societal issue to be addressed and the impediments to behavior change within materially deprived groups from communities.

2.1.3. The position of social marketing in the public's perception

For the private sector, Peter Drucker establishes that: *"the aim of marketing is to know and understand the customer so well that the product or service fits him and sells itself"*(Nantel & Weeks, 1996:p 9). Rob Donovan and Nadine Henley define the difference between social and commercial marketing:

> "*A basic distinction between social and commercial marketing is that social marketing campaigns are often not based on needs experienced by consumers, but on needs identify by experts. This is true. Communities might prefer their resources to be spent on hospitals rather than on disease prevention, and on tough prisons rather than rehabilitation. On the other hand, whereas epidemiological evidence indicated smoking and physical inactivity are greater causes of morbidity and mortality, a government might allocate far more resources to anti-drug campaigns because a majority of voters consider drug-taking a more important issue" (*(Donovan & Henley, 2010:p 29).

(Bradley, 2007) emphasized that the advancement in the world of business is the emergence of the Consumer Insight Department and explained that this development came from the recognition of the need for a transition from working on the findings of specific research projects to working from a more comprehensive knowledge of the dynamics functioning in the whole marketplace; and the influence of improvements in information technology, which have led to the rising accessibility to the massive quantities of information. By using all available information via insight management, corporations may save money by reducing the need to consult with consumers, hence avoiding needless interaction and expenditures. For example, the data collected through club cards is a valuable source of information for suppliers and merchants on buying habits and preferences. Although these may be key factors for the commercial sector, social marketing needs are much different and in many ways more crucial. (Lister et al., 2008).

Holistic approaches are the foundation of community-based interventions (Morgan & Ziglio, 2007), which activate and create community capacity to allow participatory techniques for identifying needs, priorities, supplies, and solutions. Community-based social marketing often entails educating community individuals and organizations in social marketing concepts to increase their ability (Wilkinson & Oliver, 1989) and allow communities to co-produce, strategically plan, create, and evaluate events and activities (C. A. Bryant et al., 2007). Consequently, programs' commitment to a rigorously defined community approach varies substantially. Some initiatives, for instance, target a subset of midstream players, such as family and peer groups, while others cast a broad net to establish a coalition of various community stakeholders (Carins & Rundle-Thiele, 2014).

The roles that various actors play are also diverse (Dibb, 2014; Whitelaw, Smart, Kopela, Gibson, & King, 2011); for example, community people may be engaged in issue diagnosis and solution design, while public sector professionals or qualified researchers are in charge of assessment. However, there is research that shows active community involvement may aid in the development of treatments that address genuine needs, are culturally relevant, and foster a feeling of ownership and competencies that have an influence on implementation (Whitelaw et al., 2011; Owens et al., 2011).

The majority of community-based model research has focused on implementation (Domegan, Collins, Stead, McHugh, & Hughes, 2013). Particular attention has been paid to assessing the community's readiness(Kelly et al., 2003), and recognizing steps in the project management method that enable adherence to the underlying principles of community cooperation and collaboration (e.g. participation, autonomy, and capacity building) as well as social marketing (e.g. value exchange, formative research, application of marketing, segmentation, pilot testing and pretesting, and tracking/ evaluation), providing critical guidance on how to proceed (C. A. Bryant et al., 2007).

While there is considerable insight in the existing literature about what drives and what discourages cooperation among community stakeholders, further research is required to determine why and how these collaborations are successful, including the dynamics and environmental elements that contribute to their success (Luca, Hibbert, & McDonald, 2016; Whitelaw et al., 2011).

In order to address "wicked problems," or those that are contrary to conventional solutions, governments are shifting toward a more collaborative and community-driven approach (Dibb, 2014). Discussion, debate, and collaborative problem-solving are all necessary approaches for dealing with wicked situations(Dibb & Carrigan, 2013). One obvious

individual-level answer is unattainable, hence a more comprehensive approach to social marketing is required (Collins, Tapp, & Pressley, 2010), particularly for wicked situations. Therefore, it is necessary to address both the individual actions and the structural and environmental elements that contribute to these circumstances(Cherrier & Gurrieri, 2014).

Promotion, campaigning, framing, public relations, media relations, (market) research, and communication are all components of social marketing that may compete with lobbyists' methods of influencing legislation(M. B. Gordon et al., 2012). Upstream social marketing actions, in particular, should be grounded in consumer research and spread their findings through promotion, education, and advocacy. Public relations and media advocacy (awareness and support for social problems, associated research, and problem causes and remedies) are also useful tools (Hastings, 2007). However, the area of upstream social marketing has not progressed as much as it might have since practitioners are wary of expanding social marketing outside its traditional bounds and prefer to keep their attention on influencing consumers' choices at the individual level (R. Gordon, 2013). It has been suggested by (R. Gordon, 2013) that the failure to appreciate the strategic potential of social marketing is to blame for the field's current state of stalemate. A combination of upstream, midstream, and downstream social marketing is required for effective social change (A. Andreasen, 2002; French, Jeff Blair-Stevens, Clive McVey, Dominic Merritt, 2010), and this is beginning to change with the publishing of strategic social marketing books (French & Gordon, 2015) 2015).

In absence of a complicated and holistic study of the environment, policymakers generally make judgments based on a variety of offered alternatives (French & Gordon, 2015; Goldberg, 1995). Knowledgeable and invested players, such as academic researchers, NGOs, community groups, organizations, and charities, may influence the policy. These players aspire to change the structural environment; hence, upstream actors must be informed about particular target audiences, their requirements, value sought, beliefs, and degree of expertise, and give proof of intervention success (French & Gordon, 2015).

Before understanding social change, it is necessary to comprehend the background of society. Then, a thorough model of decision-making is offered, providing insight into the content and timing of social marketing message transmission. This insight is gained through examining the formal (laws) and informal (culture, social norms) social structures that influence the status of wicked issues as well as the adoption and preference for remedies and initiatives. All preexisting variables impacting the acceptance of a desired social change should be taken into account, including past societal practices surrounding social change and their overall responsiveness to social change. The more inventive a society or social system

perceives itself to be, the more adaptable it will be to social change(Nadina Raluca Luca & Suggs, 2013).

Consequently, social systems are comprised of norms and values reinforced by social agreement. Norms and values establish guidelines for acceptable or proper conduct(Dixon, 1984). In particular, communication norms may determine the speed and effectiveness of innovation information (i.e., how quickly new knowledge is disseminated), while social norms and values may determine whether societal changes are desirable (i.e., policy interventions). Moreover, if societal concerns and changes are surrounded by conventions and taboos, the transformation may be impeded if individuals refuse to discuss them (Wallack, 2002). These societal norms, attitudes, and beliefs are reinforced and disseminated through marketing forces(Dixon, 1984). Therefore, societal norms and values must be taken into account while studying and exploring suitable remedies. In particular, norms and values will affect the formulation of solutions. Additionally, the demands and concerns of society will impact the acceptance of social change and must thus be investigated (Kennedy et al., 2018)**.**

Considering service In response to requests to enhance our attention on midstream social marketing activities, which entail engaging with partner organizations and local groups, social marketing thought has expanded in recent years. (Russell-Bennett et al., 2013). Social marketing services are solutions offered via marketing-based initiatives that are aimed to promote socially positive results (J. Gordon, Grüntges, Smith, & Staack, 2016). They are comparable to transformational services in that they aim to enhance the well-being of people, communities, and the environment (Venturini, 2016)). In contrast to transformational services, social marketing services prioritize socially positive results above commercial goals (J. Gordon et al., 2016) and can only be provided by public or non-profit entities. Social marketing aims as value creation can achieve satisfaction and behavioral intentions to engage in activity again (Chell and Mortimer, 2014) and support the maintenance of positive social behaviors in the long term (Zainuddin, Tam, & McCosker, 2016).

Consumer research on value originates from an economic viewpoint, whereby value is an outcome of a cost/benefit analysis focused on the utility gained. This perspective focuses on the exchange, and value is determined when the benefits outweigh the costs of using a service. However, the exchange represents only one aspect of the overall consumption experience (Zainuddin et al., 2016), concentrating on the purchase or consumption phase of the consumption experience and does not consider the pre-or post-purchase/ consumption stages (Rob Donovan & Henley, 2010). Given that many pro-social behaviors pursued in social

marketing are complex and multi-faceted, it is important to consider the connections involved in the consumption experience and not just the outcome(Wallack, 2002).

As many of the pro-social behaviors desired by social marketing campaigns are long-term and continuing, it is crucial to take a comprehensive strategy. Social marketers must comprehend the experiences and relationships of consumers at all phases of the consumer experience, beyond the transaction, in order to offer superior social marketing services and produce superior social marketing programs. The need to examine aspects outside the transaction and beyond a singular emphasis on results needs the adoption of the experiential viewpoint, a more current approach to assessing customer value (Leo & Zainuddin, 2017)

The notion of exchange has been identified as the core aspect of social marketing, and it exemplifies its nature. In commercial marketing, exchange relates to a technique intended to attract and inspire the audience by providing "value" in which perceived advantages surpass perceived expenses. Typically, exchange in commercial marketing involves pricing, with the customer paying a financial expense to get a product or service (Almestahiri et al., 2017)**.**

2.2. Social Marketing

Governments and nonprofit organizations worldwide aim to find solutions to a variety of social issues and health problems. Social marketing is a social change approach to influence a transformation within the bounds of the social system, which institutions use to achieve change (Pykett et al., 2014). As a strategy of social change, social marketing has reinforced an extensive diversity of change programs, all of which address deep ‘social' concerns, where strategies to change and correct behavior must target the individual and incorporate the social system in which behaviors occur (French, Jeff Blair-Stevens, Clive McVey, Dominic Merritt, 2010). At the program planning level, the strategic integration of in-depth culture-based research to gather insights about the social realities of the target audience of the studied phenomena is fundamental to the success of social marketing programs. However, the extent to which social marketing programs use deep culturally-based insight-oriented research to truly understand the complexity of target audiences' living circumstances and their ability to change is still being investigated (Brennan et al., 2014).

2.2.1. Definition of social marketing

The notion of commercial marketing, which is often associated with for-profit enterprises, is where social marketing gets its start (Kotler, 1972). Commercial marketing is based on the principle of providing commodities of specified value to individual consumers

(typically but not always what they demand) and obtaining defined remunerations in return on a contractual basis, allowing the marketers to refill their stock in exchange for a profit (Kumar Nanda, 2013). In addition, both the buyers and sellers should come out on top in this kind of business arrangement. Wiebe (1951) was inspired by such harmonious exchanges to muse aloud, "why brotherhood could not be marketed like toothpaste is sold?"(Wood, 2012). Then he went on to say that he thought social problem campaigns would be more effective if they incorporated commercial marketing strategies. However, he did note that there were constraints, noting that many ads addressing social concerns were conducted "under un-marketlike settings" (Kotler & Zaltman, 1971). Social marketing's popularity and use in the public health sector, both in practice and study, have increased throughout the years.

The term social marketing has been defined in various ways. This review used Andreasen's (1995) definition:

"Social marketing is the application of commercial marketing technologies to the analysis, planning, execution, and evaluation of programs designed to influence the voluntary behavior of target audiences in order to improve their personal welfare and that of their society."(A. R Andreasen, 1995:p 7)

This definition includes some important attributes of social marketing. First, social marketing is not a theory but a systematic planning process. Social marketers transfer commercial marketing technologies to various stages in the social marketing process (Robinson-Maynard, Meaton, & Lowry, 2013).

Second, social marketing is all about finding strategies to change behaviors, not just improve knowledge, change values, or change attitudes (A. Andreasen & Kotler, 2003; Robinson-Maynard et al., 2013). Furthermore, behavioral change is voluntary, not coercive, and the change benefits individuals and their society at large (Robinson-Maynard et al., 2013; Stead et al., 2007).

A key feature of social marketing is a consumer-oriented approach that guides intervention development and planning (Alan R Andreasen, 1994;2002; French & Blair-Stevens, 2006).

This method yields an in-depth knowledge of customers and the issues that must be addressed to generate change, which may then lead to the creation and execution of social marketing campaigns (Carins et al., 2016)'

From its origin to the present, social marketing has experienced and continues to experience evolution. In the first two decades of its existence, social marketing was mostly predicated on the use of promotion to effect change (see examples in E. Maibach, 1993). There

was a clear change from the early social marketing paradigm, with an emphasis on behavior gaining dominance in the sector (for example, Alan R Andreasen, 1994). Importantly, Andreasen (1994) stated that the eventual aim of social marketing must be behavioral change, and social marketing practitioners today mostly agree (for example,(Alan R Andreasen, 1994; French & Blair-Stevens, 2007);(Rob Donovan & Henley, 2010)

The first agreement definition of social marketing was developed in 2014 (AASM, 2016), and it represents the primary academic and operational emphasis in the field: of behavior. According to Michie et al. (2008), interventions are more successful when they target both the behavioral and behavioral change factors. The study of Michie et al. (2008) recognizes the presence of two major notions that may vary philosophically and, more significantly, methodologically. The authors assert that behavior change is more likely to occur when treatments target the drivers of both behavior and behavior change, emphasizing the necessity of examining what impacts change in addition to knowing present behavior rates and their underlying factors (Michie et al., 2011); (David & Rundle-Thiele, 2019).

Table 2.3: *Definitions of Social Marketing*

Authors	Definitions
(Kotler & Zaltman, 1971:p.5,12).	"Social marketing is the design, implementation, and control of programs calculated to influence the acceptability of social ideas and to involve considerations of product planning, pricing, communication, distribution, and marketing research."
(A. R Andreasen, 1995:p.7)	"Social marketing is the application of commercial marketing technologies to the analysis, planning, execution, and evaluation of programs designed to influence the voluntary behavior of target audiences in order to improve their personal welfare and that of their society."
(Kirby, 2007:p.42).	"…the application of appropriate marketing tools and the systematic analysis, development, implementation, evaluation, and integration of a set of comprehensive, scientifically-based, ethically-formulated, and user-relevant program components designed to ultimately influence behavior change that benefits society."
(B. Schwartz, 2007:p.43)	"…a program planning process which promotes voluntary behavior change based on building beneficial exchange relationships with a target audience for the benefit of society."
(French & Blair-Stevens, 2007:p.34)	"Health-related social marketing is the systematic application of marketing, alongside other concepts and techniques, to achieve specific behavioral goals, to improve health and reduce health inequalities;"
W. A. Smith, 2006:p.40	"A program management process designed to influence human behavior through consumer-oriented decision-making leading to increased social benefit."
Manoff, 1985:p.3	"Social marketing is the adaption of marketing to public health imperatives …it is a strategy for translating scientific findings about health and nutrition into education and action programs adopted from methodologies of commercial marketing."

The significance of the table's definitions lies in the fact that each emphasizes a distinct part of social marketing that is important and addressed in the implementation of social marketing interventions, as well as providing a deeper understanding of the notion of social marketing.

French & Blair-Stevens (2007) focused on a 'health model' within a framework for social marketing. This concept implied that 'enhancing health and eliminating health inequities is the marketer's message of 'behavior change,' and that this is the desired outcome. The marketer's strategy must be developed and implemented rationally in order to achieve success. This should be supported by fundamental ideas like customer insight, advantages that surpass costs for customers and help consumers to fend off competitors. These methods persuaded target audiences to adopt the marketer's desired behavior voluntarily.

As an enhancement to the sixth concept regarding health, French and Blair-Stevens (2007) developed what they termed the Customer Triangle (see Figure 2.2). This method was advertised as being operationally superior to meet the very different target audiences of the UK Health Service.

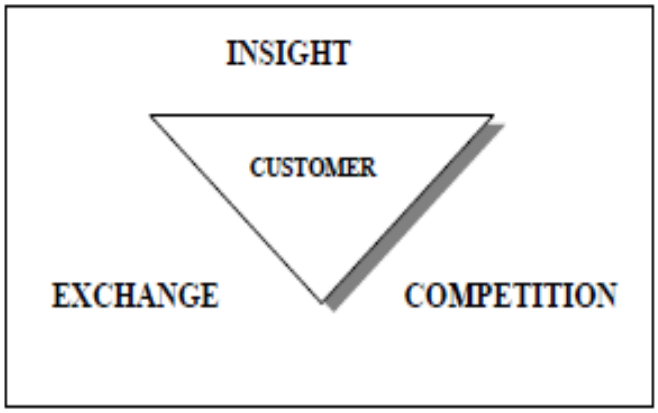

Figure 2.2: *Customer Triangle: Core Concepts [Diagram developed from* French & Blair-Stevens, 2007:36 *]*

This customer triangle's essential principles are 'insight,' 'exchange,' and 'competition (French & Blair-Stevens, 2007a). Adopting these three fundamental notions would support a more successful planning approach in that:

• **"Customer insight"** provides vital information on a customer's goals, requirements, personal experiences, and life expectations, therefore supporting the idea of the customer.

• "**Exchange**" facilitates the creation of attainable, realistic objectives for behavior modification. This pertains to the marketer's knowledge that the intended audience will get the most possible advantage from the social marketing campaign's messaging. In addition, the marketer will be aware of the following:

• "**Competitions**" are the ones with which the target audiences must compete. When evaluating the marketer's social marketing messaging on behavior changes for their societal benefit, these competitions may create both internal and external obstacles to all target groups.

To strengthen these Core Concepts, French and Blair-Stevens proposed the addition of " Customer Core Principles," including behavior objectives and theory, intervention, and marketing mix and segmentation (see Figure 2.3).

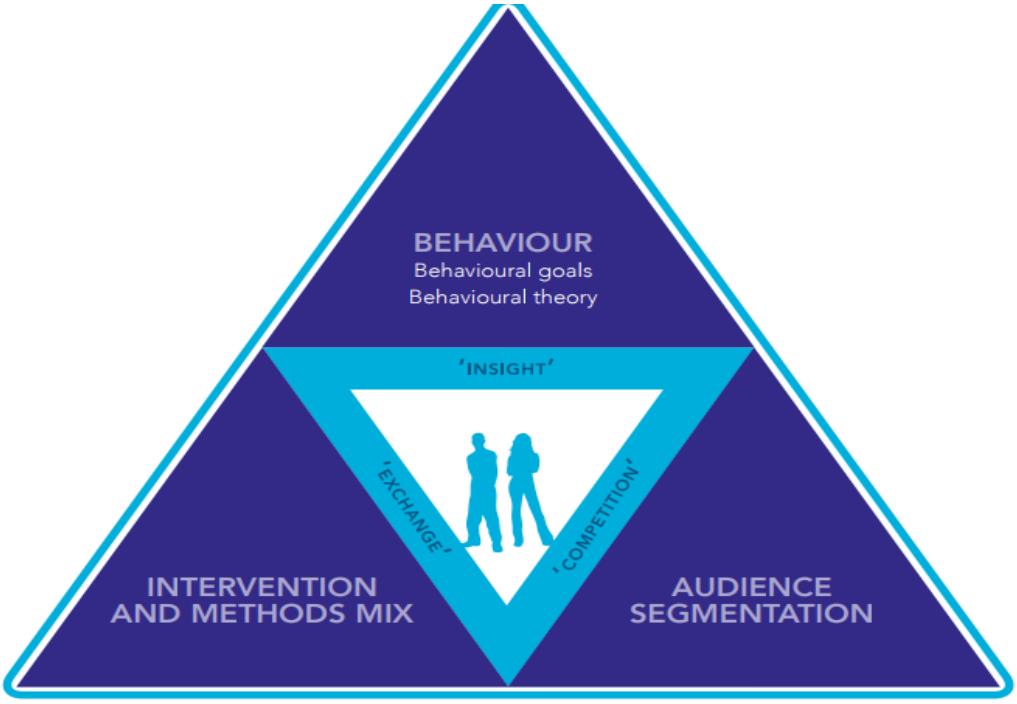

Figure 2.3: *Customer Core Principles:* (French & Blair-Stevens, 2007:37)

The consumer triangle – displaying customer value – is the focal point of all social marketing initiatives.

• **"Behavioral objectives and theories"** demonstrate that the desired outcomes are tangible and quantifiable.

• **"Intervention and marketing mix"**, which illustrates numerous approaches to promote a social marketing "message" in order to find the optimal blend that would have the largest potential positive impact.

• "**Applying audience segmentation**" allows the marketer to move away from the conventional emphasis on epidemiology and demographics, allowing social marketing interventions to be tailored to the unique needs and desires of specific groups of a target audience (French & Blair-Stevens, 2007:35-37).

It is suggested that incorporating these 'core ideas' and 'core principles' into the development and execution of social marketing campaigns would significantly increase the marketer's chances of success.

The four "Ps" of commercial marketing—product, pricing, location, and promotion—are also adhered to by social marketing, but they are used in diverse ways that take into account the possibilities for change in the interventions. Table 2.6 provides an interpretation of the 4Ps using the commercial marketing and social marketing processes. Some marketers have added additional Ps to this list that apply to all current marketing strategies while also setting social marketing apart from other marketing efforts (Lefebvre, 2007).

Table 2.4: *Interpretation of the 4 Ps*

The 4Ps	Commercial marketing usage	Social marketing usage
Product	Tangible goods and services	Mainly intangibles, services, and the product, which is the 'message' relating to social issues.
Price	Exchange of money for goods	Non-monetary exchanges that can cost target audiences time, and social and psychological effort; coupled with incentives or disincentives for social benefits
Place	Designated market place such as a shop or stall.	Ideally, anywhere convenient for target audiences to access the product; convenient to their preferred locations.
Promotion	Conducted through the many forms of advertising media.	Using different strategies to convey the 'message' that will elicit a good response; communication appropriate to target audiences' literacy and cultural background, including modern communication media.

Adopted from authors, (Kotler & Andreasen, 1996) *;* (Robert Donovan & Henley, 2003)*;*(Weinreich, 2011)

One of the main arguments against social marketing is that it ignores the upstream contextual and environmental issues in favor of focusing on individual and community-level change(Wallack, 2002). In addition to the risk of downstream social marketing being expert-driven rather than citizen-driven, the assumption of personal accountability and consumer independence that underlies many localized initiatives raises questions about whether or not these conditions really hold for the issues being addressed. (French & Gordon, 2015). Therefore, structural change is directed at policymakers and implementers but is typically difficult to accomplish via strategic social marketing (Alan R. Andreasen, 2006). Strategic social marketing can be well-defined as "The systematic, critical, and reflexive application of social marketing principles to enhance social policy selection, objective setting, planning, and operational delivery" (French & Gordon, 2015: 45). Strategic social marketing goes ahead of

the tactical level of social marketing in its organization with community and upstream actors. (Kennedy et al., 2018).

2.2.1.1. *What is, what is not social marketing*

Communication campaigns and social marketing are often addressed interchangeably in public health because they share similar objectives and strategic planning techniques. Many researchers critiqued the inappropriate combination of these two methods. The most prevalent situation is that the social marketing intervention consisted only of the dissemination of information. Researchers stated that this kind of action should be categorized as a communication effort rather than social marketing. (A. Andreasen, 2002) (E. W. Maibach et al., 2008).

In creating a health behavior intervention, despite the fact that the two methods overlap in many respects, their principles and implementations are separate. Therefore, the applicability of social marketing extends beyond a communication effort. Social marketing is all about identifying tactics that deliver reinforcing advantages and make the environment more conducive to behavior modification. Social marketers use communication and advertising as part of their activities, which is one of the 4Ps. The primary purpose of health communication campaigns is to disseminate knowledge; nevertheless, the information cannot provide the promised advantages and cannot alter the environment (Bradley, 2007).

Multiple stakeholders must coordinate across all three levels of influence in social marketing (Brennan, Previte, & Fry, 2016);(Dibb & Carrigan, 2013) in order to implement a wide variety of interventions. Individuals are often the primary target of downstream social marketing efforts (Wymer, 2011). Midstream social marketing campaigns often include groups and communities that play a significant role in reinforcing positive habits and capturing the social impacts on the intended consumer (Alan R. Andreasen, 2006). Changing the physical environment around people who are supposed to modify their behavior is an example of "upstream social marketing," which focuses on changing policies and regulations (Rob Donovan & Henley, 2010) to bring about the desired results. Single-domain social marketing, like downstream, has a low potential for impacting behavior modification, according to research by (Domegan et al., 2016) and (Brennan et al., 2016), who point to the other impacts on the people whose behavior is being altered (Kennedy, 2016). Thus, it is proposed that the dynamic settings in which behavior happens(Almestahiri et al., 2017)(Parkinson, Schuster, & Russell-Bennett, 2016) are best taken into account when attempting to effect change.

Table 2.5: *Social Marketing: What it is and what it is not Social Marketing*

What Social Marketing is	What Social Marketing is not
Social marketing uses marketing strategies alongside other methods for the benefit of other people rather than for financial gains for marketers (A. Andreasen & Kotler, 2003).	Social marketing is not just an educational process that changes values, and perceptions or is done in a vacuum.
It analyses the competition for the desired behavior changes and develops strategies to address them. (Stead et al., 2007) .	It does not deal with competition by ignoring it or increasing adverts to counter its effects
It's a behavior change strategy, well designed, planned, and executed (Hastings, 2007).	It is not a clever slogan or messaging strategy.
It aims for behavior changes that are long-term and sustainable (W. A. Smith, 2006).	Not a one-off intervention or transaction,
It thinks about social change and manages it (Stead et al., 2007).	Not just about communication for profitable outcomes or social advertising-
Put the target audience at the center of social marketing thinking to encourage behavior change(French, Jeff Blair-Stevens, Clive McVey, Dominic Merritt, 2010); (Stead et al., 2007);(Robert Donovan & Henley, 2003).	Marketers and their organizations take the accolade for achievements.
Social marketing activities are funded by public funds and donations, publicly accountable (Rob Donovan & Henley, 2010).	It is not funded by private investors or is an investment, privately accountable to shareholders and directors
Deals with high-risk, challenging behaviors, and hard-to-reach target audiences (Hastings, 2007; Alan R. Andreasen, 2006)	Deals with more accessible and willing audiences.
Interventions and relationships are often based on building trust (Rob Donovan & Henley, 2010).	Interventions and relationships are often based on a more competitive platform.
It is strategic and requires efficient use of resources (Pirani & Reizes, 2005).	An image-poster campaign
Social marketing promised benefits are often delayed due to complexities on both personal and social levels (Kotler & Andreasen, 1996).	Promised benefits delivered more quickly; instant gratification.
Tends to operate within a system that inhibits success and exacerbates the social problem(Robert Donovan & Henley, 2003:34)	Does not operate within social systems conducive to market forces.

2.2.2. Benchmarks of social marketing

Many scholars have developed benchmarks that take social marketing frameworks to a new level of practical application (A. Andreasen, 2002; French et al., 2010; Lefebvre, 2013).

The six criteria established by Andreasen are commonly used in the literature on social marketing to evaluate the degree to which activities adhere to social marketing principles.

Table 2.6: *Andreasen's Social Marketing Benchmark Criteria*

Benchmarks	Definitions
1. Set clear behavior change goals.	The intervention aims to change health behavior and has clear measurable behavioral outcomes.
2. Use consumer research	Consumer/formative research is conducted to understand the target groups.
3. Select target markets	Intervention includes the process of audience segmentation so that the strategy is tailored for the selected segment.
4. Develop a strategic marketing mix (4Ps)	Intervention considers the best combination of the marketing mix. 4Ps (Product, Price, Place, and Promotion) are included in the intervention.
5. Offer something in exchange for behavior changes.	Intervention offers some incentives to the target audience directly and in a timely fashion. The benefit can be intangible or tangible.
6. Develop competition strategy	Intervention considers the appeal of competing behavior and uses strategies that seek to remove to minimize this competition

Adapted from (R. Gordon et al., 2006))

First, as Andreasen emphasized, changing people's actions, rather than merely their beliefs or knowledge, is the ultimate purpose of social marketing. The "end game" of social marketing campaigns should be the modification of consumer behavior (Alan R Andreasen, 2002). Practically speaking, in order to determine the program's impact, program designers need to offer clear behavioral advice and develop quantifiable behavioral outcomes.

Second, the foundation of social marketing is a focus on the customer. Social marketers create programs from the viewpoint of the people they are trying to influence, as opposed to the more typical top-down techniques, where health specialists determine what individuals need to alter. Furthermore, effective social marketers must consistently engage their target demographic and be flexible enough to make adjustments to the product at any stage to accommodate their needs (Grier & Bryant, 2005).

Third, the idea behind targeting and segmentation is that individuals who have similar characteristics (such as demographics, interests, and values) would have a higher chance of responding favorably to a campaign's content. In marketing, segmentation is identifying these subsets in order to create individualized plans that cater to each group's unique wants and requirements. Historically, demographic factors have been the most often used criteria for

subgroup selection in public health. These days, social marketers are more likely to categorize their target audiences based on their behaviors, such as how often they use a service or app, or how open they are to making changes. Social marketing initiatives are beginning to take into account psychographic factors, such as the target audience's personality and preferred way of life (Grier & Bryant, 2005).

Fourth, the marketing mix, commonly known as the four P's (products, pricing, place, and promotion), is another major component of social marketing adopted from commercial marketing. Product, by default, is the behavior that the campaign seeks to influence in the target audience, as well as the advantages that accompany this desired behavior (Grier & Bryant, 2005). Price strategies explore how to decrease the costs or obstacles to the desired activity or how to raise the costs of competing behaviors(Lee, Nancy Kotler Philip, 2011). Place strategies support convenience and safety concerning where or when the target audience conducts the activity or uses programs or services (Burchell, Rettie, & Patel, 2013). The objective of promotion strategies is to identify the most efficient means of reaching the intended audience and to construct the most effective messages to express the product, pricing, and location strategies (French et al., 2010). Promotion is a crucial part because all health treatments need to give out information about the program items or services (Longfield et al., 2016).

Developing an integrated four P's approach is vital for social marketing planning. According to (Grier & Bryant, 2005), an integrated marketing mix denotes that each element has been methodically designed to support clearly stated objectives and that all marketing actions are consistent with and reinforce one another.

Fifthly, social marketing highlights the exchange principle. The American Marketing Association defines exchange as an organization providing value to a client, often in the form of goods or services, in return for the customer's resources, typically in the form of money, effort, or time, which ultimately benefit the organization (E. W. Maibach, Abroms, & Marosits, 2007).

The notion of exchange implies that individuals assess the costs and advantages of a product while making choices. If consumers feel there are more values/benefits than costs, they will purchase this item. In public health, the product is the desired behavior, and the cost might be intangible and incalculable, such as forgoing pleasure, experiencing embarrassment, losing time, or experiencing other psychological discomforts.

The last idea of competition (also drawn from commercial marketing) relates to identical items or services given by other firms that fulfill comparable demands and requirements (Grier & Bryant, 2005). In the context of public health, competition refers to

alternative behavioral alternatives, often detrimental habits, that compete with the desired behavior. Both ideas (exchange and competition) encourage social marketers to examine what costs customers must incur in order to adopt the desired behavior, what goods (behaviors, services) compete with the desired behavior, and what advantages must be provided to overcome these costs and competing behaviors.

In order to effectively solve complex social problems, it is necessary to take a multidimensional and long-term strategy (Randhawa & Ahuja, 2017), and sometimes, these challenges are backed by complicated behaviors that may be addressed by social marketing. Social marketing, which seeks to persuade customers to adopt more socially beneficial habits or to abandon harmful ones, relies heavily on advances in our knowledge of human behavior (Alan R Andreasen, 1994);(Previte et al., 2015). It is hypothesized that the social and cultural setting in which a complex action occurs has a significant impact on the behavior itself (Dibb, 2014); (Lefebvre, 2013). Even though the behavior's underlying mechanics are straightforward, the complexity of the behavior is determined by the impacts on the behavior (Coimbra Carvalho & Afonso Mazzon, 2013).

Table 2.7: *French& Blair-Stevens' Social Marketing Benchmark Criteria*

Benchmarks	Definitions
7. Consumer orientation	Develop a comprehensive understanding of the consumers, based on strong and broad market/formative research, combining data from different sources.
8. Behavior and behavioral goals	Has a clear, specific, actionable, and measurable behavioral goal.
9. Theory-based	Use an integrated theoretical framework to inform and guide the intervention development
10. Insight	Develop deeper insight into the consumers' lives and seek what moves and motivates the consumer. Go beyond the collection of data and intelligence and develop 'actionable insights' by using considered judgment.
11. Exchange	Consider the full cost to the consumer in achieving the proposed benefit— analysis of the perceived and actual costs versus perceived and actual benefits.
12. Competition	Examine both internal and external competitions and seek to address them.
13. Segmentation	Go beyond a more simple targeting approach and develop a segmentation approach that focuses on what motivates specific segments, using psychographic data
14. Methods mix	Integrate a mix of marketing methods to achieve the goals

Over time, social marketing benchmark criteria SMBC (Alan R Andreasen, 1994) evolved as defining characteristics of social marketing, setting it apart from related fields that also concentrate on influencing behavioral change (such as public policy, education, and health). Those involved in social marketing and those studying the field have found the SMBC principles to be useful guides. Social marketing benchmark criteria was initially presented by (Alan R Andreasen, 1994), who also established six social marketing principles: behavior is the key criteria on which interventions are centered; audience research is utilized to identify the target audience, pre-test, and monitor interventions; audience segmentation to guarantee maximum efficacy and efficiency; appealing and motivated exchange as a major part of strategies; utilization of the whole four P's marketing mix and It has been possible to assess the degree to which initiatives have employed social marketing concepts by using SMBC.

More recently, research has emerged indicating that when more of the social marketing benchmark criteria are applied, behavioral change is more likely (Carins & Rundle-Thiele, 2014; Xia et al., 2016). Hence, social marketers advocate the application of as many social marketing benchmark criteria as practical to achieve behavioral change. As part of the broadly adopted SMBC, behavior is considered to be the bottom-line principle for social marketing

programs (Alan R Andreasen, 1994). While the aim to influence behavior was acknowledged in the creation of the SMBC, behavior change is considered to be the ultimate outcome of successful social marketing programs. The lack of conceptual and operational definitions providing a clear distinction between the two concepts, namely behavior, and behavioral changes, may explain the failure in delineating between two vastly unique concepts. Examples of social marketing programs focusing on behavior dominate the literature (for example, (Holdershaw, Gendall, & Wright, 2011; Mainsbridge, Cooley, Fraser, & Pedersen, 2016). There are also many studies that, despite having a behavior change focus, cross-sectional data or static data is used to empirically examine outcomes (see example in Umeh & Sharps, 2012), restricting focus to behavior and not behavioral change. The two concepts, namely behavior, and behavior change, are conceptually and operationally distinct concepts; behavior can be conceptualized as a unit of action at one point in time, and behaviors of interest to social marketers may include lighting a cigarette, eating a hamburger, or mode of travel to school over the past week. Despite agreement that behavioral change should be at the heart of social marketing programs and an understanding that behavioral change is the defining outcome for successful programs, a focus on behavior is evident in the literature.

More recent studies have shown that the likelihood of successful behavior modification increases when a greater number of the social marketing benchmark criteria are used (Carins & Rundle-Thiele, 2014; Xia et al., 2016). Therefore, social marketers recommend using as many SMBC as possible to affect desired behavioral change. According to the social marketing benchmark criteria, which has gained widespread acceptance, the success of social marketing initiatives depends on changing consumer behavior (Alan R Andreasen, 1994). Although changing people's behaviors were not explicitly stated as a goal when the SMBC was developed, it is widely accepted as the natural result of well-executed social marketing campaigns. The inability to clearly distinguish between two different ideas, behavior and behavioral changes, may be due to a lack of operational and conceptual definitions giving a clear separation between the two concepts. The literature is filled with case studies of behavior-focused social marketing initiatives (for example, Mainsbridge et al., 2016). Numerous studies have a focus on behavior change, but they utilize cross-sectional data or static data to empirically investigate outcomes (for example, see Umeh & Sharps, 2012), which is a limitation since it only examines the behavior and not the behavioral change. Both "behavior" and "behavior change" are distinct in both their conceptualization and their operationalization; behavior can be thought of as a unit of action at a single moment in time; and behaviors of involvement to social marketers might include, for example, smoking, eating fast food, or

taking public transportation to and from school. An emphasis on behavior is apparent in the literature, despite a strong consensus that behavioral change should be situated at the center of social marketing initiatives and recognition that such change is the defining result for successful programs.

The major theoretical emphasis in social marketing is on behavior (e.g., Manning, 2009), while the prevailing methodological techniques employ linear and time-invariant predictors or explanatory variables (Y. Kim & Ployhart, 2014). In contrast to behavior, which is treated as an action at a single moment in time, behavioral change demands the examination of units of action (behaviors) over many time periods. For instance, social marketers may like to know whether smokers report smoking less cigarettes or have quit smoking (desired behavior change). In recent research (Arokiaraj David et al., 2019), used a dynamic procedure to determine that 43.8% of participants exposed to a food waste pilot program shifted from food waste to food waste reduction. The research conducted by (Arokiaraj David et al., 2019) made use of dynamic methods that made it possible to examine how people change over time.

2.2.3. Effectiveness of social marketing interventions

Social marketing addresses societal issues like crime and health and relies on knowledge of both the privileged and underprivileged segments of society as well as the general public that the commercial sector targets (French, 2017). A deeper knowledge of these groups' social situations and capacity to adapt under difficult conditions is necessary to develop solutions that are effective with individuals. To maintain the ongoing customer connection with persons who are not often regarded by commercial marketers as prospective customers, actions must also show compassion and build trust. The gap in health between the wealthy and the poor in society may expand as a consequence of interventions that are targeted without having sufficient knowledge of the populations they are intended to help (French, Merritt, & Reiyolds, 2011).

Although health promotion through social marketing throughout its designs may benefit the reduction in the general prevalence of harmful behavior, there are indications that some interventions make a significant contribution to the expansion of health social inequalities.

Individual behavior modification initiatives are utilized in combination with monetary, legal, and environmental interventions in the mixed social marketing approach. It is improbable that interventions focused entirely on individual choice may overcome the systemic causes supporting health disparities. Campaigns targeting exclusively the behavior of people while dealing with more affluent groups will typically have less of an impact on those who need them

the most – those for whom social marketing and health promotion approaches are most effective. Their profound knowledge of people's living situations and objectives may aid in ensuring that treatments are correctly focused. This, along with the combination of behavioral, economic, legal, and environmental interventions, may reduce the likelihood of health disparities expanding and may even decrease them (French et al., 2010).

Traditional social marketing theory followed a linear, dyadic approach to the creation of value (Domegan et al., 2013; Luca et al., 2016a), which meant that primary emphasis was placed on the transaction that took place between two different individuals (i.e., social marketers and target audience). This approach has been challenged as a result of the recognition of the complexity of the forces and individuals that impact behavior, as well as the difficulties associated with defining and producing value within the context of social change (Luca et al., 2016b; Peattie & Peattie, 2003). Programs designed to effect social change are coming to be seen more and more as complex open systems that integrate human and structural influences (Cherrier & Gurrieri, 2014; Domegan et al., 2013). Consumer Insight is required to understand the system in order to inform social marketing initiatives that include downstream and upstream components. On the other hand, there haven't been a lot of studies done on how change at higher levels of the system might produce social settings that encourage behavior change at the micro-level (Nadina R. Luca et al., 2016b).

Although social marketing and health communication programs are so similar, research of consequently literature fails to differentiate between the two. There have been many evaluations of the impact of social marketing and communication initiatives (e.g. Morris et al., 2009; R. Gordon et al., 2006; Stead et al., 2007). The research revealed that the impacts of health communication campaigns were minor but statistically significant, and they looked at a variety of elements that may affect campaign outcomes, including categories of health behaviors, types of communications, evaluation techniques, period of follow-up, and participants' inclusion criteria. Overall, marketing success varied depending on behavior. Campaigns incorporating legal enforcement (for example, seatbelt usage) were the most successful while disrupting addictive behavior (quitting smoking) proved more difficult (Snyder, 2002; SNYDER et al., 2004). Campaigns with strict evaluation design have a lower impact (SNYDER et al., 2004). More message exposure resulted in a bigger impact (Hornik, 2002). Some assessments distinguished between social marketing initiatives and general communication campaigns (Quinn, Rogers, McCavit, & Buchanan, 2010), for example, established a grading system to assess how successfully treatments integrated social marketing ideas into the intervention design process.

(R. Gordon et al., 2006) used Andresen's six benchmark criteria to evaluate and assess the efficacy of social marketing programs. They discovered that social marketing interventions for teenage smoking, alcohol and illegal drug use, and physical activity may be beneficial. The evidence for quitting smoking as an adult was not conclusive. Although this narrative evaluation was unable to establish a direct connection between social marketing criteria and behavioral results, the authors hypothesized that more thorough formative research may result in stronger program impacts. In addition to using Andresen's benchmark criteria, (Carins & Rundle-Thiele, 2014) analyzed critical elements that contribute to successful healthy eating programs. The authors discovered that a number of initiatives claiming to really be social marketing campaigns were really social advertising programs. Consequently, the authors divided the research into two distinct groups: intended consumer-oriented social marketing programs versus social advertising programs. The research revealed a greater behavioral shift in the social marketing group compared to the social advertising group. (Carins & Rundle-Thiele, 2014) found that benchmarks using all of Andreasen's social marketing criteria were more likely to accomplish behavioral change objectives. In research evaluation of alcohol consumption reduction treatments, (Fujihira et al., 2015) used a similar strategy. This research discovered that social marketing benchmark requirements were not generally used in alcohol consumption. Rather than examining all benchmark criteria, (Nadina Raluca Luca & Suggs, 2013) analysis focused on finding particular marketing mix techniques across various health behaviors. This research revealed product strategy techniques, such as using a comprehensive product platform and effective positioning. Price tactics included lowering the price, eliminating inconveniences, and offering social and financial assistance. Branding and experiential marketing were typical promotional methods. Regarding message design, the most preponderance of campaigns used unidirectional, positive-themed messaging to convince their target audience (Nadina Raluca Luca & Suggs, 2013).

Furthermore, the literature research on the efficiency of social marketing consists only of narrative evaluations that lack any method for combining the statistical findings from the many studies (Borenstein, Kupiec, Feldman, & Ruppin, 2008). Regarding the efficiency of social marketing programs as a whole, researchers are still uncertain. (Quinn et al., 2010) advocated for research that focuses on determining whether the behavior change actually happened rather opposed to whatever social marketing concepts have been used. Although the results of effective social marketing are behavioral, environmental, or policy changes, the predominant conceptual and methodological emphasis is on behavior, not behavioral change. Given that the objective of social marketing is to effect behavioral change, it is remarkable that behavioral

transformation has received so little study attention. Social marketing has been utilized in numerous scenarios, including smoking cessation (Almestahiri et al., 2017), consumption of alcohol (Fujihira et al., 2015), improving healthy eating (Carins & Rundle-Thiele, 2014), reducing food waste (David & Rundle-Thiele, 2019), and increasing physical activity (Fujihira et al., 2015), among others (David & Rundle-Thiele, 2019).

In an effort to assist the social marketing research and practitioner community in understanding the applications of each component of social marketing, key parts of social marketing application have been founded in a wide range of contexts, along with healthy eating (Carins & Rundle-Thiele, 2014), problem alcohol (Fujihira et al., 2015), and programs targeting children in the context of obesity (Kubacki et al., 2015). Although different frameworks for social marketing have been presented lately, the highlighted characteristics are not sequentially exclusive, which is a need for categorization and theory development (Fern & Brown, 1984). For instance, the National Social Marketing Center's qualities of insight and customer focus (French & Blair-Stevens, 2006) are not mutually exclusive (Almestahiri et al., 2017). One of the distinctive features of social marketing is the modification of consumer behavior (A. R. Andreasen, 2002; French & Blair-Stevens, 2006). The true indicator of a social marketing intervention's effectiveness is the attainment of the intended behavioral change. Rather than modifying the desired action, practitioners and researchers often seek to alter intentions, attitudes, and consciousness.

2.3. Social Marketing Anti-Bullying Campaigns

In the scientific literature, the terms "bullying," "harassment," and "peer victimization" have been used to refer to conduct aggressive conduct which is carried out frequently and over time, and happens in interpersonal relationships in which there is a power imbalance (Eisenberg & Aalsma, 2005). Peer victimization is the targeted aggressive behavior of one child against another that results in physical, emotional, social, or psychological harm. While some of these concepts have been referred to synonymously in the literature, peer victimization is the specific aggressive behavior of one child against another that results in physical, emotional, social, or psychological harm.

Due to the varying use of the words "bullying" and "peer victimization" in both research-based and practice-based literature, the Centers for Disease Control and Prevention (CDC) produced the following definition for bullying:

‘‘Bullying is any unwanted aggressive behavior(s) by another youth or group of youth who are not siblings or current dating partners that involves an observed or

perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm or distress on the targeted youth including physical, psychological, social, or educational harm."

Bullying involves both direct and indirect aggressive and harmful conduct (such as physical intimidation and verbal threats, exclusion, and rejection). Typically, there are four kinds or aspects of bullying:

• physical (i.e., physical force such as hitting or kicking),

• verbal (i.e., oral or written communication such as teasing or name-calling),

• relational (i.e., direct or indirect conduct meant to undermine the victim's reputation and connections, such as circulating rumors or publishing humiliating photographs of the victim), and;

• property damage (theft or destruction of victims' assets or property).

In addition, according to (Olweus, 1993), there are three distinguishing characteristics of bullying:

• harmful intent (i.e., the bully intends to harm the victim),

• power imbalance (i.e., the bully is stronger physically and/or has more social power than the victim), and,

• repetition (i.e., the bullying is focused on particular children and repeatedly occurs)

Despite the fact that several prevention and intervention measures have been offered over the years, bullying is still prevalent in schools throughout Europe and the United States. As a result, the topic is of significant interest to educators, parents, students, and researchers alike. Estimates of the number of victims throughout Europe often range anywhere from 8% to 46%. (Wolke, Woods, & Stanford, 2001). It manifests itself in a variety of ways and is a serious issue that can have a negative impact on students' academic performance (P. K. Smith, 2016). This can cause students to avoid school, have lower levels of academic achievement, and have more contentious relationships with both teachers and other students. This poses a risk to the psychological and social development of children and young people all over the world. Being a victim can lead to a variety of negative outcomes, ranging from mental health issues such as depression, anxiety, and poor academic functioning (e.g., (Card & Hodges, 2008; Kochenderfer & Ladd, 1996; Nakamoto & Schwartz, 2010) to tragic events such as suicides (Olweus, 1993) and even school shootings (Leary, Kowalski, Smith, & Phillips, 2003).

The conclusion of the most exhaustive meta-analysis that has been carried out up to this point is that anti-bullying programs are successful. On the basis of the findings of 44 different assessment studies, was found that bullying and victimization both decreased by an average of

17%–20% and 20%–23%, respectively (Farrington & Ttofi, 2009). These effects are not very substantial on their own, but the reductions would be practically important if they could be repeated in a well-conducted and extensive study. According to (Farrington & Ttofi, 2009), the generalizability of the findings of an anti-bullying program (also known as its external validity) "may best be proved through a systematic review." (Farrington & Ttofi, 2009:p.13).

There was a long-held assumption that the issue might be solved by legal reforms (requiring schools to adopt their own anti-bullying action plans) or by a commitment by school employees to respond quickly whenever they saw bullying (zero tolerance). However, it seems that professionals working in schools need more specialized techniques for intervention and prevention working with children and adolescents, as well as clear intervention procedures when bullying is found. It is not sufficient to just take action; there is now an abundance of research on the mechanics of bullying, and this information must be included into antibullying efforts for them to be successful.

The frequency and social-psychological consequences of bullying require public health attention and measures to ameliorate the associated suffering. Given the significant incidence and strong association between bullying and negative mental health outcomes, evidence-based school preventive programs are crucial for school psychologists and other mental health practitioners working with school-aged children.

Given the high incidence rates across nations and the significant repercussions of bullying, effective intervention strategies are necessary. According to worldwide prevalence estimates ranging from 4% to 32% (P. K. Smith, 2016), the devastating impact bullying is having on the development and further childhood and adolescence condition of people involved in this categorization of aggressive behavior ranges from behavior patterns and school difficulties to poor physical health, increased rates of depression and anxiety, and even psychotic symptoms (Chalamandaris & Piette, 2015; Turunen, Poskiparta, & Salmivalli, 2017). Consequently, the effects of school bullying extend outside of those directly engaged (i.e., victims and bullies) and influence the majority of members of the affected social group (i.e., classes, schools). For example, (Hazler, 1996) showed that eyewitnesses are not immune to the harmful effects of bullying since their self-respect lowers each time they see bullying but do nothing to stop it.

A student is considered to be the target of bullying or a victim of bullying when he or she is subjected, repeatedly and over the course of time, to negative behaviors on the part of one or more students. The phenomenon of bullying in schools is defined as aggression that is both intentional and repeated toward weaker peers (Endresen & Olweus, 2001). This

subcategory of aggressive conduct is characterized by the presence of a physical or emotional power imbalance between the offenders and victims, as well as the systematic repeating of the behavior over an extended period of time. Direct verbal (extorting, pressuring, calling names, etc.), physical (hitting, kicking, stealing, etc.) behavior, as well as indirect behavior including the manipulation of social relations, such as spreading rumors or the deliberate ending of friendships, can all be examples of bullying (Christina Salmivalli, Lagerspetz, Bjorkqvist, & Osterman, 1996). It would seem that males are more likely to participate in direct physical bullying, whilst girls are more likely to be victims of or bully themselves via subtle types of bullying (Olweus, 1996). When it comes to provocative verbal harassment, however, there is no significant difference in the behaviors of males and girls (Cornell, 2012). Like other types of violence, bullying has to be understood primarily in relation to the social or group environment in which it takes place. In the great majority of bullying incidents, peers take on a variety of roles, ranging from active players to passive onlookers (Hawkins et al., 2001; Salmivalli et al., 1996). The vast majority of peers who are brought up in discussions are shown to be bystanders who, according to (Rigby & Slee, 1993), disapprove of bullying but, at the same time, often fail to recognize their own role in the bullying process (Christina Salmivalli, 1999). Even though there are instances in which bystanders demonstrate the bravery to defend the victim of bullying, which occurs in approximately 10–20% of bullying incidents (Hawkins et al., 2001; Salmivalli et al., 1996), the most usual reaction is to overlook what is happening or even to stand in solidarity with the bully rather than with the victim, which is the case in approximately 90% of bullying incidents (Tapper & Boulton, 2005). Bystanders unintentionally contribute to the issue of bullying by supporting the behavior of bullies when they provide attention and help to individuals who engage in the behavior. As a result, bullying is more likely to continue (Rodkin, 2004). When bystanders do help, the result is different; (Hawkins et al., 2001) showed that in 57% of all instances, the bullying actually ends. This is a significant difference from the status quo. According to Stassen Berger (2007) and O'Connell et al. (1999), the importance of peers as the target group of intervention programs is implied by this finding. According to Espelage et al. (2003), this aspect of aggression prevention efforts is frequently disregarded. This consistent with the assumption of the significant role group members are playing in the process of bullying and assumes their relevance as the target audience of preventive interventions.

Throughout the course of a number of years, a broad variety of anti-bullying programs have been created. These programs either concentrate on the victim, the bully, or the overall issue. There is no "magic wand" answer to bullying, as there is not many of the daily challenges

we face; rather, there are just tactics that are more or less commonly effective. Indifference is not a solution, and a person should never endure in silence; this is the single message that is widely acknowledged as being correct. The objective of the method is not to provide the kid with the "correct response," but rather to provide the child a wide variety of choices and to give the youngster the opportunity to investigate the potential repercussions of doing various actions. Researchers are able to realize this potential thanks to the use of intelligent virtual world that contains characters and an emerging story. Children are provided with a risk-free setting in which to explore, learn, and grow via the participation in experiential activities while using virtual learning environments (VLEs) that are filled by animated agents (Moreno et al., 2001; Pertaub, Slater, & Barker, 2002). According to (Nass & Lee, 2001), animated characters give a high degree of involvement via their usage of expressive and emotional actions. Because of this, animated characters are naturally appropriate for studying themes such as bullying. While several holistic anti-bullying initiatives have been tried, with varying degrees of effectiveness, relatively little research has been undertaken to promote a 'self-help' approach to the problem of victimization. The prevalence of the Information and Communication Technology (ICT) curriculum as well as computer assistance in educational institutions have made it possible to employ strategies that are enhanced by the use of technology. Interventions used today place equal emphasis on the person, the group, and the institution as a whole. A good number of them consist of programs that are designed for the educational staff as well as the parents, curriculum material that addresses the issue of bullying, strategies to ensure that students are closely watched, and an overall plan or school policy to cooperate on standards in the event that bullying occurs. The findings of meta-analyses on the efficacy of anti-bullying programs (Jiménez-Barbero et al., 2016) indicate that anti-bullying programs result in a reduction in the incidence of bullying of no more than 15 percent on average. These findings support the idea that fresh and novel approaches are required. Existing intervention procedures have a number of flaws, one of which is that the roles played by the students engaged are not recognized and addressed in a differentiated manner.

According to (Christina Salmivalli, 1999), students who are participating in bullying may be assigned to a participation role, such as not just bullies or victims, but also helpers to or reinforces for the bully, bystanders that contribute their attention and so have reinforcing power and defenders of the victim. Other participant roles include bystanders involved in providing their attention and therefore have reinforcing power. There are only a very small number of kids who can be considered true outsiders and who were not in any way engaged in the bullying episode.

2.3.1. Effectiveness of anti-bullying campaigns

The findings of earlier studies of school-based bullying preventative programs have been found to be varied, as is shown in four research reviews that were completed relatively recently. For instance, (P. K. Smith, Pepler, & Rigby, 2004) evaluated examination studies of whole-school bullying prevention efforts on bullying perpetration and victimization and found that across the majority of research, the effects were either inconsequential or negative. In addition, the investigations did not provide the same robustly good outcomes as were discovered in the preliminary test of the (Olweus, 1993) program carried out in Norway (P. K. Smith et al., 2004; Marsh et al., 2011). A review of bullying prevention evaluations (multidisciplinary or "whole school" interventions, social skills groups, mentoring, and social worker support studies) concluded that the majority of studies did not show positive effects; however, interventions focused on the entire school were more effective than interventions delivered exclusively through classroom curricula or social skills training alone. The results, on the other hand, varied from real instances of bullying perpetration and victimization to linked risk and protective variables (e.g., depression, self-esteem).

According to the findings of a meta-analysis conducted by (Farrington & Ttofi, 2009), school-based anti-bullying programs are, on average, "effective in reducing bullying and victimization"(p:6). According to the findings of the meta-analysis, the incidence of bullying is reduced by an average of 20% to 23%, and the incidence of victimization decreased by an average of 17% to 20%, in experimental schools as compared to control schools. However, they also emphasized that the reviewed programs were more successful in Europe and that the majority of them did not employ experimental designs. Furthermore, they advised against taking any strong conclusions given the dearth of thoroughly performed randomized controlled trials. The methodological inadequacies that were revealed in a large number of previous research various bullying prevention interventions are one potential reason for the conflicting results that were observed throughout these analyses.

While developmental researchers have revealed personal characteristics presumably to contribute to the mechanisms contribute to bullying and victimization, highly influential intervention research from the Olweus program has emphasized the significance of viewing bullying within the same multilevel social context (P. K. Smith et al., 2004). Evidence shows that (a) insufficient adult knowledge and structural supports to avoid bullying (Olweus, 1993), (b) damaging bystander conduct (Christina Salmivalli, 1999), (c) student views that encourage

bullying behavior (L. Owens, Shute, & Slee, 2000), and (d) student social skill deficiencies are all contributors to the prevalence of bullying (S. H. Schwartz, Sagiv, & Boehnke, 2000).

Teachers have the perception that they are acting against bullying, yet research based on observations suggests that teachers only intervene in 15% to 18% of the bullying incidents inside the classroom (Craig, Pepler, & Atlas, 2000). Compounding the challenge is the fact that many bullied children do not report the incident to school personnel. This may be due to the belief that reporting incidents of bullying rarely result in meaningful intervention and often exposes victims to the danger of reprisal (Hoover et al., 1992). According to the opinion of many experts in the field, in order to alter the dynamics of bullying, there must be an increase in adult awareness and intervention, the development of clear school policies, and the coordination of procedures to monitor and control and react appropriately to bullying reports (e.g., Olweus, 1993; O'Connell et al., 1999; P. K. Smith et al., 2004). It's possible for bystanders to aggravate the issue of bullying by giving attention and support to the bullies themselves. Through live observations, researchers found that onlookers were engaged in over 80 percent of bullying incidents and often served to reinforce aggressive behavior. Rarely did peers step in, however when they did, bullying was often put an end to very swiftly (Hawkins et al., 2001). According to this result, boosting the socially responsible conduct of bystanders as well as the abilities and attitudes that enable its implementation may help minimize bullying in schools.

In another research regarding the efficacy of anti-bullying programs, Midthassel and Ertesvg (2008) investigated the process of implementing an anti-bullying program named the Zero Anti-Bullying Program in 6 Norwegian compulsory schools. This particular anti-bullying program was tested for its ability to reduce incidents of bullying. They argued that a commitment to eradicate bullying from the school's culture is a crucial element in the process of adopting an anti-bullying program. Their study aimed to determine whether or not instructors who are more ready and prepared for change throughout the process of implementing an anti-bullying program had a higher rate of success than teachers who have a lower level of preparation. Regarding the methodology of their research, Midthassel and Ertesvg (2008) conducted interviews with groups of teachers from six Norwegian schools that had decided to play an active role in the Zero Anti-Bullying Programme in 2003-2004. In terms of important results, Midthassel and Ertesvg (2008) discovered that instructors at the 6 schools had various motivations for taking part in the research and varied levels of desire to carry out the Zero program's implementation process. The coding procedure led to the emergence of four themes. Involvement, leadership, priority, and actions included key themes. All lead teachers

were part of the school's project team, although, at other schools, some teachers had additional leadership duties. While some schools succeeded in achieving their desired leadership objectives, other schools failed to do so. According to Midthassel and Ertesvg, the program's execution in the six schools varied depending on how committed instructors were to uphold its standards. The program's success depended on the instructors' time, according to Midthassel and Ertesvåg (2008). Involvement was an important key element of the Zero Programme, which, as a whole-school strategy, brought together all stakeholders to prevent bullying and establish a safe school environment. Various levels of teacher participation in the implementation process were also discovered by Midthassel and Ertesvg, with a shortage of time serving as the main inhibitor. They also discovered a number of problems that affected implementation, such as a lack of staff engagement, a lack of leadership on the part of the lead teacher, a false feeling of control and mastery over running an antibullying program, and a lack of follow-up processes and activities to enhance the program. Before initiating a program that requires the participation of the whole school, Midthassel and Ertesvg suggested that instructors who wish to adopt an antibullying initiative should plan for the transition process.

Midthassel, Minton, and Bourdeadhuij (2009) examined how internal and external factors, such as program dissemination, program quality, and classroom instruction, as well as the environmental and cultural setting, impact antibullying programs in a research about the circumstances for the implementation of antibullying programs in Norway and Ireland. Three implementation-related factors—the national context, change implementation, and school-level strategies—were used to frame their analysis. They contrasted the Norwegian procedure to program delivery in a national setting with the anti-bullying strategy in Ireland, which decided to implement the Norwegian Zero Program across all of its schools. According to Midthassel et al., the Norwegian Manifesto united all schools in a commitment to support a national initiative to stop bullying using a "zero acceptance" strategy, giving rise to the program's acronym, Zero. Midthassel et al. also discovered that zero-acceptance was founded on the idea that bullying could be prevented, identified, and stopped by attentive communities and dedicated adults (U. V. Midthassel et al., 2009). The Department of Education and Science gave instructions to Irish schools in 1993 to implement antibullying programs. According to Midthassel et al., programs delivered in Ireland were less effective than programs delivered in Norway at decreasing bullying. They discovered differences in training approaches linked to network leadership and instructional delivery between the two nations. According to Midthassel et al., the effectiveness of an anti-bullying program was heavily dependent on the

school environment, the delivery and support of the curriculum, as well as a full school commitment to eliminating bullying.

In a research on the efficiency of antibullying programs, Salmivalli, Kaukiainen, and Voeten (2005) aimed to evaluate the efficiency of an antibullying program centered on encouraging students to utilize self-efficacy while confronting bullying behaviors. In the twelve months after the adoption of an anti-bullying program in 8 Helsinki, Finland schools and 8 Turku, Finland schools, they conducted this evaluation. Forty-eight instructors participated in 4 training sessions over the course of a year to learn classroom antibullying program interventions. 48 classrooms of students in Grades 4-6 completed surveys at three intervals over the course of a year. In addition to student views regarding bullying, level of personal self-efficacy in dealing with a bullying scenario, and participation role actions, the questionnaire also focused on outcomes like the frequency of peer victimization in the classroom. Regarding their results, Christina Salmivalli et al., (2005) highlighted favorable and significant effects for Grade 4 participants. The results for 5th students did not, however, achieve the predicted levels of significance. Salmivalli et al. discovered that self- and peer-reported victimization data suggested "no statistically significant impacts" (Christina Salmivalli et al., 2005:479) of program interventions. Salmivalli et al. discovered that while classes engaged at a high level of operational implementation, results suggested a modest degree of statistical proof for beneficial behavioral development. Salmivalli et al. discovered that the level of implementation was lower than anticipated, which might have had an effect on the results. Five of the sixteen schools showed strong levels of implementation, while the majority of schools received poor scores for implementation integrity. Salmivalli et al. questioned the instructors' motivation, which they feel may have led to the underwhelming results. They stated that greater levels of applicability may have been obtained if the whole school would have taken part in the program. Salmivalli et al. drew the conclusion that educators who intend to adopt a program to reduce bullying should consider the degree of teacher motivation as a crucial success factor.

Pöyhönen, Juvonen, and Salmivalli (2010) investigated student perceptions of self-efficacy, capacity to affect empathy, and social status ranking as components that might impact the student's ability to defend classmates who are the targets of other children's bullying behavior. The research was related to the interaction between personal and social components in standing up for bullying victims. Pöyhönen, Juvonen, and Salmivalli investigated the influence of cognitive, interpersonal, and emotional factors in defensive behavior and concluded that both self-efficacy and affective empathy are associated with defending behavior

(Virpi Pöyhönen et al., 2010:146). They also suggested that an individual's positive social status may be a key factor in defensive conduct. This investigation was done in southern Finland. In response to their results, Pöyhönen et al. (2010) supported the hypothesis that defending action was positively correlated with self-efficacy for defending, affective empathy (but not cognitive empathy), and high social status among peers (p:154). They showed that a student's social status moderated the relationship between self-efficacy and affective empathy when it came to defending a victim. Poyhonen et al. also discovered that a person's perception of popularity influenced his or her decision to protect others and that the higher the perception of popularity, the greater the degree of defending behavior. Self-efficacy increased proportionally with the frequency with which a person decided to defend another. In addition, eighth graders were less inclined than younger pupils to protect victims. Poyhonen et al. emphasized that teenagers' social and cognitive abilities are more developed compared to those of younger colleagues (p:158), and they proposed that adolescents' perceptions of actual or perceived social standards for their age group may influence their choice to defend a bullied student. Pöyhönen et al. also presented the argument that bullying may be reduced when students are given the confidence to stand up for those who are being bullied and when each student is given access to helpful strategies for defusing peer hostility and defending those who are being bullied. According to Pöyhönen et al., role-playing might increase teenagers' confidence in their ability to use successful defensive tactics for individuals who are being victimized. They also indicated that observational learning experience might be a resource of enhancing self-efficacy, and that seeing others defend victims can lead to a greater sense of self-efficacy while defending oneself (Virpi Pöyhönen et al., 2010:159). Poyhonen et al. determined that programs should encourage popular students to help children (p:159) so that the participation of popular students being defenders of victims would inspire other students to mimic their actions.

In a similar research, Kärnä et al.,(2011) investigated a countrywide trial of the anti-bullying program KiVa for Finnish children in Grades 1 through 9. Another program aimed at decreasing bullying behaviors in Finland, this one works on the assumption that bystanders play an important role in protecting victims and minimizing bullying behaviors. This research was conducted by Karna et al. to examine the effectiveness of the KiVa program in its first year of implementation. The KiVa program emphasizes bystander intervention as a crucial method for addressing and preventing bullying incidents. Lessons are designed to assist students in developing a sense of self-efficacy in their attitudes toward the prevention of bullying and in being more empathic as eyewitnesses to a bullying victimization. Kärnä et al.,

2011) employed a quasiexperimental, longitudinal design for this study's research. Of the 3,218 Finnish schools that were asked to participate in the research study, only 1,872 agreed to do so. Training teachers and staff to administer the curriculum was part of the program's initial year.

Initial findings from the 2011 research by Karna et al., suggested that the prevalence rate of bullying was 16%, while the perceived incidence rate was 11.1%. Students in Grades 1 through 6 showed a substantial decline in prevalence rate, with values decreasing from 13.6% in Grade 1 to 8.3% in Grade 5. Students in grades 6-8 showed a considerable rise in their level of bullying, but students in grade 9 showed a large drop in their level of bullying. The grade with the greatest frequency of bullying behavior was 7th grade. Karna et al. discovered that the KiVa program was most beneficial at the primary level, with the lowest (and statistically insignificant) impacts at the lower secondary school levels (Karna et al., 2011:797). They hypothesized that the predisposition of victims and bullies to abandon the program affected the effectiveness of these interventions. They acknowledged that there may be some bias in the results due to these dropouts, but argued that their conclusions can withstand a substantial amount of selective attrition because the research team assumed a selection bias that was much higher than the real observed variation between the study test and the dropout schools (Karna et al., 2011:804). According to Kärnä et al., a program that emphasizes the bystander standpoint as an intervention helps to foster a culture of responsibility for all students in maintaining a bully-free environment at school.

In a separate research, Kärnä et al., (2011) investigated how effectively the KiVa antibullying program decreased victimization, peer aggressiveness, and bullying at school. 78 voluntary Finnish schools with students in Grades 4-6 were chosen at random to participate in the KiVa program, which was supported by the Finnish Ministry of Education, during the 2007–2008 academic year. The 78 schools were divided equally, with 39 being allocated to the experimental group and having 4,207 children, and 39 being randomized to the control group and having 4030 children. Before participating in 20 hours of software programming instruction conducted by qualified instructors, each group's student participants filled out an online survey. According to Kärnä et al., (2011) results in connection to the outcomes of this research, the intervention showed consistent positive impacts on 7 of the 11 dependent variables after being implemented for 9 months, encompassing "self- and peer-reported victimization and self-reported bullying" (Kärnä et al., 2011:311). In two time periods known as Wave 2 and Wave 3, Kärnä et al. obtained data on the KiVa program intervention. Every KiVa school showed lower levels of peer-reported victimization during Wave 2 in connection to the decrease of bullying and victimization. The Wave 3 data analysis revealed continued

decreases in self-reported bullying and victimization as well as decreases in peer-reported victimization. By comparing the experimental schools' successful KiVa program implementations to the control schools' non-Kiva program implementations, Kärnä et al. were able to draw this conclusion. In comparison to the control schools, the experimental schools had decreased self-reports of bullying and victimization in both categories. Additionally, in the experimental school data, Kärnä et al. did not discover a statistically significant decrease in peer-reported bullying. Furthermore, Karna et al. discovered that KiVa school students engaged and encouraged the bully less often than control school students (p:321). Karna et al. also observed that male students reported becoming bullies or victims more often than female students and that they supported and encouraged bullies rather than protecting victims. According to Kärnä et al., students in the experimental group showed stronger anti-bullying attitudes, more empathy for victims of bullying, and higher levels of self-efficacy than students in the control group. In a discussion of results and suggestions, (Kärnä et al., 2011) found that the KiVa program aimed to promote anti-bullying attitudes among bystanders and witnesses of a bullying incident. The KiVa program also put a strong emphasis on helping any student who sees bullying but is neither a bully nor a victim to develop social skills like empathy and self-efficacy. Karna et al. proposed that social skills training that promotes victim support, empathy, and antibullying attitudes might allow bystanders want to discourage the event rather than reward the perpetrator. They also recommended that computer-designed courses be made available to kids to assist them educate more concerning bullying and how to prevent bullying events. According to Kärnä et al., studies indicate that peer aggression and victimization are a significant issue for middle school kids, and that the KiVa anti-bullying program may successfully decrease bullying in a complete school context.

Existing literature has shown that (a) the frequency of bullying globally (UNESCO, 2019), (b) bullying-linked risk indicators (Zych, Farrington, Llorent, & Ttofi, 2017), and (c) efforts to decrease bullying (Gaffney, Farrington, & Ttofi, 2019b) vary among nations. Although anti-bullying programs as a whole are beneficial (Gaffney, Ttofi, & Farrington, 2019c), various intervention programs have been proven to be differently effective in decreasing school-bullying perpetration and victimization, according to (Gaffney, Farrington, et al., 2019b). Numerous efforts have been made to assess the efficacy of intervention programs, however, individual evaluation studies provide insufficient information for practice and policy guidance (Tanner-Smith, Tipton, & Polanin, 2016). Attempts to synthesis and evaluate the effectiveness of anti-bullying programs have also concluded that programs are typically successful (e.g., (Jiménez-Barbero et al., 2016; Cantone et al., 2015; A.-G.

Chalamandaris & Piette, 2015). Other studies have reached more pessimistic findings concerning the efficacy of anti-bullying initiatives (e.g., Ferguson et al.,2007; Merrell et al., 2008; Yeager et al., 2015). A recent meta-analysis that examined an even greater number of assessments (Gaffney, Ttofi, et al., 2019c) also came to the same conclusive conclusions. School-based anti-bullying programs were shown to be successful in lowering school-bullying perpetration by 19%–20% and by 15%–16% for school-bullying victimization.

In conclusion, the research literature indicates that the Olweus Bully Prevention Program had a lasting impact on many subsequent evidence-based antibullying programs. Linked to the Olweus Bullying Prevention Program, the whole school systemic approach is aimed to reach all students and school personnel. While researchers agreed that reacting to bullying on a case-by-case basis may assist individual offenders, they also concluded that a whole school strategy provides the best potential for all instructors and students to engage in reaching program requirements, eventually resulting in a secure environment for everyone. According to studies on teachers' reactions to bullying, the most effective strategies for decreasing bullying include teachers' commitment to implementing programs to reduce bullying with consistency rather than with random interventions.

Table *2.8*: Social marketing anti-bulling meta-analysis

Authors	*Methodology*	*Sample*	*Techniques*	*Findings*
(Jiménez-Barbero et al., 2016)	Meta-analysis	14 anti-bullying school programs	Inclusion criteria of the studies Search strategy Rating criteria of the methodological quality Tabulation and data analysis Statistical analysis	A meta-analysis of random clinical trials evaluating the efficacy of 14 anti-bullying school programs is presented in this article. The total sample size was 30,934 adolescents aged 7 to 16, including 16,243 in the Intervention Groups and 14,691 in the Control Groups. Each outcome measure was subjected to meta-analysis and heterogeneity analysis. A subgroup analysis was carried out, and also a publication bias study. Bullying Frequency and Victimization Frequency, Attitudes, and School Climate all had moderate effect sizes, according to the findings. Interventions lasting shorter than a school year, as well as those aimed at children under the age of ten, had a greater impact. In studies examining complex interventions, subgroup analysis revealed increased heterogeneity. Overall, the findings show that bullying and violence prevention programs in schools provide positive, although discontinuous, results in the outcome measures studied.
(M. M. Ttofi & Farrington, 2011)	meta-analysis	53 evaluations	Searching strategies Analysis of effect sizes Effect size versus research design Key features of the evaluation Effect size versus study features	The effectiveness of anti-bullying interventions in schools is examined in this study using a systematic review and meta-analysis. Studies were included if they investigated the effectiveness of an anti-bullying program in an intervention group with a control group that did not receive the program. There were four different sorts of study designs: a) Randomized experiments, b) intervention-control comparisons using before-and-after bullying measures, c) additional intervention-control comparisons, and d) age-cohort designs. The findings of this systematic review suggest that school-based anti-bullying programs are generally successful and that certain program aspects are linked to a reduction in bullying and victimization. More comprehensive programs, as well as programs that included parent meetings, strict discipline tactics, and enhanced playground monitoring, were more successful. One aspect of the program (engagement with peers) was shown to be strongly linked to an increase in victimization. Peer work refers to the systematic involvement of peers in the fight against bullying. Peer mediation, peer mentorship, and promoting bystander action to avoid bullying are examples of this. According to the findings, bullying dropped by 20–23% on average, whereas victimization decreased by 17–20%. The young and middle designs had the greatest impacts, whereas the randomized studies had the smallest.
(Tippett & Wolke, 2014)	Meta-analysis	28 studies	Comprehensive Meta-Analysis (CMA) version	This is the first systematic study and meta-analysis to examine into the link between socioeconomic status and bullying in schools. The findings revealed a statistically significant, but moderate, link between SES and bullying roles. Victimization was significantly correlated with low socioeconomic status and weakly connected with high socioeconomic status. Bully victim status was linked to poor socioeconomic status, but not to high socioeconomic level. Bullying was the weakest link, demonstrating that bullies were only slightly less likely to originate from higher socioeconomic backgrounds once review of related literature was taken into account. These impacts, while significant, were low, especially for bullies, suggesting that roles in bullying had some but typically weak correlations with SES. A review of published literature on school bullying and socioeconomic status (SES) was done for this study. There was 28 research that

Table *2.8*: Social marketing anti-bulling meta-analysis

Authors	*Methodology*	*Sample*	*Techniques*	*Findings*
				found a link between school bullying roles (victim, bully, and bully-victim) and socioeconomic factors. SES was shown to be moderately associated to bullying roles in random effects models. Victims (odds ratio [OR] = 1.40; 95 percent confidence interval = 1.24, 1.58) and bully-victims = 1.54; 95 percent CI = 1.36, 1.74) were more probable to occur from low socioeconomic families after accounting for publication bias. Bullies (OR= 0.98; 95% CI = 0.97, 0.99) and victims (OR= 0.95; 95% CI = 0.94,0.97) were both marginally less likely to originate from wealthy backgrounds.
(Yeager, Fong, Lee, & Espelage, 2015)	Meta-analysis	19 reports - 72 effect sizes	Rate of the form of the problematic behavior Underlying causes of a problematic behavior domain-general behavior-change techniques	Theoretical considerations in (a) the efficacy of domain-general behavior-change techniques (b) the representation of bullying, (c) the underlying causes of bullying, and are outlined in this work. This study predicts a decrease in program efficacy among older teenagers based on the findings. The research presents a new meta-analysis of studies that used the same software to test bullying levels across several age groups (k = 19, with 72 effect sizes). More exact estimates of age-related trends were mainly ascribed to a hierarchical metanalysis of the within-study moderation of efficacy by age. Bullying appears to be effectively prevented in 7th grade and lower, but in 8th grade and above, there is a massive decrease to an average of zero, which is consistent with the theory. This study offered evidence to suggest that the effectiveness of anti-bullying programs varies according to developmental stages. For younger children in primary school, programs that aim to decrease direct physical or verbal bullying, remediate basic social skills like empathy or perspective-taking, and employ direct teaching or skill repetition may be successful. The types and causes of bullying, as well as the efficacy of domain-general behavior-changing interventions, alter as adolescents get older. As a result, measures that are effective for young children may have little or even untreatable impact on later teenagers. These findings contradict previous meta-analyses that relied on between-study moderation testing. This research lays the groundwork for a theory of age-related program impact moderation that might be applied to other areas. The findings also point to the need for caution when interpreting meta-analytic moderation results from different studies.

2.4. Theoretical Frameworks for Understanding Bullying Behavior

To better comprehend the phenomenon of bullying, a review of the theoretical frameworks frequently used to explain and address bullying, such as social learning, ecological systems framework, cognitive behavioral, lifestyles exposure, attribution, and resilience frameworks. The complex nature of bullying requires the use of several theoretical approaches to assist in the comprehension of this phenomenon and to influence the development of effective preventative and behavioral interventions and programs. Within the theoretical framework of ecological systems, it is possible to examine and address the complex processes and interactions that impact bullying behavior. Within the context of ecological systems, many theories could be applied at particular phases, sequentially, or simultaneously.

Theory can seem overwhelming, but it's a systematic technique to explain, clarify or predict phenomena(Lewis, 1982), make sense of life's confusion and complexities(E. S. Barry, 2006; Bisman & Hardcastle, 1999), allow us to comprehend our world (Knottnerus, 2005) and the circumstances and situations we encounter (Green, 2000). The value of theory is being underestimated as a consequence of the present emphasis being placed on the rapid achievement of practical solutions. However, we must take into account that the most significant advances in psychology and the social sciences have been achieved at the theoretical level (Hughes J. R., 2000). The purpose is to present a concise overview of differnt theories that contribute to a better understanding of the dynamics of bullying.

There are various theories to explain behavior, ranging from the broad to the concrete (Bisman, 1999). Lipsey and Wilson (2001) identify two sorts of theories for comprehending problems in society: theories of problem improvement and theories of problem development. Lipsey and Wilson express caution about essentially removing or compensating for society's faults, since these efforts may not directly help the affected parties (Lipsey & Wilson, 2001). For instance, although bullying may be partially explained by the inadequacy of tolerance for ethnically different and sexually distinctive youth, a campaign to change the attitudes of children in schools may have a little short-term effect on the struggles of these youth; what is needed is a theory that assists in comprehending and prevent the consequences on the innocent children or youth who are victimized. The advantages of the theory are seen in the research and intervention/treatment stages. Research may be directed by theory because it provides a framework through which observations can be examined (E. S. Barry, 2006) and the data can be understood.

Moreover, in order for the present movement for evidence-based as well as evidence-informed practice and concrete evidence of efficacy to have any significance, it has to be complemented with principles that guide broader application (Green, 2000). As a result, the theory has the potential to broaden the researcher's perspective and improve their capacity to implement evidence-based intervention (Hughes J. R., 2000). Determining individuals to whom a certain intervention may be most helpful is yet another advantage of applying theory to practice (Hughes J. R., 2000). The predictive capability of theory may serve as a basis for selecting the important parts that should be incorporated into a program (Green, 2000). For example, when developing a school-based anti-bullying program, the theory may be used to identify the requirements for successful implementation, increasing the program's design and maximizing positive outcomes. One theory cannot adequately describe the complexity of bullying, which is impacted by individual, relational and interpersonal, systemic, and structural factors. When trying to grasp complicated circumstances, such as bullying, it may be challenging to decide which theory or theories may effectively correspond to certain aspects and to determine the interrelationships between various theories. Following any theoretical orientation may result in limited thinking and perspective (Hughes J. R., 2000; Jensen, 1999).

According to the ***Social Learning Theory*** (Albert Bandura, 1977), children develop behavior traits by repeatedly observing specific acts modeled by adults. Typically, seeing a violent or antisocial action would not influence a person's behavior. The conduct of youngster who regularly encounters violent or antisocial behaviors from their parents, friends, or siblings are prone to be influenced (Gleitman, 1981). For example, having parents who often argue or fight sets an example at home that children could mimic with classmates they see as being weaker in some manner (Anna C. Baldry & Farrington, 2005). The notion of social learning may provide light on how aggressiveness might be rewarded with increasing dominance or social status. As an example, proactive types of aggressiveness may lead to increased popularity, power, social status, and other demonstrable rewards (Prinstein & Cillessen, 2003).

Patterson's ***Coercion Theory*** (1982), based on the concepts of social learning and classical conditioning, assists in the comprehension of family relationship dynamics and interactions that could lead to bullying behavior. Parent management training, which provides the best scientific evidence for decreasing child behavior problems, is based on the coercion hypothesis (Eyberg, Nelson, & Boggs, 2008);(Kazdin & Weisz, 2003) (Farmer, Compton, Burns, & Robertson, 2002) (Kazdin, 2003).

According to cognitive behavioral theory, conduct and behavior are determined by how we perceive and interpret circumstances (Gleitman, 1981). This theory allows us to

comprehend the behavior of both individuals and families (Farmer et al., 2002). There is a reciprocal interaction among personal and environmental variables (Regehr, 2001), wherein an individual's cognitive processes influence how that individual responds to the environment(Gonzalez-Prendes & Resko, 2012).

Social-learning, Cognitive-behavioral, and Coercion Theories serve as a guide for the majority of existing intervention programs that aim to reduce children's harmful behaviors. These treatments have been demonstrated to be successful in addressing and treating disruptive behavior problems in children and families who complete intervention (e.g., Alan E. Kazdin, 2003; Webster-Stratton, Reid, & Hammond, 2004; Webster-Stratton & Reid, 2003; A. E. Kazdin & Weisz, 2003)

Social Cognitive Theory (Bandura, 1986; 1991) is an essential framework for comprehending the complexities of bullying actions and the social character of bullying participation. The interaction between a person and the social environment lends credence to the notion that bullying is a social relationship problem. The social cognitive theory was utilized to inform the development of customized interventions targeting bully perpetrators. By actively intervening with individuals who bully others, it is possible to get an insight into understanding the individual differences that contribute to bullying and to educate those who harass others other, more positive ways to connect with other people. Students that engage in bullying display a wide range of psychological, cognitive, and social traits. Despite the increasing attention paid to bullying, it does not seem to be decreasing significantly. 10% to 33% of students report being victimized, according to research (Kessel Schneider, O'Donnell, Stueve, & Coulter, 2012; Perkins, Craig, & Perkins, 2011); 1% to 11.5% of students reveal both bullying and being bullied (i.e., bully-victims; Nansel et al., 2001; Dulmus, Sowers, & Theriot, 2006); and 5% to 13% of students report bullying others (Perkins et al., 2011; Solberg & Olweus, 2003). Despite lower rates of self-reported bullying behaviors might result from a tendency to self-report negative behavior, the discrepancy in the number of person bullying and being bullied is consistent with studies on a range of delinquent and criminal activities, which reveals that a small number of individuals commit the preponderance of crimes (Hamparian, Schuster, Dinitz, & Conrad, 1978). Bullying is a serious problem that needs to be decreased, and one approach to achieve this is by engaging directly with the bully offenders with the objective of helping these people improve their cognitive and social behaviors which underpin their bullying perpetration.

Bandura's (1977,1986) social cognitive theory is an extension and updated of Miller and Dollard's social learning theory (1941). Social learning theory stated that people learn not

only via direct teaching but also by seeing the actions of others and associated consequences (Albert Bandura, 1977). Individuals need to (a) pay attention to the activity that is being seen (b) encode mental pictures of the action that is being witnessed (c) recreate those mental images and (d) become motivated to execute the behavior in order for learning to take place. The motivational component is associated with the resulting consequences to particular activities; particularly, individuals are more inclined to participate in an activity for which they have learnt that the consequences are rewarding and valued by others (i.e., reinforced). Individuals will be encouraged to stop participating in a certain action if its consequences are more severe and less encouraging.

Social cognitive theory and social learning theory are founded on the same fundamental concepts (A. Bandura, 1986). Yet, social cognitive theory highlights the significance of cognitions in shaping the conduct of people (A. Bandura, 1986). Essentially, the social cognitive theory asserts that is a continuous interaction among the social environment (e.g., observing the conduct of others), internal stimuli (e.g., thoughts and emotions), and behavior. This interplay between the social environment, internal cues, and behavior is known as reciprocal determinism (Bussey & Bandura, 1999). Consequently, this triadic reciprocal determinism takes place when individuals make cognitive assessments of the activities of other people in their social settings and the consequences that result from those behaviors (Bussey & Bandura, 1999).

Bandura's social cognitive theory (Albert Bandura, 1978; Albert Bandura, Ross, & Ross, 1961) has been used in the study of aggression and it could similarly be applied to the investigation of bullying to explain how bullies acquire their violent tendencies (i.e., via observational learning and reinforcement). Adolescents' tendency to engage in bullying behavior is influenced by their thoughts and beliefs about the prevalence of good and negative outcomes associated with bullying behavior. Several studies have shown that young people who are exposed to bullying or other violent behaviors are more likely to engage in such conduct themselves. A good illustration of this is the connection between domestic violence exposure and later bullying behavior in children and young adults (Bowes et al., 2009; Baldry, 2003). Young individuals who spend time with other aggressive youngsters are more inclined to behave aggressively themselves than their nonaggressive peers (Mouttapa, Valente, Gallaher, Rohrbach, & Unger, 2004). There is some evidence to indicate that bullying is more prevalent among young individuals who are living in areas that are generally seen as unsafe (i.e., those where more violent behaviors are prevalent) than among their peers who live in areas that are viewed as safe(Youngblade et al., 2007)(Espelage et al., 2000). Exposure to

bullying as well as other violent behaviors are linked to engaging in bullying behaviors, according to social cognitive theory. This correlation could well be explained in a number of ways. This is supported by the fact that studies have consistently indicated that the strongest correlation between bullying and observer characteristics (Curtner-Smith, 2000).Bullying is a skill that many young people might pick up by watching older bullies. Youngsters who witness bullying or aggression may or may not internalize such behaviors. Here, cognition and reinforcement play an essential role. Evidence shows that teenagers are less likely to participate in bullying activities if they believe that these actions are wrong.

Research indicates that bullying-related cognitions are often associated with bullying-supportive emotions, and bullying tendencies reflect this bidirectional connection. Studies indicate that students with antibullying attitudes are much less likely to engage in bullying conduct than those with pro-bullying attitudes (Christina Salmivalli & Voeten, 2004; Poteat, Kimmel, & Wilchins, 2011; Boulton, Trueman, & Flemington, 2002). Therefore, research regularly reveals that bullying actions may be explained (Boulton et al., 2002) and predicted (Poteat et al., 2011; Christina Salmivalli & Voeten, 2004) by attitudes toward bullying. Because of this, it is plausible for many children and adolescents to learn to bully through observational learning; yet, the only children and adolescents who are likely to actively participate in bullying actions are those who possess bullying attitudes. It is essential to highlight, however, that attitudes involve cognitive, emotional, and behavioral characteristics and reflect a mental state of readiness that impacts the chance that an individual would participate in certain conduct in the future (Fazio & Olson, 2007). Consequently, bullying behaviors are not necessarily the result of bullying attitudes. Additionally, psychological and cognitive elements, such as the perception of positive vs negative consequences, may influence the chance that adolescents may participate in bullying behavior.

Young people, as explained by social cognitive theory, are more likely to refrain from actions they anticipate would result in negative reinforcement and more likely to take part in those they anticipate will be positively reinforced (Albert Bandura, 1977). Therefore, according to the theory, bullies feel that they will be rewarded in some form (e.g., better social status, and gain access to resources). Individuals must also acquire reinforcement for their bullying actions in order for them to be sustained and repeated over time. According to social cognitive theory, family members, adults (Albert Bandura, 1978), and peers (Craig et al., 2000)(Mouttapa et al., 2004) may support bullying behaviors in people (e.g., through praise or acceptance). In fact, one research indicated that in the vast majority (i.e. 81% of cases), children who were bullied in the schoolyard were supported by their classmates for their bullying behavior (Craig et al.,

2000). Therefore, whether or not kids feel that bullying is appropriate or will be rewarded or penalized depends on the important people in their life, especially family members and classmates. It is obvious that being exposed to bullying, having supporting views about bullying, and having family members, friends, and other people express their attitudes and actions are all connected. For example, parents who approve of aggressive and coercive conduct may serve as role models for their children (Patterson, 1982), show their support for bullying, and reward their kids for engaging in bullying behavior, all of which are likely to influence how their kids feel and see bullying.

Individual differences in a social context are the subject of a number of theories, all of which point to the influence of factors like personality and environment on a person's tendency to engage in bullying.

According to the D***ominance Theory***, bullying is an aggressive approach that is used with the goal of acquiring and establishing dominance for the individual who bullies (Pellegrini & Bartini, 2001). Boys who deploy a mix of aggressive and affiliation methods are seen as more desirable by their female peers and are rated more highly by their male peers than their peers who do not use these strategies(Pellegrini & Bartini, 2001; Pellegrini & Bartini, 2001; Pellegrini & Long, 2002). Evidence supporting the idea that bullying is a tactic used to establish dominance, especially among men, was discovered by Long and Pellegrini in 2003. This finding gives credibility to the idea that persons who engage in dominance and establish themselves as dominant also possess high levels of social skills (Mishna, 2012).

On the basis of Bronfenbrenner's (1979) ***Ecological Systems Theory***, the socio-ecological paradigm has been increasingly utilized for offline and online bullying perpetration and victimization behaviors (e.g., Dorothy L. Espelage & Swearer, 2010; Anna Costanza Baldry, Farrington, & Sorrentino, 2015; S.M. Swearer & Espelage, 2011). Additionally, school bullying happens when a bully (or bullies) interacts with a victim, and these actions reflect complex social phenomena. According to Christina Salmivalli et al. (1996), the presence of eyewitnesses and the contribution of peers in tolerating or supporting bullying increase the complexity of bullying in schools. Teachers and other members of the school staff may notice bullying events and act to stop them, making them additional agents in school bullying.

Understanding the reciprocal and synergistic contributions of all environmental components to an individual's development is facilitated by an ecological systems framework. This conceptual viewpoint may include a variety of theoretical models to describe how individuals interact at various levels and may assist identify the adjustments needed for normal development (Mishna, 2012). To analyze, comprehend, and treat bullying at certain levels, a

variety of theories and models that address the biological, psychological, social, family, community, cultural, and societal levels—including the development of the online environment all be positioned within an ecological systems framework. These ideas do not have to be complimentary; in fact, they might even be contrary to one another. Bullying dynamics are understood to affect children who bully and those who are bullied in an ecological systems paradigm. Bullying is acknowledged as occurring within the social contexts of the peer group, the family, the classroom, the school, and the larger community and society. These levels and their reciprocal interactions must be considered alongside individual characteristics and development, as well as the interactions between bullies and victims (Hanish & Guerra, 2000; Atlas & Pepler, 1998; Craig et al., 2000; Craig, 1998; D. Olweus, 1984;1994).

The term "interactions" may refer either to dealings between real persons, such as between students and their peers, between students and teachers, between teachers and parents, or between children and their parents; or it can refer to dealings within nested subsystems that have an impact on development, such as the individual, the family, the school, and the community (Bronfenbrenner, 1979, 1992; Sontag, 1996).

Over time, all system levels interact and impact one another. Bronfenbrenner argued that a person's "ecological environment is conceived as a set of nested structures, each inside the next, like a set of Russian dolls" (Bronfenbrenner, 1979 :3). Each person is entrenched in an ecological framework of family and peer interactions, nestled inside neighborhoods, schools, and other institutions, and working within communities, different levels of government, and society (Bronfenbrenner, 1979).

The subsystems range from the most personal or individual (microsystem) through environments where the child participates, such as at home and at school (mesosystem), to environments where the child may not directly engage, such as interactions between the family and parents' employment environments (exosystem), and, lastly, to the culture or societal system, which includes prevailing ideas and conventions (macrosystem) (Bronfenbrenner, 1979;1992; Benbenishty & Astor, 2005). Within the context of ecological systems, several theories may be used to explain the dynamics at the system's multiple levels and their interconnections. Benbenishty and Astor (2005), influenced by Bronfenbrenner, have established a framework in which the school is at the center, while the center of the ecological systems framework is typically the individual. In fact, this adjustment demonstrates the usefulness and adaptability of an ecological systems framework, as well as the expansion of the system to include the "technomicrosystem"(G. M. Johnson, 2010) in acknowledgment of the enormous impact of communication technology.

Pepler and Craig expanded the systems ecology paradigm by highlighting bullying as a relationship problem rather than a problem related to the aggressiveness or vulnerability of a specific child(Pepler, 2006; Craig & Pepler, 1998). They explain (Craig & Pepler, 1998:40) that the bully constantly masters how to exploit power and hostility to dominate and harm others. At the same time, the abused youngster is forced into a relationship from which he or she is unable to get out on their own and gets imprisoned there. The imbalance of power between them, which has a tendency to stay established over time, is what distinguishes the youngster who bullies from the victimized child. Due to the fact that bullying incidents are often seen by peers, the youngster who bullies is reinforced in this behavior by peer attention and feelings of power. On the other hand, the victimized child experiences increasing levels of anxiety, humiliation, and stigmatization, often in front of peers, which makes them even more vulnerable to exclusion (Pepler, 2006; Craig & Pepler, 2007).

Chapter 3 Research Methodology

Research methodology specifies how a study is done, how data are acquired, and how they were analyzed to address the research question (Chun Tie, Birks, & Francis, 2019). There are several research procedures from which researchers may choose the one that best meets their study goals, each with its own pros and downsides, since no research design is perfect (Reio, 2016; Creswell, 2007; Williams, 2007). Each researcher must evaluate three assumptions when adopting a research method: causality inference, contextual, and generalization (Bryman, 2012; Reio, 2016). In evaluating these assumptions, the researcher's objectives serve as the determining factor. It is also the researcher's obligation to propose countermeasures for the limits of any given study approach (Reio, 2016).

The primary aim of this research was to design a tool for assessing the most essential insights in the battle against bullying. The secondary objective was to establish a theoretical model with statistical application to determine the most important insights in the relationship with the type of behavior of the individuals and the socio-demographic characteristics, with the aim of identifying those insights that determine the increase of awareness in social marketing campaigns. In the absence of the availability of quantitative data at the national or global level to measure the consumer's perception of antibullying insights, a tool for measuring the perception towards antibullying insights validated and agreed upon in social research, the researcher considered that the contribution of novelty found in this research compared to the works already existing in the specialized literature is to measure the perception of individuals towards bullying by developing some insights and researching the importance of these insights depending on the characteristics of the individuals.

This chapter provides an overview of the methodologies selected as suited for conducting this research. Through a literature review that illustrates the recent developments in the field relating to research principles, followed by the research methodology of the qualitative and quantitative study, data collection, sampling, and statistical methods, the techniques and methods used to answer the research questions are presented.

3.1. Research Approach

This study adopts mixed methods research as its research methodology. The goal of using a mixed-methods design was to broaden the interpretation of the data since mixed-methods designs usually yield deeper knowledge of complex phenomena than either

quantitative or qualitative research alone. (Hesse-Biber, 2010) also endorses the convergence of qualitative and quantitative data in order to strengthen and triangulate conclusions.

The study examines the theory and practice of the use of consumer insights in social marketing, and the aim is to identify the key criteria for a successful outcome of social marketing campaigns. Because this study aimed to uncover the phenomenon of antibullying social marketing interventions, compiling an extensive list of potential social marketing antibullying programs was crucial. To identify and evaluate successful campaigns and the relationship between the variables, the study investigated three samples of global social marketing antibullying campaign studies made by different organizations. These studies are "FearNot!", "Step to Respect!", and "KiVa". The programs chosen showed more evidence of effectiveness in reducing bullying and cyberbullying by employing different approaches. Examining these campaigns fills a gap in the literature by analyzing social marketing campaigns that were not only aimed at social behavioral change but also served society. The research is divided into four studies. The first study is an extensive social marketing antibullying research and identifying the antibullying insights; the second was conducted utilizing qualitative methodology; information-gathering tools used were interviews and questionnaires. Data interpretation was accomplished through thematic analysis. The third study was the development of a scale to measure the consumer's perception of antibullying insights, and the fourth was the quantitative questionnaire to assess the relationship between the variables.

The qualitative investigation used semi-structured in-depth interviews as its research methodology. Semi-structured in-depth interviews are based on verbal responses and preset questions, allowing respondents to provide additional extra information they deem significant (Longhurst, 2009). In other words, the researcher asks questions in accordance with an interview guide, but the questions and their sequence are variables based on the conversational flow. In-depth semi-structured interviews are well-suited for gaining an understanding of insights, expertise, and experience on a particular subject or project (Lindlof & Taylor, 2011), which makes them appropriate to this research of social marketing campaigns incorporating consumer insights. Interviews offer accurate, trustworthy, and relevant connections to facts about individuals, locations, and behaviors that occurred outside the context of the interviews (M. Hammersley & Gomm, 2008). For this reason, semi-structured in-depth interviews were considered suitable for this thesis, since the research attempted to gather information from the participants regarding previously executed social marketing initiatives.

This research employs triangulation. Triangulation refers to utilizing many methods to guarantee that each approach compensates for the limitations of the others (Shenton, 2004). In addition to in-depth interviews, quantitative analysis may assist in validating the information provided by participants (Shenton, 2004). This is why this research utilized two methodologies: in-depth interviews and quantitative survey analysis.

The study continues using a quantitative approach to methodology. The questionnaire was first designed in English, then translated into Turkish by a bilingual researcher. In completion, the different adaptations of the questionnaires were compared, and the inconsistencies were rectified. Since the majority of the questions were produced based on qualitative research, the questionnaire was examined by seven Turkish bilingual researchers, including three specialists. In the pilot research, participants were asked for feedback on the questionnaire. According to their recommendations, terminology, and items that were unclear were clarified in order to improve clarity. The initial pilot investigation revealed an acceptable alpha coefficient. The data was acquired using a Google Form survey. For the purpose of participant monitoring, security settings were introduced to the website. The collecting of data was completed in four months. Participants are Turkish individuals over the age of 18.

A research strategy based on the structural equation model was used for the quantitative investigation. A benefit of the structural equation model (SEM) is that it simultaneously evaluates the measurement model and the structure model. Using the Smart PLS software, the analysis was performed. Multiple items measuring each characteristic on a 5-point Likert-type scale was used (strongly disagree – strongly agree). The sample size is crucial for producing trustworthy findings using structural equation modeling (SEM). According to (Schreiber, Nora, Stage, Barlow, & King, 2006), a minimum of ten participants per variable is required to preserve the parameter's stability.

As this chapter gives a summary of the research methodology, the final design, technique, and participants for each study are described in depth. This strategy reduces some of the complexity associated with explaining a multimethod approach. Figure 3.1 summarizes the whole study, from the theoretical foundation through the research strategy for each step of data collecting. The chapter is organized in accordance with this structure.

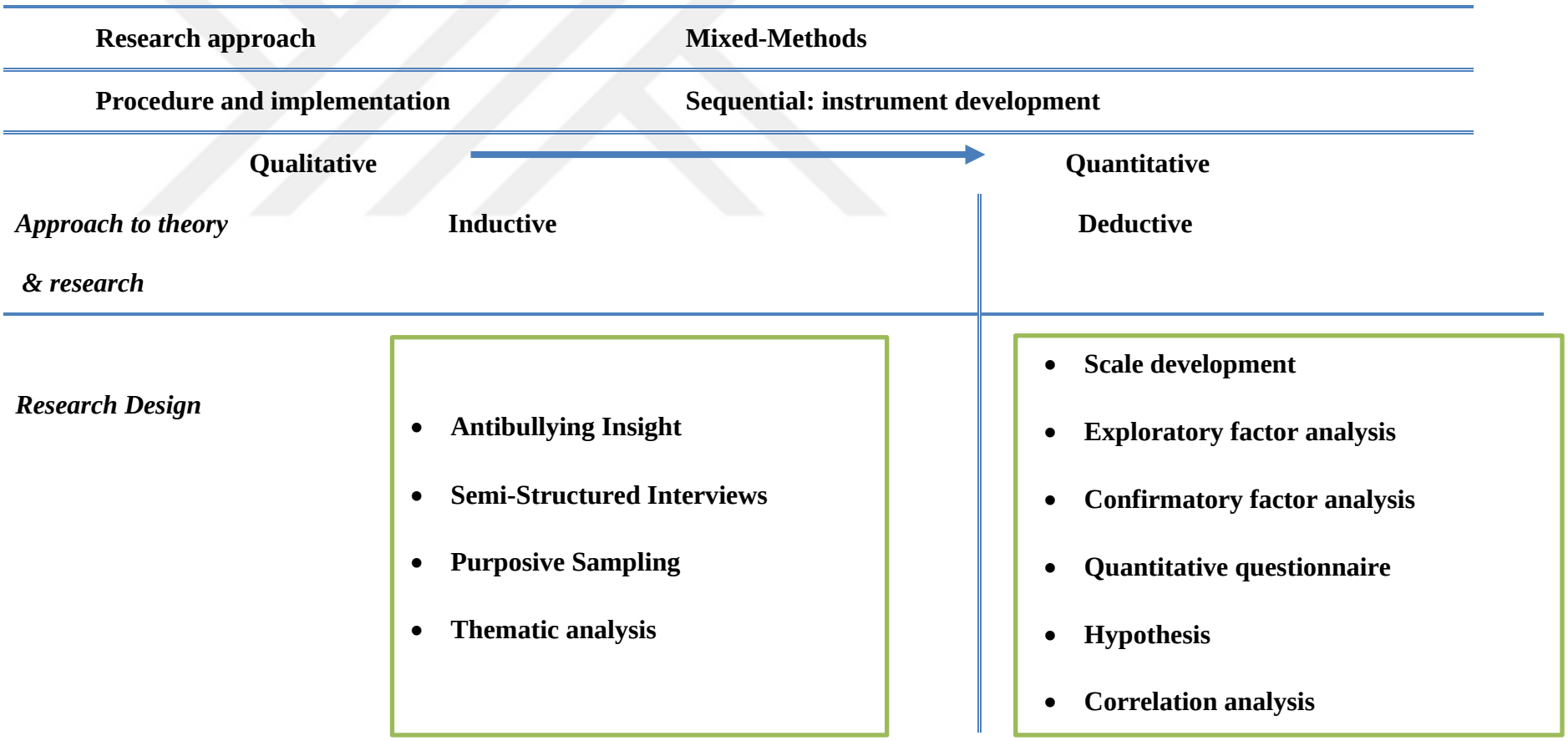

Figure 3.1: *Framework of the Research Method*

3.2. Mixed-Methods Procedure and Implementation

Mixed methods research (or mixed research) combines quantitative and qualitative viewpoints from a variety of perspectives (R. B. Johnson, Onwuegbuzie, & Turner, 2007). In studies that utilized consumer insights to enhance social marketing, mixed research is relatively unusual, although a few researchers have used it effectively (see Chapter 2 Table 2.2). Given the lack of systematic research on social marketing antibullying campaigns that include consumer insights, the mixed-method approach was considered acceptable.

A mixed-method qualitative study is conducted for two reasons: (1) to improve the methodological reliability of the research design, and (2) to achieve comparative advantages (Tashakkori & Teddlie, 2003). In reality, the reliability of the research design may be increased by the use of complimentary mixed methodologies, i.e., by guaranteeing that research findings can be developed upon, explained, improved, or clarified between the various approaches. Using a mixed-technique approach maximizes the benefits of one method while reducing the drawbacks of the others (Tashakkori & Teddlie, 2003). Research that involves an understanding of emotions, beliefs, attitudes, perspectives, and experiences are best handled utilizing qualitative approaches that allow the participants to explain, reflect, or describe their feedback using descriptive knowledge (Tashakkori & Teddlie, 2003). Members who worked on social programs for children and adolescents will be able to investigate in more depth their thoughts, perspectives, and the significance they attach to antibullying social marketing initiatives via the use of a qualitative method. Moreover, qualitative research offers a more comprehensive and exploratory method for obtaining professional thoughts about antibullying insights and the behavior modifications affecting children and adults.

The use of mixed research methods is becoming more frequent in social research (Bryman, 2012). However, the contradictory knowledge positions underpinning the two techniques have caused some academics to conclude that the two should not be combined (e.g., Berríos & Lucca, 2006; Guba, 1987). Critics of mixed research assert that the methodologies are incompatible with the idea of knowledge, especially in terms of their techniques, validity, and scope, as well as the difference between justified belief and opinion, and that they should be treated as separate paradigms. However, as (Black, 1998) highlights, advocates of mixed research argue that complementary methodologies are compatible with the dynamic and multidimensional character of the study (e.g. Johnson & Onwuegbuzie, 2004). Therefore, the theoretical incompatibility of qualitative and quantitative approaches is largely a philosophical issue and not a practical one.

Given the researcher's perspective, qualitative and quantitative methodologies are not incompatible; rather, they may be integrated to further knowledge and understanding of antibullying program initiatives. For instance, an early qualitative explanatory method to research was able to identify crucial parts of the social marketing strategies process. Importantly, a qualitative research methodology allowed the researcher to investigate and find concerns connected to social and emotional characteristics, and then test the associated hypothesis with a bigger sample size. This helped determine the direction of the quantitative sections of the research and indicate future areas of interest. It is essential to establish testable hypotheses that are consistent with the consumer insights approach and relate to the concerns highlighted in the literature study and the qualitative research in-depth interview. As mentioned in the introduction, researchers taking a practical stance often use mixed-methods study designs (Creswell & Clark, 2018; Creswell & Creswell, 2018). As a result, a mixed-methods approach for the project was chosen, starting with a qualitative phase to explore consumer insights approaches and social marketing anti-bullying measures.

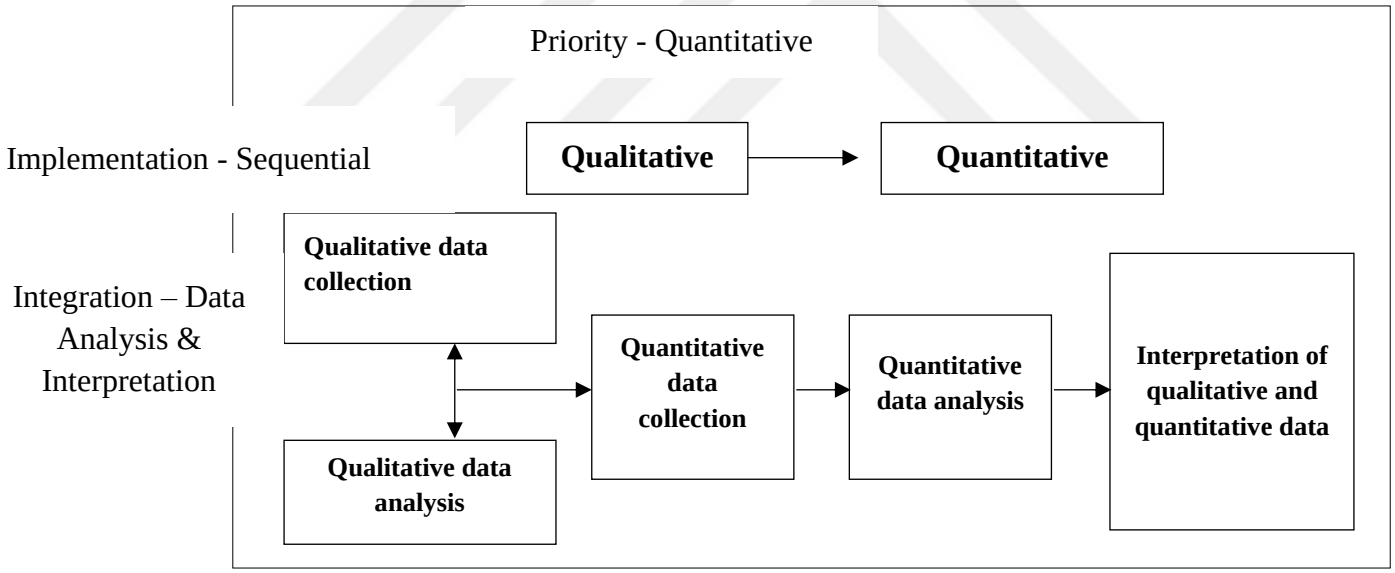

Figure 3.2: *Mixed Methods Approach for the Study [Source: by the author]*

Within mixed-research approaches, there are a variety of distinct methods relevant to the implementation, prioritization, and integration of the data (Creswell & Creswell, 2018).

• Implementation sequence: This refers to the phases during which the qualitative and quantitative data are collected. This might occur in phases (sequentially) or simultaneously (concurrently).

• Priority: This is the weighting assigned to the data, which may be equal or inclined towards qualitative or quantitative information.

• Integration: This relates to the phase at which the data are merged. This may occur during the stages of data gathering, data analysis, data interpretation, or a combination together.

Figure 3.2 illustrates the implementation, prioritization, and integration options of the mixed-methods approach for the project. A "confirm and discover" rationale was backed by the use of an initial qualitative stage to investigate social and emotional aspects when applying consumer insights approaches to enhance social marketing antibullying initiatives (Bryman, 2012). As a consequence, an exploratory method that enabled the following deductive process of hypothesis testing to complement the inductive qualitative technique was chosen. The qualitative data analysis was carried out concurrently with the data collection, as advised by Morse, Barrett, Mayan, Olson, & Spiers, (2002). The researcher was able to adjust the data collection while new difficulties emerged due to the coordinated data analysis, which increased the internal validity. Additionally, the sequential method guaranteed that relevant aspects uncovered during the qualitative stage were addressed before the quantitative phase was constructed. A continuous method of data collection would have necessitated the collection of both types of data simultaneously, which was not in line with the goal of the mixed study.

Priority was given to the quantitative phase of the project, during which hypotheses created from the qualitative analysis results phase are tested. Due to the importance of collecting quantitative data, there were two stages: first, the collection of qualitative data; and second, the development of a scale as well as its validation with a quantitative survey. During data collection, the researcher assessed qualitative data and incorporated discovered issues into subsequent interviews, such as a new question on cyberbullying behavior on the internet. At the conclusion of the research, both quantitative and qualitative data were also integrated. During the quantitative phase, qualitative and quantitative data were examined together.

In order to ensure the construct validity of the scales, it was very important to examine qualitative data throughout scale development. Therefore, the researcher evaluated the qualitative data when developing the item pool to verify that the items were consistent with the qualitative data. The qualitative and quantitative research procedures are described in accordance with the research strategy used for the thesis study. It includes subheadings such as designing data collection instruments, data collection methods, data analysis, and verifying the validity and reliability of the data.

There are limitations to mixed techniques. By combining quantitative and qualitative research techniques, mixed methods have the advantage of overcoming each method's

limitations (Creswell, 2014; Johnson & Christensen, 2014; Tashakkori & Teddlie, 2003). However, mixed methods research has limitations (R. B. Johnson & Christensen, 2014). As it might be challenging for a single researcher to pursue many procedures, mixed methods research may require teamwork. The appropriate amount of time is necessary to collect and assess data for each used approach. Furthermore, mixed methods research requires special skills with many approaches and the capacity to collect, assess, and incorporate the findings of each approach. When selecting a research approach, it is crucial to choose a method that relates to the line of inquiry, as opposed to attempting to adapt the line of inquiry to a preselected method (Creswell, 2014; Johnson & Christensen, 2014).

3.3. Research Design

Because it collects data from a variety of diverse sources, the mixed-methods approach may provide findings that are both comprehensive and informative. The several pieces of evidence that were supplied allow for these conclusions to be considered credible and balanced (Saldaña & Omasta, 2018; Elo et al., 2014). Both (Burns & Bush, 2010:143) and (Zikmund, Babin, Carr, & Griffin, 2013:61) refer to the research design as a master plan, which outlines the procedures to be followed in order to gather and evaluate data for the research project. There is no single optimum study design; as a result, the researcher has a number of options available to them in order to accomplish the goals of the research (Zikmund et al., 2013). The design of the study calls for the inclusion of three components: the types of information, the sources of data, and the technique of data collecting (Zikmund et al., 2013; Kinnear & Taylor, 1996:129).

The three broad types of information are descriptive, casual, and exploratory (Cant, Gerber-Nel, Nel & Kotzé, 2008:29). *Descriptive research* describes some aspect of the market environment (Malhotra & Peterson, 2006); Aaker et al., 2004:76). *Casual research* examines cause-and-effect relationships (Malhotra & Peterson, 2006); (Zikmund et al., 2013). Lastly, *exploratory research* explores a problem in order to find new insights into the problem, which may lead to possible business opportunities (Zikmund et al., 2013);(Malhotra & Peterson, 2006).

This study is based on an *exploratory research* design. According to (Churchill & Brown, 2006) and (Patton, 2002), exploratory research is used when the researcher wishes to:

- know more about the problem and or discover insights,
- generate hypotheses to make informed suppositions,
- idea generation,

- study attitude and usage,
- analyze behavior steps or processes and
- clarify concepts.

The researcher was able to contribute to a deeper understanding of antibullying insights, consolidate them, and tie them to essential success criteria for social marketing antibullying campaigns as a result of the integration of qualitative and quantitative design into this study. The integration, as suggested by Creswell and Plano (2018), enables a single study to generate a more comprehensive examination of the research subject under investigation. In other words, one set of data was collected, analyzed, and applied to the construction of the second set of data. This contributes to the development of the insights gained via the main technique only. As a result, the researcher was able to examine in a holistic manner the aspects influencing the performance of social marketing anti-bullying campaigns. Prior to the quantitative study, qualitative research was undertaken, and the insights gained from the first qualitative analysis allowed the researcher to develop a scale for statistically analyzing the hypotheses as well as the quantitative research question. Consequently, a mixed-method exploratory design with a qualitative phase informing a quantitative phase was chosen. Table 3.1 demonstrates the exploratory character of the study's design, and also the method approaches, and the sample size for each study.

Table 3.1: *Full project research design*

Qualitative	Quantitative	
Semi-Structured interview	Scale development	Quantitative questionnaire
• Participation n = 15 • Thematic Analysis	• N = 350 • Unidimensionality & convergent validity • Exploratory Factor Analysis	• N = 751 • SEM & Confirmatory Factor Analysis • Hypothesis • Correlational Analysis

*[Source: by the author, *Adapted from Fig. 3.1]*

Developing a survey that required better knowledge through access to valuable experts in the field, who eventually represented the population of interest, was best accomplished with the use of the mixed methods research design. Interviews using a semi-structured format and thematic analysis were used to expound and define the antibullying insights and concerns to be investigated. The initial qualitative study helped to acquire an understanding of the situation regarding social marketing antibullying campaigns for children and youth and how the Turkish

population could perceive the antibullying insights; particularly challenges that emerged from the point of view of social workers experts that were not identifiable through the existing literature. Specifically, this study focused on how the Turkish population could perceive the antibullying insights. The results of the semi-structured interviews, together with the results of an extensive search of the relevant literature, were utilized to inform the instrument (a survey questionnaire) that was sent out to the public.

3.4. Conceptual Framework

The framework for this research study is based on Social Cognitive Theory. To ensure that a broad variety of antibullying techniques and messages have an impact on not just the school environment but also potentially the whole community, a complete program approach that integrates bullying awareness and a factor collective approach to antibullying intervention was used. A previous study has supported the use of such techniques to effectively alter negative behavior (Blank et al., 2010). A consistent set of behavioral benchmarks and a positive learning environment may be produced in the school setting by using an instructional approach, educating staff and stakeholders, and teaching preventative methods. This approach also allows antibullying techniques and messages to reach existing school supports and systems, as opposed to operating independently. This combination may result in broader, simpler implementation and improved effectiveness.

Antibullying programs promote children's awareness of bullying, their feeling of safety in the school environment, and their understanding of how to react if they are bullied or see another child being mistreated. These programs take a whole-school collaborative approach to eradicate bullying by including all staff, students, parents, and the community. They include seminars and workshops for school staff, parents, and students, bullying prevention plans, and materials (Milsom & Gallo, 2006). Researchers have also shown that implementing bullying prevention programs in middle schools resulted in a 20% decrease in bullying behavior at those schools and an improvement in students' feelings of safety (Milsom & Gallo, 2006).

The examination of theories to understand bullying behavior (see Chapter 2-2.4), Bandura's work on the social learning theory and subsequently the social cognitive theory, as well as social norms theory and student development theories, led to the conceptual foundation for this study. Social learning theory arose in the 1960s and focuses on learning that takes place within a social environment. According to the notion of social learning, individuals learn from each other via processes like modeling - observation learning, and imitation (Albert Bandura, 1978). Bandura implemented the social learning theory to study aggressive human

behavior in 1978. The social learning theory was replaced by the social cognitive theory in 1986. This new theory outlines how cognitive, behavioral, and environmental elements affect psychosocial functioning, as well as how individuals and societies develop (A. Bandura, 1986).

The social cognitive theory acknowledges that development is a lifelong process; it focuses on psychosocial functioning throughout a person's lifetime (A. Bandura, 1986). According to this idea, environmental influences, cognitive and personal characteristics, and behavioral elements all function as interdependent determinants that affect one another (A. Bandura, 1986). Developing a strategy to investigate bullying behaviors was assisted by a model based on the social cognition theory that takes into account the student education process and the school environment. According to Albert Bandura (2006), the significance of psychological theory is determined not simply by the explanatory and predictive strength, but also by the ability to generate changes in human behavior (p:12). When researching antibullying behavior insights, it is important for educators, administrators, and authorities to focus on the social, behavioral, and environmental factors that surround education.

The social cognitive theory employs a model of causality incorporating triadic reciprocal determinism via behavioral, personal, and environmental influences (see Figure 3.3) (A. Bandura, 1986). Personal sources of influence consist of psychosocial/identity development alongside information, attitudes, and expectations, including adherence to social norms. The perceived self-efficacy or confidence of a person in their relationships with peers, parents, and society are examples of behavioral sources of influence. Environmental sources of influence incorporate an individual's sense of social norms and relationship to the environment, as well as their ability to influence others. The sources of influence are not required to be of equal intensity or to occur simultaneously; various influences might impact individuals differently (A. Bandura, 1986).

Human self-development, adaptability, and change are influenced by these elements (Albert Bandura, 2006). The reciprocal causality between personal and behavioral influence illustrates what individuals feel or think about something impacts their behavior (A. Bandura, 1986). Environment and personal factors indicate that perceptions, expectations, and beliefs are shaped by social forces that transmit knowledge and emotions via environmental modeling (A. Bandura, 1986). Interaction between behavior and environment demonstrates that behavior modifies environmental factors, which in turn modifies behavior. The social cognitive theory states that individuals impact their own life function and situation; they are contributors to their life pathways based on the interaction and effect of behavior, personal variables, and the environment (Albert Bandura, 2006). This framework highlights the connections between an

individual's personal growth, behavior toward peer interactions, and link to the environment and social norms, as well as how these elements impact the function of the person affected by bullying behaviors.

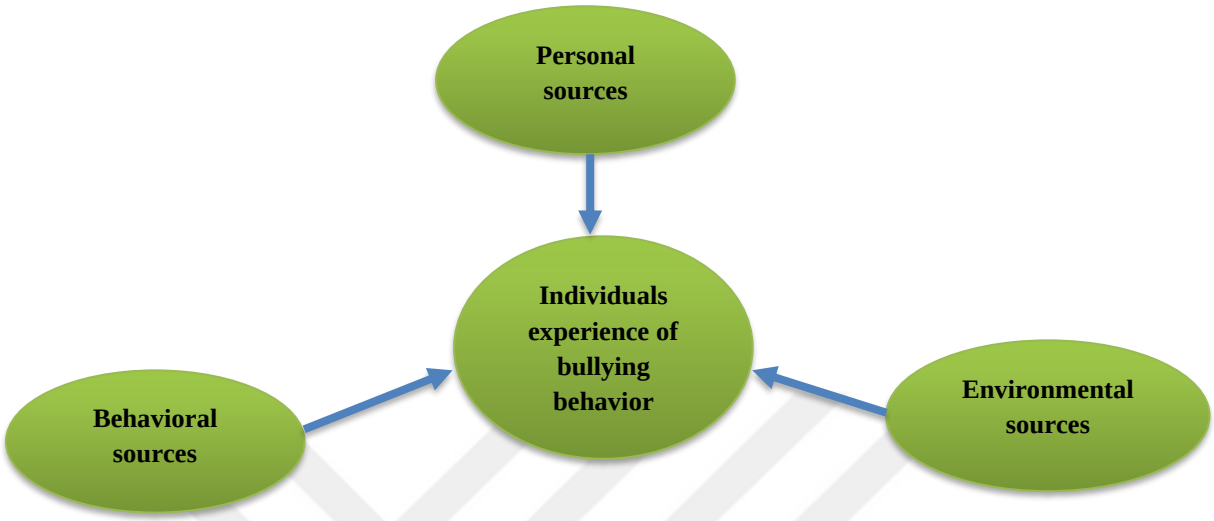

Figure 3.3 *Social Cognitive Model. Adapted from Bandura (1986).*

According to the social cognitive approach, individuals' emotional reactions to uncomfortable events are likely to vary. For instance, when confronted with a negative scenario, some individuals may seek assistance and support, others would retreat and accept defeat, while others will strengthen their attempts to overcome the distress, some consume drugs or alcohol, or others turn hostile towards others (Albert Bandura, 1978). Within the framework of antibullying training, it is essential to understand how people react to negative events, the cognitive process. According to this theory, individuals may purposefully affect their surroundings and their own actions as well as the way in which they acquire social behaviors (A. Bandura, 2001). This facilitates the understanding, prediction, and modification of human behavior. According to Bandura's theory, environment, behavior, and personal characteristics, all interact to determine how people behave. The relationship between the individual and behavior is influenced by the individual's ideas and behaviors. Human ideas and cognitive capacities that are produced and altered by social influences and environmental structures are part of the interaction between an individual and their environment. The characteristics of a person's surroundings are determined by his or her conduct, which often influences that person's behavior (Albert Bandura, 1977; 1986; 2001), in order to facilitate the development of appropriate interventions for bully offenders.

Observation, imitation, and modeling are the primary methods of social learning, according to social cognitive theory. Observing the behaviors, attitudes, and consequences of others' actions is the source of this form of learning. Attention, production, retention, and motivation are the four processes that promote observational learning. Children also learn via reinforcement and punishment, although these factors are not always essential for learning to take place. This encoded knowledge eventually serves as a guide for the individual's activities (A. Bandura, 2001). Positive examples may foster socially acceptable behavior in others (Albert Bandura, 1977, 1986). By employing high-achieving peers, professionals, characters in books, or historical figures as examples and positive reinforcement, children may learn that good actions result in favorable outcomes. Students need to be taught how to react to their surroundings and take charge of their learning environments, rather than the other way around. People's behavior is strongly influenced by their perception of how other members act in similar social groups. Many individuals have a tendency to misinterpret the bad conduct of their peers and to conform to mass group trends (Stephenson & Sullivan, 2009). According to the social norms principle, an individual's conduct is impacted by incorrect views regarding how the members of a social group behave and think. As per Bandura's (1977, 1986, 2001) theory, individuals mimic observed actions. This theory suggests that overestimating problem behaviors would encourage them, but underestimating healthy and good behaviors may discourage individuals from participating in them.

The social norms method is based on the discrepancy between perceived and real standards and their influence on people's behavior (Berkowitz & Benbenishty, 2012). When considering high-risk and destructive behavior such as violence and bullying, the majority of individuals incorrectly believe that the problem is widespread among peers (Gino, Ayal, & Ariely, 2009).

Problem behaviors receive a lot of attention from peers and the media, which skews people's perceptions of what is common among peers. Even if destructive actions and poor attitudes are a severe concern among adolescents, they do not reflect the majority of youth in a school or community (Gino et al., 2009; Stephenson & Sullivan, 2009; Hagman, Noel, & Clifford, 2007). Therefore, it is always beneficial to study the specifics of these forms of behaviors, particularly if the results will lead to further action.

By utilizing the information gathered for this research, the researcher was able to create a realistic picture of the local bullying problem in order to generate insights that would strengthen the social environment antibullying intervention. Critical thinking, real-world examples, and dialogue are all used in effective learning throughout the research. This type of

instruction may serve as a means of discovering the genuine norms about problematic attitudes and actions and dispelling the notion that problematic behaviors are the standard among peers (Gino et al., 2009). With frequent exposure to positive patterns and messages, the negative stereotypes that contribute to the maintenance of problem behavior decrease, and the majority of the school population may learn to behave in accordance with the properly-recognized norms of protection, safety, and care, as well as peaceful resolutions (Hagman et al., 2007).

To comprehend and explain challenges in human social development, all social learning theories subscribe to a set of learning principles. According to the notion mentioned in this conceptual framework, social behaviors are the result of memory, perception, experience, imitation, environmental factors, attention, observation, motivation, and reinforcement. These ideas are based on cognitive processes and describe how cognitive processes have a substantial impact on social development (Crick & Dodge, 1994; Hagman et al., 2007). As a result, the problem of bullying is deserving of particular attention from educators, parents, and students who are concerned with the prevention of violence. Bullying's frequency and the damage it causes may be underestimated by many children and adults. To increase the knowledge of children and other stakeholders of the relationship between bullying, violent actions, and the potential harmful impacts it could have on everyone who stand in this path, it is imperative that violence prevention measures and prosocial solutions to conflict be created, modeled, and taught.

3.5. Study 1. Antibullying Insights

Study 1 is a marketing analysis of 3 antibullying programs selected for our study after extended literature review analyses on the effectiveness of social marketing antibullying intervention, supported by the meta-analysis presented in Chapter 2. The 3 social marketing antibullying programs were chosen based on the effective outcome and different techniques and approaches.

3.5.1. Campaign 1: FearNot!

The FearNot! (Fun with Empathic Agents to Achieve Novel Outcomes in Teaching) software application, created within the coverage of the EU-funded projects VICTEC (Virtual ICT with Empathic Characters) and eCIRCUS (Education through Characters with Emotional-Intelligence, Role-playing Capabilities that Understand Social Interaction), employs virtual role-play and autonomous agents to let kids aged 8-11 interact with a digital version of a school filled with synthetic characters rendered in 3D that participate in bullying scenarios(Vannini et

al., 2011). Through the use of emergent storytelling, the actions of the characters and the plot are developed in real-time, much like an improvised play, providing the learner with spontaneous and authentic opportunities for engagement. Students watch bullying stories develop among the FearNot! characters, and in between episodes, the victimized character strikes up a dialogue with the student, detailing their own experiences with bullying and how it has made them feel and asking for guidance. The purpose of this strategy, and more specifically of this interaction sequence that occurs between the virtual bullying incidents, is to raise awareness among elementary school pupils about the possible difficulties faced by victims of chronic violent conduct. Students may better comprehend and empathize with the suffering of a victimized character if they are able to develop an emotional connection to that character (Aylett, Louchart, Dias, Paiva, & Vala, 2005). Research shows that bystanders who see bullying happening sometimes promote the aggressor by focusing their attention on the situation but doing nothing to stop it (Salmivalli, 1999; Hawkins et al., 2001). These bystanders are specifically targeted in this intervention technique because of their enhanced knowledge and sensitivity to the terrible repercussions victims endure. During the course of ten weeks, students in schools located in Germany and the United Kingdom participate in a continuing long-term intervention that includes multiple encounters with software.

The commonly accepted educational message is, " *Don't suffer in silence, tell someone you trust.*" Though forming a new friendship and informing someone else is one of the most effective methods. When confronted with physical bullying, parents often advise their children to "strike back," although instructors are unanimously opposed to such approaches. In reality, "striking back" is statistically ineffective; but, since it is so memorable when it does work, it is likely overreported (Wolke et al., 2001).

There are now three versions of "FearNot!" versions 1.0, 1.5, and 2.0, and each is a prototype for a virtual simulation meant to replicate a primary school setting, complete with cartoon virtual characters that play the various bullying roles (bully, victim, bully-assistants, defenders of victims, bystanders). Young people watch bullying incidents in which virtual characters engage in a pattern of aggressive behavior against one another. There are English and German versions of "FearNot!," and it has either male or female bullying episodes (with male episodes featuring more physical bullying and female episodes featuring more relational bullying)(Paiva et al., 2004).

The eCIRCUS initiative aims, in part, to encourage students to develop empathy for bullying victims via the application of the empathic process. In order to better prepare children for the difficulties of social contact in their daily school setting, the virtual role-play technique

offers a safe "as-if" approach to exploring experiences of self and others. Role-play has been effectively used in school and therapy settings to assist children with violent behavior issues and children who are socially anxious (Wright, 2006). The benefit of employing role-play as a teaching method is that it enables the learner to leave the safe boundaries of the classroom or therapy environment and behave "as if" in real-life circumstances without having to deal with instant feedback from real-life interaction partners. By taking on new roles, the role-player develops new schemas representing attitudes and actions, which are preferentially reinforced through positive reinforcements, and immediate feedback in an empowering and positive atmosphere (S. Watson, Vannini, Davis, & Woods, 2007). This is especially true in the school or therapy setting, which provides a safe environment for the development of fresh behavioral strategies and immediate feedback from trained professionals on the appropriateness of the role actions. Throughout the end, role-playing helps people empathize with the experiences of others and, in some cases, even alters their own perspectives, emotions, and actions (S. E. J. Watson et al., 2010).

In social circumstances, role-playing facilitates the detection and interpretation of social cues and provides rapid reinforcement for effective social techniques, which influences the subjective perception of a student's social abilities and social self-efficacy. (Paiva et al., 2004) examines the creations of empathic agents in the FearNot! implementation from two perspectives: the first is structural in that it discusses the most suitable software architecture for achieving types of behavior that lead to empathic relationships, and the second has to do with the characters' expressions, looks, and situations that lead the users to form empathic relationships with the virtual synthetic character.

The overall project may be defined as the establishment of a graphical system in which users collaborate in a highly versatile real-time environment in which authorial tasks are reduced and the difference between authoring–time and presentation–time is largely eliminated (Aylett et al., 2005).

Result of the campaign:

Multiple studies including samples of elementary school students in the United Kingdom, Germany, and Portugal have evaluated FearNot! for its efficacy. The findings and the conclusions of this antibullying campaign have been documented in publications, showing that "FearNot!" is a safe intervention, that does not promote bullying, and that has a short-term benefit in avoiding victimization for a priori designated victims. Additionally, it was discovered that within the cumulative sample of UK and German participants, UK students

generally possessed higher coping strategy knowledge when confronted with bullying occurrences than German students did, but German children's coping strategy knowledge improved as a consequence of the "FearNot!" intervention (S. E. J. Watson et al., 2010).

One-time use pilot trials of "FearNot!" (S. Watson et al., 2007) may demonstrate that the virtual synthetic characters are credible and generate empathy for the victimized character. Multiple studies, each using a unique methodology, have shown that the program is highly successful. Early assessment statistics suggest that the kids really got into the virtual drama and developed a sense of empathy for the characters, assigning different feelings to them based on the circumstances of each scenario.

Table *3.2*: FearNot!

Authors	*Methodology*	*Sample*	*Techniques*	*Findings*
(Paiva et al., 2004)	Qualitative	**UK** 52 children	Questionnaire	This is the first study of FearNot! and it defines empathetic agents and describes how to construct them. In order to achieve plausibility and acceptance, the program FearNot! analyzes the interaction between users and synthetic characters utilizing the concept of empathy. Using role-playing and empathetic synthetic characters in a 3D environment, FearNot! was designed to address the complex and sometimes the catastrophic issue of bullying in schools. FearNot! enables youngsters to view bullying incidents from a third-person perspective inside a virtual environment. To incorporate empathy into FearNot!, the following components were considered: agent architecture, character embodiment and emotional expression, user closeness, and emotionally charged circumstances.
(Aylett et al., 2005)	Quantitative small-scale evaluation	**Portugal** 11	Questionnaire -small-scale evaluation	In this research, the FearNot! application explores how children view bullying in a secure context where they take responsibility for what occurred to a victim without feeling victimized themselves. The child behaves as an "invisible buddy." The results indicate that the 11 children did not find the unscripted version of FearNot!, in which the dialog was handled via menu selection, to be interesting, and that the absence of sound prevented them from completely comprehending the narrative. However, in terms of empathy, very comparable results were achieved as with the scripted version; the children detested the bully and felt sorry for the victim.
(Woods, Hall, Dautenhahn, & Wolke, 2007)	Experimental design	**UK** 80 children Age: 9–11	questionnaire	The findings demonstrate gender biases for male and female characters in stories concerning direct and relational bullying, as well as affective empathy for bullying victims. This is especially true for males, who tend to have significantly larger gender preferences for same-gender characters than girls, and for whom the storyline has a bigger effect when the same characters are presented. The results suggest careful consideration of the role of gender in the creation of animated characters and narratives addressing the delicate subject of bullying behavior. This discovery changed FearNot situations and caused them to be automatically generated in a gender-specific manner, including male and female versions of each scenario. The only characters in each scenario involving bullying are men or women.
(S. Watson et al., 2007)	Mix methodology	**UK** Study 1: 54 students Study 2: 45 students	Study 1: questionnaire: Likert scale 5 Study 2: Focus groups	This report describes the results of two assessments completed at the National I-Power-I Anti-Bullying Conference for Young People in 2006. Participants interacted with FearNot! v.1 (scripted version) and then either completed a brief questionnaire (in Study 1) or participated in focus groups (in Study 2) to evaluate the difference between the two versions of FearNot! (scripted versus unscripted). The results indicate that perfect graphics are not required for users to start engaging empathically with autonomous agents and that the virtual characters did elicit emotional responses. It is determined that the construction of the FearNot! demonstration is proceeding effectively and that FearNot! will be an effective and engaging anti-bullying intervention for elementary schools.

Table *3.2*: FearNot!

Authors	*Methodology*	*Sample*	*Techniques*	*Findings*
(Enz et al., 2008)	Quasi-Experimental,	**UK Germany** 500 UK 500 Germany	Questionnaire pre/post-test control group design - includes a follow-up	This study demonstrates how the FearNot! software program employs virtual role-play and autonomous agents to allow children aged eight to eleven to visit a virtual school setting filled with 3D-animated synthetic characters engaging in bullying incidents. Due to their increased awareness and sensitivity to the catastrophic repercussions faced by victims, this intervention method urges bystanders to confront the bully and assist the victim. Preliminary assessment findings suggest that the children were motivated to immerse themselves in the virtual play and that they empathically connect with the characters, assigning a variety of feelings to them based on the events occurring in each scenario. Evaluation efforts show that the virtual role-play technique is appropriate for the target population of primary school pupils, giving a technologically difficult and immersive new strategy for confronting delicate social topics in the classroom.
(Hall & Woods, 2009)	Quantitative	**UK** 10 primary schools 345 children: Age: 8-12	Questionnaire	In this research, the use of ToM methodologies provided a deeper understanding of how children and grownups feel about bullying behavior, and most importantly, provided valuable information for upgrading FearNot! Version 2.0. This research focuses on studying and comprehending children's social and emotional interpretations of characters, as well as the transferability of good coping skills to school settings. The research adopted a scale of accuracy that has been modified and is now focused on the consolidated findings of all children as opposed to the viewpoint of adults. This new scale identifies if a child's replies are "right" relative to their peer group which is age-appropriate. ToM methods provide the approach that enables insight into social awareness and emotional regulation of interactions involving social interactions as opposed to purposeful tasks, insights that are essential for ensuring that suitable interactions, dialogues, and experiences are incorporated into social and emotional applications. In this research, ToM approaches show significant promise for understanding how children comprehend the social and emotional states of synthetic characters. The findings demonstrate that adults and children have distinct perceptions about the emotions of victims and bullies. Understanding the child's perspective has allowed for enhancing FearNot! in Version 2.0, presenting children with an emotionally positive experience, such as that of assisting a victim, and enhancing their well-being.
(Sapouna et al., 2010)	Quasi-Experimental, Qualitative	**UK Germany** 1178 students in 27 (18 UK & 9 Germany) primary schools IG: 555 CG:623 Age: 7-11	Questionnaire pre/post-test control group design Interviews with the teachers	This research presents the first randomized controlled experiment to demonstrate that a virtual learning intervention that motivated children to explore effective anti-bullying tactics may decrease victimization, particularly among children who have previously experienced recurrent violent victimization. The suggested therapeutic paradigm is based on an approach to stress that emphasizes active problem-solving. The results indicate that the intervention considerably enhances the likelihood that victims would avoid victimization at the first follow-up evaluation, particularly if the children engage a greater number with the virtual characters and evaluate the advice. In UK children, a greater rate of effectiveness in decreasing victimization was shown. The qualitative interviews with the instructors revealed that the German teachers had a more ambivalent attitude about the intervention than the British teachers and that they rated

Table *3.2*: FearNot!

Authors	*Methodology*	*Sample*	*Techniques*	*Findings*
				the program negatively and were less likely to use it in the future. Teachers in the United Kingdom considered the program to be more appropriate for bullying education and are inclined to utilize it in the future. Even though they understood the events were simulated, pilot tests revealed that students developed tremendous empathy for the victim, experiencing the victim as if the acts of violence had really occurred (immersion process).
(S. E. J. Watson et al., 2010)	Quasi-Experimental	**UK Germany** 908: UK: 493 Age: 8-11 GR: 415 Age: 7-10	Questionnaire	The study gives the first longitudinal assessment of the FearNot! program. The findings from the FearNot! anti-bullying intervention indicates that the majority of children already have an average understanding of how to deal with bullying, with a large number of children being able to identify the most effective tactics rather well. The overall results revealed that UK pupils had better-coping strategy knowledge levels than German participants, although German children's scores increased with time and as a consequence of FearNot! This suggests that a lengthier intervention to enhance children's coping strategy knowledge may be effective.
(Vannini et al., 2011)	quasi-experimental.	**UK Germany** 1,186 children age 7–11 years	pre/post-test control group design ANOVA, with repeated measurements MANOVA	This research indicated that the German subsample, "FearNot!" encouraged previously uninvolved children to take on a protective role, but in the British subsample, it had no such impact. The function of the defender is the main topic of this work. Researchers in Germany found that "New Defenders," kids who don't participate at first but are elected as defenders by their colleagues after the intervention period, had higher levels of popularity at baseline and demonstrated greater cognitive empathy (Theory of Mind) for the virtual victims than permanently disengaged students. Students in the United Kingdom had a higher percentage of students nominated as defenders compared to students in Germany, and students in the United Kingdom also nominated a higher percentage of females than males. Neither gender was more likely to be engaged in bullying overall, but girls were more likely to be bullied in relational contexts than boys were, while boys were more likely to be bullies and/or victims of physical bullying.

3.5.2. Campaign 2: Steps to Respect

Steps to Respect (STR) is a school-based prevention and intervention antibullying program that is centered on the social-ecological model of bullying. This model views youth behavior as being influenced and shaped by multiple factors within encapsulated contextual systems. STR was designed to align with the social-ecological model of bullying. The program was funded by the Committee for Children beginning in 2004 when it was first conducted. The intervention components of the program are addressed at the individual, the school, and the peer level, so that the program may tackle different aspects of the educational environment (Susan M. Swearer, Espelage, Vaillancourt, & Hymel, 2010). The school-wide components aim to provide a positive and safe learning environment by providing educators, teachers, and school staff with the tools schools need to develop and implement effective disciplinary rules, increase student monitoring, and respond effectively when students engage in bullying behavior. The curriculum focuses on the last three elementary school grades with the aim of encouraging more socially responsible attitudes and actions and developing students' social and emotional competencies. Lessons assist students to spot bullying, promoting empathy for victimized students, constructing friendship skills to strengthen protective social ties, enhancing confidence and communication training skills to help students discourage and report bullying, and instructing students on acceptable bystander reactions. The STR program is based on the assumption that the attitudes, norms, and actions of peers have a significant impact on determining and sustaining the levels of bullying behavior. The program tries to alter views about the acceptability of bullying by explicitly defining bullying conduct as unfair and unjust, creating empathy for students who are victimized and teaching students about their duties as bystanders to bullying (Hirschstein, Edstrom, Frey, Snell, & MacKenzie, 2007). Because bullying is a social phenomenon that is significantly impacted by the responses and behaviors of others (Atlas & Pepler, 1998), the program attempts to change and alter attitudes about the acceptability of bullying. This will be accomplished in part by reducing the peer reinforcement of bullying conduct and increasing the number of positive bystander actions. These include supporting students who are being bullied, intervening to prevent and/or stop incidences of bullying, and reporting and addressing bullying to school administration.

The Steps to Respect program is designed to reduce school bullying by enhancing staff awareness and responsiveness, promoting and developing socially responsible beliefs and attitudes, and promoting and teaching social techniques to oppose bullying and establish healthy relationships. The program also attempts to enhance abilities linked with general

prosocial behavior, such as group participation and conflict resolution. Steps to Respect consists of a school-wide user manual, staff training, and classroom sessions for students in Grades 3 to 6. The program guide provides an overview of curriculum content, objectives, and research foundations, as well as a framework for implementing school-wide policies and procedures (Hirschstein et al., 2007).

The Steps to Respect training manual for school staff includes a core instructional session for all school personnel and two in-depth training sessions for counselors, administrators, and teachers. All staff members are provided with an overview of the program's objectives and major components, including the definition of bullying and a strategy for responding to bullying incidents. Teachers, counselors, and administrators are provided with extra training on how to assist kids who are victims of bullying. Teachers of grades three through six complete a training orientation regarding classroom materials and teaching approaches.

The curriculum consists of techniques, skill, and literature-based classroom lessons conducted by third through sixth-grade instructors over a period of 12 to 14 weeks. Level 1 is delivered in third or fourth grade, Level 2 in fourth or fifth grade, and Level 3 in fifth or sixth grade. Ten semi-scripted skill sessions promote and focus on social-emotional competencies for positive peer relationships, emotion recognition, and management, and are designed to detect, oppose, and report bullying conduct. Participating in groups, differentiating between reporting and snitching, and acting as a responsible bystander are discussed. Explicit guidance and teaching, large- and small-group conversations, skill practice, and games are instructional strategies. Over the course of two to three days, weekly courses of around one hour in duration were given. Teachers created a grade-appropriate literature unit based on existing children's books that allowed an additional opportunity to examine bullying-related concerns after the completion of skill training.

For parents, the program provides a scripted summary of important information. Administrators notify parents about the school's anti-bullying policy and procedures, as well as the program. Throughout the course of the program, take-home memos and letters for parents clarify essential ideas and abilities and provide activities to enhance their application at home.

A randomized, controlled examination of Steps to Respect (Brown, Low, Smith, & Haggerty, 2011) revealed positive impacts on student attitudes, and bullying-related behavior, including prosocial behavior, physical bullying victimization, positive bystander conduct, and school environment. Hierarchical linear modeling was employed to analyze the experiment,

enabling assessment of the effect of hierarchical data such as teachers within classes and classrooms within schools. The research (Low, Van Ryzin, Brown, Smith, & Haggerty, 2014) that evaluates the determinants and outcomes related to the implementation of a comprehensive school-based bullying prevention program concludes that improved implementation techniques enhance student outcomes. Student involvement positively influenced a variety of student performance, including student attitudes regarding bullying intervention, school environments such as student support, and decreased levels of bullying victimization (Hirschstein et al., 2007). The research also revealed that engagement is influenced by both classroom and school-level characteristics, as student lesson involvement was most significantly associated with student climate, such as trust within students, how well children communicate and get along, and how motivated they are to support or help one another.

Result of the campaign:

The findings indicated a strong effect of the program for the prevention and reduction of school bullying on 50 % of all outcomes investigated across all three data sets. There were intervention impacts on both proximal and distal evaluations. Consistent with the theory of change for the STR program, strong intervention effects were reported on outcome measurements from multiple categories of the school setting, including school, peer, and student domains.

Previous examinations of the STR program have indicated that after intervention students had a lower tolerance for bullying and a better sense of bystander responsibility and adult responsiveness than control students (Frey et al., 2005). Moreover, children who participated in STR had a lower increase in observed physical and relational forms of bullying compared to control students (Frey et al., 2005; Low, Frey, & Brockman, 2010), although relational aggression was only decreased among those with supportive friends. Frey et al. (2005) reported significant effects for both observational and student self-report measurements due to the depth of the survey design, which included recording observation of the playground behavior interactions. These results showed promise for the effectiveness of STR and led to the requirement for a larger-scale randomized school study of the program.

Positive improvements were seen in playground bullying, normative views, and social interaction skills after the implementation of the Steps to Respect program. Remarkably, both bullying and the attitudes perceived to promote their implementation decreased, compared to the control group, within a very little time frame. The trend toward decreased bystander endorsement of playground bullying was particularly positive, since lowering the number of

children who give attention and encouragement to bullying may produce significant advantages in future years (Christina Salmivalli, 1999).

Table 3.3: *Steps to Respect*

Authors	*Methodology*	*Sample*	*Techniques*	*Findings*
(Frey et al., 2005)	Experimental design pre-/post-test	USA 6 PS N = 1126 Age: 8–10	Microanalysis observation of bullying, bystander, and adult behavior; Teacher ratings; Self-reports of beliefs and behavior; 1-year implementation	This is the first intervention to quantify verbal, physical, and relational bullying on the playground via observation. Positive improvements were noticed in playground bullying, normative views, and social interaction skills as a consequence of the training. Within a short amount of time, both bullying and the attitudes perceived to encourage its implementation decreased in comparison to the control group. The tendency toward decreases in bystander support of playground bullying was also associated with a decrease in the number of children who give an audience and instigation to bullying, which may have positive effects in future years. This assessment demonstrated good program impacts on (a) observed bullying conduct, (b) observed social interaction, and (c) attitudes toward bullying. These impacts were comparable across gender and grade.
(Brown et al., 2011)	Experimental design with pre/post test	USA 33 elementary schools N = 2940 Age: 7–11	Questionnaires Multilevel statistical analysis	Analyses at many levels revealed substantial favorable impacts of the program on a variety of outcomes, including a better student environment, decreased levels of physical bullying incidence, and fewer school bullying-related issues. This research revealed substantial intervention effects for the reduction and prevention of school bullying on fifty percent of all outcomes investigated across all three data sets. Additional model prediction effects revealed variations in the mean levels of bullying-related behaviors by gender, race/ethnicity, and age group. There were intervention impacts on both proximal and distal outcomes. This study's findings indicate that the program is an effective intervention for preventing bullying in schools.
(Hirschstein et al., 2007)	Experimental design with pre/post test Follow up	USA 859 student 36 classrooms from 3- 6 grade 1 year	Observer playground behavior; Questionnaires: Student survey scales; Teacher rating;	This research investigated the links between teacher adoption of a comprehensive anti-bullying program and student results. Multilevel modeling revealed that teacher mentoring of students engaging in bullying was related with decreased observed victimization and aggressive bystander conduct among pre-test students involved in these issues. This supports skill generalization in relation to decreases in reported aggressiveness and victimization among older students, as fifth- and sixth-graders exhibited the least seen aggression. After one year of implementing the approach in the classroom, playground conduct has improved. Observed improvements in student aggressiveness, victimization, and bystander conduct correlated with teachers' attempts to "walk the talk" via coaching and skill generalization assistance.

3.5.3. Campaign 3: KiVa

Finland's anti-bullying program is called KiVa. This project's name is an abbreviation of the Finnish phrase "Kiusaamista Vastaan," which translates to "against bullying." Because 'kiva' means 'nice, kind' in Finnish, this abbreviation was used for a special anti-bullying effort in Finland. It was created in 2006 at the request of the Finnish Ministry of Education, after the publication of a World Health Organization (WHO) research finding that Finnish youngsters dislike school (Christina Salmivalli, Karna, & Poskiparta, 2011). The Finnish Ministry of Education and Culture reached an agreement with the University of Turku for the creation and first assessment of an antibullying program intervention for comprehensive schools, Grades 1–9 in the Finnish school system, with pupils aged between seven and fifteen. The KiVa program was created and assessed by the University of Turku in partnership with the Department of Psychology and the Centre for Learning Research. The first part of the KiVa project (2006-2009) comprised the construction of three versions of the program for various grade levels, the training of school employees during the pilot phase, and a comprehensive assessment study. The widespread implementation of the KiVa program in Finnish comprehensive schools began in 2009, and 82 percent of Finnish schools are currently using it (Clarkson & Hutchings, 2015).

The theoretical foundation of the KiVa program is substantial research on bullying and the social standing of aggressive children in general (see also Kärnä, Antti ; Voeten, Marinus ; Poskiparta, Elisa ; Salmivalli, 2010; Pöyhönen, Virpi ; Juvonen, Jaana ; Salmivalli, 2010). Specifically, it is claimed that bullies display their high status by bothering potential low-status victims and that bullying is a tactic for increasing power in the peer group (e.g.,(C. Salmivalli & Peets, 2008). Moreover, in the KiVa program, bullying is considered a collective phenomenon in which the actions of bystanders contribute to the continuation of bullying (Kärnä et al., 2011; Salmivalli et al., 1996). According to this theory, which is backed by empirical evidence (Karna et al., 2011), bystanders sustain bullying behavior in part by encouraging and reinforcing the bully, since such actions give bullies the position of power they want. In contrast, if bystanders protect the victim, bullying becomes an ineffective tactic for achieving and displaying high status. These perspectives indicate that a positive adjustment in bystander conduct would lessen the rewards earned by bullies and, as a result, their desire to bully in the first place. KiVa is intended to alter bystanders' behaviors by enhancing their empathy, self-efficacy, and antibullying attitudes, as these factors have been found to predict defending and supporting victimized peers (Caravita et al., 2009; (Pöyhönen, Virpi ; Juvonen, Jaana ; Salmivalli, 2010; (Christina Salmivalli & Voeten, 2004). A primary objective of the

KiVa program is thus to encourage bystanders, rather than encouraging the bully, to oppose bullying and assist the victim. However, as an equally crucial intervention method, the KiVa program also contains protocols for dealing with situations of severe bullying that are brought to the notice of school authorities**.**

The KiVa program is believed to generate its benefits through (a) encouraging all students to assist victimized friends instead of offering social rewards to bullies, (b) conveying to children engaging in bullying that such conduct cannot be permitted or tolerated, and (c) educating adults (parents and school employees) with knowledge about bullying and the effectiveness of preventing it and intervening in it. In terms of the program's general viewpoint, the KiVa initiative contained both a universal and targeted intervention. The general intervention related to attempts to alter group norms, whereas the specified intervention referred to how particular situations were addressed in schools via individual and group conversations between the instructor and the implicated pupils (Christina Salmivalli & Helteenvuori, 2007:6). The KiVa program provided children, instructors, and parents with a vast array of tangible and concrete materials and items. It also leveraged the Internet and virtual learning settings (such as anti-bullying computer games) in an effort to increase students' anti-bullying attitudes. In addition, pupils got a unique user ID that they could use as a password before completing each web-based bullying questionnaire. The KiVa curriculum featured 20-hour student classes taught by student instructors. Lessons included conversations, group projects, short videos about bullying, drama, and role-playing activities. Each lesson concluded with the adoption of a class rule based on the session's primary topic. The inclusion of an anti-bullying computer game was a distinctive element of the KiVa program. The game consisted of five levels, and the instructor always unlocked the next level when the corresponding lecture was over. After the third lesson, students were permitted to use the game; after the fifth lesson, the second level was introduced, and so on until the completion of the school year.

Despite the fact that the computer games may be played independently of the Kiva program, they are intended to reinforce the information and abilities gained by students during KiVa courses. The KiVa game takes place in a virtual classroom and consists of five levels, each with three modules titled "I Know, I Can, and I Do." In the first module, students learn about bullying and are able to reflect on what they have learned; game-like quizzes offer students questions regarding the classes' content, and students are able to test themselves on a variety of abilities (e.g. self-efficacy in resisting to the group pressure)(Yang & Salmivalli, 2015). In the second module, students use the abilities they have acquired (i.e., they make decisions on how to react to challenging situations): the player must pick how to behave from

a variety of possibilities. At some times in the narrative, the player may perceive the emotions of the other character (the victim). Based on these indications and the episode's advancement, the player may alter his or her conduct. The objective of the third module is to motivate students to use their knowledge and abilities in real-world circumstances by requiring them to report which KiVa rules they have successfully implemented.

The training of teachers was an additional crucial component of the KiVa program. Teachers were also issued with vests to wear during recess while supervising the playground. This basic strategy was intended to increase teachers' visibility in the playground and convey that the school took bullying seriously. In addition, all teachers implementing the KiVa program had access to a web-based 29 School-Based Programs to Reduce Bullying and Victimization discussion forum where they could exchange ideas and experiences with bullying with other instructors (Ploeg, Steglich, & Veenstra, 2016). The initiative also encouraged the implementation of a community support group for victims of bullying inside the school setting. The instructor was supposed to organize a group of two to four pro-social, high-status pupils who would give assistance to victimized kids, therefore preserving good peer connections (Gaete et al., 2017). When addressing perpetrators of bullying, the KiVa program used both punishment and non-blame tactics, which is an intriguing aspect. In their discussions with children, half of the school student groups were instructed to use more punitive approaches (e.g., "what you have done is wrong and it must stop immediately"), while the other half were instructed to use no-blame approaches (e.g., "your classmate is also having a difficult time and this is why he is acting this way; what can we do to help him?"). While dealing with children who were victims of bullying, there was also group work with professionals. The KiVa program finally included parents. A handbook for parents was sent home with information on bullying and suggestions for how parents might help decrease the issue.

According to studies on the roles, people play in bullying, bystander action (whether it's supporting the abuser or standing up for the victim) is important in keeping the bullying dynamic alive, which is why KiVa was inspired by these studies (Hawkins et al., 2001). In sum, the KiVa program incorporates a number of factors that (Farrington & Ttofi, 2009) linked to decreased instances of bullying or victimization. Methods such as briefings with parents, informational movies and short videos, and collaborative group projects are all part of the school's comprehensive anti-bullying policy. Moreover, the KiVa program has a number of components, is quite demanding, and continues for a considerable amount of time (the program implementation takes 1 whole school year). The most successful anti-bullying initiatives have these qualities (Farrington & Ttofi, 2009).

Result of the campaign:

A key component of the KiVa initiative from the start was program evaluation. Twenty-eight thousand children from 234 schools throughout all of mainland Finland were randomly allocated to either an intervention group or a control group in a randomized control study of the program's efficacy. The KiVa statistics are longitudinal in nature, with three evaluations occurring over the course of a year: a pre-test, an evaluation after five months of intervention, and an examination after nine to ten months of intervention.

The KiVa antibullying program seeks to reduce bullying behavior, stop the formation of new bully-victim connections, and lessen the impact of bullying on its victims. The goal is to persuade peers who aren't involved in the bullying or victimization to take a position against it and to support the victim instead of cheering on the abuser. Since KiVa is a school-wide initiative, it requires the participation of all staff members. Rather than being a temporary project, KiVa will go on indefinitely. It is planned to be included in the school's continuing initiatives to combat bullying.

On the basis of a major randomized controlled study (Kärnä et al., 2013) and the nationwide rollout of the program, the effects of the KiVa anti-bullying program have been examined in several studies (Kärnä et al., 2011). In grades 7 to 9, the effects were more diverse, and they seemed to rely on gender (greater impacts among boys) and the number of boys in the classroom, such that even among females, stronger effects were often reported in classes with a higher proportion of boys (Kärnä et al., 2013; Salmivalli et al., 2011; Kärnä et al., 2011). With probability values of 1.28 (victimization) and 1.30 (bullying), the average effect sizes across all grade levels are significantly bigger than effect sizes from prior bullying intervention studies with a comparable design (schools randomly assigned to intervention and control conditions). The effect sizes show that after being introduced to the KiVa program for nine months, the probabilities of becoming a victim or perpetrator of bullying were about 1,3 times greater for students in the control school than for those in the intervention school. In elementary school, the impacts were significantly greater, with the greatest impact in grades three and four (1.58 and 1.83 for victimization and 2.08 and 1.30 for bullying).

In addition to its good impacts on bullying and victimization, KiVa has been demonstrated to boost school satisfaction, academic motivation, and academic achievement among KiVa school students as compared to control school children. In addition, KiVa decreases internalizing difficulties and negative peer judgments while increasing empathy, self-efficacy to protect harmed peers, and positive bystander actions (Williford et al., 2012).

The effectiveness of KiVa is most likely attributable to the program's focus on openly addressing the basic components of bullying behavior, namely the power imbalance between a bully and his/her victim and the social environment in which the conduct is reinforced and sustained over time (Pöyhönen, Virpi ; Juvonen, Jaana ; Salmivalli, 2010). In addition, the drop in victimization among intervention participants might also be a consequence of the program's effort to alter the classroom's social atmosphere such that bullying is seen as inappropriate and incompatible with shared values of collaboration and support.

This study's findings also imply that KiVa may have a beneficial effect on students' anxiety and their views of the peer environment beyond reducing victimization. It seems plausible that the substantial decreases in victimization led to improvements in anxiety levels among intervention participants since their anxiety levels decreased at a quicker pace than kids in the control condition. Victimization has been shown to be a predictor of psychological distress in individuals (Brock et al., 2006; Juvonen et al., 2003). Victims may recover their sense of self-worth and confidence after their situation has been resolved. Thus, the possibility of a decrease in social anxiety due to a lessening of the dread of being a victim has increased. Beyond the impacts of decreased victimization, the curricular elements of KiVa may have an independent positive impact on kids' anxiety. In addition to learning the material, students engage in a number of group and individual activities designed to boost their ability to connect positively with others, boost their confidence, increase their interpersonal skills, and help them stand up to the pressures of their peers. As students feel more socially competent and less scared of unfavorable judgement by peers, they may experience less social anxiety as a result of participating in these activities. (Williford et al., 2012).

Table *3.4*: KiVa

Authors	*Methodology*	*Sample*	*Techniques*	*Findings*
(Kärnä et al., 2011)	Experimental design	**Finland** 78 Primary Schools Grades 4–6 Age: 10-12 N = 8237 1 year	Multilevel regression analyses	This is the first study to assess and evaluate the effectiveness of Kiva's anti-bullying program for pupils in grades 4 to 6. The results reaffirm the efficacy of the KiVa program and are relevant to both school anti-bullying policy and anti-bullying research. First, it provides decision-makers with recommendations on how to adopt an effective approach for decreasing bullying and victimization, and second, it gives empirical support for the notion that school-based antibullying interventions might make a major impact, despite some small and inconsistent findings from prior research. This research demonstrates the efficacy of the KiVa antibullying program employing a large sample of 8,237 children in Grades 4–6 (10–12 years). A total of 78 schools (4,207 students) were randomly allocated to intervention or control conditions (39 schools, 4,030 students). Multilevel regression analyses revealed that after nine months of implementation, the intervention had consistent positive effects on seven of the eleven dependent variables, including self- and peer-reported victimization and self-reported bullying. The KiVa program seems to be effective in decreasing bullying and victimization in the fourth through sixth grades.
(Kärnä et al., 2013)	Quantitative	**Finland** *N* = 6,927 74 schools Grades 1–3 Age: 7–9 years *N* = 16, 503). 73 schools Grades 7–9 Age: 13–15 years	Olweus' Bully/Victim Questionnaire Multilevel regression analyses	KiVa Antibullying Program efficacy was measured in two age ranges of students: Grades 1-3 (7-9 y/o, N 6,927) and Grades 7-9 (14-17 y/o, N 3,983). (13–15 years old, N 16, 503). Seventy-four schools with kids in grades one through three were randomly assigned to the intervention and control conditions, while 73 schools with students in grades nine through twelve were also randomly assigned. After 9 months, multilevel regression analysis showed that the intervention reduced victimization and bullying reports among students in grades 1-3 (odds ratios > 1.5), with some variations by gender. Positive results were found on five of the seven criterion factors in students in grades 7-9, however, these differences in performance were often related to age and gender. The strongest influences on boys' peer reports were bullying, helping the bully, and supporting the bully (Cohen's ds = 0.11 to 0.19). Interventions to reduce bullying and victimization have been shown to have greater and longer-lasting success in primary schools than in secondary schools. This research complements the existing body of literature by (a) presenting new data on the effectiveness of the KiVa anti-bullying intervention program, and (b) demonstrating the program's applicability to children and teachers of varying ages and genders.
(Garandeau, Poskiparta, & Salmivalli, 2014)	Experimental design	65 schools Grades 4–6, Grades 1–3 and 7–9, 339 bullying cases	Questionnaire Discussion with victims, bullies, and class discussion 1 year follow up	This study is the first to directly compare the results of two anti-bullying strategies. In this research, we compare the efficacy of two different approaches to dealing with bullying: the confrontational approach, in which the bully is told directly that his behavior is unacceptable, and the non-confrontational approach, in which the adult expresses his concern for the victim and asks for the bully's input on how to resolve the conflict. At least 314 kids from grades 1-9 participated in the study, which looked at 339 cases of bullying (mean age: 11.95). The KiVa anti-bullying program has been implemented in 65 different schools so far. Every school was randomly assigned to either the Confronting or Non-Confronting Approach, and when incidents of bullying were reported, a team of three teachers dealt with them by setting up meetings with the bullies. According to those who were bullied, 78 percent of the time the bullying stopped.

Table *3.4*: KiVa

Authors	*Methodology*	*Sample*	*Techniques*	*Findings*
				The logistic regression study showed no clear winner among the two methods, even after controlling for the age of victims, length of victimization, and kind of assault. The Confronting Approach – no tolerance was more successful than the Non-Confronting Approach – no blame approach, in middle and high school, but not in primary school (grades 1 to 6). When dealing with victims for a shorter period of time, the Confronting Approach was more effective than the Non-Confronting Approach, but this was not true when dealing with victims over a longer period of time. The degree of aggression used had no effect on the effectiveness of any strategy.
(Haataja, Sainio, Turtonen, & Salmivalli, 2016)	Experimental design	76 schools 348 stable victims	Questionnaire	This research examines how the KiVa antibullying program, particularly reduces victimization and bullying, and detects continually victimized kids in schools. It was alarming that instructors only detected 25% of self-reported stable victims. Even with a comprehensive antibullying program, school administrators had trouble identifying bullying. 348 children (9–15 years old) who were victims of violence at the pretest were still victims at the completion of phase two following five months of program implementation. 24% of stable victims got school care during the school year. Multilevel logistic regression research found that elementary school boys were identified more frequently than girls. Bullying others and being victimized decreased the likelihood of being detected by school authorities, but peer reputation as a victim and reporting an adult increased it. The research urges school authorities to reach out to harmed students.

Table 3.5: *Antibullying insights*

	FearNot!	STR	KIVA
CI 1: treating everybody equally		**X**	**X**
CI 2: antibullying vests.		***X***	***X***
CI 3: student engagement	***X***	***X***	***X***
CI 4: program engagement	***X***	***X***	***X***
CI 5: immersion process	***X***		***X***
CI 6: empathy	***X***	***X***	***X***
CI 7: raising awareness	***X***	***X***	***X***
CI 8: school psychologists	***X***	***X***	***X***
CI 9: use the audio or/and video recorder		***X***	
CI 10: changing the strategy of the high status			***X***
CI 11: enlisting other adults		***X***	***X***
CI 12: working with the victim	***X***	***X***	***X***
CI 13: working with the bully – non-blame approach		***X***	***X***
CI 14: disciplining the bully – zero-tolerance approach		***X***	***X***
CI 15: positive change in the bystanders' behaviors	***X***	***X***	***X***
CI 16: strategies for comforting the victim	***X***	***X***	***X***
CI 17: class activities and games.		***X***	***X***

3.5.4. Discussion of insights

As demonstrated by (Gaffney, Ttofi, et al., 2019) in the pilot studies, the immersion process which refers to the technological capability of the system to produce and deliver a convincing environment, allowed students to develop strong empathy for the victim even though they were aware that the event was occurring in a virtual world. This may contribute to the efficacy of the anti-bullying effort.

Consideration of empathy is crucial for developing relationships between human and artificial characters. Important for developing empathy include proximity, face and physical body expression, and the scenario. The proximity (closeness) enables individuals who feel similar to a person in need to feel greater empathetic sympathy for that individual than those who do not sense this connection. Additionally, those who regard themselves to be similar, resembling another, also view themselves to have greater community bonds with the other and

therefore feel more empathetic sympathy when the other is truly needy. The finding suggests that one approach for the user to experience empathy and put themselves in a character's position is to identify parallels between the user and the virtual character so that the child using the game feels similar to the character. In response, they develop uniforms identical to those of British schools, allowing children to associate with the artificial figures.

The use of face and lip-sync animation, which is hard and costly, may be unnecessary if cartoon characters are included since previous insight has shown that children prefer cartoon characters. It was discovered that faces with simple texturing were much more convincing than those with flawless modeling. The characters in FearNot! are embodied, which indicates it is possible to transmit complex emotional states via facial expressions, attitudes, and bodily expressions. The embodiment has to be understood as another layer in the whole process of creating empathy for the audience (Paiva et al., 2004). The results from (Woods et al., 2007) modified FearNot scenarios, which then were automatically created in a gender-specific format. Each scenario now has a male and a female version, and the gender-specific format was made possible by these findings. Every bullying scenario has either just male or only female main characters as the bully's targets.

Adopting the perspective that passive bystanders play a significant part in the continuation of bullying behavior and working to engage these individuals by increasing their awareness of the bullying concern and motivating them to take preventative measures when confronted with circumstances of bullying is one way to address this concern (defenders). (Vannini et al., 2011) propose as an idea for a future study that providing consolation to the victim after an incident of bullying may be an insight for a greater degree of empathy, performance, and efficiency of the intervention. According to (Sapouna et al., 2010), the FearNot! intervention would be successful in assisting victims identified at baseline to avoid additional victimization, and it would also dramatically reduce self-reported victimization within intervention classes in comparison to non-intervention classes. They prove that the approach is risk-free and does not unintentionally lead to an increase in the number of instances of bullying.

FearNot! uses created characters to form an emotional connection with the user and foster empathy, both of which are necessary components for successfully accomplishing the goal of creating a convincing environment for the user (Paiva et al., 2004). Empathy may be developed using a two-pronged approach. The first is the mediation of empathy, which may be accomplished in two different ways: the first is is when the observer determines the psychological state of the target based on the scenario the target is experiencing with (for

instance, when the character is losing an item and the observer might assume the target is sad), and the second is when the observer evaluates the behavior of the character based on what the observer believes the target is trying to communicate (for example if the character is smiling the observer think the character is happy). The second result of the empathetic process may either be cognitive if it includes cognitive effort on the part of the observer (knowledge about the target), or affective, which is what most of us think of when we talk about empathy. Affective consequences occur when the observer experiences an emotion as a result of the observation of the target. Other characteristics, such as autonomy (sometimes known as "human likeness"), the observable actions and emotions of the characters, and personality must be taken into consideration in order to establish believability and credibility. To create synthetic personalities that are convincing, there are two primary objectives that must be met. The first approach is to create characters who, via their actions and behaviors, are able to demonstrate empathy (or lack thereof) for other characters. The second approach is to create characters who, by their appearance, circumstances, and behaviors, are able to elicit an empathetic response from the user, which will ultimately result in more convincing characters.

According to (Aylett et al., 2005), the 11 children did not find the unscripted version of FearNot!, in which the conversation was handled via menu selection, to be entertaining. Additionally, since there was no sound, the children did not completely follow the plot. Because of this, a significant insight for a potential anti-bullying application in the future should take this feature into consideration.

According to the findings of the research carried out by (Garandeau, Poskiparta, et al., 2014), victims of bullying who participated in the activities recommended by the KiVa program said that the behavior had ceased in 78.2 percent of the incidents. The beneficial outcomes of these approaches were noticed in both primary and secondary schools. The insight seems to be that teenage bullies may be responsive and receptive to adult interventions, and that individual talks with students participating in bullying episodes should not be limited to young children as they thought in the previous study.

Another antibullying insight is changing the approach in which the bully could preserve their high status by connecting, engaging, and empathizing with the victim, becoming less aggressive might help them to increase their likeability, which is also an essential aim for children. Reportedly bullies display their high status by tormenting their low-status victims and that bullying is actually a strategy for achieving a dominant presence in the peer group (Pöyhönen, Virpi ; Juvonen, Jaana ; Salmivalli, 2010; Kärnä, Antti ; Voeten, Marinus ; Poskiparta, Elisa ; Salmivalli, 2010; Veenstra et al., 2010).

Studies and meta-analyses have shown that a child or a teenager's perception of an anti-bullying campaign changes with their age. This is an additional crucial insight into the success of anti-bullying efforts. It was also discovered that the Finnish KiVa program as a whole was more effective in reducing bullying in primary school than in secondary school (Kärnä et al., 2011). Despite this, a meta-analysis of the effectiveness of anti-bullying programs came to the conclusion that they had more successful with older children, and teenagers (M. M. Ttofi & Farrington, 2011). The authors contend that older bullies should have a greater chance of changing their behavior due to their lower impulsivity and stronger cognitive abilities than younger bullies do.

On the many perspectives that school counselors and teachers use while addressing incidents of bullying,(Bauman, Rigby, & Hoppa, 2008) aimed to identify the numerous perspectives that school counselors and teachers employ, and researchers recognized five primary dimensions: working with the victim, such as promoting their self - confidence and their abilities for self-defense; working with the bully, such as assisting the bully to reach higher self-esteem but also expressing concern about the victimized child with the bully; punishing and disciplining the bully, such as telling the bully that his behavior is not tolerated and ignoring the incident; enlisting other adults, such as contacting the victim's and the bully's parents or discussing the issue with colleagues. The approach of disciplining the bully was the technique that received the most positive feedback, while dealing with the victim was the one that received the least positive feedback, with the exception of the strategy of ignoring the occurrence. Because a large percentage of bullying occurs on school playgrounds, where it is viewed by fairly large audiences of peers. Consequently, peer witnesses often act in ways that support the bully and deliver social rewards to the bully rather than supporting the side of the victim when it comes to bullying episodes. Displays of encouragement (such as smiling or laughing along with the bully) or direct verbal instigation may both serve to reinforce the behavior of the bully. Even the most subtle forms of positive feedback, such as nonverbal signs, may be gratifying for the children who are bullying others. These points of view indicate that a good change in the actions of bystanders would result in a reduction in the rewards received by bullies, and as a consequence, a reduction in their desire to bully in the first place.

According to research conducted by (Kärnä, Antti ; Voeten, Marinus ; Poskiparta, Elisa ; Salmivalli, 2010), the most distressing aspect of being the target of bullying, from the perspective of the victim, is not necessarily the assaults perpetrated by one or two bullies, but rather the feeling that the entire group is working against them and that no one is concerned about their suffering. Research conducted found that victims who were supported or defended

by even a single classmate experienced fewer symptoms of depression and anxiety, had higher levels of self-esteem, and were less likely to be ignored or rejected by their colleagues than victims who did not have any defenders. Individual risk characteristics like social anxiety are much more likely to be connected with victimization in schools where it is considered normal to reinforce the bully. If you are able to influence the actions of your classmates, you may be able to decrease the social incentives that bullies get and, as a result, the bullies' desire to bully in the first place. Behaviors that define bullying are encouraged inside hierarchies that are both permanent and in which victims of low status are unable to escape. In addition to instructing children about the significance of treating everyone on an equal basis, it may be beneficial to give children more chances to interact and create connections and fond bonds with colleagues who are not their classmates. This is because children learn best when they are given a variety of settings in which to accomplish this (Garandeau, Lee, & Salmivalli, 2014).

Because of the positive effect that KiVa has on reducing victimization (Karna et al., 2011; Williford et al., 2012), former victims may feel better about themselves and about participating in social interaction. This suggests that social anxiety may be reduced as a result of the fact that the fear of being victimized was minimized. Participation in these activities may reduce social anxiety in students because they end up leaving students feeling more socially competent and with less fear of being negatively evaluated by classmates. Positive social interactions and improved community, self-confidence, relationship self-efficacy, and resistance to peer pressure are all fostered by the activities that take place in the classroom.

(Kärnä, Antti ; Voeten, Marinus ; Poskiparta, Elisa ; Salmivalli, 2010) demonstrated the insights that might lead to beneficial outcomes in anti-bullying programs. Student courses and activities need to improve knowledge and awareness about the role that bystanders perform in the bullying process and strengthen empathic compassion for the victims in order to give safe techniques to help and defend the victims of bullying. The KiVa initiative included a teacher training component, which was another key aspect of the information gained. The teachers were each given a vest that they were able to wear during recess so that they could more effectively monitor the students on the playground. This uncomplicated strategy had the dual goals of increasing the visibility of teachers in the playground and sending a message that the school took the issue of bullying very seriously.

School psychologists must be familiar with the topic of bullying since there is a growing concern in society about the incidence of bullying in schools as well as the detrimental consequences it could cause. It is frequently the responsibility of the school psychologist to locate comprehensive and effective initiatives with the goals of preventing student

aggressiveness and violence, improving the environment of the school, and enhancing student learning. Therefore, it is necessary for school psychologists to be aware of the evidence for successful school-based bullying prevention in order to direct ongoing initiatives (Brown et al., 2011).

(Frey et al., 2005) as part of the study, observation was used to quantify verbal, physical, and relational bullying conduct on the playground, and the results revealed a substantial decrease in the amount of bullying that took place. To study the genuine, natural behavior of children on the playground, one may utilize an audio or video recorder to assess whether or not there is a difference caused by the presence of an observer. A number of studies have shown that the presence of an observer on a playground may have a distinct impact on the conduct of the children.

According to the findings of (Low et al., 2014), student participation is a critical component of program effectiveness; however, program implementation is impacted by demographics at the school level as well as by the setting of individual classrooms.

According to (M. M. Barry, Domitrovich, & Lara, 2005), the classes are less effective when students are difficult to control and disruptive, and pupils who are not interested will not retain or be able to apply the program material. According to the findings of (Hirschstein et al., 2007), implementation fidelity (adherence) has an influence on bullying prevention. STR is most successful when instructors stick more closely to lesson content, promote student usage program competences and skills further than the lessons, and coach students engaged in peer victimization.

According to (Anna C. Baldry & Farrington, 2007), school bullying prevention programs should be founded on a strong program theory. The assessment was compatible with a social-ecological approach towards school bullying prevention, which implies that efficacy is achieved when intervention happens at numerous levels, including individual children, their peers, and the wider school environment. According to this theory, the effectiveness of school bullying prevention programs may be greatest when intervention occurs at multiple levels (Flay, Allred, & Ordway, 2001).

In addition to having lower academic achievement, lower attendance rates (in part related to disproportionate numbers of suspensions), and much less parent participation, schools with economically disadvantaged and diversified student populations also tend to have a greater racial and ethnic diversity in their student bodies (Christie, Nelson, & Jolivette, 2004).

In an attempt to identify the characteristics of an optimal program that would successfully reduce bullying, Ttofi and Farrington (2009) conducted a meta-analysis of anti-

bullying campaigns from 1983 to 2008. Ttofi and Farrington chose 59 of 600 papers examining antibullying programs because they provided "high-quality evaluations," enabling them to provide a systematic examination of what actually prevents bullying. The reports that were chosen for analysis had to meet the following criteria: (a) a clear mission to reduce or prevent bullying; (b) clear and specific definitions of bullying; (c) all participants had to complete bullying questionnaires; (d) scientific proof of previous research supporting the program; (e) quantification of effect size; and (g) a minimum required sample size of 200 respondents. Ttofi and Farrington (2009) found that "school-based antibullying initiatives are often successful" (p. 23). The Olweus Bullying Prevention Program's concepts were followed by the most effective programs. The most important characteristics that were associated with a decrease in victimization, according to Ttofi and Farrington, were "movies, disciplinary measures, work with peers, parent training, and cooperative group work" (p.22). Additionally, they highlighted that effective programs needed more time to be implemented and were more demanding on both students and teachers. Initiatives to combat bullying have shown to be more effective in Europe and Norway than in the US. Ttofi and Farrington discovered that antibullying programs work best when they are founded on data-driven research; as a result, they advised schools to do research on bullying incidence rates before putting a program for prevention and reduction into action.

3.6. Study 2: The Qualitative Research

The purpose of this qualitative research study was to answer the research question: ***What are the perceptions of the main antibullying insights to be used on antibullying social marketing programs?*** In response to the limited perspectives of antibullying insights, the purpose of this generic qualitative inquiry was to explore and understand the perceptions of the members of social organizations who worked closely on social programs for children and youth.

In order to find new hypotheses and insights into antibullying programs, qualitative approaches are more useful than quantitative, according to the research topic. (Anyan, 2015; McCusker & Gunaydin, 2015). *The purpose of this study was to identify effective antibullying insights, not to prove the effectiveness of already documented strategies, making qualitative research a better choice than quantitative research.* Qualitative methods allow for the exploration of personal experiences in a manner that quantitative methods cannot match (Anyan, 2013).

The purpose of the qualitative study was twofold: 1) as a research mechanism to establish the importance of consumer insights on social marketing antibullying programs, and 2) as a separate source of data for integration with the quantitative data. (A. B. Hamilton & Finley, 2019) supported the use of qualitative research because the methodology provides a "rigorous and efficient way" (p. 2) to accumulate significant information from subjective research questions. Qualitative methods provide a framework for a contextual understanding of particular experiences within research parameters (Azungah, 2018) and are less structured and open-ended, which creates an environment for participants to verbalize their perspectives and focus on points they consider relevant (Azungah, 2018).

Research that uses qualitative methods can increase the understanding of real-life experiences (Zyphur & Pierides, 2017). There are many different types of data, but according to (Creswell, 2007; Williams, 2007), the four most common types are "observations, interviews, documents, and audiovisual materials." (W. Creswell, 2007 p. 129). At the center of qualitative research is the desire to explore and interpret the human part of a story using different techniques. People's life stories are collected to be examined in various aspects of human experiences, and the principal method is by interviewing people and gaining insights from their lived experiences, learning the perspective of the participants in the study, and in the end, discovering the detail of the stories. This aspect is not an easy one as (Fontana & Frey, 2000) draw attention, "asking questions and getting answers is a much harder task than it may seem at first" (Fontana & Frey, 2000:645).

In order to understand the phenomena of antibullying social marketing interventions, the study looks at the theory and practice of using consumer insights in social marketing. Its main objective is to identify the insights elements of effective antibullying social marketing campaigns. In order to discover and assess effective campaigns and the link between the factors, a broad range of prospective social marketing antibullying initiatives was examined. By studying social marketing strategies that have a dual purpose of serving society and promoting social change, this study fills a gap in the literature.

The decision about whether a qualitative research design is appropriate for a given study is determined by the study's overarching purpose, the population being investigated, and the questions being posed (Mariampolski, 2001:22). Zikmund and Babin (2013c:99) state that researchers should use qualitative methods when their study aims to uncover new ideas, requires close observation and interpretation, the research is done in a natural environment, employs a small sample size, seeks to employ exploratory research and non - structured designs, and involves the researcher on a personal level.

3.6.1. Sampling strategies and procedure

In qualitative research, the findings of the studies are tailored to the conditions of the investigation (Petty, Thomson, & Stew, 2012). The purpose of the researcher is not to attempt to generalize the results of the inquiry. Purpose sampling is a sort of nonprobability sampling in which the researcher chooses particular research participants from the population according to criteria that are relevant to the phenomena, that is being examined and excludes additional members of the population from the study. For the purposes of a research project, the population of interest is referred to as the target population (Creswell & Poth, 2018). A representative sample is taken from this wider group so that the findings of the research may be extrapolated to the whole population (Creswell & Poth, 2018). Specific requirements need to be met by a research study's sample in order to guarantee that it will be a representative sample when it is taken (Creswell & Poth, 2018).

Sampling is the practice of choosing, for the purposes of data collecting, a representative sample from a larger population (Bryman, 2012). The particular subset that is picked is referred to as a "sample," and it is chosen such that it is representative of the population that is wanted. Problems with the sampling process impact the extent to which study findings may be generalized, and thus, their external validity. The probability method and the non-probability method are the two primary ways of sampling. When using probability sampling, every member of the population being studied has an equal chance of being chosen; as a result, the selection process is completely arbitrary. Any sampling technique that is not included in the category of probability methods is included in non-probability approaches. In qualitative and quantitative designs, the use of probability and non-probability sampling is possible; however, probability sampling is used in qualitative research a lot less commonly than non-probability sampling is (Bryman, 2012). In addition, there are various sampling concerns between qualitative and quantitative research methodologies since the two types of study make different underlying assumptions and have different results that they want to achieve. Bryman identifies three possible causes of sampling error: 1) the utilization of nonprobability or non-random sampling; 2) an insufficient sample frame; and 3) the nonresponse of participants. In table 3.6, a summary of the various sampling techniques that are used in quantitative and qualitative research methodologies is provided.

Table 3.6: *Sampling approaches in research*

Sampling approach	*Definition*	*In practice*
Probability	Randomized sampling where each member of a population has a chance to be selected.	Required feature of experimental research, intended to increase generalizability.
Simple random	Basic form of probability, each population member has an equal chance of selection through the use of random number generation.	Necessary feature of experimental research, intended to increase generalizability.
Stratified random	Sampling to ensure proportionally representation	As a probability, but with the intention to increase representativeness on key variable(s)
Multi-stage cluster	Where the population is dispersed, two-stage sampling can be used, e.g., I) sample locations, 2) sample people within those locations	As a probability, often used where practical issues limit purely random sampling from the full population
Non-probability	Any sampling approach which does not use probability sampling.	Frequently used in questionnaire-style research, limits generalizability but is much easier to obtain and may allow a larger sample size.
Convenience	A sample that is chosen due to accessibility.	Frequently used in questionnaire-style research, limits generalizability but is much easier to obtain and may allow a larger sample size
Snowball	A type of convenience sample, where each participant is used to establish contact with other participants.	As above, but may be used to increase sample size or widen the participant pool
Quota	A sample chosen to reflect the characteristics of a population (a type of purposive).	As above, often used by market researchers
Purposive	**A sample chosen to be relevant to the research question or topic**	**Sampling is used to ensure the participants have knowledge of the research question may be associated with ethnography, interviewing, observation etc.,**
Theoretical	A type of purposive sampling, where the generation of theory leads to further sampling	As above, but associated with grounded theory

Sources: Bryman (*2012*), *Creswell* (*2007*)

In order to ensure the validity of the project sampling approaches, the approach of Bryman (2012) was adopted and suggests it is necessary to follow four key phases in collecting data from individuals: (1) define the population to be sampled; (2) decide on the sample design, such as probability or quota; (3) identify the sample from the population; and (4) identify the required sample size.

When conducting a research project, it is critical to verify that a sample strategy has been formalized before beginning the process of participant recruiting. A sampling plan is a working framework comprising the sampling technique, sample size, and the recruitment process for research participants. It may also be referred to as a sampling strategy (Korstjens

& Moser, 2018). In order to fulfill the requirements for carrying out this study and provide an appropriate response to the outlined research question, non-probability purposive sampling was adopted (El-Masri, 2017; Korstjens & Moser, 2018). Methods of non-probability sampling suggest that recruitment is carried out in a way that is not random, in which people from the population do not have an equal chance to be picked (El-Masri, 2017). The researcher employed purposeful sampling to choose participants who had relevant expertise or experience (Etikan, 2016; Korstjens & Moser, 2018), as well as for their capacity to transmit a range of information linked to the specified research topic (Gentles, Charles, Ploeg, & McKibbon, 2015). A kind of purposive sampling known as criterion sampling enables researchers to make a more deliberate selection of participants on the basis of a set of predetermined criteria (Creswell & Poth, 2018; Etikan, 2016). This research study needed individuals with a specific skill set and distinctive expertise; all of the participants had previous experience working in social programs for children or teenagers and were either currently working in nonprofit organizations or had done so in the recent past. After choosing participants who satisfied the inclusion criteria, (Korstjens & Moser, 2018) suggested that researchers employ settings that provide the participants the trust to contribute the most significant information about their experiences or the researched topic knowledge. This recommendation was made after the researchers had selected individuals who had already met the inclusion criterion.

The interview utilized general prompts (see: Appendix B) relating to the social and emotional dimensions of anti-bullying concepts, but the questions left room for flexibility in the semi-structured interview approach. This guaranteed that the participants were not directed in any one way, but rather that the factors of interest were covered in each interview (e.g. Bryman, 2012). It has already been shown that the saturation of the data, rather than the saturation of the participants, is the more valid technique for determining when sufficient data has been gathered (e.g., (Morse et al., 2002). Instead of depending on a predetermined number of participants, this method of saturation makes sure that any and all possible problems are discovered. Due to the fact that every participant was familiar with the subject of the study, this was of the utmost significance to the project. As a result, the saturation of participants may have led to an exaggerated assessment of the significance of some concerns. As a consequence of this, data gathering continued until a significant amount of information was gathered to address both the social and emotional components of the social marketing antibullying strategies and the application of antibullying insights with the objective of reducing or eliminating bullying behavior.

When doing qualitative research (Palinkas et al., 2015) or using purposive sampling, a relatively small sample size is sufficient (Yin, 2016). In order for a researcher to attain quality and acquire a thorough grasp of studied phenomena, it may be justified for the researcher to choose a small sample size (Marshall & Rossman, 2016). Researchers that use qualitative methods may achieve data saturation with a sample size that falls somewhere between 5 and 50 people (Emmel, 2013). The researcher chose 15 current and former members of social organizations who worked directly on programs for children and youth and who satisfied the required level of expertise and knowledge for this research. These individuals worked on the programs for children and youth currently and in the past. According to (Fusch & Ness, 2015), one has reached a state of "data saturation" when one can no longer find fresh material or new topics and there is uniformity in the replies of participants.

3.6.1.1. *Participation selection*

(Gentles et al., 2015) recommended against enforcing pre-study restrictions on the size of the research sample and urged researchers to keep gathering information until they reach a point of complete statistical significance. When there are no new ideas or themes that arise during qualitative interviews, data saturation has occurred. This means that there is no additional contribution to the applicable theory (Malterud, Siersma, & Guassora, 2016). For the purpose of maximizing the usefulness of the information gathered from the interviews, the level of data saturation should place a greater emphasis on the quality of the data than on its quantity (Malterud et al., 2016). According to the findings of (Hennink, Kaiser, & Marconi, 2017), there is a substantial gap between the saturation points of code and meaning. A code is said to have reached its saturation point when no additional words of importance can be found, while meaning is said to have reached its point when the underlying difficulties are completely comprehended. It was anticipated that code saturation was attained after nine interviews, but meaning saturation for more conceptual and complex codes reached between 16 and 24 interviews (Hennink et al., 2017). In contrast to the study that he referenced, which varied from 15 to 30, (Boddy, 2016) proposed that a sample size of 12 was all that was required to achieve data saturation. To further illustrate the lack of unanimity, (Malterud et al., 2016) stated that in order to conduct a qualitative research study, there must be a minimum of ten participants in the research (Malterud et al., 2016).

As a result, the criteria provided by the experts in qualitative research were adhered to. These guidelines included a minimum need of 10 participants, but the study proceeded as long as it was required to attain data saturation, which was shown to occur at 15 participants. In

addition, careful consideration was given to the selection of the sample population in order to produce a homogenous sample population in which every member satisfies the inclusion requirements. If there is not a sample population that satisfies the inclusion requirements, there is a risk that the analysis will only utilize data that is just somewhat significant or irrelevant. This risk may be mitigated by having a sample population that satisfies the inclusion criteria (Cleary, Horsfall, & Hayter, 2014).

It is important to have population criteria in place to guarantee that the participants who are chosen have had direct experience of the phenomena that is the subject of the study and are able to respond to the research questions (Rahi, 2017). In studies that are performed via interviews, sampling is an essential part of study validity (Robinson, 2014). Participants in this study were required to meet the following criteria: they needed to be current or former members of social organizations with at least one year of experience in Turkey; they needed to have used social program strategies to increase community well-being and positive behavior change on children or youth. The participants, experienced in social programs, provided insights, shared experiences and discussed social programs concepts and how to use social programs to serve the community.

A population is represented by a variety of members, each of whom has shown a unique level of interest when it is sampled on purpose (Brod, Tesler, & Christensen, 2009). Purposive sampling is a technique used by qualitative researchers to investigate and ensure the goals of a research challenge, as well as to enable the transferability of research results (Marshall & Rossman, 2016; Yin, 2016). The participants in the research were chosen using a method known as purposive sampling. Through the use of purposeful sampling, participants in social program organizations provide information and insights that help understand which antibullying insights were appropriate to be used in working with children and youth, as well as how important it is to include the society as a whole for a positive change that will last for a long period of time. The researcher ensured that the participants understood the goal of the research study and were able to answer back appropriately to the research questions by using purposeful sampling. Current and past members of social organizations who have expertise and knowledge both in the social programs and in developing programs design for children, youth, and the general community were the criteria that were used to select the participants.

The idea behind "information saturation" is that gathering any more data pertaining to a certain phenomenon, such as additional views, themes, or insights, would not impart any new meaning to it (Suri, 2011). When several participants brought up the same topics and thoughts, the researcher knew it was time to draw a conclusion and go on to the next step of the study.

There are six different data sources that may be used in qualitative research projects. The researcher did this by conducting interviews with people who were competent and had various points of view about the issue that was examined (Yin, 2016). For the purpose of arranging interviews with all participants, the researcher allotted between 1 hour and 30 minutes and 3 hours of time.

During the process of data collecting, researchers made use of permission forms as a method to protect the participants' rights as well as the confidentiality of the research (Koonrungsesomboon, Laothavorn, & Karbwang, 2015). The researcher utilized the permission form, which can be found in Appendix A, to share information with the participants about the research, and the planned use of the data, and also to give information about their rights when participating in the study or withdrawing from it.

In order to ensure the integrity of the selection process, the criteria for inclusion and exclusion need to be precisely established (Patino & Ferreira, 2018). The essential characteristics of the target group that are most appropriate for providing a response to the research question are included in the inclusion criteria (Patino & Ferreira, 2018). Participants needed to meet the following criteria in order to be considered for participation in the research study: proficient enough in the English language to respond to questions without the assistance of an interpreter. Participants who did not feel comfortable using particular English phrases or words were allowed to respond in their native language. In order to prevent any "loss in translation," the researcher checked over each participant's responses twice. In addition, participants were required to have at least one year of experience working with programs for children or youth and to have a certain level of education. 15 current and past members of social organizations who have worked closely on social marketing programs for children and teens have been selected to participate in the study. The purpose of the research is to find insights and/or patterns of consumer behavior in order to develop anti-bullying social marketing programs.

Respondents were provided with a protocol to read and sign before they were allowed to participate in the interview. This protocol can be found in the appendices (Appendix A) and explains the guidelines that would be followed throughout the interview (Capron, 2018). According to Edlund & Sagarin, (2014), the fundamental challenge of obtaining informed consent challenges in comprehending and retaining the information that has been given. When the permission form is handed to the participants, a significant number of them do not even read it (Edlund & Sagarin, 2014). In order to reduce the risk of unethical behavior on the part of the researcher, the paper requesting participants' informed permission was prepared in a way

that was clear, brief, and devoid of any academic or professional language that would have made the participants feel uncomfortable or confused. A reading level equivalent to an eighth-grade education was used in the construction of the form so that it could be readily comprehended and read. This was accomplished by minimizing the number of terms and phrases that were too technical (Perni et al., 2019). Every participant had a pre-interview session with the researcher during which they reviewed the informed consent paperwork. This was done to confirm that the participant had received and understood the information included in the document. The researcher will only use the informed consent for academic objectives, keep it in a secure location, maintain its confidentiality, and delete it within a reasonable amount of time following the conclusion of the research project. The participant gave their permission willingly. After obtaining the participants' permission to conduct interviews, the researcher set up interview locations, days, and times that were most convenient for them (see Table 3.7). The researcher built a working connection with the participants by describing the goal of the study, the participants' roles in the research, and the format of the interviews. During the course of the interview, the interviewer might assist build a connection with the interviewee by asking questions of a conversational and introductory nature (Merriam & Tisdell, 2016). These kinds of questions were included in the interview format. If the attendees had any questions or concerns prior to the event, the researcher encouraged them to send me an email with their inquiries.

Table 3.7: *Information on meeting places and dates*

Participant Code	*Where the meeting was made*	*Interview date and time*
Aslan	*Istanbul -office*	*13.03.2019*
Oguzhan	*Eskisehir – coffee shop*	*17.03.2019*
Asya	*Eskisehir – office*	*17.03.2019*
Ayse	*Eskisehir – office*	*18.03.2019*
Can	*Eskisehir -Anadolu Uni.*	*20.03.2019*
Burcu	*Eskisehir -Anadolu Uni.*	*21.03.2019*
Hatice	*Eskisehir -Anadolu Uni.*	*21.03.2019*
Ozlercan	*Eskisehir restaurant*	*10.04.2019*
Daisy	*Eskisehir -Anadolu Uni.*	*11.04.2019*
BeyIanik	*Istanbul - skype*	*18.04.2019*
Volkan	*Bursa - office*	*21.04.2019*
Ahmet	*Eskisehir – office*	*24.04.2019*
Neva	*Eskisehir – office*	*25.04.2019*
Alp	*Eskisehir – coffee shop*	*1.05.2019*
Tiny	*Eskisehir -Anadolu Uni.*	*7.05.2019*

Source: by the author

Individual interviews were conducted in March and finished in May 2019 by the author of this thesis and the interviews were held in English. Interviews were conducted face-to-face.

3.6.2. Pilot interview testing

The conducting of a pilot test is an additional step that plays an essential role in the preparation for the interview. Pilot studies are often used by researchers as a means to create a technique and improve their abilities, all while simultaneously obtaining early data for the study (Marshall & Rossman, 2016).

The pilot test will provide assistance to the research in detecting whether there are faults, restrictions, or other shortcomings within the interview design. It will also provide the researcher with the opportunity to make any required adjustments prior to the actual execution of the study (Kvale, 2007). A preliminary test with participants whose interests are comparable to those of people who will take part in the actual research project have to be carried out (Patton, 2015). The researchers will also benefit from the pilot test in terms of refining the study questions, which will be covered in the next portion of the article.

The interview form was presented to the academics who were working on research using a qualitative technique, and discussion and expert opinion were both acquired from them. The first interview for the qualitative study was a pilot interview that was conducted with an

experienced academician who was working on qualitative research. Based on the comments received from the expert, the interview form was refined and made ready for the process of collecting data. Appendix B provides the semi-structured interview form that includes all of the interview questions.

3.6.3. Data collection

After participant recruitment and review of the informed consent document, the next step in the research process began. For this research study, semi-structured interviews were used to collect data (Adhabi & Anozie, 2017). Semi-structured interviews and open-ended questions are the most frequently utilized means to amass data in qualitative research (Percy, Kostere, & Kostere, 2015). Semi-structured interviews allow researchers to use a previously composed guideline, divided into themes regarding the research topic, providing a basic framework of topics the researcher is interested in covering (Eckerdal, 2016). However, the questioning sequence is far more flexible as it is not fixed in a particular order, allowing the interview to develop more like a conversation (Eckerdal, 2016). A more detailed outline of the guided interview questions used in the semi-structured interviews is described later in this chapter.

The benefit of using semi-structured interviews is the researcher's ability to create follow-up questions based on the participant's responses (DeJonckheere & Vaughn, 2019; Kallio, Pietilä, Johnson, & Kangasniemi, 2016; Stuckey, 2013). The use of follow-up questions in semi-structured interviews allows researchers to ask more targeted questions based on participants' responses and will enable participants to construct and convey more detailed, comprehensive answers based on their own experiences (DeJonckheere & Vaughn, 2019; Kallio et al., 2016; Stuckey, 2013). Open-ended questions are non-constraining; they allow respondents to provide the most accurate information through the lens of their unique experiences (Schonlau et al., 2019). Open-ended questions allow for deeper understanding, providing researchers with rich, detailed data (Schonlau et al., 2019). When constructing open-ended interview questions, it is crucial that the wording is intentional (Castillo-Montoya, 2016). Individuals' experiences are unique to themselves, and if interview questions are not purposeful, there exists a possibility of the conversation unraveling (Castillo-Montoya, 2016). If the conversation unravels, the content of the exchange may no longer be aligned with the purpose of the study, producing information that is not salient to answering the research question (Castillo-Montoya, 2016).

Each guided interview question was created to address the need for purposeful interview questions salient to the research topic, resulting from the literature review in Chapter 2. Every question was aligned with a source of scholarly literature to maintain fidelity to the research topic and ensure information gleaned from the responses directly satisfied the research question.

An unstructured method would not have permitted the researcher to investigate the study topic without any sort of structure and would not have aligned with the aims that were planned. Therefore, using an unstructured technique posed a danger to the integrity of the data collected during the qualitative stage (e.g., (Morse et al., 2002). General prompts (see: Appendix B) relevant to the social and emotional components of bullying prevention measures were utilized, although flexibility was maintained throughout the process. This made sure that the participants weren't steered in any certain way, but that the topics of interest were covered in each interview (e.g. Bryman, 2012). It has already been shown that the saturation of the data, rather than the saturation of the participants, is the more valid technique for determining when sufficient data has been gathered (e.g., (Morse et al., 2002). Instead of depending on a predetermined number of people, this method of saturation makes certain that all possible problems are discovered. The fact that every participant had expertise with the subject of the study, was significant for the project. Consequently, participant saturation may have resulted in an inaccurate assessment of the significance of certain issues. As a result of this, the collection of data continued until the data sufficiently addressed both the social and emotional components of the social marketing antibullying strategies with the purpose of reducing or putting an end to bullying behavior.

Different researchers have different ideas on which elements indicate whether data is complete. According to (Ryan & Bernard, 2003: 77), "(1) the volume and complexity of data, (2) investigator experience and tiredness, and (3) the number of analysts examining the data," whereas Mason, (2010) argues that data saturation is determined by the diversity of the sample, the population sampling criteria, the number of samples necessary for the research, and what procedures are utilized to gather the data. In most cases, data saturation takes place when there are no new themes, results, ideas, or problems in the data. This is reported to take place by the seventh or eighth interviews from the research sample (Stuart, McCutcheon, Handfield, McLachlin, & Samson, 2002:4). As more individuals are questioned, the possibility of a prevalent theme or majority opinion emerging grows. As a result, it becomes less probable that any unique information will stay "unique" or that a minority position would continue to exist (Lu, Kwan, Thomas, & Cedzynski, 2011).

When doing qualitative research, it is essential to conduct participant interviews in order to acquire a deeper understanding of the participants' thoughts, emotions, and opinions as well as to determine their individual attitudes. Researchers are able to ask participants in interviews to elaborate on their responses, which helps make their meaning and purpose more transparent and ensures that the researchers accurately capture the essence of the participant's input (Creswell, 2007, Morgan & Ziglio, 2007, Tashakkori & Teddlie, 2003). In addition, interviews allow for more in-depth answers since the interviewer is able to dig beyond simple "yes," "no," and "do not know" responses. Interviews also often result in greater participation rates (Creswell, 2015).

For the purposes of this research, the interview questions included both formally structured questions and informal unstructured ones. The researcher is able to collect rapid responses to particular concerns by using formal questions that are organized as attitudes toward bullying and educational standing (Creswell, 2015). Informal, unstructured questions provide the researcher the opportunity to explore the subject further in order to acquire a deeper understanding beyond the participants' first replies (Creswell, 2015). These questions may also be used to lead the interviewees in addressing issues relevant to the study (Jamal, 2003) such as the most essential reasons why a certain antibullying insight would drive engagement in the program and what faltering elements stand in the way of that motivation. Semi-structured in-depth interviews depend on respondents' verbal responses to questions that have been pre-formulated. These interviews also provide respondents the chance to offer extra facts they believe to be important (Longhurst, 2009). In another way, the researcher will use an interview guide, but the questions that are asked and the order in which are answered will be flexible enough to accommodate the natural progression of the discussion. In-depth semi-structured interviews are perfectly suited for getting an understanding of insights, expertise, and experience on a specific topic or a project (Lindlof & Taylor, 2011). This makes them appropriate to investigate insights in order for them to be effectively utilized in antibullying social marketing interventions or programs.

The interview consists of three parts. The first part consists of six questions involving the knowledge of participants about antibullying programs. In this section, the participants reveal their experience in working on social programs designed for children and reveal their thoughts about the awareness towards antibullying programs. The second consists of nine questions about the participants' attitudes toward bullying, and the third examines the insights found on the previous antibullying programs. The main purpose is to obtain the data necessary

for the developing scale to measure the effect /impact of consumer insights on social marketing antibullying programs.

3.6.4. Data analysis and tools

The semi-structured interviews were transcribed into text so that an analysis of the data could be carried out. Before beginning the theme analysis, the researcher conducted an audit of the transcriptions and made any necessary edits to ensure their correctness. A master copy of each transcription was retained for each interview with a participant in the research study, and this copy was kept in a format that did not undergo any changes (Dillaway, Lysack, & Luborsky, 2017). Working copies of the transcripts were kept in NVivo and utilized throughout the process of data processing (Dillaway et al., 2017).

As a result of the ethical responsibility (Schuermann, Avent Harris, & Lloyd-Hazlett, 2018), there was a danger of possible research participants divulging their personal identities. In order to protect research participants from this vulnerability, all of the research participants' identifying markers were named with the codes selected by themselves in the transcripts as well as in their direct quotes. This was done in both the transcripts and the direct quotations (DeCuir-Gunby, Marshall, & McCulloch, 2011).

VoiceDocs, an application piece of software, was used in order to record the audio recordings. In order to avoid any loss of data, the researcher utilized two distinct devices, namely the phone and the tablet. During the course of the interview, notes on the participant's expressions and ideas were collected, and then those notes were afterward transcribed into the qualitative journal. The interviews were transcribed manually, and the extra notes from the qualitative journal were introduced in the text. Code names that the participant chose for themselves, such as Aslan, Asya.....Tiny, were used instead of identity information. The transcriptions were evaluated, and similar themes and patterns in respondents' perspectives regarding the antibullying social marketing efforts emerged as a result of the analysis.

NVivo Pro 12 was used in order to code the data. Each interview was examined as soon as it was finished, and then again after all of them had been transcribed. The data were examined using a method known as thematic analysis, which may be described as "scanning through a data set...to discover repeating patterns of meaning" (Braun & Clarke, 2006;p.15). The flexibility of the researcher's conceptual, methodological, and philosophical attitude is one of the benefits of thematic analysis. This flexibility is one of the advantages of the method (Braun & Clarke, 2006). The researcher used the nodes, memos, and maps in NVivo to construct themes, and the first thing was to find concerns or assertions that were consistent

across all of them and then captured the essential words and phrases that were found using those means. The end result of this approach was a number of first rough categories, which were then refined. After that, the researcher divided these categories into themes and sub-themes and made separate "interaction" categories for the places where the themes and sub-themes interacted with one another (Patton, 2015). The semantic level, which investigates explicit meanings, and the latent level, which interprets those meanings, are the two levels that may be utilized to find themes via the application of thematic analysis, as described by Braun and Clark (2006). Analyzing the stories provided by the participants and the results in reference to the previously published research, the researcher carried out the analysis of the qualitative data on both the semantic and latent levels. After completing the first phase of the analysis, the researcher went back over the interview recordings and took notes on any linguistic clues that stood out, and added these comments to the transcripts so that they could be used in conjunction with the written data as evidence for either continuing or supporting the themes. The transcriptions were analyzed and the development of similar patterns regarding respondents' assessments and perspectives of antibullying social marketing campaigns evolved. The computer-assisted qualitative data analysis software NVivo was used to analyze the data, utilizing six techniques (a) word frequencies, (b) text retrieval, (c) query by example, (d) code frequency, (e) coding cooccurrence, and (f) code retrieval (O'Kane, Smith, & Lerman, 2021). During analysis, the main themes related to the advances of antibullying social marketing campaigns: *education antibullying program training, authority -school authority and law-rules enforcement, psychological support in school, antibullying class activities and games, involvement-intervention, awareness, and motivation to defend*. Qualitative methods were considered most appropriate for the first study because they are useful when the researcher is striving to obtain insight knowledge of programs and "a complete picture" (Eckerdal, 2016).

In practice, it is common to blend more closed-ended, structured interview forms with more open-ended, qualitative interview questions. As a first stage in the process of developing more quantitative, structured questionnaires, qualitative interviews may be used to assist decide the right kinds of questions to ask and the most useful ways to organize the results (Creswell & Creswell, 2018). After analyzing data from more typical measurements, interviews might provide insight into fascinating or surprising discoveries.

3.6.5. Validity and Reliability

When it comes to the collection and interpretation of data, qualitative research methodologies are mostly exploratory procedures, with a concentration on words and meaning

rather than on quantification (Bryman, 2012). In qualitative research, inductive methods are used to develop theories, and qualitative researchers often utilize social constructivist (interpretivism) methods to acquire information. In addition, interpretation and comprehension of the social environment are at the heart of qualitative research, which focuses on the experiences of real people (Miles, Huberman, & Saldaña, 2014). As a result of the qualitative research method's more common tendency to operate under a unique set of presumptions in contrast to the quantitative research method, the validity, and reliability of the qualitative research approach may also vary. For instance, while doing research, generalizability is an important consideration for both qualitative and quantitative researchers alike. One of the most significant problems with qualitative research is that not being applicable to a wider population (e.g. Bryman, 2012). The relative shortage of high-quality research carried out by social marketing antibullying initiatives may, at least in part, be attributed to a lack of generalizability on the part of the studies. On the other hand, theoretical generalizability, as opposed to population generalizability, is typically an aim of qualitative research (e.g., Lincoln & Guba, 1985).

There is a great deal of controversy around the concept of validity in qualitative research. Many researchers highlight the fact that the standard criteria that are used to measure the quality of quantitative research, which include validity and reliability, do not match the knowledge statements and objectives of qualitative research (Bryman, 2012). On the other hand, there are scholars who support the idea of using modified versions of validity and reliability ideas in qualitative studies (e.g. (LeCompte & Goetz, 1982); Mason, 2002). For instance, LeCompte and Goetz argue that the enhanced participation of the researcher in qualitative research results in a higher level of internal validity than in quantitative research (Bryman, 2012). The researcher has taken the latter approach by adopting and modifying notions from quantitative research in order to make certain that the first qualitative phase can be trusted to be accurate. Some scholars claim that qualitative research shouldn't be appraised based on quantitative notions and instead offer new concepts that should be used when determining whether or not qualitative work is legitimate (e.g., Lincoln & Guba, 1985). The idea of validity and reliability in qualitative research should be re-considered as "trustworthiness," according to Morse et al.,(2002), who believe that absolute explanations of the social world may not be achievable. The principles of internal validity (credibility), external validity (transferability), reliability (dependability), and objectivity are related but distinct from one another within the context of trustworthiness (confirmability). According to Lincoln and Guba's (1985) characterization of reliability, a number of other researchers have developed

comparable criteria for judging the rigor and quality of qualitative research (e.g. Long & Johnson, 2000). On the other hand, the use of these principles has been subject to criticism, in part because of the post hoc application of "trustworthiness" (Morse et al., 2002). Morse et al. (2002) make a persuasive case about the nature of validity in qualitative work and claim those post hoc assessments have very little to do with the achievement of validity or reliability. They propose that the researcher should be receptive to any changes that may occur over the course of the study, such as while they are classifying the data. The validity of the study is put in jeopardy if the qualitative researcher is unable to react to the data or if they struggle due to a lack of understanding, or because they are working inductively. In addition, Morse et al., (2002) recommend that the methodology used should be coherent with the research question (methodological coherence) and in line with the objectives that are intended for the study.

Importantly, the strategy that was proposed by Morse and colleagues guarantees that the correctness of the inferences is given top priority right from the beginning of the project. They claim that qualitative researchers should seek validation of the techniques via meticulous preparation, much as quantitative researchers should do with quantitative tactics. The researcher used a mixed methods strategy for the project; therefore, it was important to ensure that a consistent approach to demonstrating the validity of inductive and deductive methods was taken; this ensured consistency throughout the qualitative and quantitative data collection stages. Since a mixed methods strategy for the study was used, it was important to ensure a consistent approach to demonstrating the validity of inductive and deductive as a consequence of this, the researcher chose the original qualitative technique after doing research on several alternative methods and taking into consideration how well these methods matched with the objectives of the entire study. As a result, semi-structured interviews were chosen as the research approach that proved to be the most suitable. The qualitative phase of the research had two main purposes: first, to provide background information for the subsequent quantitative stages, and second, to serve as an independent source of data. Therefore, semi-structured interviews satisfied both goals and permitted an adequate framework to investigate particular problems, while at the same time giving the participants the flexibility to investigate and reveal their perspectives about the anti-bullying insights employed in social marketing programs. This was accomplished by providing sufficient structure to investigate specific topics.

During the process of collecting qualitative data, the researcher used the concepts that were given by (Morse et al., 2002). They contend that as the study moves forward, the data may provide insight into the research issue, and it may become necessary to adjust the procedures. They also say that the method of sampling must be suitable and that participants

should be chosen who have expertise in the subjects that are being researched. As a result of this, it was decided to employ the method of theoretical sampling. In addition, Morse and colleagues contend that data saturation, as opposed to participant saturation, should be employed. Instead of halting the data-gathering process after a certain number of participants are reached, it is recommended that it continue until the issue is adequately addressed by the acquired data. There is a risk to the study's validity if it does not seek out any negative examples or if it stops collecting data before an acceptable amount of material has been gathered. It is best practice for researchers to gather and analyze data at the same time, rather than waiting to analyze data until after data collection is finished. This enables an iterative process of data and analysis, which ultimately contributes to an increase in the research's validity. As a result, prior to beginning the subsequent interview, the researcher conducted an analysis of the data obtained from the previous interviews in order to modify the interview questions as required. Morse et al., 2002) also recommend double-checking any previously studied data in order to have a reliable foundation upon which to build innovative concepts.

3.7. The Quantitative Research

The purpose of this quantitative research study was to answer the research question:

- ***What factors emerge through factor analysis with the items designed to measure anti-bullying insights strategies?***
- ***What are the correlations among the factors that emerge from factor analysis?***
- ***What is the causal relationship between antibullying insights and the behavioral and socio-demographic characteristics of individuals?***
- ***Which antibullying insights have an impact on antibullying awareness?***

Quantitative research intends to gather statistical and numerical data to identify trends, patterns, or associations (Creswell & Creswell, 2018). The quantitative research of the study is comprised of two parts, the first part is the development of a scale based on the qualitative thematic analysis and the second part is a questionary to test and measure the perception and the acceptability of the antibullying insights.

The main objective was to construct a reliable tool for research purposes in order to measure consumer's attitudes and perceptions related to antibullying insight which can be used for social marketing antibullying strategies when developing new programs for children and youth.

The questionnaire was developed in English first, and 5 bilingual researchers translated the items into Turkish in order to ensure the consistency of the meaning. Finally, the different

versions of the questionnaires were compared, and inconsistencies were revised by consulting other native speakers in order to ensure the questions are clear and easy to understand no matter the level of education of the respondent. Since most of the items were developed based on the first qualitative study, the questionnaire was reviewed by seven Turkish people, including 3 experts.

The questionnaire was first tested within a pilot study and after ensuring the validity and reliability of the instrument, the questionnaire was launched within the purpose of the study. The data was collected using a survey on Google Form. In order to avoid any bias due to the self-administered survey the questionnaire integrated validity checks that verify subjects' answers to ensure they meet specific well-defined criteria. The data collection was accomplished in four months. Participants are Turkish people over 18 years old.

3.8. Study 3: Scale Development

In social science research, the creation of a scale is a standard method for quantifying such complicated issues. Scales are used to measure phenomena that are thought to exist on the basis of theoretical knowledge but are difficult to assess via observation alone (Clark & Watson, 1995).

The study of the qualitative stage's data revealed a number of significant findings. The discovery of social determinants indicated that a process of scale building was required to produce a psychometric measure of consumer perspectives on social marketing antibullying activities. After reviewing the literature on scale development (e.g. Clark & Watson, 1995; De Vellis, 2016) for best practice recommendations in the construction of a measuring instrument. The researcher has divided the best practice recommendations and the empirical research data into four stages, namely:

1) conceptualization and scale construction,

2) data collection phase one: initial refinement,

3) data collection phase two: internal validity and

4) validation: external and predictive.

A summary of these processes is provided in figure 3.4., which also described at which stage of the project the data was collected and in which stage of the analysis is discussed.

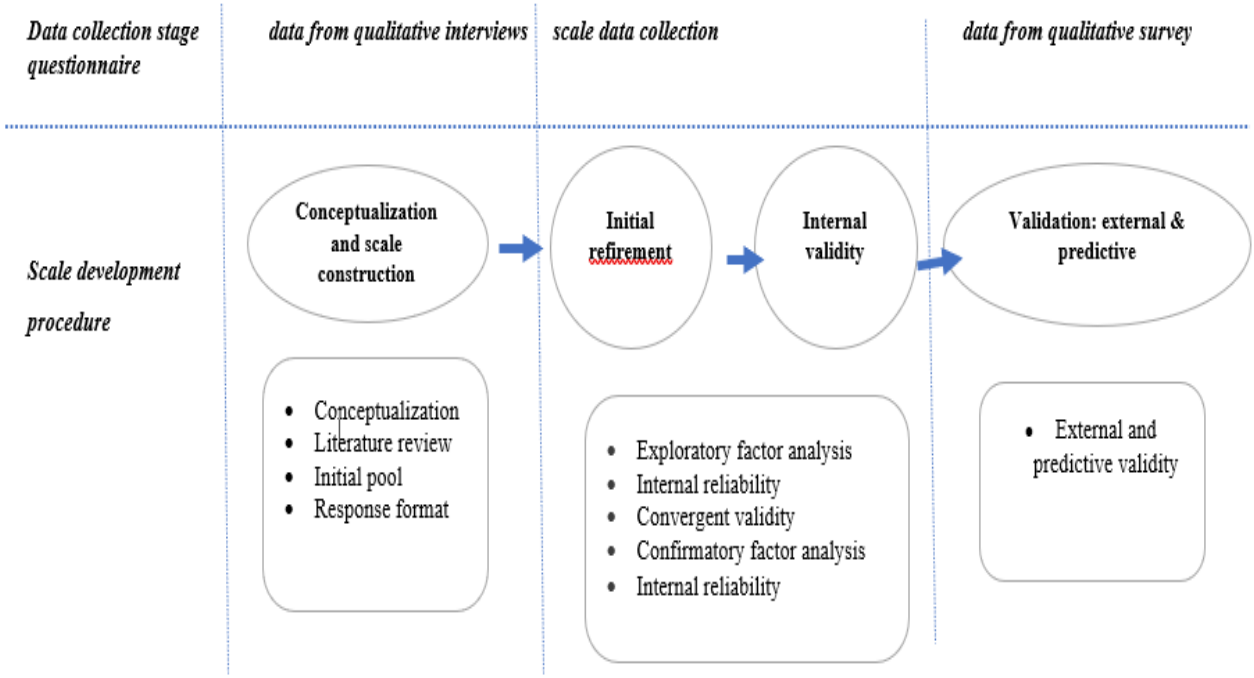

Figure 3.3: *Scale development process [Source: by the author]*

3.8.1. Conceptualization, scale construction, and questionnaire development

During the first stage of scale design, the results from the qualitative interviews were used to establish the antibullying insights components that would be tested for the social marketing antibullying programs. There are basic phases involved in the conception and building of scale models.

1. Conceptualizations of the target construct - The targeting construct (i.e., the construct that the measuring instrument is intended to assess) should be articulated and studied with care.
2. Literature review - To match the desired constructs with the current literature, literature research should be done. At this point, it is possible to identify linked structures.

After doing an analysis of the relevant literature and qualitative analysis findings, an item pool should be constructed. The items should represent every potential kind of content that might be associated with the target structures.

3.8.1.1. *Target construct conceptualization*

In the literature on scale development, scholars highlight the need for a clear conceptual starting point in terms of construct theory (e.g., (Andrew L. Comrey, 1988). This procedure

may serve to clarify the theoretical foundation of the scale and assist in the creation of practical judgments (Jackson & Trochim, 2002). In addition, a precise definition of the target construct's scope may aid in both item production and the identification of similar constructs in the current literature. Consequently, the initial stage in the construction of the scale was the precise articulation of the constructs, namely. (D. Watson, Clark, & Tellegen, 1988) advise that a comprehensive literature study should be conducted throughout the conceptualization phase. This is essential for aligning the target constructs with current research and identifying possibly related and unrelated constructs. It is necessary to identify these notions in order to assess convergent and discriminant validity. In addition, the literature study is utilized to create the measuring instrument's nomological network. This refers to the network of related ideas and predicted connections to the target constructions. To establish measurement validity, a measure must fit inside such a network and exhibit adequate correlations with the associated constructs (Cronbach & Meehl, 1955).

Taking the suggestions of Clark and Watson into account, the researcher started the creation of the scale by doing literature research to determine where the target constructs fit into the existing knowledge of consumer insights and social marketing antibullying efforts. This resulted in the discovery and discussion of a number of related notions.

Furthermore, the researcher examined existing scales of bullying behavior and insights resulting from the analysis of the deep interview such as authority, awareness, empathy, and involvement scales to eliminate potential redundancy of the new scales, i.e., that the target constructs are not already measured by an existing scale.

3.8.1.2. *Initial scale construction*

After the initial conceptualization phase, it was required to develop a pool of items based on the social characteristics found in the qualitative interview data analysis. The examination of data may discover items for deletion, but it cannot identify data that is not included in the item pool. Therefore, it is important to collect samples of all conceivable materials associated with the construction. Therefore, the researcher developed items relating to the goal constructions that were more comprehensive than the indicated conceptualizations.

The pool items were stated as clearly as viable, using clear, simple language and avoiding double negatives, which may have a detrimental impact on internal validity (Clark & Watson, 1995). The researcher also evaluated the alternate answer format for the scales when creating the item pool. There are two prevalent personality scale formats: dichotomous and Likert (Clark & Watson, 1995). Likert scales include three or more replies, e.g., yes - maybe -

no. Dichotomous forms permit respondents to choose between two choices, such as yes or no. The research on social and non-social inclinations revealed that a "yes" or "no" style would not sufficiently represent the complete spectrum of tendencies. In addition, dichotomous answer types have been criticized for their imbalanced distributions (e.g., (Andrew L. Comrey, 1988). Consequently, the researcher chose the Likert scale to allow for a greater variety of replies. Due to the lengthier completion time, Likert scales might result in more participant fatigue and less information than dichotomous replies.

In addition, if the questions are not properly written, answer bias may be a problem (Clark & Watson, 1995). Nonetheless, the Likert scale may provide a compromise between open-ended and binary replies. Importantly, Likert scales have been utilized well to test the perception of social marketing insights, showing that they are ideal for evaluating the impact of consumer insights on the propensity for social marketing antibullying interventions. Typically, Likert scales have four to seven answers with frequency, degree, or agreement forms (Clark & Watson, 1995). As the scale elements pertain to assertions about the effectiveness of social marketing anti-bullying campaigns, the researcher deemed an "agreement" or "disagreement" format to be the most appropriate. In addition, a five-item structure ranging from "strongly agree" to "strongly disagree" was chosen, in order to give an adequate but not excessive amount of answer alternatives. Prior to data collection, the researcher tested the 47 items in a pilot study.

3.8.1.3. *Questionnaire development*

This phase of the study included collecting data through an online survey instrument, which is presented in Appendix B. The questionnaire contained a combination of closed-ended questions. The primary purpose of this phase was to identify the scale items that best measure antibullying insights.

This section covers the procedures that were used in the qualitative study, including participants and how they were recruited, the data collection instrument, the data collection method, and the data analysis process.

Questionnaire instrument. The sections that follow outline the parts of the survey instrument used for data collection in the qualitative phase of the study.

Section 1: This provided an introduction to the study, why the input is valuable to the study, and how this study will contribute to their work. This section also provided informed consent and explained their rights as research participants.

Section 2: In this section, participants were asked the following demographic questions such as age, gender, education, and the number of children.

- Age: (please write your completed age). The age was categorized as 1. Gen Z 18 – 25; 2. Millennials 26 – 41; 3. Gen X 42 – 57; 4. Boomers 58 +
- Gender: Female, Male
- Education: College, Doctorate, High school, Master, Primary/middle school, University Bachelor
- Children: 1 child, 2- 4 children, more than 4 children, No child

Section 3. In this section, participants were asked to indicate their level of agreement with statements using a Likert response scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Development of the statements used in this survey was extracted from the qualitative analysis, based on the main themes that were identified: education -antibullying program training, school authority, antibullying class activities and games, psychological support, motivation, awareness, empathy, and involvement. The pilot survey contained 47 items.

3.8.2. Sampling

To evaluate the theoretical model and assumptions, the survey's target sample consisted of adults 18 and older with Turkish nationality. Although a random sample utilizing demographic stratifications would have been the optimal sampling technique, this was not practicable due to a lack of access to population registries. Consequently, the research was restricted to a non-probability sample strategy, and convenience sampling mixed with snowball sampling was adopted. Initially, the personal connections of the researchers were targeted, and all participants' contacts were encouraged to join. The link to the poll was then sent to groups on social networking sites. In addition, only participants known to the researcher were invited to transmit the link to their friends, family members, and coworkers, therefore some portions of the survey may also be deemed snowballed. The inclusion criteria for the current sample were being aged 18 years and older and having access to the internet by phone or computer to complete the online survey. Through the recruitment method described above, a total number of 751 participants completed the survey starting in June until September 2021, with 45 respondents in the pilot study.

3.8.3. Data collection and analysis procedure

The survey was conducted online to get a higher response rate than a potential paper version. Using the Google Form platform for data gathering the questionnaire was converted into an online format. According to the sample, the online questionnaire was distributed through social media (i.e., WhatsApp, Facebook, and Instagram) and email.

The link to the questionnaire was sent to participants in a template message that explained the general data protection, the scope and objectives of the research, the targeted sample, and the researcher's identity in order to create a trusting and comfortable environment for questionnaire completion. The front page of the survey also included short information about the research, including the subject and aims of the study, the researchers, and the privacy and security of the gathered data. All respondents participated in the survey voluntarily and had the option to withdraw at any time.

The demographic questions comprised the first section of the questionnaire. Once participants finished the eight parts, they were brought to a thank-you page. A pilot test of the questionnaire was conducted on a limited sample size (not included in the research sample). Prior to the pilot research, the questionnaire was subjected to many inspections and non-statistical pilot testing, first in English and then in Turkish.

Theoretically, a structural equation model was developed for the quantitative investigation. A benefit of the structural equation model (SEM) is that it concurrently evaluates the measurement model and the structure model. The analysis was performed using Smart PLS 4 software. Multiple questions using a 5-point Likert-type scale assess each characteristic (strongly disagree – strongly agree).

When employing structural equation modeling, the sample size is critical for generating trustworthy findings. According to (Schreiber et al., 2006), a minimum of ten participants per variable is required to preserve the parameter's stability. The anticipated sample size for this study is 470. Since there were more than 470 respondents in the research sample, the sample size is to be representative of the current study.

3.8.3.1. *Pilot study – stages and statistical validation*

The questionnaire used in the present study was developed and tested systematically through a two-stage procedure: a pre-test (prior to the statistical pilot study) and a pilot study to ensure the questionnaire's validity and reliability from a statistical standpoint prior to its use to collect data for the study.

The pre-test

After designing the questionnaire, the researcher started pre-testing the questionnaire to make sure that it is working correctly and providing correct and reliable data. In this regard, a convenience sample including 5-10 people was engaged and asked them to complete the questionnaire while thinking out loud and say what first comes into their mind after reading every single question to make sure whether participants have a reasonable understanding of each item in the questionnaire. This has been done two times: once for the English version and the second time for the Turkish version. The aim was to identify most of the major issues and possible problems of the survey like unclear questions, and confusion. Then some modifications and improvements have been made according to their feedback and results of the pretest.

The pilot test

Following the pre-test validation of items and scale, the resultant version of the questionnaire was tested to ensure the correctives of latent variables from a statistical perspective. The next logical step in the process was the pilot study, which was designed to identify practical issues with the implementation of the questionnaire and to determine whether it provides stable, repeatable, or consistent responses (Bolarinwa, 2015).

The pilot test for the English version was conducted first, and 25 participants (Turkish and other nationalities) completed the survey; the internal consistency reliability was assessed by using SPSS 26 software (see Table 3.8). The second pilot test was administered in the Turkish language in June 2021, in order to conduct the pilot study, data were obtained from 45 participants who were not included in the research sample. Cronbach's Alpha (Cronbach & Meehl, 1955) was used to evaluate the reliability of the questionnaire and its subscales; it is the most frequent measure of internal consistency dependability, particularly for a Likert-scale questionnaire.

Using Cronbach's alpha index, statistical validation was conducted. Through this verification, it was desired to establish a high degree of trust in the correctness of the collected data, with the questionnaire's primary items derived from the findings of the qualitative analysis. This demonstrated the usage of a reliable and consistent evaluation technique. The Cronbach's alpha index is used to estimate measurement error and determine the validity and fidelity of data. The calculation of the Cronbach alfa index took into account the answers recorded in the test phase of the questionnaire (45 respondents, see Table 3.9) related to the latent factors of interest: **(vic), (bul), (apro), (awr), (psymo), (eminv), (aclass) and (saut).**

Table 3.8: *Cronbach's alpha values for scales in the pilot study (N=25):*

Variables	NI	Cronbach's Alpha
VIC	**11**	**0.880**
BUL	**7**	**0.509**
SAUT	**7**	**0.689**
ACLASS	**4**	**0.748**
APRO	**6**	**0.800**
AWR	**5**	**0.460**
PSYMO	**3**	**0.722**
EMINV	**5**	**0.478**

NI: Numbers of items for every dimension

Table 3.9: *Cronbach's alpha values for scales in the pilot study (N=45)*

Variables	NI	Cronbach's Alpha
VIC	**9**	**0.864**
BUL	**7**	**0.784**
SAUT	**7**	**0.809**
ACLASS	**4**	**0.801**
APRO	**6**	**0.858**
AWR	**5**	**0.629**
PSYMO	**3**	**0.748**
EMINV	**5**	**0.424**

NI: Numbers of items for every dimension

According to the findings of the pilot research, adjustments have been made to a few questions, such as changing certain reverse-worded items (relating to empathy and involvement factor - EMINV) into positive questions, in order to increase the reliability of the variables. It is claimed that reverse-worded inquiries are problematic due to carelessness or misunderstanding. Two items from the victimization factor were eliminated from the questionnaire after the pilot study, one item after the English version of the pilot study and one after the Turkish version of the pilot study. The latest form of our questionnaire contains 46 items. The reliability of the questionnaire and its sub-scales was established by Cronbach's Alpha (α) for the second time, within the main sample of the study.

3.8.4. Item pool refinement

Following the recommendation of Clark and Watson (1995), the analytical findings were assessed alongside the theory. This procedure guaranteed that the choice to remove or

retain items based on the pilot research was not decided only on the basis of statistical analysis. In addition, inter-item correlations and Cronbach's alpha internal reliability ratings were examined (see Table 3.10). Retaining just inter-correlated elements may result in duplication, since each additional item may not bring new information to the scale (Clark & Watson, 1995). Along with internal consistency, the researcher evaluated the unidimensionality of the scale items (i.e., assuming they measure a single component).

Table 3.10: *Inter-item correlation for School authority*

		p-value					
corr coef	LIV	0.000	0.015	0.004	0.004	0.003	0.211
	0.711	PRM	0.149	0.186	0.038	0.029	0.684
	0.359	0.219	TVD	0.000	0.000	0.000	0.000
	0.417	0.201	0.792	TVBS	0.000	0.000	0.000
	0.420	0.310	0.568	0.681	ATCT	0.000	0.003
	0.437	0.326	0.561	0.579	0.547	CSAT	0.000
	0.190	0.062	0.549	0.502	0.435	0.707	CSB

3.8.4.1. *Factor analysis.*

The purpose of factor analysis is to experimentally evaluate the underlying component structure of a collection of items created to reflect postulated latent variables (De Vellis, 2016; Worthington & Whittaker, 2006). An exploratory factor analysis (EFA) might be undertaken to explore the dimensionality of the item set and recommend groups of relevant subsets that measure distinct factors (Worthington & Whittaker, 2006). An EFA also aids in creating a more meaningful representation of the items and offers evidence of the construct validity of the factor being measured.

Principal components analysis (PCA) is the most often used approach for factor extraction in scale development. This method's ubiquity, in conjunction with varimax rotation, is largely attributable to the fact that these choices are the default for factor extraction and rotation in several widely used statistical software programs (Gorsuch, 1997).

According to Worthington and Whittaker (2006), the purpose of principal components analysis (PCA) is "to reduce the number of items while retaining as much of the original item variance as possible" (p.818), whereas the purpose of factor analysis is "to understand the latent factors or constructs that account for the shared variance among items" (p.818); therefore, factor analysis is better suited for new scale development.

Prior to doing the component analysis, correlations between variables for each dimension were examined. Items having correlations of less than.3 with all other items for the dimension were eliminated from the study since it is a critical assumption that all items belonging to the same domain should have comparable intercorrelations (Andy Field, 2009). Low correlations suggest that the items are not selected from the intended domain and are, thus, untrustworthy. Similarly, items having correlations greater than .7 with other dimension-measuring measures were deemed untrustworthy (Hulin, Netemeyer, & Cudeck, 2001). Lastly, items having very strong correlations with other things in the same dimension may indicate item redundancy. Consequently, items measuring the same dimension with correlations larger than 0.90 were deemed redundant, and one was marked for deletion.

Based on the evaluation of factor loadings, eigen values larger than 1, scree tests, and the proportion of variance explained by the factors, the number of factors to be kept was determined after the factor analysis.

The number of retained components was determined based on a theoretical framework. Consequently, elements that did not clearly load onto a single factor were eliminated, and the factor analysis was repeated until a factor structure that mirrored the theoretical model was established.

Consequently, the EFA contributed to the finalization of a selection of questions that may assess the dimensions of the antibullying perception scale based on evidence of their reliability and construct validity.

Size of sample for EFA. The 5:1 or 10:1 ratio of participants to items to compute sample size is often employed in scale creation (Fabrigar, Wegener, MacCallum, & Strahan, 1999), while Guadagnoli and Velicer (1988) found that a sample size of 150 was adequate for up to 40 or 50 variables for an EFA. According to Gorsuch (1997), the required sample size is dependent on the stability of a correlation coefficient. Due to the fact that the majority of commonalities were 0.60 or more and there were at least four items per component, it was determined that a sample size of 350 was sufficient (Worthington & Whittaker, 2006).

Size of sample for CFA. Clark and Watson (1995) suggest a sample size of at least 300. Other proposals in the literature (Kline, 2005; Worthington & Whittaker, 2006) state that the decision should be based on the number of items, while maintaining a ratio of 5:1 or 10:1 for cases to items. The minimum sample size for this investigation is 460 with a ratio of 10:1, and 751 responses were used so the sample size for the CFA is more than the minimum.

Analysis of confirmatory factors. Using a bigger sample, construct reliability and instrument validity were then examined for the factor structure created in the previous research.

Confirmatory factor analysis was performed to test construct validity (L. Crocker & Algina, 1986) by validating the sufficiency of the item-factor relationships and developing validity support for the component structure by validating the number of dimensions underlying the concept.

3.9. Study 4: Quantitative Structural Model

The appropriateness of the quantitative method was based on the scientific method of objectively collecting well-defined numerical data to use statistical principles to get information (Creswell, 2014). A quantitative method includes an approach for looking at the relationship between variables by using statistics to measure the strength of the relationship and how well it can be used to predict the outcome (Creswell & Plano Clark, 2018; R. B. Johnson & Onwuegbuzie, 2004).

The current research questions were about finding connections between predictor variables and the criterion variable. All variables were evaluated on a 5-point Likert scale for statistical examination of the relationships between the victimization and bullying behavior factors and antibullying insights (Likert, 1932). Participants are instructed to indicate their degree of agreement with a declarative statement on a numeric scale when utilizing a Likert-type scale in survey instruments (De Vellis, 2016).

The quantitative technique was acceptable since the objective of the research was to evaluate the relationships between predictor factors and criterion variables, as well as the impact of those associations.

Anderson and Gerbing (1988) suggested a two-step process. First, a measurement model was estimated using confirmatory factor analysis to create an acceptable latent structure. Then, a structural model was developed and evaluated to demonstrate the hypothesized causal relationships between the latent constructs.

There are two ways to model causes and effects: path analysis and SEM (Mertler, Vannatta, & LaVenia, 2021). Path analysis considers just the observable variables and establishes a causal relationship. Path analysis can be used to figure out both direct and indirect effects. SEM takes observable and latent factors into account and provides several advantages over path analysis. It is a completely statistical method that brings together factor analysis and path analysis (Kaplan, 2008). SEM is a confirmatory method often used to test a theory; consequently, previous knowledge of the theory or hypotheses about possible relationships between variables is necessary (Tabachnick & Fidell, 2013).

A significant benefit of SEM is that the computer analysis approach offers an overall indication of the fit between the model and the theory, while path analysis is manually determined and processed.

Structural Equation Modeling can be done in two different ways (SEM). Most people use AMOS (Analysis of Moments Structures) software, which uses covariance-based structural equation modeling (CB-SEM). SMART PLS (Partial Least Square), which does variance-based structural equation modeling, is the second type (PLS-SEM). CB-SEM is the more common method, but PLS-SEM is newer, and more papers in fields including marketing, operations management, strategic management, information management systems, and accounting are using it (J. F. J. Hair, Hult, Ringle, & Sarstedt, 2014).

3.9.1. Structural Equation Modeling

When using SMART PLS software for structural equation modeling, the main goal is to maximize the explained variance of the dependent variables, which are endogenous latent constructs. SMART PLS is a method for modeling latent variables that uses multiple dependent constructs and takes measurement error into account (Joseph F Hair, Black, Babin, & Anderson, 2006). PLS-SEM is mostly used to develop theories and does exploratory research in areas of research that are still new or changing. CB-SEM seeks validation of a theory by evaluating a model's ability to estimate a covariance matrix for the sample data (Sarstedt, Hair, Ringle, Thiele, & Gudergan, 2016; J. F. J. Hair et al., 2014).

Table *3.11* PLS-SEM vs CB-SEM Comparison

Model Requirement	**PLS-SEM**	**CB-SEM**
Incorporates interaction effects	Preferable, as it is designed for easy interactions	Difficult with small models, nearly impossible with large ones
Incorporates formative factors	Easier	Difficult
Incorporates multigroup moderators	Can use, but difficult	Preferable
Testing alternative models	Can use	Preferable, as it provides model fit statistics for comparison
Incorporates more than 40-50 variables	Preferable	Sometimes unreliable if it does converge; sometimes will not converge

Table *3.11* PLS-SEM vs CB-SEM Comparison

Nonnormal distributions	Preferable (although it will still affect results, just to a lesser extent)	Should not be used; results in unreliable findings
Nonhomogeneity of variance	Preferable (although it will still affect results, just to a lesser extent)	Should not be used; results in unreliable findings
Small sample size	It will run (although it will still affect results negatively)	Unreliable if it does converge; often will not converge

Source: Lowry and Gaskin, 2014

PLS has less strict requirements for the size of the sample, its independence, and imposed normality(J. F. J. Hair et al., 2014)). In fact, a study by (Reinartz, Haenlein, & Henseler, 2009) shows that PLS needs about half as many observations as CB-SEM to reach the same level of statistical power when making predictions and building theories.

Hoelter (1983) says that when using CB-SEM to measure how well a model fits, the sample size should be at least 200. PLS, on the other hand, is often applied with lower sample sizes (Gefen, Rigdon, & Straub, 2011) and even when the assumption of normality is uncertain. This is because PLS uses the original sample to estimate the model's parameters because it uses the re-sampling method (bootstrapping function) to figure out the confidence interval for the model's parameters.

PLS appears to be a better option than CB-SEM for processing the data. In addition, PLS can accommodate both formative and reflective variables (Bollen, 2011) and has an advantage over a new inquiry or research topic in which assessment items are newly developed (Anderson & Gerbing, 1988). This is backed up by Chin and Newsted (1999), who say that the PLS method works better when the phenomenon being studied is new or changing, or when the theoretical measures are not well-formed. This is important for this study because the items used to measure were obtained from the qualitative part.

A meta-analysis of PLS-SEM review studies found that the top three reasons to use SMART PLS are its ability to work with non-normal data, its small sample size, and its use of formative indicators (J. F. J. Hair et al., 2014). SMART PLS is better than CB-SEM structural equation modeling because it has fewer restrictions on the sample size, doesn't need input data with a normal distribution, can analyze complex models with a large number of constructs, can easily handle reflective and formative models, and the primary objective is to maximize the variance explained of the endogenous variables (Urbach & Ahlemann, 2010).

In conclusion, PLS has a clear advantage over AMOS because it can make explicit notes of measurement errors while AMOS needs to represent errors. This was quite helpful and

convenient for the researcher throughout the data analysis. In this study, new variables are evaluated using a new research framework, and construct measures are developed in response to qualitative findings. In addition, the model includes reflective constructs. Given all of these factors, it seems better to choose SMART PLS over CB-SEM-based software. Consequently, a measurement model was developed and evaluated using confirmatory factor analysis (CFA) to demonstrate that the variables extracted to indicate the same latent components were actually strongly associated with one another and thus reliable. The two-step approach was used by evaluating the measurement and structural models. Overall, the goal of model validation is to see if the measurement and structural model meet the quality standards for empirical work (Urbach & Ahlemann, 2010). The following sections talk about the criteria used in this study to evaluate the reflective measurement and structural model.

Chapter 4 Results and findings

As stated previously, the primary purpose of this paper was to identify a tool for measuring the most important insights in the fight against bullying, as well as a theoretical model with statistical applicability for determining the most important insights in the relationship between the type of behavior of individuals and their socio-demographic characteristics, with the goal of identifying those insights that determine the increase of awareness in social marketing campaigns. In the absence of quantitative data at the national or global level to measure the attitude towards bullying, as well as a validated and agreed-upon instrument for measuring the attitude towards antibullying in social research, the contribution of novelty found in this research compared to the already existing specialized literature is to measure the perception of individuals towards bullying by identifying insights and researching the impact of antibullying insights on bullying behavior. Starting from the objective of the paper, the following research questions were established:

1. ***What are the main antibullying insights to be used in antibullying social marketing programs?***
2. ***What factors emerge through factor analysis with the items designed to measure anti-bullying insights strategies?***
3. ***What are the correlations among the factors that emerge from factor analysis?***
4. ***What is the causal relationship between antibullying insights and the behavioral and socio-demographic characteristics of individuals?***
5. ***Which antibullying insights have an impact on antibullying awareness?***

Starting from the premise that bullying is most often found in children and adolescents, we consider that bullying is important to be aware of by the general public, i.e. also by adults who can be bullied in different contexts, or adults, parents, teachers, witnesses of bullying scenes or people who have not faced such a problem.

The general purpose, of this research, as its target population is individuals over the age of 18, the implications of such a sample, and the limits of the research will be discussed at the end of the chapter.

Starting from the research questions and those mentioned above, the following research hypotheses were established. To identify the way in which people perceive social marketing antibullying insights in order to create customizable programs targeted on the results found on the research.

In order to test the hypothesis, a Confirmatory Factor Analysis (CFA) will be used. Starting from the CFA results, a Structural Equation Model (SEM) analysis will be used to test the following hypotheses.

It is important to study antibullying insights in a causal relationship with bullying behavior (victimization or bullying behavior) in order to establish a rank of insights that could increase awareness once used in social marketing campaigns for all possible people involved in bullying behavior or witness which don't take any antibullying actions.

4.1. Qualitative Study Results

4.1.1. Introduction

The first phase of data collection consisted of qualitative interviews with 15 participants who had expertise with social programs for children or youth and who had formerly or are currently engaged in non-profit organizations.

As described in chapter three, this phase was created as a study instrument to establish the significance of using insights in antibullying social marketing activities. Consequently, the researcher used the qualitative findings as a guide for the quantitative phases of the project, as well as a distinct source of information for integration with the quantitative data. The investigation of what and how insights benefit antibullying social marketing campaigns constitutes the qualitative study's analytical outcomes. However, the other themes that give supporting evidence for the primary social theme and provide further data about antibullying social marketing campaigns, in general, were analyzed.

4.1.2. Description of the sample

Purposive sampling was used for this part of the qualitative research study. Specific criteria were required. Participants of social organizations in Turkey with a minimum of one year's experience who participated in social program initiatives to improve community welfare and influence children's, or youth's behavior were eligible to participate in this study.

The participants, who had experience with social programs, provided their insights and personal experiences, talked about the ideas behind social programs, and how to use them to benefit the community. 15 active and former members of social organizations who closely collaborated on children's and youth programs matched the study's requirements for expertise and knowledge. Participants in social program organizations offered information and insights to understand which anti-bullying strategies are appropriate to use when working with children and youth, as well as how crucial it is to consider society as a whole in order to bring about a

long-lasting change for the better. The participants choose their one code name after being informed that the information supplied during the interview will only be used for research purposes and for privacy concerns. Table 4.1 provides the demographic characteristics of the sample such as gender, age, educational level, and years of experience in social programs. 8 men and 7 women out of 15 participants participated in the study. 9 participants completed or were enrolled for the doctoral degrees, 5 master's degrees, and 1 university bachelor's degree. The participants with the code name Hatice had 9-10 years of experience, the participants with the code name Volkan had 7-8 years of experience, the participants with the code name Burcu had 4-5 years of experience, the participants with the code name Tiny, which was the youngest from the participants had 1 year of experience, and 10 participants had 2-3 years of experience.

Table 4.1: *Participants' demographic information*

Participant Code	***age***	***gender***	***Education degree***	***Years of experience in social programs***
Aslan	35–44	Male	Doctorate	2–3
Oguzhan	45–54	Male	Master's	2–3
Asya	25–34	Female	Doctorate	2–3
Ayse	25–34	Female	Doctorate	2–3
Can	25–34	Male	Doctorate	2–3
Burcu	25–34	Female	Master's	4–5
Hatice	45–54	Female	Doctorate	9–10
Ozlercan	35–44	Female	Doctorate	3–4
Daisy	25–34	Female	Doctorate	2–3
BeyIanik	25–34	Male	Master's	2–3
Volkan	35–44	Male	Master's	7–8
Ahmet	35–44	Male	Doctorate	2–3
Neva	35–44	Female	Doctorate	2–3
Alp	25–34	Male	Master's	2–3
Tiny	18 – 25	Male	University degree	0–1

Data collection for the research study proceeded from March until May from recruitment and screening to the completion of the final interview.

The duration of the research interviews varied greatly among the participants. While all participants were asked the same guiding interview questions, the content and quantity of their responses fluctuated. Table 4.2 provides a detailed summary of the research interviews, highlighting the differences in raw data produced by each participant.

Table 4.2: *Research interview details*

Participant Code	***Duration of the interviews (minutes & seconds)***	***Number of transcribed pages from the interviews***
Aslan	*1:32:18*	*21*
Oguzhan	*1:29:50*	*15*
Asya	*2:10:36*	*21*
Ayse	*2:13:35*	*21*
Can	*1:36:33*	*15*
Burcu	*1:36:28*	*17*
Hatice	*2:20:15*	*22*
Ozlercan	*2:02:35*	*14*
Daisy	*2:26:41*	*18*
BeyIanik	*2:22:25*	*17*
Volkan	*2:33:09*	*21*
Ahmet	*2:06:47*	*21*
Neva	*2:03:33*	*18*
Alp	*2:50:48*	*17*
Tiny	*1:46:01*	*20*

4.1.3. Pilot study tested

The interview form was presented and discussed with academics doing qualitative research, and expert feedback was requested. The first pilot interview for the qualitative study was conducted with an academician expert on qualitative research, and based on the expert's comments, the interview form was completed and prepared for data collection. Appendix B contains the semi-structured interview form with all of the interview questions. The pilot research did not include a comprehensive qualitative coding analysis; rather, it focused on the manual coding of word and phrase patterns. The purpose of the pilot was to test if the questions were constructed appropriately and elicited appropriate replies. While a complete coding analysis was not performed on the pilot participant data, a number of surprising patterns did emerge.

4.1.4. Research methodology applied to the data analysis

The audio files were recorded using an application software called VoiceDocs. Two different devices, the phone, and the tablet were used in order to prevent any loss of data, while the interview took place notes regarding expression and thoughts were taken and were written in the qualitative journal**.** The interviews were manually transcribed, written texts were

reviewed and any error made in the transcription process was corrected, and the face and body expressions were written manually. Each audio file was coded with names that the participant chose for themselves such as Aslan, Asya…..Tiny, which was used instead of identity information in order to protect the identity of the participants. The transcriptions were analyzed for the emergence of common themes and patterns in interviewees' perceptions of the benefits and challenges of antibullying social marketing campaigns.

The transcribed recordings were coded by using NVivo Pro 12. Each interview was examined immediately and then again after all had been finished. Data were examined using thematic analysis, this technique includes "searching across a data set, to find repeated patterns of meaning" (Braun & Clarke, 2006 p:15). The researcher captured significant words and phrases using NVivo nodes and maps to generate themes, and the first step was to find similar concerns or statements to form categories (Creswell, 2007). This procedure resulted in a number of first rough classifications which were subsequently improved, and then these categories were separated into themes and sub-themes and added separate "interaction" categories where the themes and sub-themes interacted, and the type of relationship between them was defined. Braun and Clark (2006) highlight the two levels at which thematic analysis may be utilized to find themes: at a semantic level, which investigates explicit meanings; or at a latent level which interprets those meanings. The researcher analyzed the qualitative data at both the semantic and latent levels and evaluated the participant's stories and the results in light of the current research. After the first round of analysis, the interview audio files were revisited to identify speech clues. These annotations were included in the transcripts for use with the textual material, as supporting or discontinuing evidence for themes.

In order to answer the study questions, participants were given open-ended questions. The transcriptions were evaluated and the development of similar themes and patterns on interviewees' perspectives regarding the advantages and limitations of antibullying social marketing campaigns emerged. The computer-assisted qualitative data analysis program NVivo was used to evaluate the data, applying six strategies (a) word frequencies, (b) text retrieval, (c) inquiry by example, (d) code frequency, (e) coding co-occurrence, and (f) code retrieval (O'Kane et al., 2021). During the study, the major topics connected to the effectiveness of antibullying social marketing campaigns emerged: ***education antibullying program training, authority -school authority and law-rules enforcement, psychological support in school, antibullying class activities and games, involvement-intervention, awareness, and motivation to defend***.

The coding was assembled using NVivo's coding organizer to split the codes into distinct folders, giving a default orderly arrangement. In separate files, the first and second cycle codes were created. The codes were separated to facilitate merging and splitting when the codebook developed during data processing. Additionally, keeping the original codes in distinct files enabled proper codebook analysis and evolution. During the whole process of data analysis, the original codes were accessible for reexamination. To begin the data analysis procedure, fundamental NVivo functionalities were used. The text search option in NVivo was designed to swiftly locate certain words or phrases. This function simplified the process of data analysis by facilitating the recall and retrieval of text from raw data. The word frequency function was also utilized to identify keywords in the raw data in order to extract any useful information for inclusion in the codebook. After the first and second coding cycles were finished, the sophisticated capabilities of NVivo were employed to examine the data further. The crosstab query tool was used to evaluate the interrelationship between certain codes, characteristics, sentiment, and code connections. The visuals of NVivo were utilized to construct a cluster analysis of the data to highlight the similarities or differences between codes, and this function was used to assist in codebook consolidation.

During data analysis, NVivo's memos, annotations, and see-also links were utilized to organize and categorize the researcher's notes. Memos included the researcher's own comments, impressions, insights, and ideas throughout data analysis. The NVivo memos were also connected to the code matching the memo's content. During data analysis, annotations were utilized as a digital note attached to highlighted text in the raw data to flag things for follow-up or make comments on points requiring more clarification or support. See-also connections were used to connect highlighted text blocks from one participant's raw data to those of another. These were utilized to make linkages between statements, attitudes, or feelings that were similar.

4.1.4.1. *First cycle coding*

As stated previously, the Coding Manual for Qualitative Researchers by Saldaña, (2021) was utilized to select and implement coding strategies for the data analysis. The coding manual was used to guarantee precise coding of the raw data and to give a framework for a more in-depth examination. Several coding techniques were applied to the raw data during the first cycle of coding: (a) descriptive coding, (b) provisional coding, (c) in vivo coding, (d) attribute coding, (e) emotion coding, (f) concept coding, (g) values coding, (h) simultaneous coding, and subcoding. Descriptive coding relates to large themes in the raw textual data, which

are often identified by notable nouns (Saldaña, 2021). Because descriptive coding signifies a cursory overview, it was used in moderation to stimulate the in-depth application of coding methodologies, which results in greater meaning creation. In vivo coding refers to a word or brief phrase in the text that is identified as the coding category (Saldaña, 2021). Simplified in vivo coding involves labeling a code with the participant's exact words. In vivo coding was utilized to identify categories that were better labeled using the participant's own words due to their greater context and significance. Attribute coding refers to the coding of data according to a given demographic point (Saldaña, 2021). Using attribute coding and NVivo's sophisticated query tools, noteworthy locations in the raw data for patterns of interrelationship were identified. Within the raw data, concept coding identifies intangible concepts or states of being. Emotion coding is an emotional coding approach that identifies emotions experienced in vivo during the interview that are either inferred by the researcher or explicitly remembered by the participant (Saldaña, 2021). Both methods of emotion coding were used for the raw data during analysis. When assessing the participants' values, attitudes, and beliefs, which form the core aspects of who they are and how they perceive the world, values coding is used (Saldaña, 2021). Value codes were utilized while examining the sections of the data dealing with ethical problems and culture-related issues. When it is evident that the data include many meanings, simultaneous coding techniques are employed for a single segment of text. This coding approach was used to raw data that retained descriptive and inferentially relevant information behind the surface context (Saldaña, 2021).



Figure 4.1: *First Cycle Coding*

4.1.4.2. *Second cycle coding*

Several additional coding techniques were applied to the raw data during the second cycle of coding: (a) subcoding, (b) focused coding, (c) pattern coding, and (d) axial coding. Subcoding is a secondary categorization applied underneath a main code in order to broaden the category (Saldaña, 2021). During the second cycle of coding, subcoding was applied to broad coding categories in order to divide major codes into smaller subsections. It became apparent that the basic code included distinct meanings. Focused coding selects the most important and common codes from the first cycle of coding and attempts to categorize them into meaningful groups. To achieve this coding application, the tree diagram feature of NVivo was used in the codebook to build prominent groups and subcategories. Pattern coding is a method for grouping independent codes to create meaningful information units (Saldaña, 2021). The sophisticated query features of NVivo were utilized in conjunction with pattern coding to examine the links between the coded data in order to reveal higher-level interpretations. Last but not least, axial coding was used to strengthen the codebook by consolidating or connecting related codes, removing duplicates, and emphasizing the most prevalent, representative codes to build overarching themes in the data (Saldaña, 2021). The idea mapping function of NVivo visualized the axial coding procedure, making it easy to highlight the links between codes and discover significant categories and subcategories.

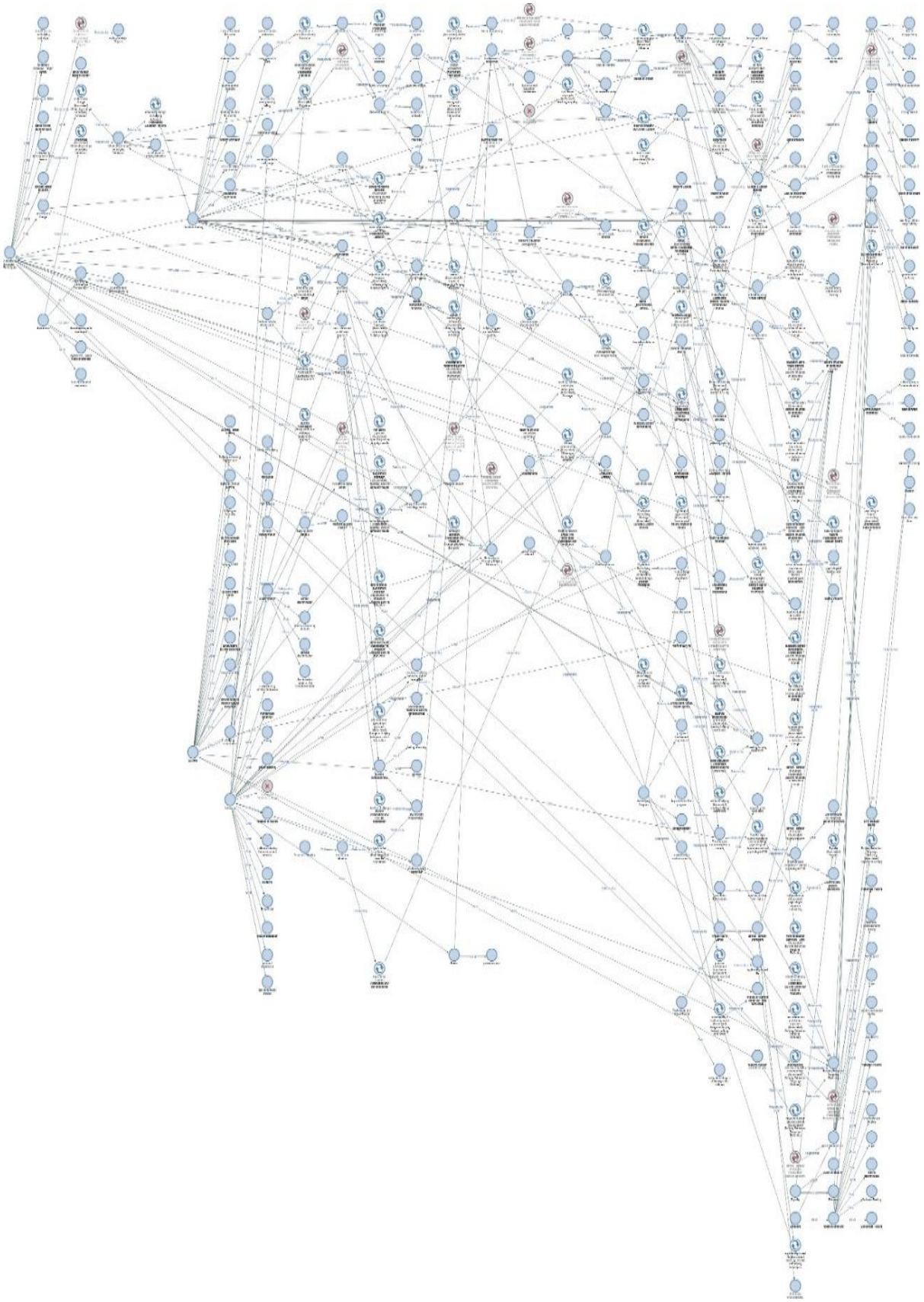

Figure 4.2: *Second Cycle Coding*

4.1.5. Presentation of data and results of the analysis

The results of this qualitative research study provide answers to the following research question:

What are the main antibullying insights to be used in antibullying social marketing programs?

In response to the limited perspectives of antibullying insights, the researcher believed that a better understanding of antibullying insights was necessary. The purpose of this generic qualitative inquiry was to explore and understand the perceptions of the members of social organizations that worked closely on social programs for children and youth. The purpose of this study was to identify effective antibullying insights, not to prove the effectiveness of already documented strategies, making qualitative research a better choice for this part of the research. Qualitative methods allow for the exploration of personal experiences in a manner that quantitative methods cannot match (Anyan, 2013). In order to find new hypotheses and insights into antibullying programs, qualitative approaches are more useful than quantitative ones, according to the research topic (Anyan, 2013; McCusker & Gunaydin, 2015). The themes formed from the collected data function as the categorical response to the answer to the qualitative research question. In order to answer the research question, it is necessary to present the data in a manner that makes it realistic, accessible, and understandable to the reader (Patton, 2002; Saldaña, 2011; Fitzpatrick, 2019). Deep, comprehensive descriptions assist in this effort by giving the reader information in both quantity and quality, respectively. Rich data gives the dimensional, detailed, and complex characteristics that define the research, while dense data offers a significant amount to confirm the conclusions (Miles, Huberman, & Saldaña, 2014; Fusch & Ness, 2015). The reader may better understand the participants' viewpoints, experiences, and complicated reality by providing a thorough, comprehensive description. Throughout this study, it was crucial to keep the participants' ability to speak their truth freely. Quotes from the participants' viewpoints serve to highlight themes and reflect the dynamic complexity of the study issue. The viewpoints of the participants are summarized in the parts that follow. Figure 4.3 gives a quick overview of the most frequently used, notable terms in the raw textual data before diving into the detailed explanation of the study data (Bazeley & Jackson, 2013). This figure summary helps the reader get a sense of the participants' points of view and gives an overview of the subjects that received the most attention throughout the discussion. The emerging themes may not necessarily be reflected in rank order of relevance in this overview, despite the fact that it offers a clear frequency description.

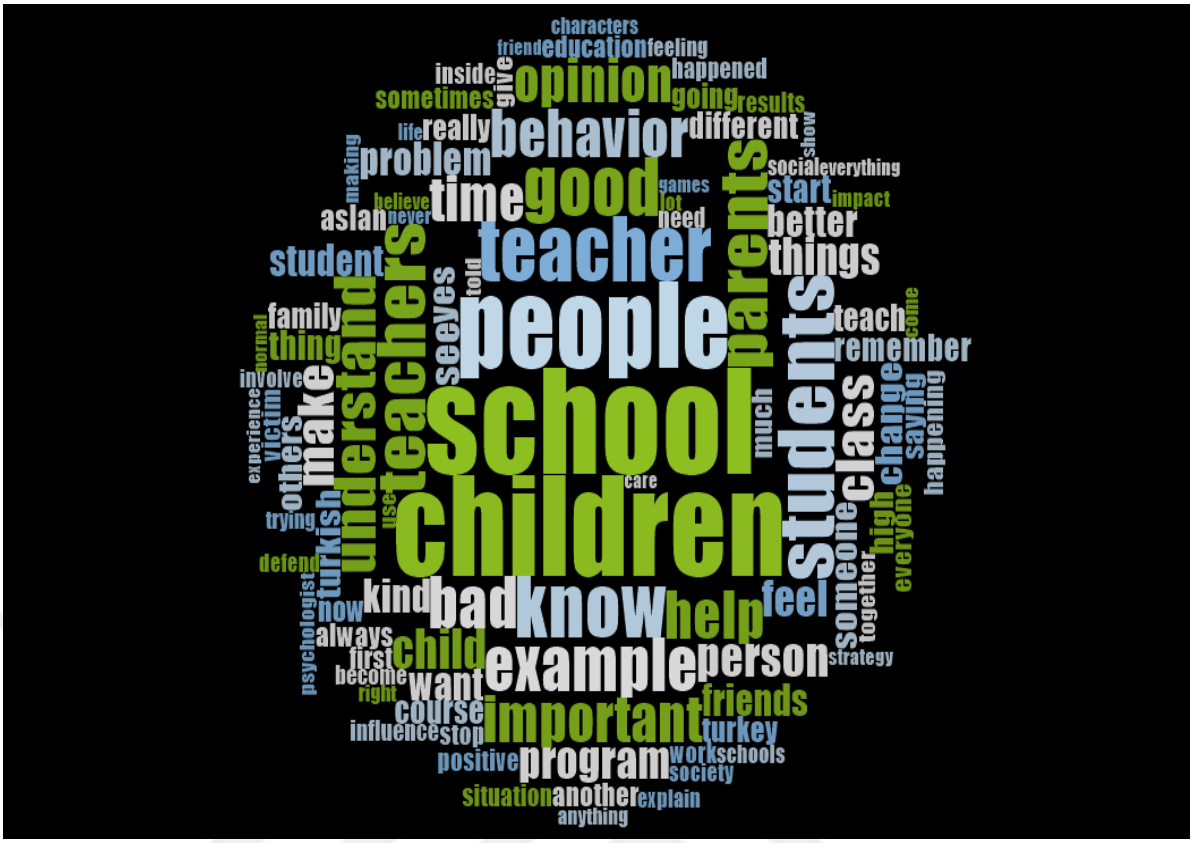

Figure 4.3 *Frequency of Words Used by Participants During Interview*

The purpose of the qualitative study was to establish the importance of consumer insights on social marketing antibullying programs. Several key themes emerged.

- Education training on antibullying programs
- Antibullying strategies and techniques
- Psychological departments in schools
- Awareness
- Involvement and intervention in antibullying programs
- Motivation to participate and defend the victims.
- Authority and law- rules enforcement

The interview consists of three parts. The first part consists of six questions involving the knowledge of participants about antibullying programs. In this section, the participants reveal their experience in working on social programs designed for children and reveal their thoughts about the awareness towards antibullying programs. The second consists of nine sets of questions about the participants' attitudes toward bullying, and the third examines the insights found on the previous antibullying programs. The main purpose is to obtain the data necessary for the developing scale to measure the impact of consumer insights on social marketing antibullying programs**.**

The parts that follow provide the opinions, thoughts, feelings, and personal experiences of the research participants in the sequence in which they performed their interviews, and the text is provided exactly how the participants say it, without any alteration. The purpose of this section is to produce a portion of the above-mentioned dense description.

4.1.5.1. *Part 1 information about antibullying programs implementation in Turkey*

In this section, the participants discuss their experience working on social programs for children and their perspectives on antibullying programs awareness. They were asked about their knowledge about antibullying campaigns and also the level of implementation in Turkey. From 15 participants only 4 participants who studies abroad in USA and UK, had knowledge about antibullying programs implementation in the school. None of them had knowledge about antibullying programs implementation in Turkey.

"Aslan: When I was studying in America, I hear about campaigns like this.

Oguzhan |: it was about 10 years ago when I heard a lot of things about this bullying staff and campaign. I used to live in London and there are 62 nationalities, and they all were bullied by some people, and I was just one of them.

Asya: It is not an anti-bullying campaign but is something quite similar. I worked in a company, in organization…. called "-25", and there accepting that the people less than 25 years old there are child still. So, they are supporting them to explain about sexual behavior aggression and violence.

Burcu: A lot of times I witness Bullying at school and at university, all my life I saw this kind of behavior. And as a woman, I saw it and I experience it on the street, but I never heard about campaign made to stop this aggression, this bullying. In Turkey we don't have this campaign in the schools, and I know this, because I'm going to internships at schools, and I never heard or had any information about this anti-bullying campaigns.

Ayse: In Turkey bullying concept is not so clear and that's why I didn't heard about it, I didn't join anti-bullying campaign. And like me are the majority of Turkish people. I think just a small percentage they have any clue what bullying means.

Can: Anti-bullying campaigns, no. I did not hear before, but I know that there are some private schools which they are bullying the poor students which have scholarship.

Burcu: In Turkey we don't have this campaign in the schools, and I know this, because I'm going to internships at schools, and I never heard or had any information about this anti-bullying campaigns.

Ahmet: I am aware of the bullying, but I am not aware of anti-bullying campaigns. Normally I face and I see this kind of problems in the society, normally here in Turkey, girls are facing more this kind of problems, because we are "ataerkil" society, patriarchal society, male-dominated society. That's why, mostly the female group are bullied, as far as I see.

Neva: In Turkey, I have never heard of anti-bullying campaign in school or anywhere else.

Alp: About anti-bullying campaigns, no I didn't. I never thought that they could have this antibullying campaigns. They are just like closing eyes and is just happening, normally, is just how the society works…so anti-bullying campaigns, fighting against anti-bullying is not the main problem.

Tiny: From what I can relate with the presentation that you just made, I can say, that in my high school I had some teachers which they were close with us, and they were getting involve, to solve order to advise about some problems that we were having. But this was not part of the anti-bullying campaign, which is my first time that I'm hearing about it. It is my first time that I'm hearing about anti-bullying campaigns."

4.1.5.2. *Part 2 Witnessing bullying behavior and being bullied*

The second section of the interviews consist of nine sets of questions about the participants' attitude toward bullying (see Appendix B). Participants revealed their past and new experiences from school and from day-to-day life, related to bullying, and even a lot of years past from the bullying events, they were remembering with great detail how it happened, what they felt, and even the names of their bullies.

oguzhan*: Oooo…. How many times…. Many times. …I had a slap from my teacher, and she slap me two times when I was just a kid, I was 11 years old. And it was so normal in this country to abuse the kids and even in the University, and I remember one of my university teachers was shouting at me … kick me out from the class. But in Turkey some of the rules are getting better, but I can say I was bullied in the past by the teacher, and my boss, and my colleagues as well. It was so normal…*

oguzhan*: Yes. I was in the college and my nickname was Arab, because of my skin color. And I hated that because I knew I was not. I am Turkish. And my neighbors, my friends, even my teachers were calling me Arab, and I hate them all….. in the university I had a longhair, and the bullying start changing, it was a nightmare for me, many of my friends and people on the street they were calling me "hey lady"," are you a gay". And it was so*

bloody normal, and even my dad was saying to me that "i hate your hair, you seem like a girl to me"

***Asya**: Yes. It was happening occasionally, but it was happening, and I saw it…I was feeling bad, really bad and I always try to do something, I tried to explain do them that they have to stop but nothing happened, and sometimes I was going to my teacher or my mom to explain this kind of things…*

….. they were telling me insect; it was not a good nickname…. And I was saying stop stop stop…

***Ayse**: Actually, I think I lived in a peaceful environment because I don't remember any teasing or any type of violence in my school time. Of course, like any other children, we were making fun with each other, but in a playful way, and no one was getting upset, we were always equal. And this is not bullying as you explain.*

***Can**: Yes, they were bullying. I remember when I was on my high school, I choose a class that could fit to my communication skills and in that class, it was a boy named Berkay which bullied everyone in the class. He was very aggressive and because his parents were powerful and rich, no one from the teacher or staff member could do anything to him.*

∞ *Can you remember what he was doing, how he was bullying the student?*

This boy was very bad and not only with our classmate but also with other students from the school. He was offending us every day telling us that we are poor, and all the bad things that he was thinking, picking fights with us, hitting student without any reason, taking our staff, and throwing it on the floor, hitting the girls or pulling their hair.

……. He was calling me "Sirtlan"(hyena) which is an animal. He was kidding with me but offending me at the same time. I was not liking this nickname because was not something good, or something that I could like. And also, this animal has a bad meaning for the Turkish people.

…. I did not have any safe feeling. I was just going to school, listening to the class, and come back to my home. I never had safe at school, especially that this could was situated in a problematic area. It was a little bit far from the city center and we had to use bus to go there.

***Burcu**: Yes, a lot. Every time I am going to this internship, I witness this type of behavior. If you will not see them fighting each other, you will hear them saying bad stuff, and sometimes even me, I am getting shocked from what I'm hearing. They are screaming on the corridors, and everyone could hear them.*

.... They were telling me bad things, insulting me, sometimes kicking me. But for us it was something normal, because this was happening every day, and with all of us. It was not the specific victim that everyone bullied her. I was also saying mean staff to the other children from the class, I was not hitting them, but I was always trying to fight back if someone made something to me.

..... Of course, I didn't want and for a long period of time I was alone because my friends didn't want to speak with me anymore ..... It was such a hard time, and I remember that I didn't want to go to school anymore, because I didn't want to meet them.

.... even teachers they are making these bullying acts. Sometimes even teachers are bullying the children. And when they are on the breaks time, I didn't see the teachers watching over them, so they can do whatever they want. I witness, in the class time, teachers bullying their students, calling them stupid, because they couldn't solve the problem. If a student cannot solve a problem, some teachers will say very bad things to him, such as "you are stupid, why you are not using your brain?", And after these children, they do not want to make anything.

***Ozlercan**: Yes. I remember that all will stage of the school. I was bullied, starting from the primary until the very end. I always had to deal with being bullied by others because I was different. And one other reason I think it was that I was moving from school to school because of my parents' job. I was always the new one. I remember when I was five or six years old, my parents were teachers in a school from a small village. My social cultural level was different from the children in that school. I was the child of the teachers. I remember that children they were not speaking with me, they were excluding me from all of their games, and they were telling me that I am arrogant. Of course, I was not arrogant, but the fact that I was more looked after, they were having this impression about me. Even the fact that I was having a haircut and they didn't, was making them be bad with me… And because I didn't like the situation, and I wanted to be part of the group, I had to do something, and I did. I start giving to them, chocolates and small gifts, and this strategy worked. … But it is made a trauma to me, and I always try to use the strategy to get friends. I was thinking that if I am not giving gifts no one would want to be my friend, that they were not like me. I always wanted to feel connected and the love, by the people…..Yes, I remember that I went to my mom to tell her what happened and that I was sad because of the way that the children treated me, but she treated me as my teacher, saying that she doesn't accept any complaints. She just said to me that she doesn't want to hear any complaints. I tried to speak with my father, and he told me*

the same. So, after this I stop complaining to them, keeping all these bad feelings inside, and I think is affecting me than and it's continuing to affect me now.

***Daisy**: Yes. It was happening too much, especially between the boys.*

….Yes. Actually, when I read the questions, I remember some past experiences. I was the victim of the bullying at school. There was a girl in my class, and she always was pushing me. Every time she would have seen me, she would have done something bad to me. Every day this was happening, and I was going home with scars on my knees. I remember asking her why she is hitting me, and most of the times she ignored me, or she was saying that it happened by mistake. I remember that I always crying…..I didn't go to my teacher; I don't know why I didn't want to say to her. Maybe I didn't want to be seen as a person which complaints. But I remember that I spoke with my mom, and I told her what happened in the school. She told me that is something normal between children.

…..I remember one time; the teacher come to me and help me to clean my knees. I told what happened but there was no reaction. He didn't say anything to the girls which was bullying me. Maybe he was thinking that is something normal between the children.

∞ *Can you remember what you felt when you didn't see any reaction? Do you wish that his reaction would be a different one?*

Of course, I wish that time to be different; My teacher to have a reaction, to protect me, and you feel safe at school. Maybe just the simple conversation with my colleague, or just warned her, or just to say to her that is not nice what she's doing, it would have made me feel much better, much confident to defend myself for the next times that this would have happened.

***Beyyanik**: Yes, many times. I saw many times how students bullied others.*

Yes. Actually yes. When I was at school, inside my class, I used to have friends , which they were making fun with me, and that other children which use to beat me, and doing to me all these things that you describe to me on the beginning. They were trying to harm me, but that time I didn't care to much of these things, and I think because of this didn't affect me. Because is very common in Turkey to get beaten, or other children to make fun with you. And it was not just me which they were making fun or getting hit, all the children pass through these situations. …. they were putting me names, calling me kasar, which is a type of cheese….

Yes, I will give you an example about one of my professors from high school. He was the professor of physics. He was teaching us physics, and he created nicknames for every student from the class. But these nicknames were weird and hurtful for us. And I think when

you put these nicknames to someone and start calling them by these names you are going to hurt them. And he was telling other classes our nicknames, and of course that student from the other classes they were having nicknames too. I am very sure that no student liked the nickname that he put, because they were weird and bad, but no one said something because he was our teacher and we need to respect him, and we just kept studying with him, and we finish our high school….Yes, I will give you an example about one of my professors from high school. He was the professor of physics. He was teaching us physics, and he created nicknames for every student from the class. But these nicknames were weird and hurtful for us. And I think when you put these nicknames to someone and start calling them by these names you are going to hurt them. And he was telling other classes our nicknames, and of course that student from the other classes they were having nicknames too. I am very sure that no student liked the nickname that he put, because they were weird and bad, but no one said something because he was our teacher and we need to respect him, and we just kept studying with him, and we finish our high school.

.....I remember right now, one experience from my high school. We had one friend, his name is Onur… And my friend, he was beaten by this guy, and after he told to his family what happened, and his family hired a lawyer and they spoke with the staff member of the school, but nothing happened, they didn't care, and in the end of our friend moved to another school. I remember like this. This event happened in the school, he went, and he spoke with the family, they open a lawsuit, but nothing happened.

But did you ever seen your teachers intervene to calm a conflict?

No. I didn't see this kind of things in my high school.

***Volkan**: Of course.*

Can you give me an example, from the things that you remember?

I told you when I was small, I was living in Kayseri, and we move to a place, which was not very near to the city center. It was kind of suburbs, with small houses, all kind of people, immigrants too. So, in that part there was a guy, and I was mostly eleven or twelve years old,…I remember very well, he had some boots with this protection iron part, and he was hitting other children, just because he likes it. He was going and he was saying "you see how good my boot is, it has iron inside "and he was hitting the kids. And after he was asking them "does it hurt. Does it hurt". In this case they couldn't do anything against him, because he had big brothers, a really bad guy. And if someone would have dare to do something to him, would gonna have a big problem. And in this situation, you're a small child then you

cannot defend yourself. It is exactly that time that you are creating your personality, self-confidence.

Did you ask for help?

No. I didn't ask. I didn't say to anyone. Not to my parents, not to anyone.

Why didn't you ask for help?

….. Because after for a while, Children they can make fun with you, they emotional part of bullying. For example, they could say "he couldn't defend himself, and he called his mother or brother, etc.". And this is another type of bullying too. It's a chain…..

Can you tell me in your class, your colleagues were trying to bully other classmates?

Yes, of course, they were. First, it was starting with the words bullying, and when they were saying that they can come on to that person, they can see that they are enjoying it, and there is no reaction, or at least they are not afraid that the other person which is getting bullied, will not to be over him, on power way. Then they see that" okay. I can enjoy it as much as I can, because I won't be hurt because of him", and after they were acting physically. The process was always starting with the emotional bullying. You know, like hands jokes and bla, bla… Hitting in a way.

…..Call me names I don't remember, but the rumors about me…So, this was affecting you?

Yes of course.

***Ahmet**: Of course. This is very normal here. For example, one of my friends was short, and all the class was making fun of him. He was feeling bad, of course, and all the time warranted us, not to laugh anymore, but no one listened to him. They didn't care, it was just normal.*

– *Did you ever ask for help from the teachers?*

No. (Laughing). If you go to the teacher to complain about the person or a situation, it means that they will exclude you, or they were ignoring you. When you are in a group of persons, you have to accept that bullying, but if you don't want to accept it, you need to face the exclusion.

…..I cannot say that I was bullied. Maybe because my grades, were a little bit higher than the rest of the class, and my colleagues respected me.

Do you tell me that this is the criteria that one child is respected inside the school?

Yes. One of the criteria's. The others, if your father is in a good position (laughing. It is normal here. Maybe if you are rich, and that's also normal. If you are successful and

clever one. Most probably the persons which are fitting these criteria will not get bullied. And also, if you have a good friend group.

……Once in my primary school we were playing catch and hide, and I was just trying to catch my friend, but that time the principle of the school just called me and told me "why you are running "and just slap me. That's it. On the times it was really easy to beat a student. My teachers beat me more than ten times, maybe, in my primary school. And for that times, it was normal for them to beat the children.

***Neva** : Yes, I saw it A lot of times and it happened to me too. When I was in the secondary school, before the high school, nobody was talking with me, from my class, they were going to play in the garden, but they never called me to go with them.*

- *What was the reason you think?*
- *I really don't know because no one spoke with me, and no one told me why they were not wanting me around them. I always thought what the reason could be, but I never get any answers. I was always staying alone on the class on the breaks. It was really painful because I was always asking myself, why no one wants to talk with me, why I am like this always, alone.*

***Alp**: Mostly it is happening in the primary school, because on that age you feel…you don't know what is good and what is wrong. And in the primary school, I can say that I experience literally the bullying…. They were telling me that I am girly, that I am feminine. And in primary school is just happened a lot. They were telling me a lot of bad stuff, that I am not a boy. I am a girl; they were calling for me with my name and after girl…It was mostly one big bully and his group. That popular guy. He had his own group, and they were bullying the rest*

- *how he was this person? From where you think he learned how to bully? He's family, maybe.*

He was older than us, he was repeating the class. He just transfers from another city, and this came to our school. He was the main guy which was bullying the others. He was not super bad with me, I mean he was bad sometimes, but he was bullying Most of the people. A lot of children complain about him, and he was going to the principal office weekly. And the reason that he turns to our school was because he made problem in the school that he was before.

- *What you know about his family? His parents? Did you ever see them come to school, trying to solve the sons' problems?*

His parents were separated. He was coming from Istanbul, and his father stayed in Istanbul, and he was living with the mom. Maybe the parents thought that if he comes to a smaller city, he will create less problems, and maybe be successful at school, because we knew that he already failed some classes. But he stayed with us, just for one year, and after he had to be transfer to another school. He couldn't be controlled, and he couldn't behave nice with other people. He was the stereotype of the bully.

....We were having teachers which were bullying us constantly and for children which are more sensitive This is a breakpoint.

– *What kind of bullying? Can you give me an example?*

Yes. My math teacher, he was really good at his job, but even so, there were moments that I didn't want to get inside his class. I wanted to quit math if possible. I was really afraid. He was literally offending us, saying to us very bad words "you are useless, you are stupid"

– *no one went to complain about his behavior?*

Yes of course, a lot of people went and complained, but school accepted him like that, because he was very good on his job. I remember that one time he slapped a student, which is the worst thing that could happened to you in the school.

***Tiny**: Yes of course. In the primary school, in my class, we had twin brothers, the first one was Mustafa and the second one was Ramazan. Mustafa was always rude, and with the bad behavior ... Me and my classmates, witness a lot of time how Mustafa was bullying his brother, sometimes for no reason at all... I felt sorry for my friend Ramazan, because he didn't have a good brother, and especially that I have brothers to, and they were always treating me good. This Mustafa was a problematic student, he was always trying to make something bad to us, and for him didn't matter who it was, even he own brother, was getting bitten.*

……It was not like the nickname. But you know that my real name starts with R, and I am the person which cannot spell this letter, and in my childhood, this was more strong, I couldn't say this letter, and the names that they were starting with this letter I was saying it incorrectly. And of course, that everyone was making fun with me. On the beginning. I remember that it affected me badly, because I was feeling bad, I was asking myself why I cannot spell this letter, what is wrong with me, I am not strong like others, and I was feeling bad

***Hatice**: In your opinion the teachers are willing to help, to stop the conflict?*

Most of the teachers are not aware. In order to be aware, they need to be close to the students, but when it comes to the University level, the University teachers they are not so close with the students. Most of the time they just come and go…..Most of my students if they have problems, even with the girlfriends, they come and talk. And if they have psychological needs as well. I remember spending time in the hospital with some of them. If my students inform me about their problem, physical or psychological, I tried to be there, of course. And most of them they are telling me, because we have an open relationship, friendly relationship. I am trying to make clear that I am not just the academic advisor, academic "danisman", I am advisor for their career, for the life……Because this is a human relationship, they are not just names on a piece of paper or file on the computer, they are human beings, they have names, and personality, they have lives and struggles, and they are teenagers which are trying to make their life better and I am there is advisor and if I can do something better, I will do it. I would feel terrible if I will not.

….I try to share what I know and they learn from what they know, and this become an exciting experience and this it makes the time valuable, otherwise is a waste of time…. And if you make it clear that "I don't know everything, but I know something, and I am here to share it with you guys, but I know how to learn because I spent time learning this, I'm fifty-two and you are twenty-two, so let's share what I learned in 30 years, and if you know something, share it with me, let's work together. This is the joy of learning! Why waste three hours together just to pretend instead enjoy it"

Ozlercan:

Yes of course. Teachers should observe more the children, and they should have special psychological training. This could be useful for the children, and like this they could receive help when is needed.

– *In your opinion, how we can train the teachers?*

I think they should learn all the possible stories, and after that, showing them the solution that should be applied. For example, teach them that this could happen, this could happen… Show them videos, documentaries, because they cannot imagine everything that could happen, and they have to be prepared. To learn by the power of example. A lot of children they get mental problem, committing suicide because they are not getting help from the adults. Or they start using drugs to deal with their problems. The children need a role model.

4.1.5.3. *Part 3 Discussing the antibullying insights*

CI 1: Antibullying vests.

The first antibullying insight being discussed was the antibullying vests. Antibullying vests are simple vests with the antibullying sign sticked on the back of the vest. Supervising teachers are wearing the antibullying vest while supervising the school yard on playtime, and the break times in the corridors and common areas. The purpose of this strategy was to raise the visibility of supervisor teachers in the schoolyard and to send a message that the school took the issue of bullying very seriously. The participants were asked to share their opinion about this insight; whether it could have an impact on Turkish schools, and if the students will perceive it positively, and start reporting the bullying incident to supervisor teachers.

From the 15 participants, 4 of them didn't perceive the antibullying vest to have a positive impact in stopping or decreasing bullying behavior. From the part of the interview in which I ask them to tell me about their experience with bullying, I notice that the ones that experience heavy bullying were not perceiving this insight as impactful. 11 participants believed that this insight could bring short and long positive effects but also, they raise some concern about the level of implication of the teachers involved in the antibullying programs and also the fact that in their belief a big majority of the population don't have information about bullying, the consequences and that the concept of bullying need to define for Turkish population.

***Aslan**: It is not gonna happen for sure… In our culture it is not possible, because if he goes to say something to the teacher, he would be more trouble. Even he is right to go to the teacher, that other people will not trust him anymore, he would be like "**alarm person**", "this one he's going to say to the teacher immediately", so he will be excluded more from the group, and all the others.*

….But this is how the parents and teachers has to solve it, in special meetings, the parent meetings, teachers has to give them trust to tell your children that if something happens come to me and I will not tell anyone, and I will solve it with him. And like this the parents are telling their children to trust the teacher, and" if something happens in the class directly go to your teacher or the manager and explain what happened, all you can explain to us and we will explain to the teacher, and he would not tell anyone". So, in this way he will get some trust.

***Oguzhan**: My teacher they were wearing the white robe. Let's say that the color is okay, white… You know is pure and staff…But the thing is the uniform, I don't know the impact on the kids' brain to the uniform, how did kids see the teacher like Angel, I don't know. But*

doesn't matter, I think. My sister is teacher as well, and I think the teacher shouldn't be wearing white robe, you know… uniform, they should be free, because let's say they are role model… And I think this is one of the most important things the kids to like the teacher, she has to wear nicely because they are the kids role model, and she can wear the good way, colorful way, and showing to the kids world some colorful way not just white, the teacher should feel free, it shouldn't be no rule, because this is the life we are not robots, we are not computer. And if she feels herself bad, she can wear bad, showing the children that it's okay to have a bad day you don't have to be perfect every day. - So, you think that these vests could not have any effect? - No way...Look dear… Because I had the uniform, a black uniform, and I hated it. It was about 30 years ago when I was going to the primary school our uniform was black and they had to wear it, and I hated that color and everyone was wearing that stuff, and they were saying that this is the perfect way to show the kids that they are equal, there is no difference between us. And as a student I was seeing it, knowing them which one is rich and which one is poor, and which one is eating in the lunchtime and which one doesn't have money, we knew already… We didn't care about the uniform.

….I hated the uniforms and I hate people which are wearing uniforms, and people which are talking about uniforms and saying that they are proud of their uniform. I hate all kind of uniforms, even the soldier uniform as well.

***Asya**: For sure it could work in Turkey too; children could understand better. -other participants told me that in Turkey teachers are wearing a white jacket…Yes, like a doctor(laughing). - Which one do you think could have more impact on the children behavior? - I was always thinking, why they should wear something, they could just come in their normal clothes. (laughing) but this vest I think it could work because if someone wants to bully, they will stop because they will see that teachers and they will stop….*

***Ayse**: I think it could be helpful because Turkish people they have this mentality that, they don't want to show their bad part to other people. Turkish people don't like to respond for the consequences of their acts, so if they do something wrong, and they know when they are doing it, they don't like to be punished or warned, especially in public. It's a shame for them. Wearing a specific think, in this case a vest, could make them remember and maybe became more aware that if they are doing a bad think they would be seen and punished. Since we are child, we are raised to be perfect, and this means that we should not do bad things to break our perfectness…(laughing). And, Turkish society, it is giving rules for girls and boys how to be perfect.*

....the education is important, and, in my opinion, I think 75% is related with the education and the rest is related with the moms' character. A mother could have a bad character, even she is highly educated, so automatically these characteristics will be taught by her children. Everything starting with self-knowledge. .... What I understood from my mom was that children which are raised with love, they will become good human beings.

Can: *Yes, may work. I will give you an example, in the prisons there are guardians which they are surveilling the place so the prisoners they cannot fight each other because they know if they will do it, they will have problem. I know that prison and schools are different institutions, but sometimes they feel the same. -Do you think that if your teacher would have worn the vest the bullying at your school would have been less? - Yes. If that's teacher which is wearing the vest would have shown his authority for sure student would have been afraid to make something that inside the school. In my time student they were not afraid of their teacher, they were not afraid of anyone.*

Burcu: *From my point of view, it could work, mostly with small children. Because smaller children they are always checking to see where the teacher is. They know, if the teacher is around, they have to behave nice, and I think by seeing that sign, they will try to behave much nicer, and maybe seeing it all the time they will understand that they should not hit each other. For example, sometimes when I am at school and if two children are fighting and I am going there to intervene, they start behaving very nice, like nothing happened, because they are afraid that they will get the punishment.*

Hatice*: Yes of course. But what I'm saying is…. It is important to define here in Turkey what is bullying and what is not. With this we should start from the very beginning... I am saying that the emotional harm in Sweden could be different by the emotional harm in Turkey… Forget of the starting point, look at the result.. What will be the behaviors that you would discuss about? There is a set of behavior or are you going to set on the feelings. And after you would ask what is the behavior that caused these feelings….The physical bullying is easy to define, because physical bullying is very obvious. We cannot punish people; we cannot hurt people this is an obvious bullying. But when it comes to the nonphysical one is a different story. This is what I'm saying.*

Ozlercan*: No. I don't think so. Because when the threat disappears the bullying will go on. They will not fear, and you they will continuing bullying. I don't think that this bullying is a choice. You choose to do it or not. It's like a hunger.*

- Do you think that this vest could change their behavior or not?- Yes. It's like police. You know when you see police, you start behaving better, but when they are gone, you do the

same thing as before. So many people are hiding their instincts just because they know they are being watched. Maybe it would work for some people. For example, when they see the police they will stop, they get scared, and they will hide it. Maybe for some bullies would change their behavior, but this strategy, it is not for long-term.

Daisy: *I think that this technique could have a positive impact on the Turkish schools, because in this way, the teachers would become more visible, and the children will know that they are supervised. The bullies will control themselves, knowing that the teacher is there, and the one which are bullied they will feel safer, and maybe knowing that the teachers are there, if something would have happened, they will go and ask for help. I think, with this technique, they will understand that the teachers they have some authority over them.*

Beyyanik*: Actually, I think this depends on the personality of the children. As you said, in the student had the trauma before, from his family or his life, maybe will not care at all, and when he gets lessons or training on the subject. That's child is psychologically traumatized, and he would think that" my father and my mother, they are beating me, and I need to beat another people". I think the vest, it will affect for sure, on the students, especially if it is backed up with the education and the training, but I cannot say that it will be 100% successful.*

Volkan: *It could be a good solution, to start at least, because the more they see it, the more will be able to recognize it. … But there is another important thinking on this level. We have a problem with sustainability, after a while, if they will stop doing it… It should to be applied for a while to show that this is taking seriously, that is not gonna make any compromise, because the main point is also, for example, when people are doing something bad, and when they sense that it can be a compromise, they go back to doing it again. So, to break that thing, to have the comprehension of it, it needs to be applied for a while. People need to get used to it, to get the habit.*

…..For the Turkish population. I think first needs to be apply as a pilot project, I think, in some places, choose it wisely. Because, for example, bullying problem could be faced, mostly in the eastern and Southeast part of Turkey, because of the Kurdish problem too. The life there is harder than here, and that's why, one of the main reasons that I think it should be applied there.

Ahmet*: It Change, of course. Why? Because it's raising awareness. It will have a* ***positive effect****. -This positive effect, do you think it will be a short time for a long-time effect? - Longtime because, again, if you are aware of such phenomena, and you ask your teachers, ask your parents, and they lecture you about this topic and this it is increasing your awareness. For example, I taught my daughter, not to throw the garbage everywhere, and to throw it in*

the trash, garbage bin. And now when she sees something on the street, she is telling me "daddy look they throw the garbage on the street. That's really wrong". Just a small example. If you teach your children about this problem…. Because the children are very intelligent, and the most important persons for them are the parents, and after the teachers.

***Neva**: in my opinion this vest will make **no difference**, because if they want to do this, they will find a way to do it. Even if the teachers see and warns them "don't do this again to your friend" (funny voice), they will do it, especially because at the high school, they were hitting me with their shoulders on my shoulders in the bathroom. There is not always a teacher in the toilet. They are making this on the unseen places, areas of the school. In my case there was a girl, a fat girl, which was doing this to me, every time will be catching me on the toilet.*

***Alp: In primary and secondary school, yes**, I do think that this could have an effect over the child's behavior, but in high school, I don't think it will be super impactful. It can be, but I don't know. In the primary and in the secondary school, I think it will work, because you see the teacher as a powerful figure, and I think it will hold you back if you want to bully someone. You will hold yourself because the fear of consequences. But high school, you are a teenager that time, and you are on the top of the hormonal period, and I will see that. In the high school, the teachers they were not seen as a powerful figure, and the students really didn't care to much about what's teachers they were saying. For example, if one of the teachers was saying "don't do like that, don't behaving bad with your friend", they were just ignoring.*

***Tiny:** I think it will have a **good effect**; I don't think it could have any bad effect. This technique could prevent, and also stop the bullying, but, in my opinion, I think it depends on the teachers that they are participating. If the teachers will not want to volunteer for this action it will not work. Maybe some of them, they will not want to participate, because it needs preparation, so it needs time, and some of them will think that their time is precious, and they will refuse to participate. I am thinking like that because from my past experiences…"*

CI 2 : treating everybody equally

The second insight being discussed was about the importance of treating children equally and also teaching them to treat others with respect. When children are taught the importance of treating their classmates with respect, as well as when they are treated equally by their teachers in the classroom and the school as a whole, they have more possibilities to engage and build friendships with other classmates from their classroom and the school. The participants were asked to discuss their thoughts on whether or not they believed it was

important for children to be treated equally by their teachers while they were in the classroom and whether or not they believed this may impact the behavior of the students. In addition to that, I encouraged them to share their personal experiences that were associated with this subject.

When asked about the importance of being treated equally by teachers and whether or not this may have a beneficial impact on the students, all of them responded affirmatively when asked whether or not this insight could have a positive impact on the student's behavior. The idea of fairness was brought up for discussion, and the majority of the participants agreed that being fair is preferable than being treated equally. To illustrate this point, they shared personal examples from their own lives. In certain cases, teachers offer more attention to successful students, which has a detrimental impact on the other students; also, an example from their own experience was provided. They concluded that the school system, as well as the cultural system, were both impacting people's behaviors.

***"Aslan**: it is influencing a lot, because teachers are spending more time than the parents with the students, you are in the school for 8 hours, and when you're going home you are with your parents for just two or three hours, and after you sleep; and during the day, you see only your teacher or teachers, and it's very important how they treat you.*

*...**Only special people have to be teachers**. Not just by finishing a school and become teacher like that, they have to send special exams, like psychological and to be trained… But training is not always effective… Not everyone could be a teacher especially talented, even you train someone with knowledge.- But after every training there is an exam… And you can understand if they are trained are not…Aslan: yes, they have to pass the exams, like technical and psychological, assessment center maybe, like in the private sector they are doing, because it's very important. It's **like medical school, you have to treat it seriously**. Like "**Teaching College**"… Otherwise everyone becomes teacher and is not fitting, you know, they don't know how to react with their children, they don't know how to react with other people children.*

***Oguzhan**: I am saying it you can be the perfect person, doesn't matter nationality and you have to do something, for example if you are the Turkish man you have to go to army and if you are Israeli woman you have to go to army, so different views, but both defend their country and **what I want to say is that the education could solve this bullying problem, and if you want to solve this problem you have to change the government laws, firstly. -**Interesting point of view…. Let me explain this one…. I was 10 years old and as I said I was HATING my nickname, why? Because my education system taught me to hate Arab people. Let's look the other way around, if they would have taught me you don't have to hate any nation maybe I*

would have been okay to be called Arab, but now doesn't matter for me now because I taught myself "you don't have to hate other nationality "but after 40 years. Even my education system, my teachers, my neighbors, everyone told me to hate Arab people, and they grow up like this, in this way, and ***the culture is influencing.***

Asya : *I will give you an example, I couldn't forget something that happened in my life, and school, primary school, someone come and said to us 10 students will go to concert, and we had some poor students in our class, but they didn't have good grades, and the free tickets for the concert were for the most successful, but the most successful they were having parents with high status which could be easy for them to buy the ticket. And I thought that is not fair, maybe the poor students they were not very successful but if you can give something to them, this will motivate them and they will start studying a lot, I thought like that they treat everyone equally, but it wasn't fair.- did your teachers treat all the students in an equal way?- I had many teachers all the years that I was at school, and I can tell you that they love successful students, and they were thinking that the intelligent students deserve their attention and that other ones are stupid so why they should lose their time with it.*

……one day something happened, I don't remember exactly what happened, but I remember that all the students come in front of the board, and she used that wooden object to hit us for three or five times, and after that we just sit in our places. - And no one said anything and did anything? - I think some of them said something to the parents, but I don't know why nothing happened after.- How this thing affected the children inside the class because this is a form of trauma?- Of course, is a trauma. I felt like… I don't know what I felt, unsuccessful students were the poor students, I don't know why, but I think it was because she gave the attention for the successful students which both parents were teacher.

Ayse: *From there I learned it. No one in my school made any discrimination between the students. For example, there were some moments in which the government was sending material help, funds, to buy new clothes, new shoes, new backpack and what it was needed for the student. Also, some parents of children which they were studying in that school they were giving money to for the poor students, and like this the school was able to take care of all the students. They were buying good and beautiful things for student in need and in this way, they were motivating them and making them happy. They were helping these poor students, but in a discreet way, no one from the student knew about this, because they didn't want them to feel bad.*

Can*: Some teachers they are teaching their favorite students in a very good way, even sometimes when these students are making something bad the teachers are more tolerant. This*

creates inside the class, envy, jealousy from the other students. All the students, good or bad, expect their teacher to behave in the same way with everyone. If this think it is not happening, of course, student will lose their trust in that teacher, and the teacher will lose the authority in front of that student. Treating all the students equally will motivate unsuccessful students.

Burcu: *Because when the students feel that they are not treated equally, their trust in that teacher will get lower. If the teachers they are not speaking in the same way with all their students, their behavior will change, their self-esteem will get lower. For example, it is known that hard-working students, they are treated better in the class by their teachers, and this makes them more confident. And because of this, they are able to communicate with the teacher easier, they are more confident in what they are saying. And when other students, feel that they are not appreciated by their teachers, they feel that their teachers are not loving them, they lose the motivation, and some of them they start believing that they are stupid. This is why the hard-working students, the favorite students of the teachers, they are always participating in extra activities. Because of this, I think, it is very important to treat everyone equally inside the class, to give them equal chances, to motivating them to be a better student.*

…… any of us in the class can make mistakes, and it would have been better, in my opinion, to explain that mistakes to my other colleagues and help them understand and not do it again, rather than shouting to them and treating them bad. I was seeing in my class, and sometimes I was trying to help them and to talk with them, but it was very hard to motivate them after the teachers saying bad things to them. Sometimes they were telling me "I am stupid, she's right, and because of this I cannot understand it "and after this they were not even willing to try learning. All their motivation was lost.

….. *From my experience, even it is not too much, I understood that when the children are starting to disturb the class, being naughty, it is enough for me to go next to them, to give them a little bit of my attention and they will stop. I understood that they are trying to get your attention in different ways, So I am going, and I am speaking with them. Sometimes is enough to stay next to them for one minute or two minutes maximum and if they have a problem in this time, they will tell you. Sometimes, I am asking them" did you make this question, let's make it together", or asking them about another topic, and after I can return to the other children.*

Hatice: *In order to teach them the importance of treating everyone equally, the teacher has to be treated equally and he to treat everyone equally. There is a saying in Turkish that is telling like that:" do what the "imam" says, don't do what the imam does", because if the teacher is saying something but doing differently than the students will not trust him at all. That is why the starting point is this. …… In my opinion the student should have the right to*

*criticize the teacher as well, in a respectful way, of course, not in a rude way or to personal. In the class, the right to say what you think should be equal, for both the students and the teacher. In order this thing to happen, it should start from the very beginning, and because of this I prepare to work with my students with that "**contract** "which we are deciding together from the beginning. Just five or six regulations, and after you have the right to say to them "**come on guys we decided together, and we respect It together**"*

….. But personally, I believe that a teacher should not become teacher after the graduation, they should go outside the University, do something else, have some extra experience, such as going outside of the country, helping them to get some scholarship outside the country, make some voluntary work, go on different field area, and learn something new, something, it could be anything. and after that, come back and teach, because otherwise they don't have any life experience, and what are you going to teach the students, what life the example can you give to them. If you didn't see anything in life, if you don't have any social experience, if you don't know how to make and maintain a social relationship, what you can teach your students, how you can understand them each.

***Daisy**: It is critical to treat them equally in the class, because in this way, you will give them the belief, that everyone from the class is equal in the eyes of the teacher, and especially the childhood, it will be very effectful for their psychological development. Everyone should teach them equally, especially the teachers. This will give them the confidence in themselves, and I think is a key factor for a good psychological development.*

…… Always in Turkey, people think like that, the girls are more responsible, and the boys can behave more freely; so, to keep them in the class, the teachers were more tolerant. In my opinion, I think is not fair. I know that these are the society rules, that the boys behave, how they want, freely, they can cheat the school, they can play outside, but the girls they are not allowed to do the same thing, from young ages they would be asked to be more responsible, taking care of some duties inside the house. I feel that, in Turkish society there is more pressure on girls that on boys, and this is bad for the girls, woman. For example, I am a designer and I had really hard time creating something, thinking outside the box, because of the pressure that I was feeling on me. It's really hard to be a girl in Turkey. This mentality has to be changed. The way that we can change it, is to use another approach.

***Beyyanik**: I think it's really important, especially if we think about the bullying. From the point of view of the students, if they feel or think that the teachers don't care about them at all, first of all, he will never go to speak with the teacher about the things that happened to him, and here it can be bullying or any other problem that he has. I think if the teachers will*

treat everyone equally inside the class, even the student which got bullied, and maybe it is more shy, will go to speak with him about his experiences and the things what happened with him.

…… When I was studding in primary school, I had some friends, that they were not very hard-working, not studying. They were coming from poor family, and because of this, they didn't have the same opportunity to like us, such as going to optional classes, or getting private class with the teacher, and also, they were not studying at all. And whenever he was doing something in the classroom, our teacher, was saying to him "get out of the class "and even he was beating him.

…… Here in Turkey, all the people consider, that FEN lisesi is better that the Anadolu lisesi because it's given you better chances for the future. The education there and even the students are much better that the Anadolu. There is not an equality on the education system, if you enter on the Anadolu you will not have good teachers too, and the level of the students is low compare with the FEN. Because of this we have exams to enter in this school, because they are choosing the best ones. The logic is like that: you get good points, you enter in FEN school, you get a good education which will give you the opportunity for a good life and good career.

***Volkan**: You have to show the children that there is justice this world, by behaving in the same way with everyone. If someone did something good, they should be appreciated, and if they did something bad, they should be punished. The age of the childhood is very important for them to get lessons and form their characters, to model their behavior. If the teacher is not fair, they are going to think" even if I do, I'm not gonna be the right one, I'm not gonna know have what I deserve, so who cares"*

***Ahmet:** Normally I don't believe in equality, I believe in justice, let's say fairness. To be fair it's more important than to be equal. But I am not sure how we can implement it in the primary school. Maybe when they are very small, the children need to be treated equally. But when they grow older you need to treat them fairly. You have to be fair to your society, to your class, etc. not equal.*

……. if you put in the rules, for everyone the same rules, and if everyone's applies it , and respected for sure the fairness or the equality will be implemented. For the children, this aspect. It is really important. From the point of view of the teacher, maybe you can favor some of your students, because of some reasons, but this doesn't mean that you have to give bigger grades or priorities to your favorite students. The teachers need to approach all the students equally.

….. If you give to your students the equal chance to learn, to teach them in the same way, give them the grades that they really deserve, without favoring anyone, if you give to your

students' equal chance to approach you, to talk with you, to ask you stuff, in this way is the best strategy that the teacher should apply it to his students. A successful approach.

***Neva**: It is important. I always felt that the teachers are discriminating the students… It affected me, of course. I didn't like the teacher anymore, and I start rejecting it in a way.*

***Tiny**: in the high school there was this Honor certificate, that just one person could take this certificate. And this certificate it was given by the teacher and was not about the education level, was about how he or she is acting inside the class, the kindness and how good it is with his class friends. So, me, I was expecting this paper, and also other friend from the class, because we were kind, like an example for others. But in the end, one girl took this honor certificate, not because she was deserving, but her father was a teacher inside the high school, and this was the reason they give it to her. In some classes it happened in the same, the children of the teachers had more advantages than the other students. You know, the teachers are friends, and of course, their children will be favored. And I felt bad about this thing, disappointed I could say.*

CI 3 school psychologists

The third insight being discussed was the school psychologist. The participants were asked about their thoughts on school psychologists, including whether or not they believe it is essential for every school to have one, as well as whether or not they believe school psychologists may have a beneficial influence on the students' behavior. I was interested about whether or not they had access to a school psychologist when they were children.

All of the participants felt that the school psychologist should do a much better job of helping victims of bullying. In addition, they discussed their personal experiences with the psychologist and explained the cultural stigma that is associated with people who seek assistance from psychologists.

***Aslan:** yes, it is good, because they can have the technical observation skills which they can observe it very easily. We had this kind of things, and they were calling us to the psychology room. - Can you tell me more…? - Aslan: for example, when you are playing with other kids, they were observing, and even you were not knowing, and they will see a different behavior and they would understand why, so they have this kind of skills or trainings level by level, so I am saying it is good to have this thing inside the school. Maybe in the future of the teachers has to have psychologic preparation, to observe the people, or to have some degree of psychology or sociology, to understand the group behavior. That's why is very important.*

…… We are not taught what is a psychologist and what they are doing there. Maybe if

I would have known that the someone that is trustable, and which is going to help me, and if I had had a problem I would have gone. But I didn't know, and maybe she was there for extreme psychological situation. Maybe a fight, and they would have brought the child to the psychologist, and she would have talk with the child, trying to understand… But not for the regular cases to go to visit. And here in Turkey we are taught from the beginning that the psychologist is the ***doctor of crazy people****. - Do you think that if a school or a group of schools, would have school psychologist could impact or not the anti-bullying programs? - Aslan:* ***no, I don't think it will impact****. As I said before I think the one who knows more details about the person is the most impactful for that person, so in this case the* ***teacher****. The teacher has that impact because they are together. From the primary school you are together with one teacher for five years,…. in the high school needs real professional psychologist because the child will know after 16 or 17 years of age if he had the problem he should go to the psychologist, and I will tell, and he would help me.*

Oguzhan*: Yes definitely. Because let's talk about my child school, there is one there, and there are 400 students coming to the same school, coming from different type of family with different rules and everything. Every life is a different world, is unique, and you need to, education system I mean, they have to teach them some common rules, and that's why the psychologist has to be there to level up the children in the same line. When they see that there is a problem, someone has a problem, they have to have the power to bring them to the same level for the children not to get harm.*

…. Not in every school, but the private one has it. Some of the government schools they are employing psychologist, but they don't do their job properly. As I told you my sister is a teacher in a government school and she's doing this job for 20 years, and she told me about the situation from the government schools. Okay, they employed psychologist, but they are not doing their job, and like this we lost the power in the government schools.

Asya*: I think is important. You know here in Turkey some students they had some bad treatment from the teachers and maybe they could go and discuss there and maybe this department can support them to pass over these traumas. Now, from my information all the schools in Turkey have it, but when I was student and I told you about the things happening in my class, we didn't have it. When I was in the elementary school that time they appear.*

….. the eastern part of Turkey they have it, or if they have it they know how to use it, because in that part of Turkey students they have much more pressure, social pressure, and maybe they will not want to go to this psychologist room. …..And to give you an example, not to long ago when you were asking a man how many children he has, he would have to just said

the number of the boys, the girls he was not even counting. And maybe you heard, there is organization that was made by ***Turkan Saylan****, and this woman made a campaign called"* ***father send me to school****" to support the girls to be sent to school because in that part of Turkey there not getting importance to the girls. This woman Turkan Saylan supported just girls, giving them scholarship just for girls from that part of Turkey. The name of the organization was "****Kardelen****" the name of the flower that appears on the winter, so in bad condition, which is strong. She was naming them Kardelen, and she had many on her organization, which become doctors and teachers, or had the great the career, and when they were returning in the village after their education the father's they were starting to feel proud of their daughters, and like this they* ***were creating awareness for the families showing them that the girls can be successful too.*** *And after this campaign* ***she manage change the government laws*** *which allowed girls to go to school, and even fathers they were forced somehow to send them.*

Ayse: *It is very important for the student, and mostly for their mental health. Some of the children are bullied at home, and the other part are bullied at school, so is important for them to receive help. Even in this city there are some bad neighborhoods in which it is not safe to live, and the neighbors are aggressive, and is important for the children that they are living there to know how to cope with this kind of behavior, so a psychologist can always help, in giving solution.*

….. I will explain something for you to understand better how the Turkish society works. We as Turkish people we are afraid of going to mad, crazy, that's why we are afraid of labeling madness, like craziness. And because of the old mentality which they were believing that only mentally disturbed people they are going to the psychological, some uneducated people believe that they would be labeled as crazy. This is the reason that some people are afraid to go to psychologist or psychiatrist. There are so many mental disorders, but the Turkish people they think is just madness, craziness, and because of this, not having information, they are confusing psychologist with psychiatrist.

…. When I was in the University, I went to the school psychologist. I was feeling down and not satisfied with myself. In my 1st year of university, I was in a preparatory class, and this was the 1st time that I was away from my mother, and I was feeling very sad, depressed, and I was afraid to go out from the campus, my dorm was in the campus too. And all these things, being away from my mom, from my friends, feeling alone, being scared and not feeling safe to go out from the campus, put in a deep mark on my psychological mood, and that time I decided to go to the psychologist from the campus. She was kind with me and listen to me and

I thought that she was understanding me, and after she gave me some professional advice and easy, easy I start regaining myself back. I understand now that if I would not have done it maybe my life would be so much different now, she taught me how to become strong again and with her advice I start having a lot of friends because now I was not feeling afraid to socialize. With some of them. I am still close, the connection created forever.- After your experience you would recommend other persons to see a psychiatrist?- Absolutely, they are the ones they can understand us from inside to outside. They can understand our struggle and they can give solution, and in some cases, they can save lives. In my university I was having a friend, which he went to the psychiatrist because he understood something is wrong with him and after we discovered that he had brain tumor, and this thing was affecting his general mood.

Can: *Yes. We call it PDR and is psychological consultant parents. I remember that I had it on my high school, but they were speaking so philosophical that I could never understand a thing from what they were saying. This is one of the reasons they have to use simple words for students of every level to understand it. Actually, they were acting so superior that I couldn't even say that I didn't understand what they were saying to me. Even now I think that teacher could not have had any psychological degree.- If you would have had the problem at school, and understand that you need psychological help, you would have gone to that office to ask advice, to ask help?- No. I was not trusting that person, the conversation that we had didn't change anything in me. I never considered a useful department, because in my opinion they were not doing anything for us, the students. My high school was a problematic one, and everyone knew this, and the teachers working in there were not good. I think now, even that teacher needed psychological help, you could have seen that they were having problem in their life.- Related to your experience from now, what do you think could be done to change your opinion and trust of psychologist doctor?- Again, from my point of view, it is related with* ***the education system. I was not educated to trust the psychologist.*** *Maybe if they would start teaching us from very young ages, kindergarten let's say, that psychologist doctor is there to help us and not to judge us the things would be different in my mind. Also, the language that this PDR teachers are using it has to be simple, they have to use techniques to get student closer, to trust them, for us to understand that this teacher or psychologist are our friends.*

Burcu: *I think it's very important, especially on the high school, when is that transition from child to teenager, and that time they really need extra attention and help. This is an important step from everyone's evolution, the first step to be a good adult. It is important to explain to teenagers about the transformations that sometimes it could scare them, and it's very important for them to know that they can speak with the adult that prepare himself to help*

them. In my case he never helps us to understand this topic and we really needed that time.

In my opinion all the teachers should have the basic of psychology, at least child psychology, in order to understand the children better, and to support them in all their needs. Having these basics, they could understand, if a child has a problem, or sometimes even a psychological dysfunction. They are the ones which they are spending the most time with the children and being able to understand If there is a problem and sending that child to the school psychologist could have a good impact over him. In my opinion, I think it is very important to have the school psychologist in all the schools, and I don't think someone else could substantiate him.

- Did you ever go to a school psychologist when you had the problem?-(Laughing). In my high school was not possible, but when I come to this university, I find out that there is a special department created just for students, psychological department, and I went there. - Did you see an improvement after going to the school psychologist?- Yes. It helped me a lot. After going there, and speaking with him, I start feeling much better, and I start enjoying going there, even though on the beginning I was feeling a little bit shy to go there. He showed me a lot of support and helped me to understand that I was not sure about. After going to the session, I felt that even my behavior changed, I become more calm, more relaxed.

Hatice: *It is very important, and they have to have it, and I know this from my own children, because sometimes they do not talk to you as a parent, and sometimes the parents they do not understand was going on, what is happening with their children. And in this case the "consulting/advising department "could be really helpful, they realize what is going on. They talk with the child and advise them, and in special cases, when they realize that there is a problem, they send them to the psychologist doctor or psychiatric doctor. And in my opinion, it is terribly important to be one in every school.- In your opinion, Turkish people they are comfortable going to receive psychological advice? - Now is getting better, before it was not. For the younger generation It is easier to accept psychological advice, but for older generation it's more difficult because if you suggest that they should go to the psychologist doctor they will tell you that they are not crazy.*

.... Of course, and to my surprise, some of them they were going before I suggested. Here on the University. There is a center, ***psychological center****, and the students, they know about the center, and most of them they feel comfortable going there. After I read their essay, and I understand what they are going through and treating them more specially. For example, if I understand from their writing that they have a lower self-esteem I am trying to raise their self-esteem, or if they are writing that they are feeling lost, I said to them "let's have a cup of*

coffee," and after spending some time together talking, I may bring in the discussion, the psychological center from the University. But very often it is happening that they are coming to me asking me to drink the coffee with them, and that time I understand that they need my attention and my advice.

Ozlercan: *But when we are talking about the bullying, I think it should be someone with real psychological preparation. This pedagogue I don't think that they have the necessary preparation, to deal with bullying. But from my knowledge, and from what I hear from others, this department is not doing a good job for the students. They should get advice, or some directions in life, but most of the time, this thing doesn't happen. And also, I think that in the private schools they are giving more importance to this psychological aspect. For example, my daughter is studying in a private college, and they have this psychological department. In my opinion they are doing a good job observing the children and when they see something wrong, they are working with the parents of the child to fix the problem. In my case when I got divorce, I was kind of afraid of the reaction and the change in behavior of my daughter. So, I went, and I discussed with the psychologist of the school. She gave us some advice, and after that meeting, I felt more calm. They told me that they are observing her behavior at school and, and everything is good, and my daughter is getting better, because she used to be very shy.*

Daisy: *It is very important, and every school should have one. So important to have one inside the school, because teachers should pay attention to the students, but maybe sometimes having so many students, it is impossible to take care of all, and like this they could work together with the psychologist for the best results. In my opinion, is very important to have a person inside the school, which is strictly taking care of the students.*

…. I think they are afraid to let their children go to the psychologist, because in a way or another, they are conscious about the mistakes that they are doing with their children. And if the psychologist will explain to the children that part of some bad behavior it is related with the parental problem, then it would be much harder to control their children. Maybe they will feel responsible, they will feel bad, and because of this there accepting very hard the idea of getting professional help.

Beyyanik*: We didn't have it on the high school, but we had it in the university. I remember that some of my friends were going to the office of the psychologist, talking about their problem and how to solve it. In my opinion is very important to have a psychologist doctor in the school, because some of the people needs help in their life. When I was in the primary and high school, we didn't have a psychologist inside the school. Now I am thinking that would have been good, because people need help, and if they have a problem they can discuss, and*

they can find a solution. Some students have this kind of bad experience, they got bullied, and maybe he can feel more relax if he discusses with the psychologist. He can discus about the traumas that he had in his life and the doctor can help him.

***Volkan**: Yeah… I don't think they are very useful. Every school should have it, but in my opinion, they should take it more seriously. - Did you have psychologist in your school? - Yes, we had it. But we don't call it psychologist, we call it "rehberlik ogretmen". It's a bit different, is not exactly a psychologist doctor, but it has the same attribution. This people from this department, they have the special preparation, to deal with the children. There is a major in the University, where they are prepared for this job. It is more consulting than psychological, but they have psychological background, not as much as the psychologist, but they are playing just for this part. Now I will speak from my own experience, about the one I say, the one I witness, and I don't think they make the effort they need to do.*

…. Our society calls them doctors for crazy people, and they will hide it from the others, not to be seen as a crazy person.

***Ahmet**: Yes. But you know on a basic level, all the teachers they have to have knowledge about psychology. Basic level. Every teacher needs to know the basic psychological related with the children when they face problems, but decided this, each school should have up psychologist doctor because it will solve a lot of problems.*

…… Of course, I encourage the children to go there. For my children I encourage them to talk first with me, and after if I think I cannot solve it, Of course, I will ask for help. If I cannot solve the problem, I would be the pioneer to go to him. I am trying to have a close connection with my children.

***Neva**: I think it is a useful thing. Because you're a teenager, and maybe you cannot talk with your friends, or your family, so, someone you don't know, maybe, seems safer to talk with, to talk about your problems.*

***Alp**: Not about bullying, but on the other subjects, I remember it. Because you know, even if you feel sad, you can go to the counselor. One of my best friends, he was going regularly to the consultant office, and of course, we were also talking, but I don't have the necessary preparation, to give advice, or professional advice. And every time he was going there, it was like another person, like relived. He was more relaxed and more motivated.*

***Tiny**: The idea it's good, but the way that they are applying it in the schools it's not good in Turkey. The idea is very good, because if a student has a problem he can go to this office where he can find the person that he took the education to help him. And this office has teachers prepare much better in a psychological way than the rest of the teachers. But in my opinion,*

and from what I experience in my schools, they don't know the way to do it. They don't know how to connect with students.

…. I think it could be very good especially for this reason, because if it is in the school, it will be available for all the students with face problems, but it needs professional people to make their job properly. And especially if students are aware that there is this department especially for them, in which they can get help and advice with any problem that they face, and I think this will make a huge impact in their development of human beings."

CI 4: student engagement

The fourth insight being discussed was student engagement in the antibullying programs. The participants were asked their opinion about how important they think it is for students to understand and involve in the program and also if they think that the degree of understanding, could make a student more willing to involve in the program. The participants were asked to share their opinion on if this insight could influence the students' bullying behavior. Additional questions were asked about material help (e.g. free lunch, scholarship) given to the student with low income and if this could influence the students to become more involved in the program or will not have any effect. Another question from this set was about their opinion about students with a low economic income and if they are an easy target for bullies or if they are the one which bully others.

All participants agreed that the anti-bullying program would have a beneficial impact on student's behavior and the quality of the material provided, particularly if these tactics could be used in daily life. All of them believed that scholarships or incentives given to students, such as free lunches or other material help, encourage poor students to continue their school education; they also shared sensitive experiences regarding the stigmatization of poor students, which occurred primarily in private institutions, not only by the poor child colleagues but also by teachers and school staff.

*"**Aslan**: it is important. If you get some information and after try to use it in the real life, then it's a good thing…*

I don't think is the quantity of information, rather the effect of information. It could be just 2 Minutes video but very effectful that could change his life. Doesn't need to have education for hours and hours, or days and days. For example there are videos with a guy that has lost the hands and feet and he swimming, and he is giving speeches, and when you hear him speaking about success and not stopping than feel motivated, and to think "if this guy can do it I can do it to". Even a 2 minutes video could change their lives. It could influence in a positive way but the net quantity it has to be quality, it has to affect them in a way to show them.

... I don't think it's something related to the low income, I don't think they have any relationship with this money issue… it could be from the parents, maybe they had some bad moments inside the family, and it could affect. They could be very rich but could have had moments in life and this could make him a bully. Or extreme… Everything is perfect, the family is rich and everything, and maybe there seeing others from a high point of view and they could think that they are superior and others they are not, this could be another type of bullies. You cannot categorize what could be the reason but for sure should be something missing in their life, something that is wrong… And the think is that educators or the ones that they have professional in this kind of things they should have knowledge and experience with years pasted, because they will have lots of students with different abilities, with a different styles, and they could understand what could be the cause of this kind of behavior actions and they could concentrate in that way, to find out what is the cause and to find out the solution for them, how to change their behavior and to make them back again into the social environment.

Oguzhan: *You know here in Turkey education starts inside the family and my daughter was one and haft I was trying to teach her the stuff around her… More yeah. Definitely more. The more is better, and I already told her about human rights all the creature rights, but in school there would have been antibullying programs, of course it could be the perfect impact in the good way. As her father maybe I don't know everything about bullying, but at school, let's say if there is an anti-bullying program, if there explaining to the children's that anti-bullying ways, it could be the perfect impact in a good way.*

Asya*: It will be impactful I think, not all of them but for some of them, and these ones will understand. We should understand that the children mind is working differently, some of them they feel shy to say things that happens with them, the basics things, silly things, I don't know why. For example, most of the children to have phones now, and some of their colleagues there sending them pictures YouTube videos which could harm them and even that time they are shy to ask for help. So, getting this information from the campaign, and teaching them how to react could help them.*

...:"some children they were asked to go on the principal office and from there they were receiving material stuff, like shoes jackets, bags, but all of them it was the same, so everyone knew that they needed it because they were poor, and this create a bad image for them. They were not feeling good, and comfortable, it was kind of a barcode, an etiquette that was put it on them, showing to everyone that their situation was not so good.-Do you think that the poor students could be a target for the bullies, or they are the ones who bully others?

I met with some situation like this, which some kids they were bullied by others just

because they were poor. They were calling them" Kizilay mont"(red cross jackets) because this organization they were giving jackets and they were laughing of them, sometimes they were saying to them I have Nike you have Kizilay. And after some days these poor children they were stopping wearing the jackets because they were feeling ashamed."

***Ayse**: If the program is planned and thought-out very good for the student, and planned, according to the students, I mean their age, level of education and so on, it could have a big impact and it could influence the behavior of the student in a positive way. It should not be just information given to the students or parents or teachers, they should practice it, they should see that is really working and after the effects would be seen.*

...I totally agree with it, because I was a scholarship student on my university, and he help me too much. I was in the private university, and I discover that their people they were ashamed to say that they have scholarship, even the teachers and other staff member of the University They were not making discrimination between us. We were all treated equal.

***Can**: Of course, as much you understand and participate on the campaign, as much you will get involve, and you will start use the things that they are teaching as had the campaign, and this influence the campaign in a positive way changing the behavior of the students, which are getting involve. The more support that you will show to the campaign, the better the results of the campaign will be.*

....For the poor students, the scholarship or free lunches are very important. It is helping them, staying in school so I believe is a motivation key for them.

***Burcu**: It is really important. If you understand the program and you get involved in the program, you start feeling much better. I will give you an example. Last summer I was volunteering on the organization that is making programs especially for children. the target is the children from small cities or villages. We went to Duzce which is a small city, and in some villages from there. Our program was including some games, some dance classes, drama theatre and some other activities for children. When we arrived there, we saw the bad behavior of the children, they were speaking very dirty with each other. Our program lasted one week, and, in this time, we teach them how to communicate, how to play with each other, we intervene when they were starting fighting or speaking bad. On the beginning, our action, were not very successful, and they continued speaking and being bad with each other, but after two or three days we start observing a good change in their behavior. We were pleasantly surprised, because to be honest, I was thinking that it would take more time to see change in them. I think playing games and drama theater it is very important for the evolution of the children's, because they don't understand when we are talking with them directly, sometimes even they do*

not want to listen, and from games and theater they can take a lot of good examples. From the beginning when we arrived there that children observed us, our way of talking, our way of behaving with each other and after we start observing that they start imitating us. They start behaving nice with other children, saying "please" and "thank you". Whatever they observe on us they start doing it, too.

....I think it is very important to help students by giving them scholarships. There are a lot of children in the villages, and in the city too, which they cannot afford to go to school, especially after high school, to go to university, you need a lot of money, which most of the parents cannot afford it. I saw a lot of brilliant minds which they didn't continue the University because of lack of money.

....In the governmental schools I didn't see different behavior at the children with low income, but in the private schools, for the children that they attend these classes based on scholarship or sponsorship there is a big pressure on them. For these poor children which they go to private schools all their colleagues are having expensive clothes and technology items, it's a real struggle to be there, especially that some of the rich children they behave in a very bad way with them just because they are poor. In the governmental schools, I don't think there are big problems, because the majority of the children, they have almost the same economic income.

... I think it depends from child to child, and also the education that he got inside his family. There are children, which could have violent reactions, they could hit or say bad things to another child in a way to revenge himself that he doesn't have the same thing that the child has. And there are children, which they get frustrated, and they become shy, they are staying in their corner are refusing connected with others because they don't have what all the children has. From my experience, When I was in high school, the majority of my class was taking private lessons and I didn't know about it. In every test they were getting higher grades, and I was very frustrated that we were taking the same class, getting the same knowledge and their grades, were higher than mine. I start to believe that my brain, my capacities are not the same as my colleagues. I start thinking that I'm stupid. After the end of the year I find out that they were taking private classes, and this was the reason of the higher grades.

Ozlercan: *It is very important, because once a student is understanding the program he will want to get involve, they will tell you what is happening, their perceptions related with the things that you try to teach them.*

"In my daughter school there was a boy, which got scholarship to study there, and he got bullied. I know all the details. He had to leave the school, because rich parents didn't want

that boy to study next to their children. The children and the parents bullied him together. One parent of a child from the school, which is a doctor, made up a story, that this child made something, but he didn't, and in the end, he had to leave. If that boy wouldn't have been poor, and the parents would have been stronger, also economically, this thing wouldn't have happened to him. His parents got scared and they couldn't do anything to help their child."

***Daisy**: In my opinion, I think it could have positive impact over the Turkish population, but of course, part of the population could reject it. It's very important, I think, to find a way to make them want to participate in such kind of programs, and after they will continue. For some population, if you could get them involve for one time, you will win their interest, and they will get used to, and they will want more after.*

....It is true that the students with low economic income could become a target for bullies. The other students could reject them, because they don't have the material possibilities that the others do. For example, in the class. If a student or group of students are coming with your toys, gadgets, the poor students could feel bad, because they cannot afford it, and automatically they will try to insulate themselves. In my opinion, I think, being the bully it's more related with the psychological situation, and the education and attention that you get from your parents, also what you observe from the family. Children they try to behave as their parents, so, if this bullying behavior appear, first look in the family.

***Ahmet**: "It is a very good idea, as long as you don't offend them. What I mean is, when you give some incentives to student, and you don't push it in their eyes, in Turkish, we said" gozune sokma". It should not be made such as "I did this to you, so you should do this for me"*

" during my primary school, there were two guys from very lower economic situation, and no one was carrying about these 2 children, they ignore them Most of the time, and when they were not getting ignored, the other students were beating them. They insult them, nobody cared about them. Also, their academic level was too low That time. I had such examples my primary school. These children didn't have courage to enter in our groups, because probably no one will accept them."

CI 5: program engagement

The fifth insight being discussed was about engagement in the antibullying program. The participants were asked if the abilities of the teachers and the management of the program may have an impact on the results. Another question was presented about whether or not school demographics may impact the success of the program. Additional questions were addressed on

whether the student attributes may affect or not influence the success of the program, and if the program's content and design could influence or not impact the results. Participants were invited to offer their thoughts on the components a program should have to enhance a student's motivation and interest.

Participants stated that instructors of the program should include parents in order for students to get engaged. Even some of the participants bring up the relevance of parenting courses and how this information should be provided to the parents prior to the birth of the child. The primary school teachers act as role models for the students and have the power to influence the students' participation in anti-bullying programs or activities/events and positively influence their behavior. They believe that bullying should be regarded as a health problem and that only professional teachers with expertise of child psychology should be involved. They discuss the programs in which they participated and express their worry for children from schools with a low level of education, such as "Anadolu Lisesi," where it was very difficult to encourage students to take part. Some of the participants support the notion that the program should include visual elements to help students understand the information better, as well as games to give them the impression that they are in a game rather than a program; in this way, the students will be motivated and their attention will be focused on the program. One of the participants shared his experience with a successful blood donation campaign, in which the use of virtual reality was the key to its success. All of the participants said that teachers are the most important factor for student engagement and motivation.

Aslan**: "As I said even you come from the wrong side, even you have the best program, it will not be effective. You have to understand first, like a complete training, maybe should have started before the child is born, to the parents; to explain to them the child psychology and also how to raise a child"..."**parenting class** but before the child is born and after the child is born the next level, how he will go to school and how to make him ready for the environment, and after that the child should start the school and teachers will go into the process, and they will teach them how they should react, how to be friends with each other, not to hit each other."..."or sure something happened in his life that he's bullying other persons, maybe he was bullied himself before or he saw something on the father. That's why I am saying it is complete process, you cannot just go to the school and make a program and after have some positive results. They should look at this as a **health problem, so they should have special people teaching this kind of things." education of the parent is crucial.

... yes. They could even speak inside the house, and say" look we are making something wrong; we should not teach him to hit back, we should explain that is not nice to hit back"and

maybe teach the child to ignore the bully, or "come to me and I will help you, I will speak with him or with the parents of him"

***Asya**:"educating the teachers , will educate the children, and like this they will learn, I am sure that they will learn. Maybe I can't judge my teacher because this she knew, like this she was taught, but if she would have had a good training maybe she would have reacted differently."*

"The bad part of the city they are thinking that there are not good teachers, and some teachers are thinking that are deserving better, so I think is affecting both of them, firstly teacher are affecting them. In Turkey everyone wants to go to the good schools and parents wants to send the children the good school,"

"if someone is aggressive in school or in the class that means it affects other students, directly some of them and indirectly that others...in that case you cannot do too much, maybe contact the parents and send him to the psychologist room."

"If the program is designed perfectly and teachers are trained very good of course it would work. They could even feel motivated when they will see that the information, they are getting are useful."

***Ayse**: "In my opinion teacher's skills are 50% important, and the rest the children potential to receive the information from the teacher. **If you have a glass but no water inside, is no need for the glass...but the family of the children should motivate him to want to learn**."*

"economic welfare makes the children behave more freely, because they don't have any concerns about what happen after the school. They have some social status in the area, between the neighbors, but in the poor areas some of the children may work after the school program, some of them they have to help the father or mother, so that's children after they are leaving the school and going back to their families they are not continuing thinking of the things that they learn at school. "

"If a student has a leader figure, a smart student, she could influence some change the behavior of the other students inside the class. She or he can act and use the voice to influence others for better causes."

*"**the children, parents and teachers are on the same team the program will be successful**. You cannot stop bullying by yourself You need to make it together"*

***Can**:"in my opinion, teachers should be like a referee too. Teachers can make students apply the rules, not by making them mandatory, rather than motivate them to be applied."*

" If the students are brilliant the program could be understood easily and apply perfectly. In my opinion the level of intelligence of the student is directly influencing the

program results. "

"the education system failed to them, and after that the project that we made I understood that their level is very low, and for them it is hard to understand even the easy things. There is no element to motivate them because they do not want to be motivated. Maybe if we would work together with their parents and their teacher, we could get better results."

***Burcu**: " In my opinion the teachers are a key element for successful program....on the primary schools for the children, the teachers become some sort of God's. They observed and they imitate, and especially the listen Whatever their teacher is saying. And in this case, If the teacher is good prepared for the program, it could make wonders with the children."*

" I think that the student characteristics cannot influence the results of the program because if we teach that student how to empathize with the other students, and with the rest of the people, they will think about their actions, they will understand what they are doing wrong, and after that they can control their anger, they are violent reaction, the bad emotion. From my past experience. I can tell you that this can be changed"

*"**With games, you can teach children anything.** For example, me. I am teaching mathematics with games. We have to understand that the children they love to play games, they are active, and they get bored very easily If you make the same thing. Because they like to play games, this motivates them to become active, to want to participate, and like this, you can change their behavior very easy. The theater and drama classes, this role-playing exercise are very good for the children"*

***Hatice**:"I think before applying any program You have to understand the people that you are applying it for"*

"Instead of just talking about it, we are making actions. We are teaching them to share and be kind to each other. We are teaching them that there are no differences between them, or if there is a difference, they can learn from each other....They are happy when they see each other, and like this we cannot put, even in discussion the possibility of bullying. They are friends now. And even something is happened to one of them, The other one will defend, because this friendship means."

***Ozlercan**:"My parents, there were teachers in a suburb school, a poor neighborhood, and most of the times, the children they were coming to school without having breakfast. These children, they were having a very bad situation at home, saying the fights between their parents, and a lot of other things. Many crazy things that they are dealing with. In this kind of poor neighborhoods people are doing more with survivor stuff than education. "*

"if a student is courage, self-confidence, the response of that student towards the results

of the program will be different than the students, which is shy, and it's lacking confidence. When you start teaching them about bullying and the consequences of bullying, one can get hope that other one gets fear."

"We have to make them believe in us, that we really understand what they are passing through, and to situation that they are having, and like this they will want to come to us, they will feel motivated, and they will have a positive attitude."

***Daisy**: "The teacher skills are highly important, because the students spend long time with them. The teachers have the opportunity to observe student's behavior and intervene if something needs to be fixed. This is the reason that the skills of the teacher are so important and could bring positive result for the program."*

***Beyianik**:"the student is coming from a good family, and if they had a good education, there is a small probability for that student to get influence and to do bad things, such as bullying, fighting, or harming another someone. I think the major input of the bullying is the characteristic of the children."*

*"the program to be successful, and the students and the people to participate, it needs to be **visual**. They will believe in the program only if they are seeing and believe the information that the program is showing."*

"games can motivate children. I am thinking that maybe after the presentations they can play games related to the subject. Also, food motivates people to participate. The most probably when the students will see that there is a training about bullying, they will not feel very motivated to participate."

***Volkan**:"For example, the bullying will exist no matter what the economic background of the student is. Cases of bullying will be also in the rich schools and in the poor schools too. Doesn't matter if you're parents, they have money or not. The thing is, if you have that urge inside you, because bullying it is coming from that feeling of being superior to others or wanting to be superior than others. So, if you have the urge and when you find that person to fil your ego, you make it."*

*"**Virtual reality**. It was the fact that we used a virtual reality, because while they were doing it, they were enjoying it. The fact that can motivate people to participate in something, is to make them feel joy, to enjoy what you are doing. You can create something that is visual, a game for example, or something visual to create awareness, because visual stuff they are easy to be understood than the written things."*

***Ahmet**:"I think the people should be encouraged to express themselves easily and get involved in all the activities. Because when you take someone inside the project, or a group*

work, if we make them feel a part of this group or project, most probably it will be easy for them to express themselves."

***Neva**:"I think, all the teachers can be counselors, they have to ability to advise and to teach children. And it doesn't matter if it is a math teacher or a science teacher, a history teacher. When you are a child, you want to see a safe place, or to go to a safe place, to talk about your problems. I am looking to see that safe feeling on that teacher. And I am thinking that before they graduate, when they are having that education on how to be a teacher, pedagogic education."..."he or she must admire the teacher, in order to make an impact on them."*

"a child which is showing aggressive behavior, and he is doing it all the time, and it might be because of the mother. But I think you have to understand the primary reason why he's like that, in order to understand it and to find the solution for him to function normally"

"is important to make them trust you, to make them feel themselves close to you, as a counselor teacher, and they will open, they will say what they are feeling and how they are feeling, because these children, they want to be listened, they need the attention."

***Alp**:"they need to show more closeness, more affection. For example, if my math teacher would have known about this anti-bullying programs. Maybe he would had behaved in a different way with his classes, I am sure that the situation from the math class would had been different."*

" I think the empathy is the key, because if a student doesn't have empathy for the other children or students, he will just listen to the things that the teachers tries to deliver but it will not have any impact over his behavior."

"giving information to them, From early ages, but you start shaping their behavior, starting with secondary school, because in that age, they have the capacity to understand better what is going on inside their society, their reality. These examples I saw it mostly in American movies, and watching it, I could understand the struggle that the bullied children pass through."

***Tiny**:"the teachers in the children lives are important, like the parents. They have very important position, and they should understand it, and take advantage of this. Between parents and the teachers should be open relationship in which the child could take all the advantages. Teachers they are the most important for the education of the children, and for anti-bullying program, they are the one which can educate and the way that they are teaching, and how they are using their skills can bring the program positive results."*

"I think if the teachers could manage the program and the students understand it, and

believe that good results could come from it, it could be successful for all the schools. The teachers have the chance to break all these differences, and in my opinion, it doesn't matter in which place, and where is situated the school, or if the building is modern or not. If the teachers are good, can handle it, this is my opinion."

CI 6: immersion process

The sixth insight being discussed was about the immersion process. The immersion process refers to the system's technological capacity to create an immersive and believable environment. The purpose of this insight is for students to generate a strong sense of empathy for the victim, even knowing that the event occurred in a virtual environment.

Participants were asked if they believe that current technology has the ability to create an environment that children can believe is real, and if they have an opinion about whether or not students playing an antibullying virtual game could develop feelings for the characters and perceive them as friends. Additional questions were addressed on whether the similarities between the characters and the students, such as physical characteristics and school uniforms, may have an effect on the program's outcomes.

The participants agreed that technology may well be utilized effectively to teach both children and their parents, given the interconnected nature of modern society. Virtual reality is a critical element of anti-bullying programs, according to experts, since children and teenagers are completely involved in the experience and are more capable of understanding the content due to the visual element. Even some of them state that the creation of ordinary characters, such as cartoon characters or an animated movie, might have a positive effect on them. Some of the participants are concerned about these virtual reality games since they are not real, and the people who have this experience begin to live in a dream world, inventing an avatar or somebody they wish to be, refusing to live their actual life.

Aslan*: "we can use the technology in a good way, to educate our children. And parents also...like a game to make them see how they could be bullied and how they could feel, and after they could understand that the bully should not do something like that. ..At early age they have to be different games to teach them but coming to the teenager period or adult you can make some like that, like simulators."*

Oguzhan*:"school, family, and the technology and if they come together and teach them anti-bullying strategies it could be 100%. I completely agree that the technology, the animation, the cartoons, even these programs they could teach children to prevent the bullying."*

" if they create the anti-bullying cartoon or movie, and I am sure that this program with animation staff and all, could impact them in a positive way."

***Asya**:"But they have to be very careful. To use human characters, I mean human shapes, is not good, I mean children are really bad and for example if the character has blonde hair, they will start laughing of children saying that they are looking like them."...They can use cartoons, animals for example, or others, but not humans."*

***Ayse**:"I am not sure how much it will affect, because I always had some concerns about this virtual reality games, because they are not real, and the persons which they have this virtual reality experience alienate the real world and start living in a fantasy world, creating an avatar or they create something they want to be and like this they refuse to live their real lives, refusing sometimes to be part of the real world. ... I think it should be based more on real information that fantasy and delusion. "*

"games with the features of the children for them to understand that is game is created for them, to teach them real skills. And in this game should be included the parents and teachers too, for them to understand that they are there to help."

***Can**:"The technology can create everything credible today"...for every school I think we could need a program that could fit that school problems. "*

"they will develop feelings for the characters, they will develop empathy especially for the victims. In my opinion it is a good thing, because some students that they have problems, especially created by the bullying, sometimes they refuse to speak with other person, so maybe this game will give her the opportunity to trust the character, to learn something, and after to put it in practice. "If we know the characteristics of the school, of the student, and the problem that they are dealing with, we can customize the game and the results will increase"

***Burcu**:"**they do not understand the difference between a lie and the real thing**. They perceive as real, no matter what the subject is. "*

"Everywhere around them these bullying is present, but I think with the help of the technology we can change this in good. We can use these games and the technology to teach them good behavior, and also how they could defend themselves."

*"Because when they will start playing the game, they will identify themselves with the characters inside the game. They would say "**I am this character**". These games, they should teach children how to work together, and to play it as a team."*

"I think is much more common points that the characters and the child have, the stronger the connection will be between them. They will empathize, much stronger, I think."

***Hatice**:"especially on the aspect on bullying people on social media. This social media*

is a very huge territory, and yes, we can use it in a good way"...."we can ***create social communities****, because this is all about network society right now, it's all about social communities. now there are no boundaries. I mean you can become involved in different communities, and it can be related with your nationality"*

"There is no way to escape from this kind of gamification, because children are playing this game, and children are learning from these video games. If you are going to use this, it is better to use it for a good reason, good purpose. But there should be really good experts, pedagogues', and people that they can really understand this process, that could get involve, and develop this kind of games. Because now there are so many games, called pedagogical games, which frightens me a lot... should be certain specific games which give the students, or children the motivation and manners to change them into a better person.... It needs to be customized according to the things that we want to change, according to the culture."

Daisy*:"We are observing the behavior of the children which are playing these violent games. They are changing their behavior depending on what they see in the game, so, if we show them that another child is hurt when it is getting bullied they can understand that is a bad think, and they will not do it or maybe they will want to intervene if they say this thing happening. I think, especially the younger children, can perceive the characters as their friends, but the older they get, I don't think they will get attach to the characters."*

"I think it will be easy to connect, to form bonds, if the characters are similar with the children. If the characters resemble the children, it will be much easier for them to perceive them as their friends. I think this could be effectful and will understand better."

BeyIanik*:" If you show them in visual way, it will be very good, and they would understand it better. And also, they will feel entertain with the game so they would not lose their interest. If you show to them, or explain, just in verbal way, just talking about bullying I think they will not care, they will not feel involve"*

Volkan*:"To get attached no, but he can develop empathy for the characters. As soon as they feel empathic with the characters, they will start perceiving as their friends. "*

"The level of empathy is gonna increase so much, and maybe will remember something that he had to face by himself or herself, so in this case, he or she will think that the situation start to resemble, and they will start understanding more what the person that got bullied use to start. In that moment, and this will affect them emotionally. The next time, that they will face the situation, they will automatically remember what they saw in the game, and they will apply it."

Ahmet*:"we can use the technology in our advantage, to educate our children. The*

technology should be use in this way, to teach and to educate the children, but as we said on today's word, the children, parents play games that involve violence, and I am not very sure if they will be willing to play this game"

"for the small children, pupils, we can make sort of cartoons, to create awareness and to teach them how to behave in a proper way. "

"the children would empathize more with the one which is making the talk, they will give more attention to the aggressor or not to the victim. Why? Because the popular video games promote you to be in the attacker side"

"But for the children, the small one, you can increase the level of empathy using cartoons, or children movies. There are a lot of examples, such as children with some disabilities, and is showing the life of that character, and children would empathize and will learn how to be kind with each other, no matter our differences"

***Neva**:"I think that it must be stupid from me, to get attached to a character, a game character. -If not, attachment, at least empathy… Do you think that the children could empathize with the characters?- I have no idea. I cannot imagine how the students could have feelings or get attached with the game character."*

"if the characters will have the same characteristics as the person which bullies you, maybe in this way, it can make you react. In this way, I think it could influence. It can increase the courage of the bullied one, because he or she can practice, how to behave, in exactly the same appearance, this will give more chances, to trigger their courage. First, they will interact in the game, and when they will interact in the real life, it becomes more normal. It became a normalized behavior, to show. He or she may not be shy, because she practices it many, many times on the game, in the virtual environment."

***Tiny**:"also the technology it become available for everyone and it's like a cheap tool to educate the children. We have everything open for the education from the games until videos, sites that we can use it too, such as YouTube."*

"Right now, there are some games very popular, one of them is a legion of Ligs, in which you are making your team and if you are not play as a team, you cannot succeed. This is an example, that I wanted to give to show that the children can be taught to play together as a team, and they are taught that working as a team they can succeed. They learn to collaborate together, and in my opinion, it affects positively the way how they behave with each other."

"it will give them this instinct of hero, he will want to save people from this situation, and he will play this game just to learn more on how to do it. For sure this game, it will develop these characteristics, skills."

"If the characters are so similar with the students, maybe they will perceive it as their real life, is a way to escape their real life, because there is a game, and they are in control of everything What could happen. Maybe they will start focusing in playing this game, and they will forget their real life. I saw this thing happened, because in the games you start constructing your characters as you wish and as you love, and they spend so much playing that game that they lost their real life. They become addicted by a fantasy."

CI 7: empathy

Empathy is a key element of the antibullying campaigns. The researchers showed that people which perceive themselves to be similar to others, experience more emphatic compassion for a person in need. The specialists demonstrated that those who have the perception that they are similar to others are more likely to feel empathic compassion for a person who is in need.

Participants were asked whether it is necessary to teach children empathy and if an approach that helps children to raise their level of empathy would significantly strengthen relationships.

The participants stated that when you create an empathetic connection with another person, you begin to understand that person, what she feels and how she feels, and that this is the key to effective communication and a healthy relationship. Participants were of the opinion that if children are taught empathy from a young age, they would not feel the need to hide who they really are or how they truly behave and will instead feel free to express themselves. One of the participants describes her experience with children exhibiting negative behavior toward other children and even animals, and she concludes that this is due to their lack of empathy. Teaching children empathy would enhance their interactions with everything and everyone in their environment.

Oguzhan*:"cartoons with some characters, if the children… You know sometimes I'm just watching my daughter how she's watching cartoons, and I see sometimes she is empathizing with the characters that she's seeing."*

"if there is no empathy there is no teaching stuff, it has to be empathy between the child and the character otherwise you cannot teach the kids, and that's why I think the connection should be that empathy, If you want to teach them a high-level of anti-bullying systems."

Asya*:" if in the game someone is bullying my character of course I would feel empathy towards him or her, or if I am just observing it in the game, I can feel that empathy also."*

"If I can change the situation, I will do it, as I was doing also in my school. But if I cannot do it, I mean change the situation, I would feel bad, pain, and this is because sometimes

you cannot do anything."

***Ayse**:"I am empathizing with persons that they have some disabilities, or poor condition. I am empathizing with the animals, flowers, trees, because I was raised like that. I agree that the persons that they have something in common will have a stronger relationship and therefore empathize with each other."*

"In my case the level of empathy is very high, and I get psychological help, because I was getting sad and crying just by seeing an animal suffering, or news about the bad things that happens in the world."

***Can**:"When you develop an empathic relation with another person, you start understanding that person, what she feels, how she feels, and I think this is the key for a good communication and relationship. ... they will feel free to react, how they really are and **not hide behind a mask**."*

***Daisy**:"Is really important to teach them to be empathic. For example, I saw, some children behaving in a very bad way, even with the animals, and I think this is because they have a lack of empathetic feelings. Teaching them how to be empathic would improve the way that they are behaving with everything and everyone around them."*

***Beyianik**:"When I was living in Brazil, as saw a lot of homeless people. There are so many homeless people in Brazil, so many, living in the streets, a really bad conditions, without food, they also have drug addiction, alcohol addiction. I try to help, a few of them, but of course, I couldn't help them all. ... They were looking sad, and when you are seeing this, you will ask yourself why no one is doing something for this people. If you watch their faces, they have sad faces"*

***Ahmet**:"The cartoon and the movies, for example. Even if you want to teach them orally, verbally, I don't know if could be impactful for all the children, but if you show them visually, it could be one hundred times more impactful"*

CI 8: raising awareness

The eighth insight being discussed was awareness. Participants were asked how and who can make people understand the consequences of bullying, as well as what may make a person more ready to defend or help a victim of bullying. In particular, participants were asked what can make a person more willing to stand up for a victim of bullying. The additional questions in this set were designed to elicit responses from respondents on their thoughts on rewarding children for good behavior and whether or not they believe rewards will play a role in the future in motivating children.

Interviewees indicated that improved school education and the adoption of anti-bullying programs and policies will greatly decrease bullying incidents. One of the participants shared an example in which she witnessed a child who, after participating in the program for just one week, asked his parents not to do something because it was harmful. This demonstrates that even children can influence the behavior of their parents if they are educated in the appropriate manner. She also expressed some concerns regarding the quality of future teachers' education, emphasizing that at the Education Faculty, future teachers are taught just the most fundamental concepts of child psychology and get no practical training.

Participants believe that encouraging children with rewards such as medals or certificates of recognition, as well as using the hero technique, will have a beneficial effect on children's behavior, since they all want to feel acknowledged, as a hero.

One of the participants expressed her concerns about the rewards that are awarded to children for good behavior. She believes that teaching children that it is their responsibility to act well and receive good grades at school is a better approach. Another respondent explained that it is preferable to encourage the child to behave in an appropriate manner rather than to "bribe" them to do so.

Some of the participants are concerned about how some students are being treated by professors who do not understand their family background or psychological state.

Some of the participants express concern over the government authorities and legislation intended to protect victims. They said that the majority of individuals want to interfere when a violent event happens but are scared to do so because they do not feel protected by the law. Additionally, they feel that if the bullying is not physical, the bystanders are responding and protecting the victims.

One participant implies that promoting awareness with a friendly manner would elicit positive responses from citizens. In contrast, one participant suggests that punishment is more effective than reward, a phenomenon he observes in Turkish society.

Because only a limited proportion of the general population is aware of bullying and, more specifically, the immediate and long-term consequences of the bullying behavior, one participant recommended that the consequences of bullying should be made more clear by uploading videos about it on social media. Two participants acknowledged that the Turkish population has a great deal of faith in the president, and if he sends the message that bullying is unacceptable, a large number of them will modify their behavior.

Participants indicated that celebrities should be involved since the Turkish population adores and listens to them, and this might have a beneficial influence on modifying bullying

behavior.

In conclusion, the components that, in the view of the participants, would increase awareness and drive people to defend a cause are: education in school, parents, government authorities and school authorities, rewards but not material rewards, and celebrities.

***Aslan**:"it's like that in the real world, those kinds of people are trying to use their power to scare that other people, and if they are successful, they will continue."*

"I don't think it could have too much effect, because the defender has to have more courage to stop this kind of thing, and up to the one that made the action and to the bullied one. And also, I think that this aggression is coming from the childhood, and they wouldn't change too much, even for example someone protected the bullied and fight against the bully, they will not bully the one that is defended but they will bully another one."

***Oguzhan**:" **the system**. If will create perfect teachers, these teachers will create the perfect kids, and when they will grow up, they will create the perfect environment, and generation to generation. Everything depends on the **education system** "*

***Asya**:"Some of them are afraid, and some of them they don't care, they are thinking that is not their business to get involved in anything that doesn't affects them. Depends on people."*

"Parents they have to teach them, from parents you are learning it. "

***Ayse**:"I don't believe a reward mechanism, instead teaching them that they are human, and they have rights, and also that they have the right to defend a person in need. We have to teach children to stand for each other, and to explain to them that if they can stand by their own. They could have another person stands to. I think the reward system is the worst think that we can teach to a child. For example, we are rewarding a child for having good grades, but that grades are there responsibility, they are student, so they have to study this is their job."*

"We are afraid, I am afraid also to react, especially if I see a stronger person than me. For example, if I see a man beating a woman, I am afraid to intervene, because I don't know what happened to me, so I prefer to call the police. Most of the people they don't know what to do and how to react when they are seeing this kind of events, and there are some people which they don't know the number of police."

"we should put visual signs everywhere, because if something is happening to get in shock and panic, not knowing what to do, and by putting billboards with the emergency number, and maybe some advices how to react If something like this happens, it could be very helpful for all the population and demotivate people to act in a inappropriately."

"If it will be an indirect bullying such as verbal violence, I always speak up for it,

always standing up from my friends, defending the victim, and also my friends stand for me. For the direct bullying, especially for the woman, it's hard to intervene, because you can get easily hurt. There are some cases in which you intervene, and the bully has good lawyers, and this could be very bad for you because of this, sometimes I am thinking it is better to intervene anonymously, because here ***in Turkey the justice is not for everyone****. We have a lot of cases in which the police didn't react to protect a woman after she got killed."*

can*:"As much as important that person is for them, as much they would listen and believe in what they are saying. It could to be kind of influence on that school. For example, in my school was that girl that everyone admires and listen to, but for this generation, it has to be something different."*

"I am saying is that the person which would raise awareness and make people listen, has to be a person that they could interact very well and understand their problem. And also it is very important how the message is transmitted. If we are using a worm and sweet approach people will react in a positive way."

*"****Reward is always a good strategy and it is used on universal****. If you reward some students when they are behaving in a good way, this could motivate their future action and future behavior. The only thing that we have to be careful here is the type of reward. It should not be money or material things, because we will create something else, but rather it could to be some small things but impactful for their personality. Such as* ***medals****, or "****teşekkür belgesi****" (certificate of appreciation), any type of appreciation coming from the person around them."*

" it does work. Everyone wants to feel good of himself, and if we show this is a solution, maybe people will want to try, to experience how they feel after they defend someone, or doing something good for the society."

"I think if the bully is using physical violence, you should not respond to him in the same way, because that time you become like him, and this, because they are looking for it."

"this is the most important than can be done after a bullying episode. It is important to stop the bullying, but I think it is even more important to comfort, be there for the victim. In that moment, the victim is in a shock and it is hurt emotionally, and maybe physical to, so by being there for the victim is like a life-changing, especially if she had other traumas in the past. It is a type of motivation that you are giving to the victim and giving that feeling that she is safe and next time she can defend herself."

Burcu*:"The first step is to give good education at school. If we manage to make this anti-bullying campaigns at schools, that children could be a teacher for his parents. Children can change the parent's behavior. I witness this situation in which the child was telling his*

parents not to do something because was bad. "

"Now in the faculty of education we don't have this kind of classes. They are teaching us how to teach just on the specific department, but I think it is important, no matter of the department, to have this knowledge, and to know how to react and what measure to take, if you see bullying. In my faculty, I just learned how to teach mathematics and that's all. We should have this kind of lessons to teach us how to detect if a child has a psychological problem, if he was abused. We have a class" introduction in psychology" but is just theory and in my opinion is not enough."

"sometimes the children don't have mental difficulties, and he is able to solve mathematical problems, but because he had some family problem or psychological problem, it is hard for him to concentrate inside the class. And you, as a teacher, if you understand that this is the case, you would be able to help him, maybe go together to this psychologist room, and just a simple gesture could make his life easier. But some teachers they don't care about this aspect, if she or he doesn't work, they understand that they don't like to study. Teachers do not understand that the child had some problem, and they can help him. ***Children can be changed very fast if we understand where the problem is****. Also, is important for that child psychology, because* ***if he becomes happy at school, even he has problem at home, he will become better person with a good behavior****."*

*" **We have to teach children the right way**. They have to know how important it for someone to get help, to be defended when something bad is happening to them. If they know that this is the right way, and we encourage them to be like this. We should teach them that if they see someone bullying another person "**if you stop them, you become a good person** "because all the children, they want to know that they are good. "*

"Sometimes you know that the good way is to defend someone that is in trouble, but you are afraid to do it. In my opinion, if the laws of this country will be more strict, and people they will feel more protected, they will want to react when they are seeing something bad happening. ***If I know that the laws are protecting me and protecting also, that other people, I would feel more confident to react, to report what is happening and to intervene in difficult situation****."*

Hatice*:"Other children. They example of the children. Or the older ones. And also, the parents, they can learn their children from their past experience. "*

"Sometimes they really do not care, because they do not realize how it is, what the impacts could be. They really do not know. Or they really feel afraid that the bully can also bully them. So, they do not want to be another target. Or there is another aspect, they do not see as a bullying. They think that this is something normal they are not getting involved. It

could be because they bullied before and now, they are thinking that is something normal that is occurring. It's a kind of social psychology."

"we can do something for this kind of people, by ***doing awareness campaign****, to explain to them that this is actually bullying, and then maybe they will defend the victims. So, the awareness is the key word, and is the keyword for many cases. "*

Ozlercan*:"Authority…* ***Someone who has the authority, like teacher. The parents also****. And I think only the parents has the capability to change their behavior, as a role model. They will see it in the parents, and they will copy it. The teachers they can have a leading role, but is the key are the parents.*

"For children being a hero for others, is a reward. Doesn't have to be something material, just the recognition from the others, it is enough for them. Like applause. Feeling like a hero."

Daisy*:"firstly we should make these* ***consequences more visible.*** *You know. Maybe by making movies or videos, sharing them on social media. Also, I think it is very important to make this kind of programs at schools, which should include, how I told you before, role-playing or something like that, and in this way, the children will understand much better. Secondly, I think we have to control the media; the government should make some strict rules related with violent exposure, and the children somehow should be protected."*

" I think that the young generation would listen to their parents. The older they get, will start being influenced by the society. ***Turkish population trust some celebrities****. For example, there is a psychology doctor, which goes to TV shows, and he has a lot of popularity between Turkish population."*

"the President of Turkey, and I wish he could speak about this subject too. People will know that the president and the political persons are supporting this, the other people will start thinking in the same way, and they will want to change, to improve."

"idea respect, could be a reward that could motivate them. For example, if you defend a someone, the other persons will start respecting you more, seeing you with better eyes, and this could be the reward. "

"To make them feel like heroes. Teachers can do this easily, motivate the children by giving to them, for example, a medal. "..This is the way to motivate them, the children. They will understand that it's something positive, and they will want to do the same."

Beyianik*:"he people which has education can understand the consequences of bullying very well, and also, the people which had these bad experiences before. The people which are experience bullying before could make other people understand what is bullying and what*

consequences brings with it. For example, a child had a really bad experience with bullying, his family help the child pass over these bad experiences but talks and explains to other people which they were in the same situation, or they could be seeing or experiencing the situation, and like this people can understand better"

"It affected me emotionally because I am feeling sad for that woman. I felt really bad because I didn't intervene, but because I know the situation in Turkey. I know if I would intervene to defend that woman, that man would want to fight with me, and if I would have hiked with him, the policies would have found me guilty, and he would have become a victim. I saw this think a lot in my life."

***Volkan**:"Reward too, but also punishment for the other person that make something wrong, is a kind of motivation too. I don't know why, but we are generally, negatively motivated people. People are like that and is not because of the tradition and the culture. Punishments works more than the rewards, but I don't know why. This is what I saw in this society."*

***Ahmet**:"**The president**... 50% from the Turkish population listens to him. Generally, the bigger authorities would listen. Because they have the power, and they have the media channels. They have the ability to change the curriculum. "*

"Not reward, but maybe the actions. For example, if I have a higher awareness about bullying and if I see this kind of actions in the frame of bullying, I can intervene. It's kind of psychological reward, because you get motivated by the satisfaction that your action produced."

***Neva**:"you may cover role-play, and you put the bully to get bullied, and in this way, he will learn what other people, feels"*

" I think the people that children admire could have an impact on their behavior. For example, my neighbors daughter, or the boy, one of them is 12 years old and that other, is 9 or 10 years old, and the mother is telling to them always to do their homework "do your homework. Do your homework", and they never want to do it, but when they are coming to my house, and I am saying do your homework, they are listening to me. He and she listen me in A very open-minded way, I feel that. So, I am paying attention, and I correct my behavior because I know that they are watching me, and they are observing me, because they love me. They are observing me how I behave, and I see that they do the same. For example, I was doing my homework, I was studding, at home, and they knew that I am always studying, and they took their notebooks and they come to me, to my house. They said to me "I will study with you"," can I stay here?"," Can I sit here with you?".

"they are very sensitive, if someone is saying something but about that other people,

appearance. But in a negative way. Such as calling someone ugly or bad things that could bother them.֍*But in a positive way, to what, Turkish people respond better?I again, I think that the appearance" how beautiful you are" or" how handsome you are", "how beautiful and elegant clothes you wear".*

"someone sees me defending, and that person will learn from my example. I may become a role model for that person, and on another time, he will defend another person."

***Tiny**:"Firstly, the parents. Also, we can learn from our personal experiences by ourselves. Our parents advices are very important, like taking information from our parents can teach us a lot of things. Social media, television. Teachers are important to, but not as much as the parents."*

*"small rewards, such as saying thank you, smiling, or something that doesn't cost money. Because if you start with the big reward, it can be harmful for them, and this is not a way to motivate someone to do something good. **You should encourage, but not to bribe them**."*

*"We should show that we **stay together, and we stand together**. If you see a man which is beating his wife, maybe from my part, I can handle it by myself, but if I see that other people will support me, and they would intervene, I will feel much better, and I will have more confidence in my power. Also, we should call the police, because our authorities are important for the Turkish people."*

CI 9: use the audio or/and video recorder

The night insight being discussed was the use of surveillance cameras inside the school. The participants were asked about their opinions on the usage of audio or/and video recorders in schools, as well as whether or not they believe that this method may assist in better understanding the bullying phenomenon. Additionally, respondents were asked whether they believe the utilization of surveillance cameras may improve in preventing bullying.

All participants believed that installing cameras in schools will assist us in better understanding the phenomenon of bullying, what causes specific reactions in children, and why they behave in this manner. With the use of cameras, we will be able to understand certain aspects that we miss when the professors are not there, and we will also have evidence if anything occurs. One participant stated that some children have a tendency to lie about events that occurred at school, and that there have been incidences of falsely accusing teachers of hitting or agreeing of students; and that parents always believe their children are incapable of lying or behaving inappropriately.

The participants with children believe that if parents had access to the school's

surveillance cameras, they would be able to better understand their child, particularly given the long hours spent at school.

Participant articulates that using cameras in a primary school, even if the children are aware they are being watched, they will quickly forget and continue their natural behavior; however, for older children, this could alter their behavior because they are more conscious of the consequences of their actions; however, the participants express that even though it is uncomfortable, it is an effective strategy to reduce bullying.

The participants indicated that if surveillance cameras are put in schools, a control system must be in place in order to respond quickly in the event of an incident, and that the school psychologist should evaluate the recordings to determine what provokes violent behavior.

Participants agreed that adopting this insight will increase the school's authority, and in schools where bullying is prevalent, this may be helpful.

Aslan*:"they could to make secret ones now with the technology, even they don't need to know anything if there are cameras, but if they know maybe they would react differently. "*

"if you know that there are cameras you would change your attitudes, but after a point it will be normal and you want not even remember that there are cameras. So is good, I think."

"I think in this world the parents are very cautious and it could be good for them, a plus. Maybe they could give some right to the parents to watch their children in the classroom or in the corridors and you would understand better what he's doing the school, and also, they have these smart watches to see with who they are, I mean right now with the technology you can do a lot of things, you will understand with who he prefers to talk, his behavior."

oguzhan*:"This could be also helping out honestly, to understand better, because you know, I don't have any idea what my daughter is making at school, for eight hours or 10 hours per day. But I wish I could watch her sometimes, to what she's reacting, how she's behaving, what she's doing the school."*

asya*:"It could also work because the children will be afraid to do something bad. And if this would happen, I think it will be good, because in the past there were no evidence if something would happen it would not be any profs. I could say that I agree until a certain point, and after I don't agree; "*

"you can understand when you are watching the videos, it could give us some clues and I think it's a good strategy. Maybe it will not to be comfortable but is effective. Why do you think is not comfortable? Someone is watching you, and something is recording you, so is not very comfortable, maybe you cannot feel so free, but I still think it is affecting positively."

***ayse**:"I totally agree with video-audio recording inside the school, because in my opinion it creates a disciplined area, for both teachers and students, and also the most important is to create proofs. If something is happening the wrong, they can check it, and they can understand better what happened."*

"he can come one day at home and lie that his teacher bit him, and for sure, the parent will believe him, and from here the problem starts. But if we have these cameras, we can prove that it happened or not. This could be a good strategy to understand everything better, not just the bullying."

"It could but needs a control system, someone that could watch these videos and they could react promptly if something is happening. And I think it could be better If these cameras could be analyzed by a psychologist, and like this he can observe and understand what triggers aggressive behavior from a child. In Turkey has so many psychologists unemployed and this could be a good opportunity for them to practice what they study."

***can**:"This audio-video recorder, cameras, are the solution to show that the bullying It is really happening inside the school. Without any proofs no one will listen, and no one will act. I totally agree with the cameras inside the school, and outside to. It should be everywhere."*

" materials that could help you to understand better what is bullying, what triggers a bullying behavior and how you can stop it. With the cameras you can observe it, taking notes, and after making some conclusions. You can learn the features of the behavior."

***burcu**:"I don't prefer camera inside the school, because you should not leave the impression to the kids that they are inside the prison. But also, I agree with cameras, if it is related with their security. Security cameras."*

"with the help of cameras we can understand some details that we are missing when we are next to them. We can understand better their behavior, when the teachers are not around them. So maybe it can be a good thing for the children...."I must control my behavior". But even with these cameras, if children want to make something bad, they will find a way to do it. It could be in bathrooms, or places that they know that they would not be seen."

***hatice**:"I agree with cameras, video recorder, but with audio recorder, no. **Monitoring is just enough.** Because recording the voice, and the speeches, I think is invading the privacy. "*

"recording them will only help to stop the incident, but understanding is another story. You see it, and you act, and you stop the bullying, but you don't understand it, you don't understand from where is coming, why it is happening, what triggers it to happen. But to understand all this, you have to sit and you have to talk with both of them, The bully and his

victim, with the family, you have to see the environment from where they are coming from, you have to talk with the other teacher, with other students, because most probably the children which is bullying is a victim of something. It could be harassment, or it could be abusive family, maybe somebody else is abusing him, a type of violence."

***ozlercan**:"It could be a good idea to use cameras in the school. I agree with this idea. Maybe for the small children will not have an impact, but for bigger ones for sure it could have an impact. They will know that they are watched, and they will try to behave better."*

*"There **cameras have the role of protection**. You could understand by observing the cameras, what triggers the bullying behavior. They are very good for observation. I don't know how much prevent the bullying, but you can observe it, and you could understand what triggers it."*

***daisy**:"by observing you can easily detect what happens, and maybe you can understand and define the problems. Sometimes from outside you can understand better what happened. To be honest I don't like this strategy and I think it could be other techniques what can be use."*

***beyianik**:"I think this could increase the authority of the school, but I cannot say that it's going to limit the bullying, 100% I don't think so. From my point of view, and what I think it could really work in this problem, the teachers should educate their students. I think this is the most important that the school could teach you. Teachers should teach their students how to defend themselves and fight against the bullying."*

***Volkan** :"If people know, that is a camera there, they will pretend. And to be honest, I don't think it will have any effect. You cannot observe it. They know that they are observed, so they will not do it in the places where they are recorded."*

***Ahmet**:"As a parent I am agreeing with the video recorder inside the schools, but students should not know that they are recorded. Why? Because it affects their behavior. Imagine that there is a camera, just in the corner of the class, and if I feel that I am being recorded, most probably it will affect my actions"*

"cameras could have a positive impact against bullying, but I think it will have a negative effect towards the behavior of the children. It is also possible the children to forget about the cameras, but when they will remember or see it , Most probably, they will feel some pressure put on them, because they will think, if my mother or my father would see it. And for the students if they don't know that they are recorded, this will not affect them, but for their parents. I think it will be good to watch them how they behave outside the family, and maybe try to understand better their children."

" I really think that the cameras should be the last solution, if you cannot solve the bullying problem. Normally, is a human being, we should solve it in a natural setting, and these are unnatural settings."...because it affects the performance and the self-expression, which I support."

***Neva**:"The bad people will always find a way or a place to bully someone. That can be many, many cameras everywhere, and if that someone has the courage or the aim to bully someone, they will find a way, anyway, anyhow, but they will do it. In the toilet for example, there are no cameras, so he or she may comment and punch in the face, and you cannot do anything."*

***Tiny**:"The good effects will be, if something bad is happening inside the school, We will see it and we will act upon that, but also, there are some bad effects about this, such as, when you start recording everything and everywhere people they will start feeling that they don't belong there. They would ask themselves "where is my personal life".*

"we can see the whole thing, who started what happened, why it started. We can understand the reasons what triggers it. We can make prediction in everything, but when we see the real things, how it happens, everything changes. I think in the schools which they have this high rate of bullying, this could be useful."

"if ye involve the parents and the teachers and the students in a program, this could be much better."

CI 10: changing the strategy of the high status

Changing the strategy of the high status is the next insight being presented. It is commonly agreed that bullies display their high status by harassing victims with low status and that bullying is a strategy for gaining a powerful position in the peer group. However, if bullies choose to change their strategy, they could maintain their high status by empathizing with the victim, and they could become less aggressive, which would allow them to improve their likeability, which is another important goal for children.

Participants were asked whether or not they believe it is possible to change the attitude of bullies by explaining that less aggressive behavior could bring them more friends, and whether or not they believe it is possible to change the behavior of a child by convincing him that he could become more popular among his classmates.

The participants' perspectives on this insight were mixed; the female participants believed that this method was successful, while the male ones disagreed. Both parties provided justifications for their answers.

All participants agreed that children desire attention and have their own methods for obtaining it. One participant said that bullies strive to seem powerful, that they constantly have others with them, that they travel in gangs, and that if one of them is assaulted, they stick together and then attack the person who attempted to protect the victim.

One participant stated that discussing and explaining to bullies would not alter their technique, and they will continue to bully. She suggests that we focus on fighting bullying by changing the bully's strategy so that he can become a better person. He can be taught techniques such as meditation or receive therapy to help him understand where his aggression stems from. She argues that there is no one strategy that can be applied to all bullies; rather, we must tailor our approach to each individual.

One participant argued that the bully is capable of modifying his conduct. If he really trusts the person who is providing him with this knowledge, for instance, that becoming less aggressive would bring him more friends, he would listen and change his attitude.

Another participant stated that if we know a child is popular because he bullies other children, we should find a method for him to maintain his popularity by doing something positive. We may convince him that he is capable of defending others, and that other children will see him as a hero. Children like to feel appreciated, and this is a good way to get them to modify their violent behavior. Alternatively, we may place children in various areas, such as sports or mathematics, making them feel accomplished, and this will cause them to use their energy on something they are proud of.

One participant suggested that we should reward the bully whenever they demonstrate a positive attitude; in this way, they will realize that becoming less aggressive is in their best interest; and it is well-known that young people want to be more popular, so this is an effective way to motivate them.

One participant believed that when a child with bullying behavior is identified, he or she should first be referred to a psychologist, and then to psychiatry if necessary; and that when bullying incidents occur, the school typically suspends the bully for two or three days, which my participant viewed as a reward for the bully.

***Aslan**: it could work but as I said one action is not enough it should be a continuous, from the beginning he would understand, otherwise he wouldn't change their behavior, even you say it. Maybe he doesn't want to have friends, he just wants to be powerful, strong. He doesn't care about the friends. Maybe there should be fines, punishments.*

"this type of bullies they tried to seem strong, they have always people with them, they

are going like a gang, and if you attack one of them, they are together and after they will attack you, the person that was trying to defend."

Asya:"With some of them could work. But if is not this what they are looking for, popularity, or if in their opinion is not working these explications, they will become angrier, aggressive."

***Ayse**:"They need support, the victim needs support, in the way that the victim should not be victimized, but normalize, and the bully should be victimized. And to just by saying to them, and explaining it will not change their strategy, and they will keep on bullying. Acting against bullying changes their strategy. I am thinking that in this case for the bully to become better, he can be taught, some techniques such as meditation, or therapy to understand from where this aggressivity is starting. There is not general strategy that we could use for all of them, rather we should make it for every single individual."*

***Can**:"It also **a matter of trust**. If that really trusts the person that is giving the information to him, for example being less aggressive brings him more friends, he would listen and change his attitude."*

"I think it's something much more complex than popularity. Some of them they have psychological traumas, problems in the family, or problems in the relationship that they are making them act in a bad way with others. And maybe some of them they don't want to deal with their problems so is easy for them to be aggressive."

***Burcu**:"For example, if we knew that the child becomes popular because he's bullying other children, we must find a way for that child to keep his popularity, by doing something good. We can explain to him that he can defend others and other children will see him as a hero. Children they wish to feel appreciated and this is a good strategy to make them change their aggressive attitude. Or we can put them in different areas, such as sports or mathematics, make them feel successful, and by doing this they will lose their energy in doing something that they are proud of it."*

***Ozlercan**:"I think it is possible. Because the bullies are looking for attention, they want attention, because of this, they are behaving in this way. We should explain to them in a way that they could understand that they could get this attention, even more, if they are behaving in a better way. We have to reward them every time they are having a positive attitude. Like this they will understand that becoming less aggressive it is in their interest.*

***Daisy**:"I think it could work, because you put another goal and if you can convince and chance their mind you can achieve. It is possible to change them, but it should not be just with words. You have to behave in a good way, to show to them how to behave, and make everyone*

behave like this. It could be as a rule, or norm, inside the class, and everyone should apply it. First, they are seeing you was as teacher behaving in a good way with them, and after they will take this example, which is sustain by the rule, and like this, I think it could be successful. This strategy, it should be practical. They have to see what is happening and that something is happening, to believe, and to want to change the behavior."

"We know that the young people always wish to be more popular, so, is a good way to motivate them."

***BeyIanik**:"If the bully with this behavior is looking to dominate other people, I think it will not work, this strategy. I don't think that this strategy would be effectful here in Turkey."*

***volkan**:"Generally, with the people that you are having problems, being nice, doesn't work. Because when they will see you, that you are breakable, they want to break you more. This is how they feed their ego, how they feed themselves, actually"*

"The first, they should start with the psychologist, and maybe after they can go to the psychiatry too. The punishment that they receive for doing bad things, like 2 or 3 days of not coming to school is not a punishment is like a reward"

***Ahmet**:"Having a high status, it is really important for the children to create a network. Because the children which aspire to have a high status, they will be taking the part with the one which have high status. They will get that person, with high status, like an example to follow up, so, what's the example is doing, they will do too. In that age, what is the children cares about is the power."*

"and that age, maybe it could be a little bit difficult. But maybe we can change the classroom, to put him in another environment, another network. Because if you are unfamiliar with that environment, most probably, it will take time to behave in the same way."

CI 11: enlisting other adults

Enlisting other adults is the next insight being discussed. Soliciting the assistance of other adults, such as addressing the situation with colleagues or contacting the parents of both the victim and the bully.

The participants were asked how important they believe it is to engage the parents in the program and also what influence might have a discussion with the parents of the bully, to his conduct. Additionally the participants were questioned whether this bulling conduct is learnt from the parents, what method might be employed for the children to improve his bad behavior and what influence could have a conversation with the colleagues on the class.

Participant believed that incorporating parents is a useful strategy for reducing or

eliminating bullying behavior.

According to one participant, it may be an effective method in both scenarios since the parents of the victim would be aware of what was happening with their child at school and would strive to comfort him, as well as the parents of the bully in both cases. Two options are presented: parents who are unaware that their child is a bully, in which case a discussion will help them understand why their child bullied others and help him become a better person; and parents who bully their own children, in which case a discussion will help them understand that their reaction and behavior has a negative impact on their children and other children as well.

One participant suggested that when one child bullies other children, we must first determine if the bully has a problem with his classmates or teachers, his ambition to be successful, or if the bullying stems from within the family; by knowing this, we can suggest a plan to change the bully's behavior, because if the children realize that bullying is wrong and that they are hurting others, they will stop.

Another participant suggested that the psychologist doctor should first speak with the bully child and then with the bully's parents in order to determine the situation within the family. It is possible that the parents could become aggressive if they are confronted with complaints about their child's behavior. If the parents were raised in the same manner they are parenting their kid, even if the teachers or school psychologist explain to them the repercussions of bullying, they will not believe they are in the wrong.

Another participant believes that parents should be held accountable for their children's faults and misbehavior, and since Turkish people are money-conscious, they could be fined. A second option would be to compel them to see a psychologist and study literature on psychological growth.

***Aslan**:"Because the children just know the parents from the beginning, and getting the example from the parents, and if they are saying something, they believe immediately"*

"the children's with divorce parents are more difficult to adapt the environment. Why do you think like that? is like that.it is normal because they will see that other children have the parents and they don't have it because the mom and dad are not together and they are not coming, and they will feel bad."

***Asya**:"I think if you say to the parents directly that their child bullied another one, they will become defensive, and you will meet with their big ego, and they could say that I told him to defend himself so I am happy that he did it because I teach him like that, so what you can do… nothing.*

"first psychologist doctor should have a conversation with the bully child and after with

the parents of the bully to get the situation inside the family,...it is possible that in the moment that you complain about the behavior of their child they could become aggressive with the person that they are speaking with. Another aspect it could be related with the culture, the parents culture, because if they were raised in the same way that they are raising their child they will think that, even you are explaining to them the consequences of the bullying, that you are wrong and they are right."

"Depends of the parents, their temperament, if they are aggressive they would act in aggressive way, but if they are normal they would understand that there is a problem and they would try to solve it together with the teacher and psychologist Doctor, and in this case it could be a positive effect."

" If you are trying to reeducate the children, you have to reeducate the parents at the same time for the program to be effectful.

"Maybe the thing that could work is to have this training be done before the children are even born. They can go to some public class to understand how they could grow their children."

"This is a bad thing, a really bad thing, because the child who was bullied it could be more traumatized and the bully could feel better by being in front of other classmates. And I think a discussion in front of his colleagues would make the situation worse."

***Ayse**:"but first we should discuss with the parents and explain that their children are not perfect, and they should accept this, and also that in the school their children that are not more important than other children. Accepting this is accepting their children flaws, but in some cases, the parent will not accept this thinking that their children sort of "pasa", and they will not accept any help in fixing the situation created"*

"I think the parents should be taken responsible for their children faults and bad behavior, and maybe they could receive a fine, because Turkish people are sensitive on the money issue. Another solution, it could to be to force them to go to a psychologist and read some books such as psychological development books."

***can**:" It should be something that could to make the bully realize that he's doing something wrong. For example, they could bring their children to visit a "huzur evi" (sanatorium for old persons) or orphanage, to show to them the problems, the societies dealing with. Talking with older people and the children which they lost their parents could have an impact over them.*

***Burcu**:" Involving the parents, I think it could be on effectful strategy in both cases; the victim parents they will understand what is happening with their child at school and they*

would try to help him. For the bully parents we have two situations. There are parents, which they do not know that their child is a bully, and a discussion will make them understand the reason their child bullied others, And also help him become better person; and the second situation with the parents that are bullying their children, a discussion with them will make them understand that their reaction and their behavior is a negative one which produce that effect over their children, and other children's and too."

"If the children understand that bullying is bad, and by doing it are hurting other children they would change their behavior. First, we have to understand, if the child which is bullying others has a problem with his classmates or with his teachers, another reason It could be his ambition to be successful, and if this is not the reason for bullying others for sure is inside the family."

***ozlercan**:"The parents have to observe their children at home. If there is a change in the children behavior, they should notice it first. They should understand the child needs, and what makes the child behave in a different way."*

"if the parents change their behavior, the child would change his behavior too. The bullying behavior can be changed only when the parent's behavior towards their child is changed."

"If you finger bad behavior and they will feel shame and they will not do it. The colleagues when they are witnessing a bad behavior and they should finger the bad behavior too. Such as "I see you, I am not stupid, you can't fool me"

***daisy**:"I witness some many incidents in which the parents were bullying their child or children, especially fathers, which is the authority in the house. When I was smaller, my father, was getting angry very easily, whenever I was play-fighting with my sister. he was shouting to us and he was giving us punishments for very small things"..."First of all, we have to break the circle, and to teach the future parents and the parents to behave normal with their children."*

"We have to use this discussion from another perspective. I mean that, we shouldn't blame them directly. We can start discussing, and tell them stories, about other cases that they were involve in bullying episodes, and maybe, like that they will understand that they are doing the same, and it is wrong. In this way, I think they would understand, and they will want to change their behavior. If you blame them directly, for sure, they will react in a negative way, they will reject the idea totally and the discussion will not have any impact."

"a discussion in which all present should think about the consequences of the bullying behavior, what kind of impact could have on the victimized child, and to help them in a way to empathize, and understand better, and in this way, the next time, that they will see it happening,

they would want to intervene,

***Volkan**:"They are not going to accept it at first. And I really don't know who can influence the parents. I really don't know. There are 2 types of the parents. The first one will come it front of the teachers pretending that is mad at his child, but in the back of the teacher he will say to his child " good job", and the second category, the normal parent, which will be mad at his child because what he did, and this one will get involve to change the bad behavior and explain the good behavior to his child."*

"they will understand as future parents that they should not have his behavior with their own children, or I should not motivate my child to have this kind of behavior. "

"involve that the child, which you know that is bullied by the parents, in different activities, to show him how to Help people, that bullying is something else, but helping people has different effects not only on the person's that they are getting helped but also on the person's that they are helping."

"I believe that on that age children have more effect on each other than the parents. I am speaking about the smaller ones, because they like their friends, and they are attached of their friends, so that's why having the discussion, with the general idea about bullying, maybe showing that the child which is bullying, It's hard to think their friends, it could make them react and change the bullying behavior. If the bully is seeing that other people in the class, disapproves his behavior, he will think that if he's continuing to behave in the same way, No one from the class will want to be his friend, and he will be alone. So, this is a powerful motivation for the children."

***Ahmet**: "some parents will never accept that their children bullied another child. Some of the parents will try to identify the problem and find the solution."*

" If the parents are low educated, even they will make the problem more complicated, but if the parents are well educated, most probably, they are going to find the solution, and in a good way will talk with their children, and with the teacher of the children. If you solve the problem inside the school, it is better. It is 100% important to involve the parents."

"If the children have a really aggressive parents, which they are bullying to them constantly most probably, the first step, it will be to talk with the family. To change their attitude and behavior. But if we cannot get solutions or response from our attempt, maybe we can focus on the student, the children, to show that the acts of their parents are not acceptable from the society

"I think the psychologist doctor should intervene, because this is a really big problem, and is not easy as it seems. While you are trying to construct, maybe it can destroy the family

ties."

tiny: "to explain to the parents, what is bullying, and to show the consequences of bullying to them, and they will get involve. And after the parents will give education to their children. And after that the children take this education also in school, building a base that he can develop from."

"If we understand that there is a problem in the family, In this case, we need the help of an psychologist....it will be better to be a person trained for this special case, which could help the entire family."

CI 12: working with the victim

Another insight being discussed is working with the victim. Working with the victim in areas such as improving their self-esteem and strengthening their capacity for self-defense.

Participants were asked whether or not working with a victim of bullying to increase her confidence and ability to defend herself may have an effect on the program's outcomes. Participants were asked what self-defense tactics they believed to be the most effective in this circumstance.

All the participants belived that working with the victims should be part of every antibullying campaign.

One participant noted that these approaches to make children feel more confident should be taught to all children, not just the victims, since, in her experience, some children who bully others have poor self-esteem, which is one of the reasons they bully others. Working with the victim and encouraging her to feel more capable of defending herself will have a significant influence on both the program's outcomes and her future behavior.

A other participant said that before doing anything else, we should educate kids how to protect themselves when they are being bullied. We should teach them how to respond, what to do, and what to say to the bully. Also, we must educate children that it's necessary to seek for assistance from other classmates or the teacher, and that if someone mistreats them, they should say "I'll talk to my parents" or "I'll go to the teacher" or simply "you have no right to treat me this way."

A participant argued that this should be the most important aspect of the program. A teacher or school psychologist might instruct students on how to gain confidence, how to protect oneself, and what self-defense strategies are effective in bullying situations. One way may be to teach them on emotional regulation. "Emotion control techniques". The drama and role-playing, e ven documentaries may be effectiv, animation. In the participant opinion, the

person who is bullying wants to have the control over the other person, and not reacting in the manner that they desire is the greatest self-defense approach.

***Aslan**: sport is good as I said, martial arts is very good. You can teach with the physical impact to use it and the bully will not come back again."...."verbally, you can teach some kind of techniques. Because before any physical action it is verbally action, you cannot attack someone without verbally action first. If you teach them how to defend verbally maybe it will not go on that stage to defend physically."*

***Oguzhan**:"I leave this in the past and I wish someone could have teach me this, how to defend myself, how to react, how to speak up. And to teach you if you are the victim of the bully how to make a complaint, and to who to complain about."*

***Asya**:"in my case I learned how to ignore the people that they were trying to upset me. My parents teach me, I learned in after it stopped. And for the children that they will participate in such a campaign they will learn from their teacher and from that psychologist techniques and after they will apply it, because the children are learning very fast. And at small ages children, they don't have too much experience so we could be easy for them to learn some ideas from us, that adult ones, and sometimes giving them just some ideas or some answers could work perfectly because they want to learn, they are open to learn. It is also possible to get worse the situation, but that the latest you know how to solve it, and in my opinion, learning how to solve the problem in your life is the most important lesson."*

***Ayse**:"we should support the victims, because that person starts knowing what she's capable of, and like this Her confidence is growing. The reason that she got bullied It is because she didn't know what to do and how to react. By supporting the victim, I mean, also teaching their rights. Now we live in a bad society, in which the boys\men has all the right, and the girls gets all the blame if something is happening."*

***Can**:"We can talk to them, show them that we can understand the things that they are passing through, bring them to a nice place, drink of coffee together, socialize. Mostly changing they environment that make him sad."*

***Burcu**:"I think these techniques to help them feel more self-confident it should be taught to everyone, not just the victims. Because from my experience, some children which are bullying others they have low confidence, and this is one of the reasons why they bully others. And of course, If you start working with the victim and motivate to be more confident and to defend herself, this will have a big impact over her future behavior and for the results of the program."..."First of all, we have to teach children how to defend themselves when they are the victim of bullying. We should teach them how to react, what to make, what to say to the*

bully. We have to teach them that it's okay to ask for help from other colleagues or for the teacher"...."If someone will do something bad to them, they automatically say "I will speak with my parents"," I will go to the teacher "or just "you don't have any right to do this to me"."

***Ozlercan**:"this should be the key element of the program. But they need to master to teach them how to self-defense...a pedagogue or the school psychologist could teach them how to increase their confidence level and how to defend themselves. What kind of self-defense techniques do you think is good in bullying situation?To teach them how to control their emotions. Emotion control techniques. Teaching them kinds of bullying and for each type how to defend themselves. For example, how he made it on stage. The drama, the role-play. Even documentaries could work. Animation. In my opinion, the person which is bullying wants to have the power over the other person, and not responding in the way that they want is the best self-defense technique."*

***BeyIanik**:"I am also training myself, I am doing martial arts, jujitsu. And in my opinion, everyone should learn jujitsu. The first question that you asked me, if I've heard about anti-bullying campaigns, and I told you that I saw it in America. There I saw an advertising on the Internet in which was saying that the children who got bullied could have free training of jujitsu. There, they are teaching them how to defend themselves, using jujitsu techniques. I saw it on YouTube. And in my opinion, I think everyone should know how to defend themselves."..." If the victim learns how to defend herself, this will give her so much motivation. "*

***Volkan**:"Experience something is the key of learning. And other one could be, from what I saw the social media, meditation for children made in the school, maybe this could work. Martial art be also a technique that they can use, because learning it is boosting your idea that you can defend yourself, and also, this is teaching you how to mitigate the conflict and hitting is applied as a last resource. I also know that in practice this sometimes is not like that, and some people could use this knowledge, to do bad stuff. People can be manipulated."*

***Ahmet**:"If you manage to get far from that circle, this could be the option one. Maybe trying to talk with them, but much probably, they will not listen, because talking with the children and making them listen you, it is not easy. Another possibility it will be to talk with the parents and the teacher of that child, the victimized child. Because most of the children, they will not speak about this problem with the parents or the teacher, and it will get worse, so, making them aware about the situation, it will help them and the children to solve the problem. I am totally against a physical reaction. So that's why I think the best solution for a victim is to get away from that circle, where these things are happening."*

***Neva**:"Because I read about, about cyber bullying, and it was explained there that if you don't have a strong reaction to words the bully, they will not keep on going. She or he sees you weak, so they are thinking "okay, I can manage this thing", and he or she continues to bully you. So, if you teach the victim, the self-defense techniques, and how to react when someone's bullies them, they will know, and they will be applied. They will start defending."*

"To ask for help in a noisy way, shouting. Because when you shout everyone will look. Screaming, maybe could be good. You get everyone's attention, and you could say to everyone that he will she is doing to me like this. Getting attention from the environment..You are saying to me… To get attention from the environment that you got bullied, and you need help.He or she needs to feel shame for what they do, or what he did."

CI 13: working with the bully

The next insight being discussed is working with the bully. The non-blame strategy includes assisting the bully in achieving stronger self-esteem and expressing worries about the victimized kid with the bully; the zero-tolerance approach entails punishing the bully and/or informing him that his conduct will not be tolerated.

The participants were asked which approach, zero tolerance or non-blame, they consider is more suited for the Turkish population. In addition, participants were asked what they thought about disciplining/punishing the bully, and whether or not they believe his behavior would change if it is made obvious that this sort of conduct is not tolerated/acceptable.

Some participants stated that we should use zero tolerance only if the non-blame method fails to provide the desired outcomes.

One participant suggested that if it is direct bullying, such as hitting or kicking, the teacher will use the zero-tolerance approach because physically abusing someone is ethically wrong; however, it would be preferable if they used psychological techniques to make the bully understand that what they are doing is wrong. It should be a sequential procedure in which first you explain, and then you take action.

Another participant stated that the zero tolerance policy was more suited for the Turkish population. If someone wanted to use the non-blame approach, there would be no chance because the Turkish people would never accept that they did something wrong, even if they were displayed proofs. Instead, they would blame others for their actions and begin playing the victim, complaining about how unfair the world is. This Turkish attitude can only be altered by implementing strict rules and severe punishments to everyone who commits an offense.

One participant believes that the non-blame method is superior because the zero-

tolerance approach will have no influence on them or will elicit a negative response. They will be delighted if informed they are not permitted or their conduct is not acceptable. It would be seen as a challenge by them. They will challenge the one who tells them no. Turkish individuals like breaking the norms and regulations by entering the "can't do it" zone. This non-blame method may be related to what I just said regarding religion, because if people do not believe in what they are being told, they will not act accordingly.

***Oguzhan**:" I would say that the second one could work better, because I think they would understand much better. Sometimes, or not sometimes, most of the times we have to be tough and stop and answer them. I think it has to be the zero-tolerance otherwise it can be happened the second time."...I'm not saying that it's 100% perfect but is better. The second one is better.*

***Asya**:" if it is the direct bullying in which they are hitting or kicking, here teacher will use the zero-tolerance approach directly, because if you are abusing someone physically you don't have any rights to do it. But I think, if they would use the psychological techniques to make them understand that they are doing something very wrong it will be better, but still they are using the zero-tolerance one, telling them to stop. It should be a step-by-step process in which 1st you are explaining, and after that you should act."*

***Ayşe**:"For the Turkish population, the second one is more appropriate. If you would want to use the 1st one you don't have any chance, because Turkish people they would never accept that they did something wrong, if you will show to them the proofs, they would blame other people for their doings, and they will start complaining about how the world is unfair with them. We are always the victim, always! Always the bad things are happening because of others not because of us. "*

"me I agree more with the 1st one is much better in reacting against bullying. Turkish people understand only by punishment, and after receiving the punishment and instead of understanding that they did something wrong they will continue doing it."

"How you can change a person mentality if he thinks that he is right, and also society supports his point of view. The only way that I think this Turkish mentality to be change is by applying strict rules and big punishments for everyone that is doing something wrong."

***can**:"I think, Turkish people would understand more the second one, zero-tolerance approach. The better way I think it should be first to explain to the bully that what he's doing is a bad think, and if you see that she doesn't understand or he doesn't want to understand, the second one should be applied."*

***Burcu**:" In my opinion, when it is related with the direct bullying, with violence, we*

should use the zero-tolerance approach. It should be clear that the violence is not accepted. For the indirect bullying, it is better to use non-blame approach, and like this we will understand better the reason the child is behaving like this, why he behaved in such a manner. We should categorize it; for physical bullying, it should not be any tolerance, so, zero-tolerance, it should be applied, and for emotional bullying, first we should understand the reason the bully behaves like that and try to make him want to stop.

***Hatice**:"In my opinion non-blame approach is better, because on the zero-tolerance, it will not have any effect over them, or it will be a negative reaction. You will receive a reaction. They will love if you say to them that they are not allowed, or their behavior is not accepted. They would take it as a challenge. They will challenge you. Turkish people they love stepping into "can't do it" area, against the rules and regulations. This non-blame approach You can connected with what I was telling you before about religion, because if they do not believe in what you are saying, they will not do it.*

***ozlercan**:"The second approach it will work better for Turkish population. Not tolerated this type of behavior. Because they are making these bullying in purpose, they want to hurt that person. He's not interested in learning how to be kind. Even if you try the first approach, to increase his level of empathy, it will not work, because he doesn't have any empathy towards his victim.*

***Daisy**:"In my opinion the non-blame approach it's better. If you give a punishment or you say to the child which bullies' others that his behavior is not acceptable, or you cannot do this, the children will react, aggressive. They will behave aggressively, and they will do it again. But if you approach the bully with positive energy, explaining to him that the child which he was bullied, is suffering and its feeling bad, maybe in this way he will start empathizing with his victim."*

"I think mostly depends on the characteristics of the bully. Also, the age, it is very important, because you understand the situation differently. And I am thinking that the person which is discussing with the bully it is very important, and the bully could understand it better. For example, if it is his or her teacher, for sure, a discussion with the bully would be impactful for him or her. I think at school, the teacher could have more impact than the parents."

***Beyyanik**::"firstly, you should try this approach. You should explain to him, in a good way, without blaming him or trying to humiliate him, and make him understand that the other child is sad, because of him. And if he doesn't stop, and does it again, that time it should be apply the other approach."*

***Volkan**:" I think for the Turkish population, the zero-tolerance will work better.*

"but still I think is better first to apply the non-blame approach, there should be a chance to be given to them, for the first time, and if it's not working they could apply the second one. Because even the society is doing like that, the people are different, person by person, they have different characteristics, and that's why, maybe if the first one is not going to work with every child, at least they should try."

***Ahmet**:"If you don't get any results from the first one, you should apply the second one.*

***Neva**:"the school wants to apply this approach, no tolerance, the bullies could get more aggressive, and outside of the school will bully the victim again, and in a stronger or in a harder way. If they are not doing anything inside the school, they will do it outside the school, but they will still do it.*

***tiny**:"Non-blame. I think it's better. Rather than to get the punishment, we can try to speak with the bully, and say to him "I can understand you and we can fix it together". Firstly, we should question why he did that before giving punishments or apply the zero-tolerance approach. In my opinion the zero-tolerance approach it will work for small periods of time, on the basic level, but for the long period of time, We should try first to understand why this thing happened and how we can help that the children to have a normal behavior. If you want a long-time effect, you should use non-blame approach.*

CI 14: positive change in the bystanders' behaviors

The next insight is related to positive change in the bystanders' behaviors. If bystanders positively change their behavior, it will diminish the rewards that bullies get for their bullying, which will in turn decrease their motivation to bully in the first place.

The participants were questioned whether an eyewitness might demotivate bullying behavior and if an eyewitness' negative attitude towards the bully could cause him to quit or if he would continue and ignore them.

Participants argued that when society reacts negatively to an action, that action will stop, and in the instance of bullying, if the bully sees that society reacts negatively, he would consider changing his conduct, not because he wants to, but because society demands it and he cannot be alone.

Another participant expressed worry about today's society, in which no one speaks out, thus bullying persists, as a result of people's unwillingness to become involved in anything unrelated to them and their passive viewing of the situation as if it were a movie. "If it doesn't impact me, why should I do anything?" is what the majority of the population thinks.

The participants agreed that bystanders should be educated to respond or seek assistance, such as by phoning the police, when they saw someone being harassed.

***Aslan**: you have to fight with them if you want them to stop. If you fight and you are more stronger than they will stop for sure. And also, you have to threaten them, to scare them. If they are scared, they will not do it to that person, but they will find another victim. You cannot change their brain, the reason. They will go to another classroom and they will find another victim*

***Asya**:"When the society stars reacting in a negative way towards an action that action will stop, and in the case of bullying if they will see that the society react in a negative way he will start thinking to change his behavior, not because he wants to, but because the society ask for it, and he cannot stay alone."*

"But in today's society, no one says anything, so the bullying continues, because of the people that they don't want to get involved in anything that is not related with them, and they are watching it like a movie without saying anything. "If it doesn't affect me why I should do something" the majority they are thinking like that."

Ayse:"This people which they are doing constantly a bad think they don't need to get fines, rather they need psychological treatment. Here in Turkey we don't care about psychological background of the person, main reasons, the trigger that makes them behave aggressive, and this kind of person's they think they deserve our respect, and they are willing to do any bad things just to get."

***Can**:"If they show to bully a negative reaction, the bully will stop. We, like eyewitness, we can talk with the bully and asking why he's doing like that, and tell him that he's doing something wrong, he is hurting people. And let's say that the bully is our friend, and if you say to him that you don't like his behavior, and you don't want him as a friend, for sure, he would change his attitude, and he will stop bullying other person."*

***Burcu**:"We have to teach them, the eyewitness, that the normal way when they see someone getting bullied is to react or to ask for help, such as calling the police."*

" In some cases, sometimes, people they are not saying anything, because they are afraid."...the Turkish people they lost their trust in the government and in law. They don't believe that the police or their low will protect them. Do you think there is a way in which we can make them feel more safe to react? First, I think, we should show them a lot of good examples. We should win their trust back. And the news and newspaper they should show good examples. They will think" this is working, so, I will do it""

***Ozlercan**:"The eyewitness, they have a big power and they could influence the behavior of the bully. If they are witnessing a bullying situation and they will show that they are not approving this kind of behavior, the bully will stop. Even they can make the bully feel scared."*

"If the bully will think that the eyewitnesses are more powerful than him, he will stop. The situation is all about who has the power. It's a fear game. The bully needs to feel fear in order to change his attitude."

***Daisy**:"We have to teach the eyewitness to react whenever they are seeing something bad happening. If the eyewitness, they will react whenever they see something bad happening, the bully will start thinking that he should stop this behavior, because his image in front of others will be bad. I am not saying that the bully will stop bullying others just because the eyewitness says so, but it will be harder for them to have this behavior in public."*

***Ahmet**:"This could be a strategy, we can say, if nobody defense, who will defend, what would happen with that person, you cannot just leave a person to get bullied. You need to take an action."*

***Neva**:"But I think, at the time of the event, the bully will stop, but, again, if it is a bad person, he will do it anyway, when he gets away from that group of eyewitnesses. He can do it, or she can do it in another place.*

CI 15: victims who are supported or defended

Research indicates that victims who are supported or defended by even a single classmate are less anxious and depressed have a stronger sense of self-worth, and are rejected by their classmates less often than victims without defenders.

The participants were asked what they believe might be done to restore the victims' self-esteem, and when a victim is defended, they believe the victim would feel less rejected or that this will have no effect on their emotions.

Participants agreed that this insight was significant and should be included into anti-bullying campaigns.

One participant suggested that first, it would be beneficial for the victim because if she or he sees that others are defending, this could give the victim the courage to defend himself, and even if they are not defending themselves, it is comforting for the victim to know that someone cares and that they are not alone. For instance, if the victim is a timid child and someone defends them, they may go to that person for help the next time something terrible happens, and by sharing this experience, they may become friends.

Another participant considers that if all of the students are aware of this phenomena, it will have a beneficial impact and encourage positive interactions amongst them. When someone who cares about victims is impacted by the knowledge that one of their friends was bullied, it inspires other friends to join in, which starts a cycle.

***Aslan**:"Did you see a difference of behavior on the person that you defend? yes. They*

are appreciating more. Could this be a strategy to regain the self-esteem? Aslan: yes. But it should be a complete education, if the other children know how to defend themselves and their friends so it is affecting, but if they are also scared than there is no chance.

***Asya**:"First, it would be good for the victim because if she or he sees that other person is defending, this could give them the courage to defend himself after, and even they are not doing so it is comforting for them to see that someone's care and they are not alone. As for example if you are a shy child and you see that someone is defending you, the next time, when something bad is happening, you will go to ask help from that person, and after by sharing this experience they could become friends."*

***Ayse**:"they would understand that they are not alone, that someone has their back. It is a good strategy And I totally agree that it should be learned by the children."*

***Can**:"After a bullying episode you want to speak with someone, you want someone to understand you, to understand your pain, and if there is that the someone you would feel better. The person that was speak with the victim has the chance to decrease the victim's anxiety and make them believe in themselves again. "*

***Volkan**:"it gives you the feeling that you are not alone."..."regain our self-esteem, or improve it, with help from others, but also, I will suggest that the victim has to work with herself. For example, if she's better is something, if she's doing something very good, she should concentrate on that things, to give her a feeling of proudness that she is doing something great. This is mostly giving her or improving the opinion about herself, so the self-esteem. And trying to deal with the bullying, and making your best out of it, it will give her a kind of comfort. For example, let's say that from all the techniques is that she learns, on how she can depend from a bully, she things that she good in one particular technique, and I think she should practice that one because in this way, she will feel more confident that she can deal with this problem. Mostly this feeling that "I have the courage to fight it, and I can win it" will give her the self-esteem. "*

***Ahmet**:"It will have a positive effect, and it will create a positive interaction between the students, if all of them are aware of this phenomenon. Imagine that the person which cares about the bullied person, which gets affected by the fact that he or she got bullied, it will motivate his friends to get involve, and this creates a circle."*

CI 16: Class Activities

Engaging in these activities may help students feel more socially competent and less anxious about receiving a lower rating from their classmates, which can help reduce social anxiety. Classroom activities can promote good social interactions, self-confidence,

interpersonal self-efficacy, and resist peer pressure.

The participants were asked how important they think it is that the school environment encourages positive social interactions and how important they think it is that the school environment encourages positive social interactions.In addition, participants were asked if they believe the school environment has a beneficial or negative effect on children's behavior, and how they would encourage children to engage in constructive social interactions.

The participants agreed that it is essential to teach the children to respond when another student has a problem, to encourage them to help solve the difficulties of other students, sometimes just by listening. To teach them to accept each other and their different characteristics, to accept their differences, and to try to understand them when they have a problem in the class, and to show that if we really understand the problem the solution will come, and for that student will be very important, knowing that someone is close to him.

One of the participants related an experience from the elementary school, and he explained about the traditional food day and that was something quite wonderful in which the children were engaging altogether. the mothers were preparing food for the event and the children were bringing in the school, and all the children as friends were doing the same, and that was a really beautiful atmosphere. Other forms of activities, such as games, encouraged us to mingle and come together.

Another participant believe we should encourage students to be more enthusiastic about the social interactions, by placing them together, to connect in the manner. For example, certain clubs where individuals usually have something in common, and desire to communicate over, engage in fixing some challenges. Events may be too, individuals which prefer a topic, or an area, could join together, work together, spend time together and develop friendships. They will develop something together, and also, they will share, and step-by-step, because of the relationship they will start conversing.

One of the participants provided a personal experiences from the high school, where he and his school participated to a event of planting trees, and the weekend previous the interview was in his hometown and passed beside to forest that they planted and he felt extremely pleased and emotional.

One participant mentioned that doing something together such as teamwork, sharing stuff and playing games, or assisting each other. In her daughter school they have free play time, and the daughter may select who to play and what to do and in the participant perspective this is extremely essential, since the children need to have leading time. If constantly the leader is the teacher, they don’t understand how to behave themselves without a leader. They are

allowing them interact one other, letting them create the leadership talents. And during this interval, teachers are just monitoring the students to ensure that they are not fighting or in need of anything. They are able to observe groups of children playing together and can occasionally identify the children's preferences. They are observing who is selecting whom and the evolution of the groupings.

***Aslan**:"the government schools they are not, and I don't think this will be possible in the government schools, but maybe in the private schools they are doing it."...they have to change the education system completely from the beginning to the end. Like in Finland."*

"the classes of music or arts, things like that, sports also, this kind of things they could help. They would learn how to cooperate and work together, like a team."

***oguzhan**:"improve the anti-bullying strategies. Every school has to find a way to teach their kids how to react and how to communicate with each other. "*

" if the school managers or teachers will explain to them, properly to the family, many of them, I am not saying 100%, but most of them they will say yes."

***Asya**:"when they learn something they want to put it in practice, so they will search it in the school not just in their class, and they will show to the younger students how to apply techniques, because they like to be an example for others and if we encourage them to use self-defense techniques to fight aggression this will be beneficial for them. They would try to be a hero for the other ones."*

***Ayse**:"Turkey has a great potential, but we don't have a good education system. In Turkey, the classes are very crowded, and when one teacher handles 30 students, it's hard even to teach them something, so how we can expect that the teacher should teach them about bullying, or other problem. "*

***Can**:"If you teach a child how to stop a conflict when it is happening, how to interact with others and work as a team, how to ask for help if they need that help, how to say that they want, or they don't want something, you are helping him for a lifetime. Like this, you are shaping his character and making him a good citizen for the society."*

***Burcu**:"Nowadays in Turkey there trying start from the nursery to teach them about gender equality. Before they were not considering important you know, to teach girls about the changes that they are passing through adolescence. But now there are these programs which they are trying to make girls more confident."*

"this program that I was telling you about, the gender equality, the government schools do not make it. it is made by voluntary organizations. They are going to schools and explain to children different topics, play games with them related with that topic for them to feel more

comfortable."

"When I was younger, I was feeling this pressure more, but now is less. In my case, it helps me to participate in voluntary work, and the fact that I am seeing women are succeeding in all the departments. Also, I think social media helped us to see and interact with other culture, which can have positive impact over future generations."

***Ozlercan**:"they will start to be friends, they will think they are the same, and of course they will not bully each other. It will not be any dominance behavior, because bullying is all about dominance behavior. If they will think they are friends, and they are the same, it could change their perception."*

"In the private schools they are doing it. And my daughter school, they have this kind of activities, and it has a positive effect over the children behavior. On my daughter, I observed good changes, she's becoming more confident. Really confident."

"Doing something together. Teamwork. Sharing things. Playing games. Helping each other. In my daughter school they have free play time, and she can choose who to play and what to play. And in my opinion, is very important. They need to have leading time. If always the leader is the teacher, they don't know how to behave themselves without a leader. They are letting them interact each other, letting them form the leading skills. And in this time the teachers are just observing the children, not to fight with each other, or if they need something. They can see the groups of children playing together, and sometimes they can understand the preference of the children. They are seeing who is choosing who, and how the groups are changing. My daughter has best friends."

***daisy**:"in my high school, we were having the theater group, and we were playing some scenarios. I think that activities that we were making together, made us feeling closer to each other, and also more empathetic."*

"I also remember that we were organizing some debates. Debates about everything, and we were expressing our ideas about some different stuff, and we were working on groups, two groups, and all of us express our ideas. Everybody could go on the group that they were sharing same ideas."

"the governmental schools they need more support. For example, economical support. I think their approach is different. The private schools they have a different approach than the governmental schools. In the state's school they are focusing mostly on your academic achievement, you know, you solve more problems, or you should be more successful, you should improve your grades. In the state school, the teacher and the parents' approach are like that. But in private schools they are focusing also in the social achievement not only on the

academic achievement. Social interaction between the kids are important to them"

"The educational system has to be adapted for the needs of all the children"

"Here in Turkey, just the most successful students they can be hired, so, the government has to look in detail to help with the other wants too. For example, they can provide farm classes, and children will learn how to be farmers. Not everyone has to be doctor or lawyer to be successful. We should teach our children that every job that they choose to do it. It is something valueless for the rest of the population and has an essential role."

"Teachers should encourage them to become better in what they love to do. In this way, the children will be more happy, and they will start being more positive with the others around them. They will have more self-confidence that they are good in what they are doing, the positive attitude, they will trust themselves, and they will express their feelings freely."

***Volkan**:" I think we could encourage students to be more positive about the social interactions, by putting them together, to connect in the way. For example, some clubs which people they have things in common, and want to talk about, involve in solving some issues. Events could be too, people which they like a subject, or an area, could get together, work together, spend time together and form friendships. They will build something together, and also, they will share, and step-by-step, because of the connection they will start communicating."*

***Ahmet**:"in my high school, we had this event of planting trees, and the last weekend I was in my hometown and I just passed to that forest that we planted. And I felt very proud and emotional."*

***neva**:"you stay with that teachers with that friends from the class, so if you spend a really bad time at school, it will be like a prison, not the school. And the child will say to his parents. I don't want to go to school, because he or she will not feel safe there. But he or she has good relationship with teachers and with the students in a happy environment, will want to go there."*

***tiny**:"In the University, I participated in some events, and they understood that it really helps to get connection, to meet new people, and why not, to start friendships. There are the school clubs which they are very good and useful for all the ages.*

"We had the traditional food day. It was something very nice in which we were participating altogether. Our mothers were making food for us and we were bringing in the school, and our friends were making the same, and it was a very nice atmosphere. There were other types of events, like games, and this helped us to socialize, to get together."

"to educate them to react when another student has problem, to motivate them to help

solve the problems of other students, sometimes just by listening. To teach them to accept each other and their different characteristics, to accept their differences, and to try to understand them when they have a problem in the class, and to show that if we really understand the problem The solution will come, and for that student will be very important, Knowing that someone is close to him"

4.1.6. Themes in the Data

After the coded responses of the participants were put into groups, a detailed analysis of the overall themes and their nodes follows. This section gives just the right amount of information for the complex, multi-layered interpretation that a rich description needs..

4.1.6.1. *Theme 1: Education training on antibullying programs*

Name	In Folder
Education- training\educational techniques\education by example-story telling	Nodes
Education- training\children education	Nodes
Involvement - Intervention\teachers' education involvement	Nodes
Education- training\parents' education-training	Nodes
Education- training\education system	Nodes
Education- training\Lack or low level Education	Nodes
Education- training	Nodes
Education- training\school education importance	Nodes
Involvement - Intervention\lack of school education-involvement	Nodes
Education- training\parents' education-training\Preborn Parenting Education-Training	Nodes
Involvement - Intervention\teachers' education involvement\teachers lack of education involvement	Nodes
Education- training\teacher's education-training	Nodes
Education- training\educational techniques\education using virtual learning	Nodes
Education- training\educational techniques	Nodes
Education- training (Determine) influencing change on bullying behaviour	Relationships
successful school demographic (Increase) children education	Relationships
unsuccessful school demographic (Associated) teachers lack of education involvement	Relationships
education using virtual learning (Develop) joy of learning -entertainment learning	Relationships
education using virtual learning (Determine) positive influence on behaviour change	Relationships
school education importance (Influence-Affect-Impact) positive influence on behaviour change	Relationships
parents' education-training (Develop) bullying awareness	Relationships
school education importance (Determine) children psychological development	Relationships

Figure 4.4 *Theme 1: Education training on antibullying programs*

Burcu:" *It is really important. If you understand the program and you get involved in the program, you start feeling much better. I will give you an example. Last summer I was volunteering on the organization that is making programs especially for children. the target is the children from small cities or villages. We went to Duzce which is a small city, and in some villages from there. Our program was including some games, some dance classes, drama*

theatre and some other activities for children. When we arrived there, we saw the bad behavior of the children, they were speaking very dirty with each other. Our program lasted one week, and, in this time, we teach them how to communicate, how to play with each other, we intervene when they were starting fighting or speaking bad. On the beginning, our action, were not very successful, and they continued speaking and being bad with each other, but after two or three days we start observing a good change in their behavior. We were pleasantly surprised, because to be honest, I was thinking that it would take more time to see change in them. I think playing games and drama theater it is very important for the evolution of the children, because they don't understand when we are talking with them directly, sometimes even they do not want to listen, and from games and theater they can take a lot of good examples. From the beginning when we arrived there those children observed us, our way of talking, our way of behaving with each other and after we start observing that they start imitating us. They start behaving nice with other children, saying "please" and "thank you". Whatever they observe on us they start doing it, too.

You are telling me that they were speaking and behaving bad with each other. Can you tell me, your opinion from where is coming this behavior?

They are imitating whatever they are observing from other people, and in my opinion, I think the behavior and the bad speaking It is learned from their family, from their parents. For example, in a conversation that I had with one of the child which participated in the program, I asked him why he's behaving like that with his friend, from where he learned to speak so bad, and he answer me that it is normal for them to speak like that, and that he's taking with his parents in the same way, and the parents speaks with in the same. So, my conclusion was that the bad behavior and bad speaking It is learned from their parents.

What strategy we can apply, that the behavior of that children, not to change after this program? You told me that you saw a change in their behavior in less than one week after the program they will remain with their parents. There is a possibility to keep the good behavior and to replace the bad one?

This is very hard question, but in my opinion, I think we should work with the whole family, the parents, and the children They should get the same information, and maybe, like this we can see the long-term behavior change. Working just with students it's not enough to have a longer-term behavior change. From my experience with the program, I understood that the behavior of the children it can be change in good if you explain to them in a way that could understand, with examples, with games. Even I witness when a child was starting to behave better with another child, there were other children which told him to stop, and to behave nice.

***Hatice**:" For the primary school level, I don't know if they will understand what the program is about and what is going on, but I think it will be better for them to get involve by playing, working together and maybe, like this they will break the ice between each other, help them to contact each other. Because what I realize when I was in the classroom, this bullying, it is happening mostly to the disadvantage kids. Now in Turkey we have integration class, the children with deficiency learning, with autism there in the classroom with other children, and also the refugee children They are in the classroom too. Also, the children with low economic income, they get bullied by other children. And if we can create an environment where they could come together, have to play together, some activities made together, this could create a connection between the children. On the organization, we are making for 23 of April the celebration of the children, and all the children and their families We are putting them together, from Congo to Iraq, Afghanistan and all the other countries, and they play together. And for them There is no nationality, no language barrier. We witness that for the next time, that they will get together they will go, and they will hug each other, greet each other. But if you don't create anything like this, you will witness those children from a nationality, they will choose to play with other children from the same nationality, isolating themselves from other children. And this thing I witness it in the classroom too. So, when you go to a classroom, maybe you will not see them bulling each other directly, but you see how they are excluding the ones that they are not similar with them. Putting them together and making them work together automatically this will create a connection between the children, and if something happens just warn them "don't do this, they are your friends, it's not nice", because they are children, and you have to teach them to share things. Tell them" share with him, we are all friends here "or just tell them "you shouldn't be talking about your friends like that, is not nice "and after they will understand the normal way of behaving because they are smart and receptive to your message. I will give you an example, from my mom experience. When my kids they were small 3 or 4 years old I bring them to a kindergarten where the children with deficiency they could come to. So, my children they were in the same classroom with the children that they couldn't hear without a device. They grow like that Thinking that it's a normal thing, and that that children they were normal too, so they do not you how to discriminate. One summer we went to a summer house of my aunt, and on the beach, there was a child with severe autism, and my children start playing with the child and we witness how they were defending the child in front of other children. What I am trying to say is, if you teach your children not to discriminate and to behave nice with all the children, not only, they will behave nice, but they will teach other children around them to be nice with other children.*

The research showed that the children with low income could become an easy target for the bullies, and after all they could become bullies too. Do you think that this strategy that you just told me could work in this case too?

Oh, yes. Of course, it would work. If you teach the children from early age to get together, following some small instruction this discrimination between the children would never happen. Teach them that they are lucky to have what they have and there are other children which they don't have, so we should help them, supporting them to be better. If you explain this to the children in a way that they could understand they would want to help."

***Burcu**:" I think for a program to have results; the content and the design are the most important. If you want to have good results on the children, the things that you want to teach them, it should be inside the game, because you know that this is the only way that they will understand, and they will want to interact with you. With games you can teach children anything. For example, me. I am teaching mathematics with games. We have to understand that the children they love to play games, they are active, and they get bored very easily If you make the same thing. Because they like to play games, this motivates them to become active, to want to participate, and like this, you can change their behavior very easy. The theater and drama classes, this role-playing exercise are very good for the children. The teachers should know, what strategy they can use for those students, because they can use games and drama in any subject for children to become more active. For example, I use all these tactics when I am teaching them mathematics."*

***Aslan**: they have to be… Only special people have to be teachers. Not just by finishing a school and become teacher like that, they have to send special exams, like psychological and to be trained… But training is not always effective… Not everyone could be a teacher especially talented, even you train someone with knowledge.*

But after every training there is an exam… And you can understand if they are trained are not…

***Aslan**: yes, they have to pass the exams, like technical and psychological, assessment center maybe, like in the private sector they are doing, because it's very important. It's **like medical school,** you have to treat it seriously. Like **"Teaching College"**… Otherwise everyone becomes teacher and is not fitting, you know, they don't know how to react with their children, they don't know how to react with other people children.*

***Burcu**:" The first step is to give good education at school. If we manage to make this anti-bullying campaigns at schools, that children could be a teacher for his parents. Children can change the parent's behavior. I witness this situation in which the child was telling him his*

parents not to do something because was bad. Also, the parents and the teachers could make the children and the grown-ups understand the consequences of bullying and how to defend yourself in a situation like this."

***Ayse**:" For sure it could be impactful in a positive way. How? can you give me an example? In the second campaign, on the presentation you talked about the training for the teachers, and I think is a good idea, educating the teachers they will educate the children, and like this they will learn, I am sure that they will learn. Maybe I can't judge my teacher because this she knew, like this she was taught, but if she would have had a good training maybe she would have reacted differently.*

***Can**:" In your opinion, teachers have or not an important role in how the program is understand? Very important. Of course. I will give you an example, in a football match there is a referee, but he is not playing he's just observing, and the football players respect him and fear him, and they will not do something wrong because is there and he can put them out of the game. And in my opinion, teachers should be like a referee too. Teachers can make students apply the rules, not by making them mandatory, rather than motivate them to be applied.*

***Burcu**:" In my opinion the teachers are a key element for successful program. Especially on the primary schools for the children, the teachers become some sort of God's. They observed and they imitate, and especially the listen Whatever their teacher is saying. And in this case, If the teacher is good prepared for the program, it could make wonders with the children. You will hear them saying "my teacher said like that"," my teacher said you should not use this word". So, the teachers are very important and could have a big influence the behavior of the children."*

***Ozlercan**:" The first, we have to understand, if the teacher really wants to get involve in the program. He has to be interested in the information the program delivers. He has to be concerned about this problem, about bullying. Just the teachers that are really interested in the subject should participate, they should not be forced to participate in the program, if they don't feel it. Because this is a really sensitive subject, and it's not like an ordinary teaching staff. You are talking about the psychology of the child, and this program could influence his future, his all life."*

***Daisy**:" The teacher skills are highly important, because the students spend long time with them. The teachers have the opportunity to observe student's behavior and intervene if something needs to be fixed. This is the reason that the skills of the teacher are so important and could bring positive result for the program.*

***Ahmet**:" Definitely yes. Because, as you already know, some teachers are really good at teaching, establishing a relationship with the students, but there are also teachers which are different, which they don't care about the students, and they are just giving their lectures and taking the salary. Some of the teachers they got good education on the pedagogy, during their university, but some they didn't. Their characteristics also is important, some of them are easy-going, and some of them they are really serious, tough, and cold. For example, I remember my teachers, some of them they were really serious, and we cannot even ask a question to them, and imagine, if you cannot ask a question to a teacher how you can open yourself in front of him, how he can be your confident, or say your problems to someone that you can't even ask a question. But some of my teacher encourage us to approach them, to talk with them, when we face problems, or we wanted to talk with an adult. And of course, Definitely, I was liking this kind of teachers."*

***Ayse**: "the children, parents and teachers are on the same team the program will be successful. You cannot stop bullying by yourself You need to make it together"*

***Can**:" "the education system failed to them, and after that the project that we made I understood that their level is very low, and for them it is hard to understand even the easy things. There is no element to motivate them because they do not want to be motivated. Maybe if we would work together with their parents and their teacher, we could get better results."*

***Tiny**:"the teachers in the children, lives are important, like the parents. They have very important position, and they should understand it, and take advantage of this. Between parents and the teachers should be open relationship in which the child could take all the advantages. Teachers they are the most important for the education of the children, and for anti-bullying program, they are the one which can educate and the way that they are teaching, and how they are using their skills can bring the program positive results."*

"I think if the teachers could manage the program and the students understand it, and believe that good results could come from it, it could be successful for all the schools. The teachers have the chance to break all these differences, and in my opinion, it doesn't matter in which place, and where is situated the school, or if the building is modern or not. If the teachers are good, can handle it, this is my opinion."

***Burcu**:" And this program that I was telling you about, the gender equality, the government schools do not make it. it is made by voluntary organizations. They are going to schools and explain to children different topics, play games with them related with that topic for them to feel more comfortable.*

In your opinion, Turkish schools will make this kind of activities, the children behavior could be affected?

Yes definitely. It could have a big impact over their behavior and future transformation. I think, even small changes could bring big transformation in the future. Here in Turkey is quite normal for the boys to be treated better than girls and this should be change. Some things start to change in Turkey, but I feel that is not enough. When I was younger, I was feeling this pressure more, but now is less. In my case, it helps me to participate in voluntary work, and the fact that I am seeing women are succeeding in all the departments. Also, I think social media helped us to see and interact with other culture, which can have positive impact over future generations."

***Can**: "You know, this new generation, Z generation, they are very different, and with all this bad example that they are getting from TV, and social media, they start acting in a bad way. They are Not respecting anyone, their parents, their teacher, even the police. They think they can do whatever they want because is the right….. The key is in the education. The education level is very important. But first we have to start by educating their families, because everything is starting from the family. I think the problem is inside families, and if we are not trying to educate them, to know their children, and how to motivate their children to want to have a better future. you told me on the presentation that the campaigns they involve the family, the parents, because they understood that the parents are a key factor in this bullying behavior."*

***Aslan:** "Aslan: the government schools they are not, and I don't think this will be possible in the government schools, but maybe in the private schools they are doing it.*

Why do you think the government the school they are not doing this?

Aslan: they don't care, I think.

There is a way to change this you think?

Aslan: they have to change the education system completely from the beginning to the end. Like in Finland."

***Oguzhan**: "As a father, as a normal citizen, as a friend, as a worker, i know it could work in Turkey as well, because we are dealing with the the humans, you know, if it works in other countries like Finland it would work in Turkey as well. If you teach them properly, how to react when they face the bully."*

***Ayse**: "Actually, Turkey has a great potential, but we don't have a good education system. In Turkey, the classes are very crowded, and when one teacher handles 30 students, it's hard even to teach them something, so how we can expect that the teacher should teach*

them about bullying, or other problem. Teachers in Turkey they just have to make the class, to teach them about the subject's, such as mathematic and others. We need more teachers, but our government doesn't support this. The best strategy for Turkey could be less student and more teachers. And also, we need to teach our teacher This mental health issues, because this new generation of teachers they don't care about students, they just care about the money, they just care how they look in that position. They should understand that the student is like blank papers in which they could write the future of the next generations. One teacher for 10 students could be better, and after that we could hope to find an action, to get a positive reaction. Otherwise, is not possible, to prepare a student for a great future."

***Daisy**: "The private schools they have a different approach than the governmental schools. In the state's school they are focusing mostly on your academic achievement, you know, you solve more problems, or you should be more successful, you should improve your grades. In the state school, the teacher and the parents' approach are like that. But in private schools they are focusing also on the social achievement not only on the academic achievement. Social interaction between the kids is important to them. Is a contrast here. Even the government the school they are focusing more on the academic achievement, the private schools they give more successful children. In my opinion, I think all the educational system should change in Turkey. You know here, there are exams, for example, to enter in the University, or in the high school, and we as students, we are always involved in this contest, we are under the stress, so I think it could be different if we start fixing this. I think the government should offer equal opportunities to all the schools. For example, the school A should not be different than the school B. Because here, in Turkey, everyone is fighting for the better schools to have a better future, and this is putting the pressure, and all continues stress on the children. For most of us it is very stressful because we don't have money to pay for the private schools…..The educational system has to be adapted for the needs of all the children."*

***Beyyanik**: "Here in Turkey we have like two, three types of school. For example, we have "FEN lisesi" would you study about science, biology, chemistry, mathematics, and geometrics, generally this kind of things, you are not studying about literature, or history. The majority of the classes are about the science. Another school is "Anadolu lisesi" which is not so good as the first one, because if you want to become a doctor or engineer you should attend FEN lisesi. These types of schools are not science. Here in Turkey, all the people consider, that FEN lisesi is better that the Anadolu lisesi because it's given you better chances for the future. The education there and even the students are much better that the Anadolu. There is not an equality on the education system, if you enter on the Anadolu you will not have good teachers*

too, and the level of the students is low compare with the FEN. Because of this we have exams to enter in this school, because they are choosing the best ones. The logic is like that: you get good points, you enter in FEN school, you get a good education which will give you the opportunity for a good life and good career.

***Alp**: "To be honest, everything was better in Denmark…Education system is completely different than ours. Some teachers they are really trying to be close with their students, and some teachers they were really bad. I had teachers which they were just talking and talking without even caring if you understood or not, but I had teachers which I truly admire them, inspiring people, which treated students in a very good way. For example, if you would have said something in the class, out of context, they would have explained it to you, and continue speaking and treating you nice. Which here in Turkey is not very common. That teachers they were trying to involve all the class in the lesson, or in the discussions, and old ideas, good or bad, they were appreciated. The education system in Denmark, Scandinavian countries, it is mostly based on "learning by doing", and in my opinion, it is the way that it should be everywhere. I experience it and I loved it."*

***Oguzhan: "**and my child is saying "my teacher was very bad today "and I don't think that one teacher should teach 22 kids at the same time. They are spending seven hours together and I don't think it should be in this way because they should be more teachers and less children."*

4.1.6.2. *Theme 2: Antibullying strategies and techniques*

Antibullying Strategies - Techniques	Nodes
Antibullying Strategies - Techniques\Customize Antibullying Strategy	Nodes
Antibullying Strategies - Techniques\teaching children antibullying techniques	Nodes
Antibullying Strategies - Techniques\martial arts as antibullying technique	Nodes
Antibullying Strategies - Techniques\wearing antibullying vests	Nodes
Antibullying Program	Nodes
Awareness\Antibullying Information-Knowledge	Nodes
Customize Antibullying Strategy (Develop) content-design program importance	Relationships
children understanding (Develop) Customize Antibullying Strategy	Relationships
Customize Antibullying Strategy (Develop) Cultural & Society aspects	Relationships
teaching children antibullying techniques (Influence-Affect-Impact) applicability in real life	Relationships
teaching children antibullying techniques (Increase) Courage	Relationships
teaching children antibullying techniques (Increase) self-confidence	Relationships
wearing antibullying vests (Associated) impactful- positive campaign results	Relationships
wearing antibullying vests (Associated) No Impact on Changing Bullying Behaviour	Relationships
teaching children antibullying techniques (Increase) Victim Support	Relationships

Figure 4.5 *Theme 2: Antibullying strategies and techniques*

***Neva**: "you may cover role-play, and you put the bully to get bullied, and in this way, he will learn what other people, feel"*

***Alp**:" I think the best results for bullying are the activities that involves all of them, such as games, but also in the moment that you observe a problem, or that one student is different, this should be solved in one-to-one discussion, like a customize strategy for the students with a problem."*

***Volkan**: "Maybe you can relate with the campaign that you made. What motivated, or triggered people to participate in the donating blood campaign?*

Virtual reality. It was the fact that we used a virtual reality, because while they were doing it, they were enjoying it. The fact that can motivate people to participate in something, is to make them feel joy, to enjoy what you are doing. You can create something that is visual, a game for example, or something visual to create awareness, because visual stuff they are easy to be understood than the written things. At least this is my opinion. In general, it is easy to watch something, and understand it, then reading it. So, to get the motivation, it is important to have the feeling that it is not something that you should study, or it should be more enjoyable like a game. While you are learning that thing, If you can enjoy it; even it doesn't have to be a game, but if you are enjoying it, so in that time you will not feel that is something compulsory, such as duty, as a must. It should be like, you are learning something, and you are enjoying it."

***Aslan**: we can use the technology in a good way, to educate our children. And parents also, we can use the same technology to show them how they are treating their children, and maybe they will say that it is really bad, and they could prevent, or they could see the bad things that could happen to the child. I think that thing with the simulators is good in this technological world.*

You are telling me about the game, no?

yes, like a game to make them see how they could be bullied and how they could feel, and after they could understand that the bully should not do something like that.

This game should start from early age, or they can understand this at any age?

At early age they have to be different games to teach them but coming to the teenager period or adult you can make some like that, like simulators."

***Ayse**:" If the virtual reality game contains the real aspects of the real world and the real information like that age of the child, the gender, the physical appearance is also important, it could work because will be based somehow on the real information. The reality should become virtual, and not the visual should become their reality. They should use this*

reality games with the features of the children for them to understand that is game is created for them, to teach them real skills. And in this game should be included the parents and teachers too, for them to understand that they are there to help."

***Hatice**:" This could be an idea to get them more involve. Or special needed people they can be used inside the game, such as autistic children, bodily disabled etc. But according to certain research gamification, learning from games, is a fact. We have this special technique techniques under this name, gamification. Even me, I am teaching this. And yes, I think it is possible to teach children with the help of the games, but it is important what you are teaching and how you are teaching with the help of this games. I mean sometimes you don't use the direct message in the gamification. You know "bullying "instead of this "diğergam"- helping each other, being nice with each other, sharing, etc. and stuff like that would be much better. Or maybe there are some very beautiful children's books, maybe you know some of them to, and this could be another idea for cartoons that could help children understand or creating some video games According to that children's books, that they already know. What people they don't understand is that these books they have very valuable pedagogical lessons with positive effect. This could be a case."*

***Tiny**:" Right now, with the help of the games we can teach our children, and also the technology it become available for everyone and it's like a cheap tool to educate the children. We have everything open for the education from the games until videos, sites that we can use it too, such as YouTube.*

You were telling me about your family business, Internet café, which children they were coming to play games, PlayStation. From your experience, do you think that the children could enjoy playing this virtual anti-bullying games?

Right now, there are some games very popular, one of them is a League of Legends, in which you are making your team and if you are not play as a team, you cannot succeed. This is an example, that I wanted to give to show that the children can be taught to play together as a team, and they are taught that working as a team they can succeed. They learn to collaborate together, and in my opinion, it affects positively the way how they behave with each other. And with some games like this we can teach them things that in normal times they would not want to listen to us.

In your opinion the student which are playing this game could develop feelings for the characters? They could perceive the characters is their friend or not?

They can perceive the characters is their friend, and maybe some things from inside the game will be so familiar that it can become part of them, part of their lives. Like the real me.

For example, if a kid is bullying other kids, and she understands by playing this game that it is her think that other one, and he will start putting himself questions if this is a really how he wants to be "this is the real me". Or for others, it will give them this instinct of hero, he will want to save people from this situation, and he will play this game just to learn more on how to do it. For sure this game, it will develop these characteristics, skills."

***Daisy**: "games with the features of the children for them to understand that is game is created for them, to teach them real skills. And in this game should be included the parents and teachers too, for them to understand that they are there to help."*

***Burcu** :" "With games you can teach children anything. For example, me. I am teaching mathematics with games. We have to understand that the children they love to play games, they are active, and they get bored very easily If you make the same thing. Because they like to play games, this motivates them to become active, to want to participate, and like this, you can change their behavior very easy. The theater and drama classes, this role-playing exercise are very good for the children"*

***Hatice**:"I think before applying any program You have to understand the people that you are applying it for"*

"Instead of just talking about it, we are making actions. We are teaching them to share and be kind to each other. We are teaching them that there are no differences between them, or if there is a difference, they can learn from each other....They are happy when they see each other, and like this we cannot put, even in discussion the possibility of bullying. They are friends now. And even something is happened to one of them, the other one will defend, because this friendship means."

4.1.6.3. *Theme 3: Psychological department in schools*

Name	In Folder
Trauma -past trauma-reaction to trauma (Resolve) psychological department -school psychologist-PDR	Relationships
teachers psychological preparation (Influence-Affect-Impact) bullying awareness	Relationships
school education importance (Determine) children psychological development	Relationships
psychological department -school psychologist-PDR (Influence-Affect-Impact) children psychological development	Relationships
psychological department -school psychologist-PDR\children psychological development	Nodes
psychological department -school psychologist-PDR	Nodes
Education- training\teacher's education-training\teachers psychological preparation	Nodes

Figure 4.6 *Theme 3: Psychological department in schools*

***Neva**:"I think, all the teachers can be counselors, they have to ability to advise and to teach children. And it doesn't matter if it is a math teacher or a science teacher, a history*

teacher. When you are a child, you want to see a safe place, or to go to a safe place, to talk about your problems. I am looking to see that safe feeling on that teacher. And I am thinking that before they graduate, when they are having that education on how to be a teacher, pedagogic education."..."he or she must admire the teacher, in order to make an impact on them."

"a child which is showing aggressive behavior, and he is doing it all the time, and it might be because of the mother. But I think you have to understand the primary reason why he's like that, in order to understand it and to find the solution for him to function normally"

"Is important to make them trust you, to make them feel themselves close to you, as a counselor teacher, and they will open, they will say what they are feeling and how they are feeling, because these children, they want to be listened, they need the attention."

Burcu:" First of all, we have to teach children how to defend themselves when they are the victim of bullying. We should teach them how to react, what to make, what to say to the bully. We have to teach them that it's okay to ask for help from other colleagues or for the teacher, in this situation. We should teach them to speak about this issue with their parents or school psychologist, or someone from school"

***Aslan**: "no. And even I would have had a tough time I wouldn't know that he can help me. I didn't know that that woman has this sort of Job. We are not taught what is a psychologist and what they are doing there. Maybe if I would have known that the someone that is trustable, and which is going to help me, and if I had had a problem I would have gone. But I didn't know, and maybe she was there for extreme psychological situation. Maybe a fight, and they would have brought the child to the psychologist, and she would have talk with the child, trying to understand… But not for the regular cases to go to visit. And here in Turkey we are taught from the beginning that the psychologist is the doctor of crazy people."*

***Ayşe:** Of course, I heard. When I was in high school, we had a consulting department. She had a psychological degree. And in my university, we had a special department, psychological department, just for students, for therapy. In the high school It was mostly a consulting which was helping us with advice for the future, what jobs could fit us.*

How important you think it is to be a psychological doctor Inside the school?

It is very important for the student, and mostly for their mental health. Some of the children are bullied at home, and the other part are bullied at school, so is important for them to receive help. Even in this city there are some bad neighborhoods in which it is not safe to live, and the neighbors are aggressive, and is important for the children that they are living

there to know how to cope with this kind of behavior, so a psychologist can always help, in giving solution.

What do you think if the school has a psychologist, children will want to go in search of help?

I will explain something for you to understand better how the Turkish society works. We as Turkish people we are afraid of going to mad, crazy, that's why we are afraid of labeling madness, like craziness. And because of the old mentality which they were believing that only mentally disturbed people they are going to the psychological, some uneducated people believe that they would be labeled as crazy. This is the reason that some people are afraid to go to psychologist or psychiatrist. There are so many mental disorders, but the Turkish people they think is just madness, craziness, and because of this, not having information, they are confusing psychologist with psychiatrist.

Did you ever go to the school psychologist?

When I was in the University, I went to the school psychologist. I was feeling down and not satisfied with myself. In my 1st year of university, I was in a preparatory class, and this was the 1st time that I was away from my mom and I was feeling very sad, depressed, and I was afraid to go out from the campus, my dorm was in the campus too. And all these things, being away from my mom, from my friends, feeling alone, being scared and not feeling safe to go out from the campus, put in a deep mark on my psychological mood, and that time I decided to go to the psychologist from the campus. She was kind with me and listen to me and I thought that she was understanding me, and after she gave me some professional advice and easy, easy I start regaining myself back. I understand now that if I would not have done it maybe my life would be so much different now, she taught me how to become strong again and with her advice I start having a lot of friends because now I was not feeling afraid to socialize. With some of them. I am still close, the connection created forever.

Ahmet:" If the children have a really aggressive parents, which they are bullying to them constantly most probably, the first step, it will be to talk with the family. To change their attitude and behavior. But if we cannot get solutions or response from our attempt, maybe we can focus on the student, the children, to show that the acts of their parents are not acceptable from the society. This also will create some problems between parents and children because it is a really sensitive issue. Because if you say that your parents are such bad parents, this creates some other problems with the children. You need to keep that balance. Here I think the psychologist doctor should intervene, because this is a really big problem, and is not easy as it seems. While you are trying to construct, maybe it can destroy the family ties."

Neva "If the parents they are not changing their behavior with their children, I think it won't be effective, a discussion with them. For example, if their child is bullying another child, and they are called to the school and all the situation, it is explain to them by the teacher, and if the child is going back home, and the parents are not trying to explain to their child that it's not a nice thing to bully other children, this will not have any effect towards the behavior of the bully. If the teacher is teaching him, or telling him, that is a bad thing, what he's doing, the parents they have to say the same. It must be paralleled, the same. But maybe they don't know how to speak with their child to change this bully behavior, and in this situation, Maybe the teachers or the psychologist could teach them. If they learn the exact words, and how to approach the child in a good or right way, they can apply and exercise his behavior at home."

Tiny:" If they have a problem in the family, they will react at school, by bullying his friends. And if we understand that the child learns this bad behavior at home, first I think we should start from his parents, and understand why they are doing like that. We should research if there is any violence in the family. If we understand that there is a problem in the family, In this case, we need the help of an psychologist Dr., We need a person that can talk with the child, to understand the real problem that child is passing through, and the reason why he's reacting in this manner. Not every teacher could understand the situation, and could talk with the parents, and I think for this, it will be better to be a person trained for this special case, which could help the entire family."

Asya:" But I think, if they would use the psychological techniques to make them understand that they are doing something very wrong it will be better, but still they are using the zero-tolerance one, telling them to stop. It should be a step-by-step process in which 1st you are explaining, and after that you should act."

Aslan:" the high school needs real professional psychologist because the child will know after 16 or 17 years of age if he had the problem he should go to the psychologist, and I will tell, and he would help me."

Asya:" I think is important. You know here in Turkey some students they had some bad treatment from the teachers and maybe they could go and discuss there and maybe this department can support them to pass over these traumas. Now, from my information all the schools in Turkey have it, but when I was student and I told you about the things happening in my class, we didn't have it. When I was in the elementary school that time they appear."

Burcu:"(Laughing). I remember when I was in high school, there was one, but we never saw it. It is true that in some schools it is working very well but is also true that in some schools they are not working at all. I think depends on if it is professional or not. In my case, the school

psychologist he didn't care about the students from that high school, and because of this we never saw him. But I heard from other friends that their school psychologist on the beginning of every year he was coming to every class, he was trying to get connected with all the students from that high school. They were telling me about the goods changes that they so in students with problematic behavior, and even my friends which they didn't need any help, they were just going there to talk.

Do you think that is important that every school to have it?

I think it's very important, especially on the high school, when is that transition from child to teenager, and that time they really need extra attention and help. This is an important step from everyone's evolution, the first step to be a good adult. It is important to explain to teenagers about the transformations that sometimes it could scare them, and it's very important for them to know that they can speak with the adult that prepare himself to help them. In my case he never helps us to understand this topic and we really needed that time.

Do you think it should be a doctor in psychology, or any other teacher can substitute that? I am asking you this, because I heard that here in Turkey there is a department which help children, but they are more pedagogue than psychologist.

In my opinion all the teachers should have the basic of psychology, at least child psychology, in order to understand the children better, and to support them in all their needs. Having these basics, they could understand, if a child has a problem, or sometimes even a psychological dysfunction. They are the ones which they are spending the most time with the children and being able to understand If there is a problem and sending that child to the school psychologist could have a good impact over him. In my opinion, I think it is very important to have the school psychologist in all the schools, and I don't think someone else could substantiate him.

Did you ever go to a school psychologist when you had the problem?

(Laughing). In my high school was not possible, but when I come to this university, I find out that there is a special department created just for students, psychological department, and I went there.

Did you see an improvement after going to the school psychologist?

Yes. It helped me a lot. After going there, and speaking with him, I start feeling much better, and I start enjoying going there, even though on the beginning I was feeling a little bit shy to go there. He showed me a lot of support and helped me to understand that I was not sure about. After going to the session, I felt that even my behavior changed, I become more calm, more relaxed."

Hatice: It is very important, and they have to have it, and I know this from my own children, because sometimes they do not talk to you as a parent, and sometimes the parents they do not understand was going on, what is happening with their children. And in this case the "consulting/advising department "could be really helpful, they realize what is going on. They talk with the child and advise them, and in special cases, when they realize that there is a problem, they send them to the psychologist doctor or psychiatric doctor. And in my opinion, it is terribly important to be one in every school.

In your opinion, Turkish people they are comfortable going to receive psychological advice?

Now is getting better, before it was not. For the younger generation It is easier to accept psychological advice, but for older generation it's more difficult because if you suggest that they should go to the psychologist doctor they will tell you that they are not crazy.

You are telling me on the beginning that some of your students, they suffer some trauma on the past; can you tell me please if you advised them to visit up psychologist doctor?

Of course, and to my surprise, some of them they were going before I suggested. Here on the University. There is a center, psychological center, and the students, they know about the center, and most of them they feel comfortable going there. After I read their essay, and I understand what they are going through and treating them more specially. For example, if I understand from their writing that they have a lower self-esteem I am trying to raise their self-esteem, or if they are writing that they are feeling lost, I said to them "let's have a cup of coffee," and after spending some time together talking, I may bring in the discussion, the psychological center from the University. But very often it is happening that they are coming to me asking me to drink the coffee with them, and that time I understand that they need my attention and my advice. Most of the time I am not their advisor Professor, and even after their graduation they are calling me asking my advice with whatever it is going in their life."

Ozlercan:" Yes. Now there are. It is called "rehber ogretmen" but is mostly like a pedagogue not like up psychologist. I am not sure if it is enough, but that the list is an improvement. But when we are talking about the bullying, I think it should be someone with real psychological preparation. This pedagogue I don't think that they have the necessary preparation, to deal with bullying. But from my knowledge, and from what I hear from others, this department is not doing a good job for the students. They should get advice, or some directions in life, but most of the time, this thing doesn't happen. And also, I think that in the private schools they are giving more importance to this psychological aspect. For example, my daughter is studying in a private college, and they have this psychological department. In my

opinion they are doing a good job observing the children and when they see something wrong, they are working with the parents of the child to fix the problem. In my case when I got divorce, I was kind of afraid of the reaction and the change in behavior of my daughter. So, I went, and I discussed with the psychologist of the school. She gave us some advice, and after that meeting, I felt more calm. They told me that they are observing her behavior at school and, and everything is good, and my daughter is getting better, because she used to be very shy."

4.1.6.4. *Theme 4: Awareness*



Figure 4.7 *Theme 4: Awareness*

Burcu: *In my opinion the schools are the center from where all the people are getting the information's. Because we are passing a lot of time at school, and from early ages We are from the morning until evening at school, and there we are creating our own environment, our group of friends, and I think it is very important that the school should give this information's to the parents, and to the children. For the children we can teach them using different ways. How you explain on the campaigns, the drama classes, the videos, the games, it could very useful for them to understand and to learn. The discussion between the children they are very useful too, because like this they start seeing and hearing different things, and like this they understand better what is good and what is not. They will understand what is bullying and how to stop it. Because the majority of the population, and the majority of the children, they don't know what is bullying, and because it is very normal to witness it almost everywhere, they are considering something normal. I think the last campaign It was my preferred because has a complete range of activities which could be very useful for the children. You cannot change something in the society If they do not know what it is and how bad it is.*

do you think people should get informed about the consequences of bullying? Or you think they know the consequences of bullying?

Before you told me, I didn't think that the consequences of bullying could be so bad. I was thinking that people which suffer from bullying, they could get depressed sometimes, but I never thought about suicide, or the nightmares, the sleepiness and all the other bad consequences of bullying. So, of course they should get at least informed and maybe, before they do will act like that they will think about the consequences, and they will stop. I remember from my childhood that sometimes I was coming from school very sad, because my friends sometimes they were bullying me. And to be honest, in Turkey, violence in the schools it's very common. It is very normal to see children hitting each other, and they do not understand that this is a bad thing, that this is bullying.

If you are telling me that the children from here, they are saying it is bullying is a normal thing, do you think they are getting affected, or they just got used to like that, and is think doesn't affect them anymore?

I think they are getting affected. And it's normal to get affected if someone is aggressive with you, but also, they can understand it better after they are growing up, and they understand their actions. Because when you are little, maybe you will not understand the consequences of your action, because no one teach you and you are seeing from the other children which are doing the same, but after you grow up you start understanding, from both points of view: the one which is bullying others and their victims. What I am trying to say is that, if someone is bullying another person on a smaller age, it is possible for them not to understand that this act could have so bad consequences for their victims. After, they grow up they will feel it, and they would understand better that that thing was something bad, and this could be the reason for them getting depressed or not feeling comfortable with themselves.

Alp: *"I mean, this country reality, that I experience it, and also, we are seeing it on TV, and on movies, they are presenting a different reality, and they are living in a different reality. But in Turkey first, it needs to be seen that the bullying is a wrong thing, that if something unacceptable by the society, and that it should not be part of the society. For example, nowadays, the topic of the woman and child abuse it got a lot of attention, and they are discussing, and trying to update the rules in this manner. For me, to get attention, and to motivate people to get involved against bullying, it should be based on the education, and even though they could be affected by the families, they will learn at school that this is something unacceptable, and they will understand that is something wrong. My idea is like that, you start teaching, and giving information to them, from early ages, but you start shaping their behavior, starting with secondary school, because in that age, they have the capacity to understand better what is going on inside their society, their reality. These examples I saw it mostly in American*

movies, and watching it, I could understand the struggle that the bullied children pass through."

***Burcu**: "Also, the parents and the teachers could make children and the grown-ups understand the consequences of bullying and how to defend yourself in a situation like this. But first I think, we should start with the Faculty of Education, because if you start teaching them about the bullying and how they can teach children about the bullying and how to defend themselves It'll be a big step. Now in the faculty of education we don't have this kind of classes. They are teaching us how to teach just on the specific department, but I think it is important, no matter of the department, to have this knowledge, and to know how to react and what measure to take, if you see bullying. In my faculty, I just learned how to teach mathematics and that's all. We should have this kind of lessons to teach us how to detect if a child has a psychological problem, if he was abused. We have a class" introduction in psychology" but is just theory and in my opinion is not enough."*

Hatice:" Personally, right now, because I am in the Faculty of Education, and I am dealing with students every day, face-to-face, I am a part of it, is terribly important because I know the results. At the beginning of any of my classes, I give a paper to my student, and I asked them to write an essay with the topic "who am I". They write down a lot of things, some of them they write, where they born, and this general information, but some of them they are writing very touching stories, about their past and how they were bullied, and that they feel insecure now, they are really very touching stories. Sometimes the bullying is not from their colleagues from school, or teachers, but it is coming from their families, and this is kind of hurtful when you read their stories. This is one of the reasons that everybody should get on into this kind of training or education sessions.

***hatice**:"Other children. They example of the children. Or the older ones. And also, the parents, they can learn their children from their past experience. "*

"Sometimes they really do not care, because they do not realize how it is, what the impacts could be. They really do not know. Or they really feel afraid that the bully can also bully them. So, they do not want to be another target. Or there is another aspect, they do not see as a bullying. They think that this is something normal they are not getting involved. It could be because they bullied before and now, they are thinking that is something normal that is occurring. It's a kind of social psychology."

"we can do something for this kind of people, by doing awareness campaign, to explain to them that this is actually bullying, and then maybe they will defend the victims. So, the awareness is the key word, and is the keyword for many cases. "

***daisy**:"firstly we should make these consequences more visible. You know. Maybe by making movies or videos, sharing them on social media. Also, I think it is very important to make this kind of programs at schools, which should include, how I told you before, role-playing or something like that, and in this way, the children will understand much better. Secondly, I think we have to control the media; the government should make some strict rules related with violent exposure, and the children somehow should be protected."*

" I think that the young generation would listen to their parents. The older they get, will start being influenced by the society. Turkish population trust some celebrities. For example, there is a psychology doctor, which goes to TV shows, and he has a lot of popularity between Turkish population."

"The President of Turkey, and I wish he could speak about this subject too. People will know that the president and the political persons are supporting this, the other people will start thinking in the same way, and they will want to change, to improve."

***beyianik**:"he people which has education can understand the consequences of bullying very well, and also, the people which had these bad experiences before. The people which are experience bullying before could make other people understand what is bullying and what consequences brings with it. For example, a child had a really bad experience with bullying, his family help the child pass over these bad experiences but talks and explains to other people which they were in the same situation, or they could be seeing or experiencing the situation, and like this people can understand better"*

"It affected me emotionally because I am feeling sad for that woman. I felt really bad because I didn't intervene, but because I know the situation in Turkey. I know if I would intervene to defend that woman, that man would want to fight with me, and if I would have hiked with him, the policies would have found me guilty, and he would have become a victim. I saw this think a lot in my life."

***Alp**:"they need to show more closeness, more affection. For example, if my math teacher would have known about this anti-bullying programs. Maybe he would had behaved in a different way with his classes, I am sure that the situation from the math class would had been different."*

" I think the empathy is the key, because if a student doesn't have empathy for the other children or students, he will just listen to the things that the teachers tries to deliver but it will not have any impact over his behavior."

"giving information to them, From early ages, but you start shaping their behavior, starting with secondary school, because in that age, they have the capacity to understand better

what is going on inside their society, their reality. These examples I saw it mostly in American movies, and watching it, I could understand the struggle that the bullied children pass through."

Ahmet:" Longtime because, again, if you are aware of such phenomena, and you ask your teachers, ask your parents, and they lecture you about this topic and this it is increasing your awareness. For example, I taught my daughter, not to throw the garbage everywhere, and to throw it in the trash, garbage bin. And now when she sees something on the street, she is telling me "daddy look the throw the garbage on the street. That's really wrong". Just a small example. If you teach your children about this problem, Maybe it will have any effect over them. Because the children are very intelligent, and the most important persons for them are the parents, and after the teachers.

Hatice:" We cannot make all the persons be willing to help a victim, because if they don't understand that is bullying, they will not take on action. So, we can do something for this kind of people, by doing awareness campaign, to explain to them that this is actually bullying, and then maybe they will defend the victims. So, the awareness is the key word, and is the keyword for many cases. For the people that they are not aware that this is bullying, and the people which are not aware of the consequences of bullying, and in this case, you can make them aware of the consequences. For the people which think that this is normal, because they have been bullied before, and they think that this is the way of life. But if they are afraid, then you need to isolate the persons who bullies. And of course, this is another story. It becomes kind of a security problem. If these bullying episodes they are happening in the school, then the school administration has to step in, and do something.

4.1.6.5. *Theme 5: involvement and intervention of antibullying programs*

Involvement - Intervention	Nodes
Involvement - Intervention\teachers' education involvement	Nodes
Involvement - Intervention\Lack of Intervention - Involvement	Nodes
Antibullying Program\program involvement importance	Nodes
Involvement - Intervention\lack of school education-involvement	Nodes
Involvement - Intervention\teachers' education involvement\teachers lack of education involvement	Nodes
psychological department -school psychologist-PDR\unprofessional PDR teachers - lack of involvement	Nodes
understanding-reacting to bullying consequences (Increase) Involvement - Intervention	Relationships
self-confidence (Develop) program involvement importance	Relationships
children characteristics -personality (Increase) Involvement - Intervention	Relationships
reward (Increase) Involvement - Intervention	Relationships
unsuccessful school demographic (Associated) teachers lack of education involvement	Relationships
school demographic influence (Influence-Affect-Impact) Involvement - Intervention	Relationships
Lack of Intervention - Involvement (Develop) feeling fear	Relationships
bullying concept not clear (Develop) Lack of Intervention - Involvement	Relationships
program involvement importance (Increase) applicability in real life	Relationships
Empathy (Increase) Involvement - Intervention	Relationships

Figure 4.8 *Theme 5: involvement and intervention of antibullying programs*

***Burcu**:" It is very important everyone to get involve, and especially that children which got bullied they lose their motivation to study, to get involve in the class. They don't wish to get involved in any activities in the class, sometimes they refuse to talk with the teachers, sometimes they don't want to talk, even with their friends, and also the parents. After telling me all this information, because I never thought too deeply about this, I am thinking that the parents could have an important factor inside this anti-bullying campaign. Now I think that if the parents will get involve, the results of the anti-bullying campaign could be very good. I mean parents should get some training, and also, they should know the consequences that bullying has over the children. I am saying this because some parents are bullying their children. Yesterday we had an exam for the children, and mathematic exam, and after they exam, some children they start crying, and I went to talk with them, to ask them what happened, and they told me that they are very afraid of their parents reaction because they felt that they exam was too hard for them, and the grade will be small. They were really afraid of their parent's reaction when they will get back home. They were telling me that their parents They will say to them "why you didn't take good score? Why your classmate got higher score than you? Why you cannot be more successful than your friends the school?". So, this for the children it was a big stress factor."*

***Beyyanik**:" Yes...The effects of the bullying behavior are crucial, and I think everyone should care and get involve because is important for humans' lives. When people see this kind*

of behavior; if they see that someone is bullying another person, they should say to him to stop, to intervene, to show that they care. I think is really important.

v How do you think we can stop? Do you think there is a way?

I think we should start this kind of campaign, anti-bullying campaign from the primary school. We need to educate the people. They have to get informed about Bullying and the effects of bullying. Is really important to teach them. But it was happening all the time when I was in the primary school and the high school, and I also have this kind of experiences. In that period, we didn't know that it is bullying. We were thinking is just making fun between us, but I just realize now that it was bullying. When I was a child and these things were happening to me, I thought they were just making fun with me."

***Volkan**:" Well, even you are not a person who has been bullied, or you are a person which had this kind of experiences, I think it is important to understand the whole idea, and to be aware of the problem, actually. So, I think it is important to be involve, somehow in this kind of campaigns."*

***Ahmet**:" Definitely is important, because it has really bad consequences on society. For example, sometimes we can see, children which have lower self-esteem and self-trust. And we discuss about the girls which they think are not beautiful, even they are beautiful, because they are just thinking about labels, what society, wish from them. It is a really important problem for the society, and when we compare the western cultures in the eastern cultures, we can understand that in Western culture the society gives more chances, to the parents, to the teachers, to the children. And they give more chances, to the children with low status to express themselves very well. But in the eastern culture, the power distance between the eastern and the Western culture is high, that's why the problem with our society, if you are situated in a higher position, you have the right or you are all the time the right one. This is one of the aspects, and maybe we can make a connection between this and the bullying.*

» Can you explain me what kind of power they have?

Any kind of power. For example, if you are older is giving you kind of sort of power, if you are a male put it next to a female, you have the power, if you are an adolescent you are more powerful than a child, if your husband you are more powerful than your wife(smiling). This is the effect of the eastern society, eastern culture."

***Tiny**:"Yes of course, It is very important to get involve, because in the future we will be parents, and we should care about the evolution of our children, and for others to, and for this reason we should be aware of this problem. It is important not only for us, but it is important for our friends, for the society, and also for our future children."*

***Daisy**:"In your opinion what motivates Turkish people to get involved in something?*

Authorities can motivate people to get involve. I think if the government will get involve, the results would be very effective. If the state, the government could be involved, process could be more effective, because, you know, it's authority. So, we are used to behave under the authority."

***Beyyanik**:" It is very important for them to get involve in the program, but in order to do this, they need to be taught the program consequences of bullying, to show them the effects of bullying. They need to understand the purpose of the program, and the program has to prove to them that it's working, and it has good the results. These results should be shown in the real life, in the simulations. They need to see this with their own eyes, in order to convince them, otherwise they will not want to get involved. For example, you can make a presentation about bullying, which you can show examples of the children which they got bullied, and you can show his life, show the effects that bullying had over him. Even, if you can make a movie or put a movie showing the bullying effects. Maybe the students that are watching will understand this phenomenon, and the one which got bullied will learn to stop it or to ask for help and the other ones to get involve when they see this happened. For sore it can affect them emotionally.*

Do you think that for the Turkish population this could work?

Yes, for sure. And is gone affect them in a positive way. The Turkish people they need to see and after they will think about it and believe in the program or get involve. They need to see it, to experience it, in the simulations or movies. If you give the information just in verbal way, they are not going to do anything. You need to show them, to prove to them that what you say is right. They need to see what bullying is, to visualize it."

Ozlercan:" It is very important to involve the parents in the program. The parents have to observe their children at home. If there is a change in the children behavior, they should notice it first. They should understand the child needs, and what makes the child behave in a different way.

Do you think that the discussion with the bully parents could have a positive impact on his behavior?

In my opinion, I think, if the parents change their behavior, the child would change his behavior too. The bullying behavior can be changed only when the parent's behavior towards their child is changed."

Aslan:" Yes, I think it is very important to get involved in stopping the bullying phenomenon. Especially all the parents have to get some kind of education on bullying behavior, and they need to start explaining to their kids even when they are small. In that way

the perception of bullying would be understood by all parts and the small kids or teenagers will not want to make this behavior. Also, that will create awareness to all the citizens, and it will reduce the possibility of bullying behavior among young people.

4.1.6.6. *Theme 6: motivation to participate and to defend the victims*

Find Results

Name	In Folder	Created On
Motivation\emotion triggers-motivation	Nodes	19-Jul-20 5:10 PM
Motivation\motivation decrease	Nodes	26-Jul-20 6:07 PM
Motivation	Nodes	09-Aug-20 1:10 PM
Motivation\increase motivation	Nodes	17-Aug-20 5:58 PM
Motivation\free food as involvement motivation	Nodes	21-Aug-20 2:05 PM
Motivation (Associated) material help- support	Relationships	14-Aug-20 8:46 PM
equality treatment (Associated) Motivation	Relationships	14-Aug-20 8:58 PM
motivation decrease (Associated) teacher negative behaviour	Relationships	15-Aug-20 3:43 PM
using games to learn (Associated) Motivation	Relationships	20-Aug-20 4:28 PM
Self defence (Associated) Motivation	Relationships	30-Aug-20 10:57 PM

Figure 4.9 *Theme 6: motivation to participate and to defend the victims*

Burcu :" *We have to teach children the right way. They have to know how important it for someone to get help, to be defended when something bad is happening to them. If they know that this is the right way, and we encourage them to be like this. We should teach them that if they see someone bullying another person "if you stop them, you become a good person "because all the children, they want to know that they are good. This is a very good motivation for them. If we prove to them that after defending someone, they will feel better, they will do it. For me it works. I feel happy when I know that I can do someone else happy. Of course, it depends of the person, but if we can encourage them, they will want to do it."*

Ozlercan *"For children being a hero for others, is a reward. Doesn't have to be something material, just the recognition from the others, it is enough for them. Like applause. Feeling like a hero."*

Daisy: *"idea respect, could be a reward that could motivate them. For example, if you defend a someone, the other persons will start respecting you more, seeing you with better eyes, and this could be the reward. "*

"To make them feel like heroes. Teachers can do this easily, motivate the children by giving to them, for example, a medal. "..This is the way to motivate them, the children. They will understand that it's something positive, and they will want to do the same."

***volkan**:"Reward too, but also punishment for the other person that make something wrong, is a kind of motivation too. I don't know why, but we are generally, negatively motivated people. People are like that and is not because of the tradition and the culture. Punishments works more than the rewards, but I don't know why. This is what I saw in this society."*

***ahmet**:"The president… 50% from the Turkish population listens to him. Generally, the bigger authorities would listen. Because they have the power, and they have the media channels. They have the ability to change the curriculum. "*

"Not reward, but maybe the actions. For example, if I have a higher awareness about bullying and if I see this kind of actions in the frame of bullying, I can intervene. It's kind of psychological reward, because you get motivated by the satisfaction that your action produced."

***Neva**: " I think the people that children admire could have an impact on their behavior. For example, my neighbors daughter, or the boy, one of them is 12 years old and that other, is 9 or 10 years old, and the mother is telling to them always to do their homework "do your homework. Do your homework", and they never want to do it, but when they are coming to my house, and I am saying do your homework, they are listening to me. He and she listen me in A very open-minded way, I feel that. So, I am paying attention, and I correct my behavior because I know that they are watching me, and they are observing me, because they love me. They are observing me how I behave, and I see that they do the same. For example, I was doing my homework, I was studding, at home, and they knew that I am always studying, and they took their notebooks and they come to me, to my house. They said to me "I will study with you"," can I stay here?"," Can I sit here with you?".*

"they are very sensitive, if someone is saying something but about that other people, appearance. But in a negative way. Such as calling someone ugly or bad things that could bother them.But in a positive way, to what, Turkish people respond better?I again, I think that the appearance" how beautiful you are" or" how handsome you are", "how beautiful and elegant clothes you wear".

"someone sees me defending, and that person will learn from my example. I may become a role model for that person, and on another time, he will defend another person."

***tiny**:"Firstly, the parents. Also, we can learn from our personal experiences by ourselves. Our parents advices are very important, like taking information from our parents can teach us a lot of things. Social media, television. Teachers are important to, but not as much as the parents."*

"small rewards, such as saying thank you, smiling, or something that doesn't cost money. Because if you start with the big reward, it can be harmful for them, and this is not a way to motivate someone to do something good. You should encourage, but not to bribe them."

"We should show that we stay together, and we stand together. If you see a man which is beating his wife, maybe from my part, I can handle it by myself, but if I see that other people will support me, and they would intervene, I will feel much better, and I will have more confidence in my power. Also, we should call the police, because our authorities are important for the Turkish people."

Burcu :" " I think that the student characteristics cannot influence the results of the program because if we teach that student how to empathize with the other students, and with the rest of the people, they will think about their actions, they will understand what they are doing wrong, and after that they can control their anger, they are violent reaction, the bad emotion. From my past experience. I can tell you that this can be changed"

4.1.6.7. *Theme 7: authority and law- rules enforcement*

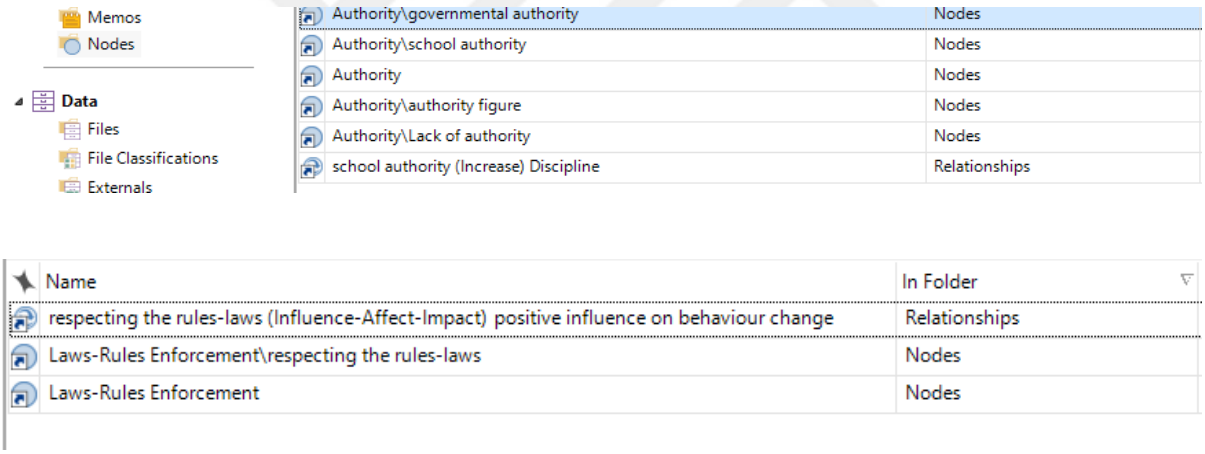

Figure 4.10 *Theme 7: authority and law- rules enforcement*

***Volkan**:" It should to be applied for a while to show that this is taking seriously, that is not gonna make any compromise, because the main point is also, for example, when people are doing something bad, and when they sense that it can be a compromise, they go back to doing it again. So, to break that thing, to have the comprehensive of it, it needs to be applied for a while. People need to get used to it, to get the habit.*

***Can** :" Yes, may work. I will give you an example, in the prisons there are guardians which they are surveilling the place so the prisoners they cannot fight each other because they know if they will do it, they will have problem. I know that prison and schools are different institutions, but sometimes they feel the same.*

∞ *Do you think that if your teacher would have worn the vest the bullying at your school would have been less?*

Yes. If that's teacher which is wearing the vest would have shown his authority for sure student would have been afraid to make something that inside the school. In my time student they were not afraid of their teacher, they were not afraid of anyone."

Burcu : *" In our country we are witnessing the situation a lot, because we are afraid of the things happening to us and to others. Sometimes you know that the good way is to defend someone that is in trouble, but you are afraid to do it. In my opinion, if the laws of this country will be more strict, and people they will feel more protected, they will want to react when they are seeing something bad happening. If I know that the laws are protecting me and protecting also, that other people, I would feel more confident to react, to report what is happening and to intervene in difficult situation. We have laws, but I think it's not enough."*

ozlercan*:"Authority… Someone who has the authority, like teacher. The parents also. And I think only the parents has the capability to change their behavior, as a role model. They will see it in the parents, and they will copy it. The teachers they can have a leading role, but is the key are the parents.*

Daisy:" I think that this technique could have a positive impact on the Turkish schools, because in this way, the teachers would become more visible, and the children will know that they are supervised. The bullies will control themselves, knowing that the teacher is there, and the one which are bullied they will feel more safe, and maybe knowing that the teachers are there, if something would have happened, they will go and ask for help. I think, with this technique, they will understand that the teachers they have some authority over them."

Alp*:" In the primary and in the secondary school, I think it will work, because you see the teacher as a powerful figure, and I think it will hold you back if you want to bully someone. You will hold yourself because the fear of consequences. But high school, you are a teenager that time, and you are on the top of the hormonal period, and I will see that. In the high school, the teachers they were not seen as a powerful figure, and the students really didn't care to much about what's teachers they were saying. For example, if one of the teachers was saying "don't do like that, don't behaving bad with your friend", they were just ignoring."*

Hatice*:" For the people which think that this is normal, because they have been bullied before, and they think that this is the way of life. But if they are afraid, then you need to isolate the persons who bullies. And of course, this is another story. It becomes kind of a security problem. If this bullying episodes they are happening in the school, then the school administration has to step in, and do something."*

Alp*" But they were not fighting inside the high school, because all of us, we were afraid of disciplinary actions, that could even throw us out from the high school. So, most of the time the fighting's there were happening outside the high school, and sometimes even police were intervening. I had a colleague which her father was the chief of the police, and probably she was informing him that some things are about to happen in the high school, and he was sending police cars in front of the high school, especially when it was the time of leaving. It was really dangerous for all of us, because they were calling their friends from other high school, forming like a gang, and it was just terrorizing the people, and this fighting's were never ending and the fact that the police was intervening, It was a really good thing. Otherwise, the fighting would never and."*

Beyyanik*:" I think this could increase the authority of the school, but I cannot say that it's going to limit the bullying, 100% I don't think so."*

Volkan*:" Yeah. When you give exactly what people deserves, when they do something, and you regulated the things according to the law, you can show to the society that when you do bad things, you cannot get away. Once people trust this or understand this, then it will grow the trust in the authorities again, and also, this will have an impact in people behavior, and they will start the defending other person. They will think, if I defend that person, though authorities will back me up."*

Ayse*:" I think it could be helpful because Turkish people they have this mentality that, they don't want to show their bad part to other people. Turkish people don't like to respond for the consequences of their acts, so if they do something wrong, and they know when they are doing it, they don't like to be punished or warned, especially in public. It's a shame for them. Wearing a specific think, in this case a vest, could make them remember and maybe became more aware that if they are doing a bad think they would be seen and punished. Since we are child, we are raised to be perfect, and this means that we should not do bad things to broke our perfectness…(laughing). And, Turkish society, it is giving rules for girls and boys how to be perfect."*

Beyyanik*:" . I think the vest, it will affect for sure, on the students, especially if it is backed up with the education and the training, but I cannot say that it will be 100% successful."*

Hatice:" When it comes to the younger ages, and you look at the bullies, which are bullying other kids, look at them, they are also the victims, that's what I believe. So, recording them will only help to stop the incident, but understanding is another story. You say it, and you act, and you stop the bullying, but you don't understand it, you don't understand from where is coming, why it is happening, what triggers it to happen. But to understand all this, you have

to sit and you have to talk with both of them, The bully and his victim, with the family, you have to see the environment from where they are coming from, you have to talk with the other teacher, with other students, because most probably the children which is bullying is a victim of something. It could be harassment, or it could be abusive family, maybe somebody else is abusing him, a type of violence."

***Daisy**:" In the school, I think it could work to prevent bullying or conflicts, but still I wish that we wouldn't have to do this, to use this strategy to protect the children. If you teach people how they should behave with each other, there would not be a need for cameras. Is not a good thing to be observe every time.*

What do you think, the use of cameras inside the schools, could help us understand better the bullying phenomena, what triggers, why is happening?

Of course, by observing you can easily detect what happens, and maybe you can understand and define the problems. Sometimes from outside you can understand better what happened. To be honest I don't like this strategy and I think it could be other techniques what can be use."

***Ahmet**:" cameras could have a positive impact against bullying, but I think it will have a negative effect towards the behavior of the children. It is also possible the children to forget about the cameras, but when they will remember or see it , Most probably, they will feel some pressure put on them, because they will think, if my mother or my father would see it. And for the students if they don't know that they are recorded, this will not affect them, but for their parents. I think it will be good to watch them how they behave outside the family, and maybe try to understand better their children."*

***Tiny**:" yes of course, we can understand why he's doing like that, and while we had this reaction. And also, we can see the whole thing, who started what happened, why it started. We can understand the reasons what triggers it. We can make prediction in everything, but when we see the real things, how it happens, everything changes. I think in the schools which they have this high rate of bullying, this could be useful.*

Do you think it could help in preventing the bullying? How?

No, just recording the bullying, cannot be prevented. It is not enough of course. But if ye involve the parents and the teachers and the students in a program, this could be much better."

***Ayse**:" I totally agree with video-audio recording inside the school, because in my opinion it creates a disciplined area, for both teachers and students, and also the most*

important is to create proofs. If something is happening the wrong, they can check it, and they can understand better what happened.

Do you think that this could be a strategy to help us understand better the bullied phenomena?

It could be, but it should not be just a strategy. It should be a part from the bigger plan. We live in a changing world, and our children are taking part on all this developing of the technology, and they start understanding, much more that we did on their age, good things, and bad things. For example, he can come one day at home and lie that his teacher bit him, and for sure, the parent will believe him, and from here the problem starts. But if we have these cameras, we can prove that it happened or not. This could be a good strategy to understand everything better, not just the bullying.

Do you think that this could help prevent the bullying?

It could but needs a control system, someone that could watch these videos and they could react promptly if something is happening. And I think it could be better If these cameras could be analyzed by a psychologist, and like this he can observe and understand what triggers aggressive behavior from a child. In Turkey has so many psychologists unemployed and this could be a good opportunity for them to practice what they study."

***Burcu**:" Of course, with the help of cameras we can understand some details that we are missing when we are next to them. We can understand better their behavior, when the teachers are not around them. So maybe it can be a good thing for the children.*

Do you think that with this video recorder, we can prevent, and maybe stop the bullying phenomenon?

It could be effective, because children, and also teachers know cameras are there and they will think "I must control my behavior". But even with these cameras, if children want to make something bad, they will find a way to do it. It could be in bathrooms, or places that they know that they would not be seen.

***Ozlercan**:" Yes. There cameras have the role of protection. You could understand by observing the cameras, what triggers the bullying behavior. They are very good for observation. I don't know how much prevent the bullying, but you can observe it, and you could understand what triggers it.*

***Ahmet:**" Of course. Because these recorders are natural settings for experiment. You can see what happens in the classroom, what sort of action triggers the students to bully that others. From this point of view, if it would be a good thing, the bullying will be better understood. And of course, sometimes the teacher could be the bully, but I think these recorders*

could also affect the performance of the teacher. But I really think that the cameras should be the last solution, if you cannot solve the bullying problem. Normally, is a human being, we should solve it in a natural setting, and these are unnatural settings."

***Ozlercan**:" It could be a good idea to use cameras in the school. I agree with this idea. Maybe for the small children will not have an impact, but for bigger ones for sure it could have an impact. They will know that they are watched, and they will try to behave better.*

In your opinion, do you think that this strategy could help us understand better the bullying phenomenon? Do you think it could help prevent the bullying?

Yes. There cameras have the role of protection. You could understand by observing the cameras, what triggers the bullying behavior. They are very good for observation. I don't know how much prevent the bullying, but you can observe it, and you could understand what triggers it."

4.2. Quantitative Study Results

For the quantitative part of the research, the method of information collection was a survey that was carried out using Google Form. The purpose was to conduct statistical analysis in order to quantify characteristics that are representative of the population (Creswell & Plano Clark, 2018). Using statistical analysis of a population sample, survey research is a practical way of gaining insight into elements of behavior. Statistical analysis makes it possible to make comparisons and determine the degree of links between the variables and the hypotheses that are being tested. The qualitative study has two parts, first the scale development results and second the testing of the hypothesis and the model.

4.3. Study 3: Scale Development Results

The purpose of the scale development research study was to answer the research question:

What factors emerge through factor analysis with the items designed to measure anti-bullying insights strategies?

Prior to data collection, this research contributed to scale development to assess each construct contained in the theoretical model according to predetermined standards and methods (e.g., Churchill, 1979; Clark & Watson, 1995; Hinkin, 2005; Worthington & Whittaker, 2006). Typically, a scale development process involves item creation, scale construction, and evaluation of the scale's psychometric qualities (Hinkin, 2005). It is recommended that researchers pay

particular attention to item phrasing, statement structure, item meaning, item scale, adequate item numbers, and content validity.

According to the findings of the qualitative stage research stated before, the antibullying insights may have an effect on bullying situations**.** This section of the chapter includes the outcomes of the phases of scale creation and statistical analyses undertaken to verify the antibullying insights instrument. The subsequent phases in scale development are to produce sample items, gather data, and refine the scale. This study's empirical setting is social marketing antibullying campaigns. Therefore, the aims of the study are to (1) establish and refine a pool of candidate questions for the Antibullying insights instrument; (2) perform exploratory factor analysis to discover the scale's dimensions; and (3) validate the scale's reliability.

4.3.1. Item generation

The interviews and literature analysis resulted in the generation of items. Appendix C comprises a listing of these unrefined items. Three cycles of refinement were applied to the pool of potential scale items.

4.3.1.1. *Item Purification*

As a first stage in item purification, the list was examined for ambiguous or overly general terms. Any item that was not relevant to the antibullying insights or that respondents could misunderstand or misinterpret was eliminated. This resulted in the removal of several items. The remaining items on the scale are listed in Appendix D.

First elimination round

The item pool list was presented to a team of professional experts (professors familiar with social marketing campaigns) to assess the accuracy of its information. The panel evaluated the possible scale items for inconsistency, clarity, triviality, logical structure, and repetition. After eliminating redundant or "not representative" items from the initial list of antibullying insights scale items, the experts unanimously determined that 30 statements sufficiently represented the construct.

Upon further study, the panel questioned the accuracy of reverse-coded elements on the scale. Antibullying insights scale items were reworded in order to eliminate misinterpretation and any measurement error. Consequently, an organization would know exactly which insights would offer the best results when designing a social marketing approach to counteract bullying.

The third and last version of the instrument, which included 46 questions, 30 items accepted by the panel of experts, and items on victimization and bullying behavior factors which were adapted from other scales, was administered through Google Form, a free,

professional online survey platform that offered the ease and adaptability of online responding. The online survey was likewise user-friendly, with an improved aesthetic layout (Dillman, 2007). Automated pop-ups pushed participants to respond to questions they had overlooked. The online survey was also suitable for obtaining replies from persons throughout the country, and it was an outstanding method for soliciting responses from the study's population. The online poll was configured to require replies to 46 questions. Only if all replies were provided in one section could they go to the following section. After collecting demographic information, respondents were requested to complete eight sections including 46 questions assessing eight criteria. The sequence of questions in the survey was chosen based on input from the pilot survey to ensure that questions with the ability to affect replies for other questions were placed first. Victimization and bullying conduct were put ahead of the other six criteria because they had the most potential to affect respondents' attitudes throughout the study.

The sample was comprised of Turkish people from around the country and from diverse cities. Utilizing data cleansing approaches (Andy Field, 2009), replies from individuals who did not match the sample requirements were excluded, as were responses in which all items received identical scores. Table 4.3 presents a distribution of the sample of 350, chosen after data cleansing, based on demographic information.

4.3.2. Sample

To test the antibullying insights scale, the targeted population for the survey were Turkish population with age 18 or older. The inclusion criteria for the current sample were being aged 18 years and older and having access to internet by phone or computer to complete the online survey. A total number of 350 participants completed the survey for the scale development research starting in June until end of July 2021.

Table 4.3: *Demographic information*

		Frequency	Percent	Valid Percent	Cumulative Percent
AGE	1 GEN Z 18-25	61	17.4	17.4	17.4
	2 MILLENIALS 26 - 41	169	48.3	48.3	65.7
	3 GEN X 42 - 57	100	28.6	28.6	94.3
	4 BOOMERS 58+	20	5.7	5.7	100.0
	Total	350	100.0	100.0	
GENDER	Female	217	62.0	62.0	62.0
	Male	133	38.0	38.0	100.0
	Total	350	100.0	100.0	
EDUCATION	College	23	6.6	6.6	6.6
	Doctorate	28	8.0	8.0	14.6
	High school	31	8.9	8.9	23.4
	Master	85	24.3	24.3	47.7
	Primary/middle school	4	1.1	1.1	48.9
	University Bachelor	179	51.1	51.1	100.0
	Total	350	100.0	100.0	
CHILDREN	1 children	82	23.4	23.4	23.4
	2- 4 children	81	23.1	23.1	46.6
	No child	187	53.4	53.4	100.0
	Total	**350**	100.0	100.0	

Of the 350 responses included for analysis, 62% identified as female, and 38% identified as male (see Table 4.3). The age of participants in this study ranged from 18 to 70, with 48.3% of survey respondents being Millennials and 51.1 % with a university degree. 53.4 % have no children and 23.1% have 2-4 children.

Sample size.

The minimum number of cases necessary for factor analysis is a matter of scholarly debate. Some experts suggest using a case-to-variable ratio between 1:5 and 1:10. (Kahn, 2006). Others believe that a sample size of 300 is sufficient and one thousand is exceptional (A. L. Comrey & Lee, 2013; Tabachnick & Fidell, 2019). Academics believe that the greater the sample size, the better (De Vellis, 2016; A. Field, 2013). In this research, thirty items received a total of three hundred and fifty replies This satisfies both the case-to-variable percentages and the sample size recommended by the literature.

4.3.3. Exploratory factor analysis.

In scale development, factor analysis is performed to determine which items measure the construct of significance most accurately (De Vellis, 2016;A. Field, 2013). Exploratory factor analysis is used when the researcher is unsure of the number of components comprising the construct of interest or when designing a novel scale that has not been previously verified by factor analysis (De Vellis, 2016; A. Field, 2013). Based on the findings of the qualitative investigation, six possible components of the antibullying insights construct were identified. However, it was unknown if these six constructs would manifest as distinct factors. In contrast, it was also possible that subgroups existed within the six constructs, allowing for the potential of more than six variables comprising the antibullying insights instrument. Therefore, exploratory factor analysis, especially principal component analysis (PCA), was conducted to estimate the number of components and to find the minimum amount of scale items that may be used to quantify antibullying insights.

Principal component analysis (PCA) is a special extraction approach often used when the objective of exploratory factor analysis is to determine the fewest number of items required to measure the latent variable and the number of components that underlie the latent variable(De Vellis, 2016; A. Field, 2013). Rotation is another crucial consideration while doing factor analysis. Rotation is essential because it enables the data to be examined from numerous perspectives, as opposed to only one (A. Field, 2013). Using a factor loading limit of 0.45, a PCA with a varimax rotation was performed. Prior to running further rounds, items that cross-loaded or loaded on more than one component at a.45 level or above were deleted. No items in the final findings cross-loaded at a level equal to or higher than 0.45. According to the literature on component analysis, items with greater factor loadings provide a more accurate measurement of the construct (Stevens, 2012). In testing several loading cutoffs, the.45 gave the fewest cross-loadings.

4.3.4. Step one- Initial refinement and purification of the item pool

An EFA was performed on a sample of 350. Factor analysis was required to determine the factors that statistically explain the variance and covariance among the items. When identified variables that correlate to the suggested latent variable or construct, measurements and comprehension of the construct are enhanced (De Vellis, 2016; Worthington & Whittaker, 2006). Prior to completing the factor analysis, interim correlations of the variables were examined to see whether any variables measuring the same dimension had correlations of less than.3 with other variables. All correlations were greater than 0.3 (Appendix I), showing that

all items belonged to the same domain. No items had correlations greater than.9 with other items assessing the same dimension. This check was performed to verify there were no redundant items (STANTON, SINAR, BALZER, & SMITH, 2002). Finally, item correlations with items from other dimensions were examined to verify there were no correlations greater than 0.7 since this would indicate that the items were not assessing the intended characteristics.

In addition, an item analysis (Appendix G) was undertaken to investigate the lowest, maximum, mean, and standard deviation for each item. The majority of items were distributed on a scale from 1 to 5, and the mean was close to the midpoint (between 2.5 and 4.5). Consequently, the majority of the constructs looked to have enough diversity. Items with means above 4.5 and those with means below 2.5 were highlighted for additional inspection.

Table 4.4: *KMO and Bartlett's Test EFA1*

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.891
Bartlett's Test of Sphericity	Approx. Chi-Square	5000.236
	df	435
	Sig.	.000

Following the exploration of the item distribution, the 30 items of the antibullying insights scale were subjected to exploratory factor analysis. The data were first examined for inter-item correlations and suitability for conducting factor analysis. The Kaiser-Meyer-Olkin measure of sampling adequacy (KMO) was. .891 (See Table 4.4) exceeding the value of .6 recommended by Kaiser, (1974). Bartlett's test of Sphericity (Tobias & Carlson, 1969) was also significant (p=.000) and factor analysis was appropriate. The correlation matrix was inspected for multiple inter-item correlations greater than .3. Communalities were greater than .40 (see table 4.5), and 8 factors emerged with a total variance explained of 66.115 %. (see table 4.5)**.**

Table 4.5 *Communalities EFA1*

	Initial	Extraction
LIV	1.000	.696
PRM	1.000	.503
ALT	1.000	.645
RCM	1.000	.583
TVD	1.000	.763
TVBS	1.000	.767
ATCT	1.000	.597
CSAT	1.000	.761
CSB	1.000	.769
GVR	1.000	.688
GVRE	1.000	.762
GRP	1.000	.701
APB	1.000	.708
ACB	1.000	.693
ATB	1.000	.698
GCC	1.000	.651
AWP	1.000	.706
AWVI	1.000	.730
AWNR	1.000	.528
AWE	1.000	.571
AWSB	1.000	.671
APPC	1.000	.578
SPA	1.000	.639
SPP	1.000	.610
APPS	1.000	.648
PNE	1.000	.638
PMV	1.000	.759
TP	1.000	.653
NBA	1.000	.687
NTA	1.000	.433

Extraction Method: Principal Component Analysis.

Communalities of the items were examined (see Table 4.5**).** This is the proportion of each item's variance that can be explained by the factors, or the sum of squared factor loadings for the items. High communalities of .8 or more indicate that the data are strong, but it is more common to see communalities between .4 to .7 in social science data (Costello & Osborne, 2005). The sample of 350 for this exploratory factor analysis was found to be adequate based on an examination of the communalities.

Table 4.6: *Total Variance Explained EFA1*

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	9.529	31.765	31.765	9.529	31.765	31.765	4.941	16.469	16.469
2	2.255	7.517	39.282	2.255	7.517	39.282	2.654	8.847	25.316
3	1.871	6.236	45.518	1.871	6.236	45.518	2.580	8.600	33.917
4	1.521	5.072	50.590	1.521	5.072	50.590	2.393	7.978	41.894
5	1.368	4.560	55.149	1.368	4.560	55.149	2.191	7.303	49.198
6	1.220	4.067	59.216	1.220	4.067	59.216	2.120	7.068	56.266
7	1.060	3.535	62.750	1.060	3.535	62.750	1.704	5.679	61.945
8	1.009	3.364	**66.115**	1.009	3.364	66.115	1.251	4.169	66.115

The results of the exploratory factor analysis (EFA1) show that 8 factors had eigenvalues greater than 1, with 8 factors cumulatively accounting for 66.115% of the variance. The percentage variance of each factor is shown in Table 4.6.

The Scree Plot (Figure 4.11) also showed an elbow effect after the 12th factor.

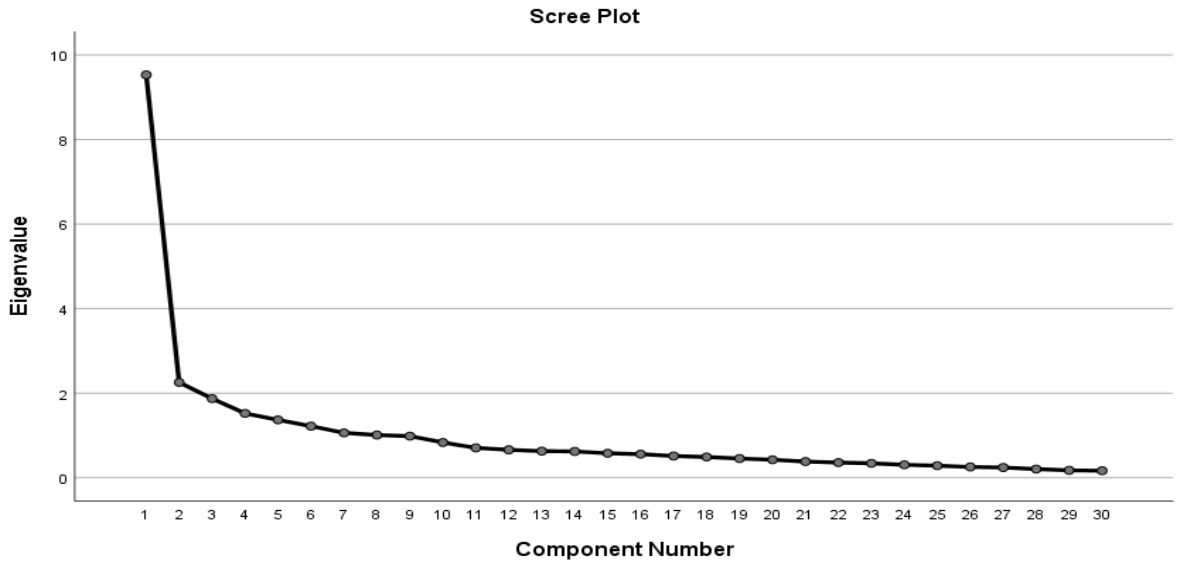

Figure 4.11 *Scree Plot*

Factor analysis was conducted using principal component analysis, which was deemed more appropriate for new scale development (A. Field, 2013). Orthogonal rotation with varimax was used since it is assumed that the factors are correlated.

The first observation was that one item PNE was constructed to measure motivation to defend loaded as a singular factor, and one item APPC designed to measure awareness was loaded into two factors and both PNE and APPC were removed from the analysis. The analysis was run again with 28 items. After examination, the item AWP designed to measure involvement was cross-loading into 2 factors and was removed and the analysis was run again. The item ALT designed to measure motivation to defend cross-loaded into 2 factors and was removed. After rerunning the analysis, the item AWVI designed to measure involvement was loaded into a singular factor, and as is not possible a factor to have just one item was proposed for elimination. As a result of this elimination, the factor designed to measure involvement is eliminated. The item PMV loaded into a singular factor and was eliminated. After running again, the analysis only the item RCM designed to measure motivation to defend was cross-loading and was eliminated.

4.3.5. Step two: Identification and refinement of measurement

The results of the step one analysis indicated that 23 items of the original 30 items formed an 8-factor solution. Table 4.10 shows the item loadings for each component from PCA with varimax rotation.

The overall measurement of the new scale improved. A Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) and Bartlett's Test of sphericity were conducted. The KMO

Measure of Sampling Adequacy was .862 (Table 4.7), offering evidence of sampling adequacy. The measure varies between 0 and 1 and values higher than .8 indicate that a factor analysis may be useful for interpreting data (A. Field, 2013). Additionally, results for the Bartlett's Test of Sphericity rejected the null hypothesis ($\chi 2$ =3599.745, df=253, p=.000) that the correlation matrix is an identity matrix (Table 4.7) indicating that the data were appropriately multivariate normal and thus suitable for factor analysis.

Table 4.7: *KMO and Bartlett's Test EFA2*

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.862
Bartlett's Test of Sphericity	Approx. Chi-Square	3599.745
	df	253
	Sig.	.000

Communalities of the items were examined (see table 4.8). This is the proportion of each item's variance that can be explained by the factors, or the sum of squared factor loadings for the items. High communalities of .8 or more indicate that the data are strong, but it is more common to see communalities between .4 to .7 in social science data (Costello & Osborne, 2005). The sample of 350 for this exploratory factor analysis was found to be adequate based on an examination of the communalities that were mostly .60 or greater (Worthington & Whittaker, 2006).

Table 4.8: *Communalities EFA2*

	Initial	Extraction
TVD	1.000	.827
CSAT	1.000	.825
APB	1.000	.812
TVBS	1.000	.807
CSB	1.000	.803
ATB	1.000	.793
GVRE	1.000	.752
GVR	1.000	.744
ACB	1.000	.744
AWSB	1.000	.739
PRM	1.000	.732
GRP	1.000	.711
NTA	1.000	.706
NBA	1.000	.705
LIV	1.000	.704
TP	1.000	.692
APPS	1.000	.683
SPA	1.000	.681
SPP	1.000	.671
AWE	1.000	.650
GCC	1.000	.642
ATCT	1.000	.625
AWNR	1.000	.609

Extraction Method: Principal Component Analysis.

Table 4.9: *Total Variance Explained EFA2*

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.289	31.692	31.692	7.289	31.692	31.692	2.659	11.559	11.559
2	2.085	9.064	40.756	2.085	9.064	40.756	2.494	10.844	22.403
3	1.817	7.900	48.655	1.817	7.900	48.655	2.210	9.607	32.010
4	1.388	6.037	54.692	1.388	6.037	54.692	2.103	9.142	41.152
5	1.246	5.416	60.109	1.246	5.416	60.109	2.054	8.931	50.083
6	1.011	4.397	64.506	1.011	4.397	64.506	1.782	7.747	57.830
7	.987	4.293	68.799	.987	4.293	68.799	1.770	7.698	65.528
8	.835	3.629	**72.429**	.835	3.629	72.429	1.587	6.901	72.429

The results of the exploratory factor analysis show that 8 factors had eigen values greater than 1, with seven factors cumulatively accounting for 72.4% of the variance. The percentage variance of each factor is shown in Table 4.9.

The Scree Plot (Figure S) also showed an elbow effect after the 8 factors.

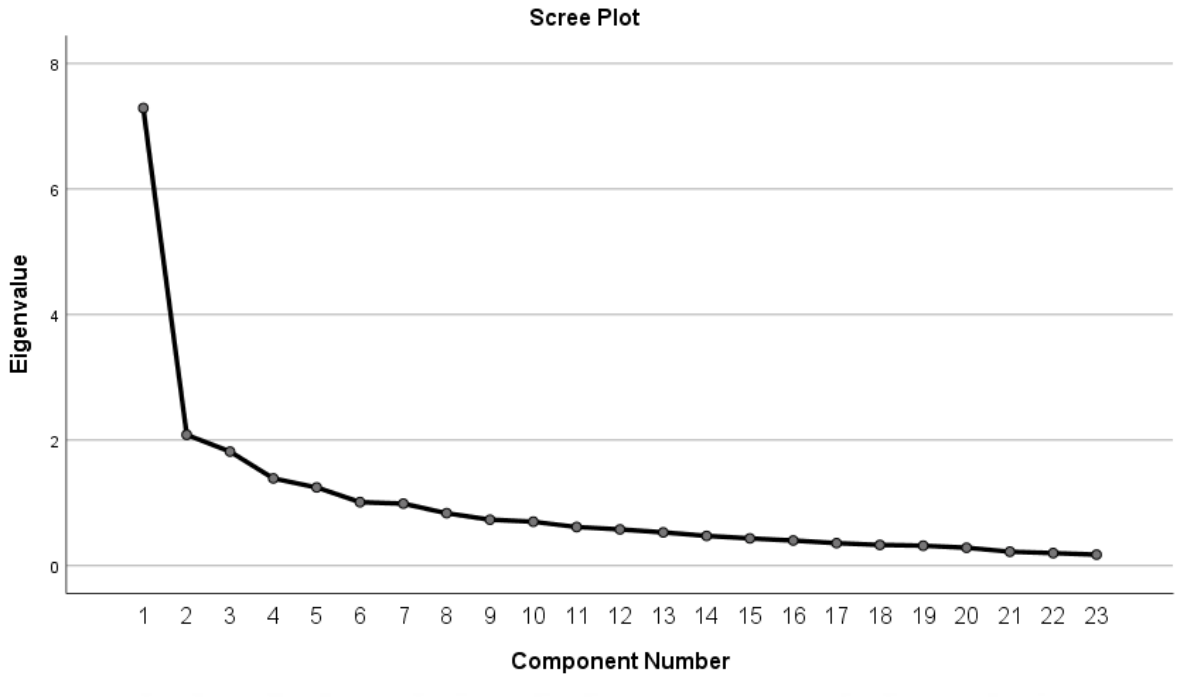

Figure 4.12: *Scree Plot EFA2*

At this stage, the items that accurately measured each factor were as shown in Table 4.10. All factors had the minimum of 2 to 4 items necessary to measure the factor with accurate content and construct validity, internal consistency, and test-retest reliability (Hinkin, 2005).

Table 4.10: *Final factors loading into the new scale*

Rotated Component Matrix[a]

	Component							
	1	2	3	4	5	6	7	8
ATB	.820							
APB	.799							
ACB	.758							
GVRE		.839						
GVR		.819						
GRP		.715						
GCC		.566						
SPA			.699					
SPP			.662					
APPS			.580					
CSAT				.867				
CSB				.802				
ATCT				.566				
TVD					.874			
TVBS					.839			
NTA						.784		
NBA						.692		
TP						.499		
PRM							.777	
LIV							.710	
AWSB								.760
AWNR								.656
AWE								.630

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 9 iterations.

Table 4.11 shows the constructs retain and deleted after completing the EFA. The decision to delete the items was explained in Step one- Initial refinement and purification of the item pool, items that cross-loaded or after performing the analysis loaded as a singular factor were deleted.

Table *4.11* Items Derived from the Qualitative Study

• Factors	Decision
• VICTIMS	
VBF I have been physically bullied or threatened with physical bullying.	Retain
VBV I have been verbally bullied.	Retain
VBS1 I have been socially bullied.	Retain
VBC I have been cyberbullied.	Retain
VBS3 I was teased because of my clothing or physical appearance.	Retain
VBPS I believe that bullying is/ was a problem in my school.	Deleted
VBT1 At my school, there were teachers and others adults who bullied students.	Retain
VBT2 At my school, there were teachers and others adults who bullied me.	Retain
VBP Growing up I have been bullied by my parents.	Retain
• BULLIES	
BUL1 If someone threatens you, it is okay to hit that person	Deleted
BUL2 If you are afraid to fight, you won't have many friends	Deleted
BUL3 Bullying is sometimes fun to do.	Retain
BULS1 I say things about someone to make others laugh.	Retain
BULS2 I think is normal to call other students bad names	Retain
BULN1 I believe that bullying is something normal of growing up.	Retain
BULN2 I believe that people that I bullied will get over it.	Retain
• MOTIVATION TO DEFEND - MD	
LIV If I know that the laws against bullying are protecting me, I feel more motivated to intervene for the victims of bullying.	Retain
PRM I believe Parents are role models for their children and motivated them to intervene for the victims of bullying.	Retain
ALT I think that learning antibullying techniques increase self-confidence to defend against a bully.	Deleted
RCM Rewarding children good behavior motivates other children to defend victims of bullying.	Deleted
PNE My parents taught me that it “is not my business” to defend bullying victims.	Deleted
PMV My parents motivated me to defend and show support to bullying victims.	Deleted
• PERCEIVED TEACHERS' AUTHORITY - PTA	
TVD Teachers wearing antibullying vests increase the level of discipline inside the school.	Retain
TVBS Teachers wearing antibullying vests decrease bullying behavior inside the school.	Retain
• PERCEIVED SECURITY IN SCHOOL - PSS	
ATCT Antibullying events that involve authority figures such as police, lawyers increase children's trust in authorities.	Retain
CSAT Having cameras in the school increases the trust in school authority for students and parents.	Retain
CSB Having cameras in the school decreases bullying incidents.	Retain

Table *4.11* Items Derived from the Qualitative Study

• ANTIBULLYING CLASS ACTIVITIES - ACA	
GVR Teaching children antibullying techniques by using VR/computer games makes learning more enjoyable.	Retain
GVRE I think that the characters from VR/computer antibullying games increase the level of empathy towards the victim.	Retain
GRP I believe that antibullying role play increases my understanding of how to stand against bullying.	Retain
GCC Antibullying activities and games are creating connections between the children, and bullying behavior is decreasing.	Retain
• ANTIBULLYING TRAINING PROGRAM - ATP	
APB I think that Antibullying parents training can stop bullying behavior	Retain
ACB I think that Antibullying children training can stop bullying behavior	Retain
ATB I think that Antibullying teachers training can stop bullying behavior	Retain
• INVOLVEMENT	
AWP Learning about the consequences of bullying increases parents' involvement in antibullying programs.	Deleted
AWVI Showing visual information increases the level of empathy and involvement toward defending the victims	Deleted
• AWARENESS - AWR	
AWSB If someone tries to bully me, I know how to stop the bully.	Retain
AWNR I believe that having a negative reaction against bullying will stop bullying behavior.	Retain
AWE I get involved when I see someone getting bullied because I understand the victim's suffering.	Retain
APPC Involving parents and children in antibullying programs increases the communication between them.	Deleted
• PERCEIVED PSYCHOLOGICAL SUPPORT - PPS	
SPA I think that the School psychologist can teach children anger control techniques.	Retain
SPP I believe those bully parents that receive psychological support positively change their bullying behavior	Retain
APPS Parents involved in antibullying programs show more psychological support towards their children.	Retain
• SCHOOL-BASED PREVENTION -INTERVENTION	
TP Seeing teachers defending students that get bullied makes me feel protected.	Retain
NBA I believe that using a friendly/non-blame approach increases the bully's empathy and changes his bullying behavior	Retain
NTA I believe that showing no tolerance to bullying behavior decreases the bullying behavior.	Retain

4.4. Study 4: Structural Equation Modeling Results

In study 4, descriptive statistical analyses will be conducted to describe the study sample, and inferential statistical analyses will be conducted to test the study's hypotheses, to determine the outcomes of the research, and recommendations will be provided based on the results.

4.4.1. Demographic information

The targeted population for the survey was Turkish population with age between 18 and 70 years old. The inclusion criteria for the current sample were being aged 18 years and older and having access to the internet by phone or computer to complete the online survey. A total number of 751 participants completed the survey starting in July until the end of September 2021.

Table 4.12: Demographic information

`		Frequency	Percent	Valid Percent	Cumulative Percent
AGE	1 Gen Z 18 - 25	155	20.6	20.6	20.6
	2 Millennials 26 - 41	339	45.1	45.1	65.8
	3 Gen X 42 - 57	201	26.8	26.8	92.5
	4 Boomers 58 +	56	7.5	7.5	100.0
	Total	751	100.0	100.0	
GENDER	Female	461	61.4	61.4	61.4
	Male	290	38.6	38.6	100.0
	Total	751	100.0	100.0	
EDUCATION	College	45	6.0	6.0	6.0
	Doctorate	87	11.6	11.6	17.6
	High school	88	11.7	11.7	29.3
	Master	161	21.4	21.4	50.7
	Primary/middle school	7	.9	.9	51.7
	University Bachelor	363	48.3	48.3	100.0
	Total	751	100.0	100.0	
CHILDREN	1 child	167	22.2	22.2	22.2
	2- 4 Children	167	22.2	22.2	44.5
	more than 4 children	1	.1	.1	44.6
	No child	416	55.4	55.4	100.0
	Total	**751**	100.0	100.0	

Of the 751 responses included for analysis, 61.4% identified as female, 38.6% identified as male (see Table 4.14). The age of participants in this study ranged from 18 to 70, with 45.1% of survey respondents Millennials and 48.3 % with a university degree. 55.4 % have no children and 22.2% 2-4 children.

The results of the participants' responses are presented in the next section, organized according to the frequency with which they reported being bullied or being the victim of bullying. Some demographic information may be helpful in elucidating the significance of bullying prevalence, which in turn may help to further clarify the perspectives of respondents on the antibullying insights and bullying conduct. When analyzing the data that was collected from respondents, the age factor is an important component that was categorized into Generation such as Gen Z, which is comprised between the ages of 18 and 25, and Millennials, which consists between the ages of 26 to 41, Gen X, which is comprised between the ages of 42 to 57, and Boomers, which are starting from 58.

Another component that should not be neglected is education's significance. Some demographic information may be helpful in providing additional explanations and interpretations, and this data was divided into three categories: HP, which is formed from primary school and high school; UC formed for college and university bachelor’s degrees; and, MD, master and doctorate education.

One of the demographic variables that are examined includes the factor of children. The purpose of this research is to determine whether or not there are significant differences between these groups and whether or not the presence of this item influences the opinions of respondents with regard to the incidence of bullying. The data from the children component were classified into two groups: those without children and those with children.

Table 4.13 *physical bullying*

I have been physically bullied or threatened with physical bullying.								
			VBF Crosstabulation					Total
			1	2	3	4	5	
AGE_BIND	Boomers	Count	26	12	4	8	6	56
		% of Total	3.5%	1.6%	0.5%	1.1%	0.8%	7.5%
	Gen X	Count	82	26	26	27	40	201
		% of Total	10.9%	3.5%	3.5%	3.6%	5.3%	26.8%
	Gen Z	Count	70	29	24	17	15	155
		% of Total	9.3%	3.9%	3.2%	2.3%	2.0%	20.6%
	Millennials	Count	134	51	41	53	60	339
		% of Total	17.8%	6.8%	5.5%	**7.1%**	**8.0%**	45.1%
GENDER	Male	Count	110	47	30	54	49	290
		% of Total	14.6%	6.3%	4.0%	7.2%	6.5%	38.6%
	Female	Count	202	71	65	51	72	461
		% of Total	26.9%	9.5%	8.7%	**6.8%**	**9.6%**	61.4%
EDU_num	HP	Count	46	12	15	10	12	95
		% of Total	6.1%	1.6%	2.0%	1.3%	1.6%	12.6%
	MD	Count	98	40	26	37	47	248
		% of Total	13.0%	5.3%	3.5%	4.9%	6.3%	33.0%
	UC	Count	168	66	54	58	62	408
		% of Total	22.4%	8.8%	7.2%	**7.7%**	**8.3%**	54.3%
CHILDREN	No Child	Count	179	64	54	54	65	416
		% of Total	23.8%	8.5%	7.2%	**7.2%**	**8.7%**	55.4%
	Children	Count	133	54	41	51	56	335
		% of Total	17.7%	7.2%	5.5%	6.8%	7.5%	44.6%
Total		Count	312	118	95	105	121	751
		% of Total	41.5%	15.7%	12.6%	**14.0%**	**16.1%**	100.0%

When asked if they had been physically bullied or threatened with physical bullying, only 30.1% of the participants agreed or strongly agreed that they had been bullied physically, while 41.5% responded with a strong disagreement to the question. This information can be found in the table that was presented above, which shows the prevalence of physical bullying. Millennials have a response rate that is 7.1% agree and 8.0% highly agreed, making them the generation with the highest response rate among the age groups. Boomers only respond 0.8% strongly agreed. With 7.7% of respondents agreeing and 8.3% of respondents strongly agreeing, the education component had the highest percentage among UC (college and

university) respondents. In the children component, 15.9% of those who did not have children agreed or strongly agreed.

Table 4.14 *verbal bullying*

I have been verbally bullied. * VBV Crosstabulation								Total
			1	2	3	4	5	
AGE_BIND	Boomers	Count	16	12	7	9	12	56
		% of Total	2.1%	1.6%	0.9%	1.2%	1.6%	7.5%
	Gen X	Count	38	29	24	38	72	201
		% of Total	5.1%	3.9%	3.2%	5.1%	9.6%	26.8%
	Gen Z	Count	17	21	29	47	41	155
		% of Total	2.3%	2.8%	3.9%	6.3%	5.5%	20.6%
	Millennials	Count	51	47	45	81	115	339
		% of Total	6.8%	6.3%	6.0%	**10.8%**	**15.3%**	45.1%
GENDER	Female	Count	75	54	72	98	162	461
		% of Total	10.0%	7.2%	9.6%	**13.0%**	**21.6%**	61.4%
	Male	Count	47	55	33	77	78	290
		% of Total	6.3%	7.3%	4.4%	10.3%	10.4%	38.6%
EDU_num	HP	Count	23	13	13	20	26	95
		% of Total	3.1%	1.7%	1.7%	2.7%	3.5%	12.6%
	MD	Count	29	39	31	68	81	248
		% of Total	3.9%	5.2%	4.1%	**9.1%**	**10.8%**	33.0%
	UC	Count	70	57	61	87	133	408
		% of Total	9.3%	7.6%	8.1%	**11.6%**	**17.7%**	54.3%
CHILDREN	No Child	Count	53	58	63	109	133	416
		% of Total	7.1%	7.7%	8.4%	**14.5%**	**17.7%**	55.4%
	Children	Count	69	51	42	66	107	335
		% of Total	9.2%	6.8%	5.6%	8.8%	14.2%	44.6%
Total		Count	122	109	105	175	240	751
		% of Total	16.2%	14.5%	14.0%	**23.3%**	**32.0%**	100.0%

The Table is showing the prevalence of verbal bullying it is noted that a total of 55.3% of the participants responded with agreed and strongly agreed, and only 16.2% strongly disagree when asked if they were verbally bullied. In the age groups, Millenials have the higher response rate of 10.8% agree and 15.3% strongly agreed. In the gender factor, females answered 13% agreed and 21.6% strongly agreed in comparison with males who answered 10.4% strongly agreed. In the education factor, the UC (college & university) has a higher rate

with 11.6% agreeing and 17.7% strongly agreeing, and also MD has a high-rate response of strongly agreeing with 10.8%. Also, in the children factor there is an increase in the responses, 17.7 of the participants with no children answered strongly agreed in comparison with participants with children who answered 14.2% strongly agreed.

Table 4.15 *Social Bullying*

* I have been socially bullied.								
			VBS1 Crosstabulation					Total
			1	2	3	4	5	
AGE_BIND	Boomers	Count	21	17	7	5	6	56
		% of Total	2.8%	2.3%	0.9%	0.7%	0.8%	7.5%
	Gen X	Count	67	45	27	29	33	201
		% of Total	8.9%	6.0%	3.6%	3.9%	4.4%	26.8%
	Gen Z	Count	37	18	24	38	38	155
		% of Total	4.9%	2.4%	3.2%	5.1%	5.1%	20.6%
	Millennials	Count	71	64	73	61	70	339
		% of Total	9.5%	8.5%	9.7%	**8.1%**	**9.3%**	45.1%
GENDER	Female	Count	107	89	81	79	105	461
		% of Total	14.2%	11.9%	10.8%	**10.5%**	**14.0%**	61.4%
	Male	Count	89	55	50	54	42	290
		% of Total	11.9%	7.3%	6.7%	7.2%	5.6%	38.6%
EDU_num	HP	Count	30	13	12	19	21	95
		% of Total	4.0%	1.7%	1.6%	2.5%	2.8%	12.6%
	MD	Count	49	46	56	46	51	248
		% of Total	6.5%	6.1%	7.5%	6.1%	6.8%	33.0%
	UC	Count	117	85	63	68	75	408
		% of Total	15.6%	11.3%	8.4%	**9.1%**	**10.0%**	54.3%
CHILDREN	No Child	Count	95	67	76	77	101	416
		% of Total	12.6%	8.9%	10.1%	**10.3%**	**13.4%**	55.4%
	Children	Count	101	77	55	56	46	335
		% of Total	13.4%	10.3%	7.3%	7.5%	6.1%	44.6%
Total		Count	196	144	131	133	147	751
		% of Total	26.1%	19.2%	17.4%	**17.7%**	**19.6%**	100.0%

From the Table, which is showing the prevalence of social bullying it is noted that a total of 37.3% of the participants responded with agreed and strongly agreed, and 45.3% with disagree and strongly disagree when asked if they were socially bullied. In the gender factor, females answered 10.5% agreed and 14.0% strongly agreed in comparison with males who answered 5.6% strongly agreed.

In the age groups, Millennials have the higher response rate of 8.1% agree and 9.3% strongly agreed in comparison with Boomers who answer 0.8% strongly agreed. In the education factor, the UC (college & university) has the higher rate with 9.1% agreeing and 10.0% strongly agreeing. In the children factor 23.7% of the participants with no children answered agreed and strongly agreed, and again a noticeable difference is observed between the group with children and without children.

Table 4.16 *Cyberbullying*

I have been cyberbullied. * VBC Crosstabulation								Total
			1	2	3	4	5	
AGE_BIND	Boomers	Count	32	10	3	5	6	56
		% of Total	4.3%	1.3%	0.4%	0.7%	0.8%	7.5%
	Gen X	Count	102	34	21	18	26	201
		% of Total	13.6%	4.5%	2.8%	2.4%	3.5%	26.8%
	Gen Z	Count	81	31	9	13	21	155
		% of Total	10.8%	4.1%	1.2%	1.7%	2.8%	20.6%
	Millennials	Count	151	62	39	40	47	339
		% of Total	20.1%	8.3%	5.2%	**5.3%**	**6.3%**	45.1%
GENDER	Female	Count	220	83	41	51	66	461
		% of Total	29.3%	11.1%	5.5%	**6.8%**	**8.8%**	61.4%
	Male	Count	146	54	31	25	34	290
		% of Total	19.4%	7.2%	4.1%	3.3%	4.5%	38.6%
EDU_num	HP	Count	61	14	4	7	9	95
		% of Total	8.1%	1.9%	0.5%	0.9%	1.2%	12.6%
	MD	Count	122	44	26	23	33	248
		% of Total	16.2%	5.9%	3.5%	3.1%	4.4%	33.0%
	UC	Count	183	79	42	46	58	408
		% of Total	24.4%	10.5%	5.6%	**6.1%**	**7.7%**	54.3%
CHILDREN	No Child	Count	192	78	38	46	62	416
		% of Total	25.6%	10.4%	5.1%	**6.1%**	**8.3%**	55.4%
	Children	Count	174	59	34	30	38	335
		% of Total	23.2%	7.9%	4.5%	4.0%	5.1%	44.6%
Total	Count		366	137	72	76	100	751
	% of Total		48.7%	18.2%	9.6%	**10.1%**	**13.3%**	100.0%

The Table is showing the prevalence of cyberbullying it is noted that a total of 23.4% of the participants responded with agreed and strongly agreed, and 48.7% strongly disagree when asked if they were cyberbullied. All the groups showed a lower prevalence of cyberbullying.

In the age groups, Millennials have the higher response rate of 5.3% agree and 6.3% strongly agreed. In the gender factor, females answered 8.8 % strongly agreed in comparison with males who answered 4.5% strongly agreed. In the education factor, the UC (college & university) has a higher rate with 6.1% agreeing and 7.7% strongly agreeing, and also MD has a high rate response of strongly agreeing with 4.4%.

In the children factor, the group without children answered 8.3 % strongly agreed in comparison with the group with children who answered 5.1% strongly agreed.

Table 4.17 *Bullying Awareness*

I believe that bullying is/ was a problem in my school.								
			VBPS Crosstabulation					Total
			1	2	3	4	5	
AGE_BIND	Boomers	Count	3	2	2	4	45	56
		% of Total	0.4%	0.3%	0.3%	0.5%	6.0%	7.5%
	Gen X	Count	10	10	5	12	164	201
		% of Total	1.3%	1.3%	0.7%	1.6%	21.8%	26.8%
	Gen Z	Count	12	9	8	12	114	155
		% of Total	1.6%	1.2%	1.1%	1.6%	15.2%	20.6%
	Millennials	Count	26	19	25	27	242	339
		% of Total	3.5%	2.5%	3.3%	**3.6%**	**32.2%**	45.1%
GENDER	Female	Count	34	26	18	30	353	461
		% of Total	4.5%	3.5%	2.4%	**4.0%**	**47.0%**	61.4%
	Male	Count	17	14	22	25	212	290
		% of Total	2.3%	1.9%	2.9%	3.3%	28.2%	38.6%
EDU_num	HP	Count	10	4	1	5	75	95
		% of Total	1.3%	0.5%	0.1%	0.7%	10.0%	12.6%
	MD	Count	14	8	18	18	190	248
		% of Total	1.9%	1.1%	2.4%	2.4%	**25.3%**	33.0%
	UC	Count	27	28	21	32	300	408
		% of Total	3.6%	3.7%	2.8%	4.3%	**39.9%**	54.3%
CHILDREN	No Child	Count	32	22	33	35	294	416
		% of Total	4.3%	2.9%	4.4%	4.7%	**39.1%**	55.4%
	Children	Count	19	18	7	20	271	335
		% of Total	2.5%	2.4%	0.9%	2.7%	**36.1%**	44.6%
Total		Count	51	40	40	55	565	751
		% of Total	6.8%	5.3%	5.3%	**7.3%**	**75.2%**	100.0%

A total of 82.7% of the participants responded with agreed and strongly agreed, and only 6.8% strongly disagreed when asked if they believed bullying was a problem in the school,

which is the highest rate of strongly agreed among all the victimization factors. All the groups showed a high rate of agreement.

Table 4.18 *Teachers Bullying*

At my school, there were teachers and other adults who bullied students. * VBT1 Crosstabulation								Total
			1	2	3	4	5	
AGE_BIND	Boomers	Count	10	10	11	10	15	56
		% of Total	1.3%	1.3%	1.5%	1.3%	2.0%	7.5%
	Gen X	Count	29	22	37	38	75	201
		% of Total	3.9%	2.9%	4.9%	5.1%	10.0%	26.8%
	Gen Z	Count	43	29	21	16	46	155
		% of Total	5.7%	3.9%	2.8%	2.1%	6.1%	20.6%
	Millennials	Count	43	40	58	79	119	339
		% of Total	5.7%	5.3%	7.7%	**10.5%**	**15.8%**	45.1%
GENDER	Female	Count	78	59	80	88	156	461
		% of Total	10.4%	7.9%	10.7%	11.7%	**20.8%**	61.4%
	Male	Count	47	42	47	55	99	290
		% of Total	6.3%	5.6%	6.3%	7.3%	13.2%	38.6%
EDU_num	HP	Count	27	14	17	15	22	95
		% of Total	3.6%	1.9%	2.3%	2.0%	2.9%	12.6%
	MD	Count	22	28	45	63	90	248
		% of Total	2.9%	3.7%	6.0%	8.4%	**12.0%**	33.0%
	UC	Count	76	59	65	65	143	408
		% of Total	10.1%	7.9%	8.7%	8.7%	**19.0%**	54.3%
CHILDREN	No Child	Count	72	57	66	79	142	416
		% of Total	9.6%	7.6%	8.8%	**10.5%**	**18.9%**	55.4%
	Children	Count	53	44	61	64	113	335
		% of Total	7.1%	5.9%	8.1%	8.5%	**15.0%**	44.6%
Total		Count	125	101	127	143	255	751
		% of Total	16.6%	13.4%	16.9%	**19.0%**	**34.0%**	100.0%

The Table is showing the prevalence of teacher bullying and it is noted that a total of 53.0% of the participants responded with agreed and strongly agreed, and 16.6% strongly disagree when asked if they witness teachers and other staff members of the school bullying students.

In the age groups, Millennials have the higher response rate of 10.5% agree and 15.8% strongly agreed. In the gender factor, females answered 20.8 % strongly agreed in comparison with males who answered 13.2% strongly agreed. In the education factor, the UC (college &

university) has a higher rate with 19.0% strongly agreeing, and also MD has a high rate response of strongly agreeing with 12.0%.

In the children factor, the group without children answered 18.9 % strongly agreed and the group with children answered 15.0% strongly agreed.

Table 4.19 *Teachers direct bullying.*

At my school, there were teachers and others adults who bullied me. * VBT2 Crosstabulation								Total
			1	2	3	4	5	
AGE_BIND	Boomers	Count	20	14	9	7	6	56
		% of Total	2.7%	1.9%	1.2%	0.9%	0.8%	7.5%
	Gen X	Count	70	39	21	19	52	201
		% of Total	9.3%	5.2%	2.8%	2.5%	6.9%	26.8%
	Gen Z	Count	75	34	12	15	19	155
		% of Total	10.0%	4.5%	1.6%	2.0%	2.5%	20.6%
	Millennials	Count	110	59	64	41	65	339
		% of Total	14.6%	7.9%	8.5%	**5.5%**	**8.7%**	45.1%
GENDER	Female	Count	175	87	58	53	88	461
		% of Total	23.3%	11.6%	7.7%	**7.1%**	**11.7%**	61.4%
	Male	Count	100	59	48	29	54	290
		% of Total	13.3%	7.9%	6.4%	3.9%	7.2%	38.6%
EDU_num	HP	Count	44	17	12	9	13	95
		% of Total	5.9%	2.3%	1.6%	1.2%	1.7%	12.6%
	MD	Count	73	45	49	31	50	248
		% of Total	9.7%	6.0%	6.5%	4.1%	6.7%	33.0%
	UC	Count	158	84	45	42	79	408
		% of Total	21.0%	11.2%	6.0%	**5.6%**	**10.5%**	54.3%
CHILDREN	No Child	Count	161	73	66	43	73	416
		% of Total	21.4%	9.7%	8.8%	**5.7%**	**9.7%**	55.4%
	Children	Count	114	73	40	39	69	335
		% of Total	15.2%	9.7%	5.3%	5.2%	9.2%	44.6%
Total		Count	275	146	106	82	142	751
		% of Total	36.6%	19.4%	14.1%	**10.9%**	**18.9%**	100.0%

The Table is showing the prevalence of teacher bullying and it is noted that a total of 29.8% of the participants responded with agreed and strongly agreed, and 36.6% strongly disagree when asked if they were bullied by the teachers and other staff members of the school.

In the age groups, Millennials have the higher response rate of 5.5% agree and 8.7% strongly agreed. In the gender factor, females answered 11.7 % strongly agreed in comparison

with males who answered 7.2% strongly agreed. In the education factor, the UC (college & university) has a higher rate with 10.5% strongly agreeing.

In the children factor, the group without children answered 9.7% strongly agreed and the group with children answered 9.2% strongly agreed.

Table 4.20 Parents Bullying

Growing up I have been bullied by my parents. * VBP Crosstabulation								Total
			1	2	3	4	5	
AGE_BIND	Boomers	Count	36	10	1	4	5	56
		% of Total	4.8%	1.3%	0.1%	0.5%	0.7%	7.5%
	Gen X	Count	114	31	23	13	20	201
		% of Total	15.2%	4.1%	3.1%	1.7%	2.7%	26.8%
	Gen Z	Count	104	22	9	13	7	155
		% of Total	13.8%	2.9%	1.2%	1.7%	0.9%	20.6%
	Millennials	Count	197	54	38	20	30	339
		% of Total	26.2%	7.2%	5.1%	2.7%	4.0%	45.1%
GENDER	Female	Count	257	77	49	32	46	461
		% of Total	34.2%	10.3%	6.5%	**4.3%**	**6.1%**	61.4%
	Male	Count	194	40	22	18	16	290
		% of Total	25.8%	5.3%	2.9%	2.4%	2.1%	38.6%
EDU_num	HP	Count	65	14	6	4	6	95
		% of Total	8.7%	1.9%	0.8%	0.5%	0.8%	12.6%
	MD	Count	143	38	28	16	23	248
		% of Total	19.0%	5.1%	3.7%	2.1%	3.1%	33.0%
	UC	Count	243	65	37	30	33	408
		% of Total	32.4%	8.7%	4.9%	4.0%	**4.4%**	54.3%
CHILDREN	No Child	Count	249	68	41	29	29	416
		% of Total	33.2%	9.1%	5.5%	**3.9%**	**3.9%**	55.4%
	Children	Count	202	49	30	21	33	335
		% of Total	26.9%	6.5%	4.0%	2.8%	**4.4%**	44.6%
Total		Count	451	117	71	50	62	751
		% of Total	60.1%	15.6%	9.5%	**6.7%**	**8.3%**	100.0%

A total of 60.1% of the participants responded with strongly disagreed, and only 8.3% strongly agreed when asked if they were bullied by their parents, which is the highest rate of strongly disagreed among all the victimization factors. All the groups showed a low rate of agreement.

Table 4.21 *Bullying Behavior*

Bullying is sometimes fun to do. * BUL3 Crosstabulation								
			1	2	3	4	5	Total
AGE_BIND	Boomers	Count	45	5	2	1	3	56
		% of Total	6.0%	0.7%	0.3%	0.1%	0.4%	7.5%
	Gen X	Count	184	8	4	2	3	201
		% of Total	24.5%	1.1%	0.5%	0.3%	0.4%	26.8%
	Gen Z	Count	134	12	5	3	1	155
		% of Total	17.8%	1.6%	0.7%	0.4%	0.1%	20.6%
	Millennials	Count	267	36	26	6	4	339
		% of Total	35.6%	4.8%	3.5%	0.8%	0.5%	45.1%
GENDER	Female	Count	411	28	13	1	8	461
		% of Total	54.7%	3.7%	1.7%	0.1%	1.1%	61.4%
	Male	Count	219	33	24	11	3	290
		% of Total	29.2%	4.4%	3.2%	**1.5%**	0.4%	38.6%
EDU_num	HP	Count	80	8	3	2	2	95
		% of Total	10.7%	1.1%	0.4%	0.3%	0.3%	12.6%
	MD	Count	192	27	23	5	1	248
		% of Total	25.6%	3.6%	3.1%	0.7%	0.1%	33.0%
	UC	Count	358	26	11	5	8	408
		% of Total	47.7%	3.5%	1.5%	0.7%	1.1%	54.3%
CHILDREN	No Child	Count	333	40	29	9	5	416
		% of Total	44.3%	5.3%	3.9%	1.2%	0.7%	55.4%
	Children	Count	297	21	8	3	6	335
		% of Total	39.5%	2.8%	1.1%	0.4%	0.8%	44.6%
Total		Count	630	61	37	12	11	751
		% of Total	**83.9%**	8.1%	4.9%	**1.6%**	**1.5%**	100.0%

When asked whether they considered bullying others was fun to do to others, a total of 83.9% of the participants replied strongly disagreed, and just 1.5% responded strongly agreed. This is the highest rate of strongly disagreed responses across all of the bullying criteria. A low rate of agreement was shown by each of the groups.

Table 4.22 *Indirect Bullying Behavior*

I say things about someone to make others laugh. * BULS1 Crosstabulation								
			1	2	3	4	5	Total
AGE_BIND	Boomers	Count	28	13	7	5	3	56
		% of Total	3.7%	1.7%	0.9%	0.7%	0.4%	7.5%
	Gen X	Count	122	46	12	14	7	201
		% of Total	16.2%	6.1%	1.6%	1.9%	0.9%	26.8%
	Gen Z	Count	82	29	25	15	4	155
		% of Total	10.9%	3.9%	3.3%	2.0%	0.5%	20.6%
	Millennials	Count	168	73	40	45	13	339
		% of Total	22.4%	9.7%	5.3%	**6.0%**	1.7%	45.1%
GENDER	Female	Count	280	104	40	23	14	461
		% of Total	37.3%	13.8%	5.3%	3.1%	1.9%	61.4%
	Male	Count	120	57	44	56	13	290
		% of Total	16.0%	7.6%	5.9%	**7.5%**	1.7%	38.6%
EDU_num	HP	Count	51	17	12	9	6	95
		% of Total	6.8%	2.3%	1.6%	1.2%	0.8%	12.6%
	MD	Count	124	52	24	44	4	248
		% of Total	16.5%	6.9%	3.2%	**5.9%**	0.5%	33.0%
	UC	Count	225	92	48	26	17	408
		% of Total	30.0%	12.3%	6.4%	3.5%	2.3%	54.3%
CHILDREN	No Child	Count	209	82	53	53	19	416
		% of Total	27.8%	10.9%	7.1%	**7.1%**	2.5%	55.4%
	Children	Count	191	79	31	26	8	335
		% of Total	25.4%	10.5%	4.1%	3.5%	1.1%	44.6%
Total		Count	400	161	84	79	27	751
		% of Total	**53.3%**	21.4%	11.2%	**10.5%**	**3.6%**	100.0%

The Table is showing the prevalence of indirect bullying behavior and it is noted that a total of 14.1% of the participants responded with agreed and strongly agreed, and 53.3% strongly disagree when asked if they say things about someone to make others laugh.

In the age groups, Millennials have the higher response rate of 6.0% agree. In the gender factor, females answered 1.9 % strongly agreed in comparison with males who answered 7.5% agreed. In the education factor, the MD has a higher rate with 5.9% agreeing.

In the children factor, the group without children answered 7.1% agreed and the group with children answered 1.1% strongly agreed.

Table 4.23 *Bullying name-calling.*

I think is normal to call other students bad names * BULS2 Crosstabulation								
			1	2	3	4	5	Total
AGE_BIND	Boomers	Count	40	9	3	2	2	56
		% of Total	5.3%	1.2%	0.4%	0.3%	0.3%	7.5%
	Gen X	Count	172	21	3	2	3	201
		% of Total	22.9%	2.8%	0.4%	0.3%	0.4%	26.8%
	Gen Z	Count	125	17	6	5	2	155
		% of Total	16.6%	2.3%	0.8%	0.7%	0.3%	20.6%
	Millennials	Count	236	58	24	19	2	339
		% of Total	31.4%	7.7%	3.2%	**2.5%**	0.3%	45.1%
GENDER	Female	Count	387	51	13	5	5	461
		% of Total	51.5%	6.8%	1.7%	0.7%	0.7%	61.4%
	Male	Count	186	54	23	23	4	290
		% of Total	24.8%	7.2%	3.1%	**3.1%**	0.5%	38.6%
EDU_num	HP	Count	75	12	3	3	2	95
		% of Total	10.0%	1.6%	0.4%	0.4%	0.3%	12.6%
	MD	Count	165	47	17	18	1	248
		% of Total	22.0%	6.3%	2.3%	**2.4%**	0.1%	33.0%
	UC	Count	333	46	16	7	6	408
		% of Total	44.3%	6.1%	2.1%	0.9%	0.8%	54.3%
CHILDREN	No Child	Count	304	62	21	22	7	416
		% of Total	40.5%	8.3%	2.8%	**2.9%**	0.9%	55.4%
	Children	Count	269	43	15	6	2	335
		% of Total	35.8%	5.7%	2.0%	0.8%	0.3%	44.6%
Total		Count	573	105	36	28	9	751
		% of Total	**76.3%**	14.0%	4.8%	**3.7%**	**1.2%**	100.0%

The Table is showing the prevalence of indirect name-calling bullying behavior and it is noted that a total of 4.9% of the participants responded with agreed and strongly agreed, and 76.3% strongly disagree when asked if they think is normal to call other students bad names.

In the age groups, Millennials have the higher response rate of 2.5% agree. In the gender factor, females answered 0.7 % agreed in comparison with males who answered 3.1% agreed. In the education factor, the MD has a higher rate with 2.4% agreeing.

In the children factor, the group without children answered 2.9% agreed and the group with children answered 0.3% strongly agreed.

4.4.2. Preliminary Statistics

In order to investigate a number of patterns contained within the data, some preliminary research was conducted on the variables before continuing on to PLS-SEM analysis of the correlations between the variables and the data. The item's descriptive statistics are included in Table 4.13, which can be found here. The items that were decided upon in the EFA analysis were used in the process of computing the average values for each variable. The values for mean, standard deviation, skewness, and kurtosis were calculated, and Table 4.13 contains the results of these calculations.

Table 4.24*: Descriptive statistics for items*

	Mean		Std. Deviation	Skewness		Kurtosis	
	Statistic	Std. Error	Statistic	Statistic	Std. Error	Statistic	Std. Error
LIV	4.43	.051	.957	-2.026	.130	4.001	.260
PRM	**4.71**	.046	.856	-3.392	.130	11.005	.260
TVD	3.60	.069	1.282	-.548	.130	-.745	.260
TVBS	3.69	.068	1.270	-.705	.130	-.535	.260
ATCT	3.87	.062	1.166	-.921	.130	.078	.260
CSAT	4.01	.062	1.167	-1.051	.130	.227	.260
CSB	3.80	.068	1.273	-.859	.130	-.340	.260
GVR	3.87	.066	1.226	-.997	.130	.092	.260
GVRE	3.76	.063	1.176	-.764	.130	-.174	.260
GRP	4.09	.055	1.037	-1.146	.130	.894	.260
GCC	4.17	.056	1.055	-1.384	.130	1.440	.260
APB	4.20	.049	.907	-1.256	.130	1.712	.260
ACB	4.21	.045	.845	-1.083	.130	1.339	.260
ATB	4.17	.050	.944	-1.185	.130	1.146	.260
AWNR	3.67	.061	1.148	-.619	.130	-.341	.260
AWE	4.06	.051	.945	-.878	.130	.467	.260
AWSB	3.71	.061	1.135	-.616	.130	-.399	.260
SPA	4.20	.054	1.016	-1.400	.130	1.637	.260
SPP	4.25	.053	.982	-1.348	.130	1.475	.260
APPS	4.30	.052	.981	-1.315	.130	.808	.260
TP	4.49	.045	.839	-2.136	.130	5.168	.260
NBA	4.09	.057	1.070	-1.118	.130	.569	.260
NTA	3.84	.075	1.404	-1.008	.130	-.320	.260
Valid N							

Table 4.24 presents the means and standard deviations of 23 items which are grouped under 8 constructs. PRM (I believe Parents are role models for their children and motivated

them to intervene for the victims of bullying.) has the highest mean score with 4.71. This indicates that the participants most agreed on this item. Parents are one of the most important factors for antibullying programs. Accordingly, it was expected a parent-based item to rate the highest mean (Agreement) score. The second highest rated item is TP (Seeing teachers defending students that get bullied makes me feel protected.) with 4.49, followed by LIV (If I know that the laws against bullying are protecting me, I feel more motivated to intervene for the victims of bullying.), and APPS (Parents involved in antibullying programs show more psychological support towards their children.) and SPP (I believe those bully parents that receive psychological support positively change their bullying behavior.) respectively.

The lowest-rated item is TVD (Teachers wearing antibullying vests increase the level of discipline inside the school.) with a 3.60 mean score. This indicates that the participants are closer to neutral on perceived teachers' authority issues.

4.4.3. Research Model and Hypotheses

The constructs that emerged at the end of the EFA are defined in this section with regard to antibullying insights. The construct of victimization behavior and bullying behavior was adopted from the literature, and this construct constitutes the independent variable of this study. Constructs that emerge from EFA such as motivation to defend, perceived teacher's authority, perceived security in school, antibullying class activities, antibullying training program, awareness, perceived psychological support, and school-based prevention intervention constitute the dependent variables.

The use of the PLS model requires the test of both the measurement model as well as the structural model. In this study, the model is a reflective measurement model, and it will be treated as it.

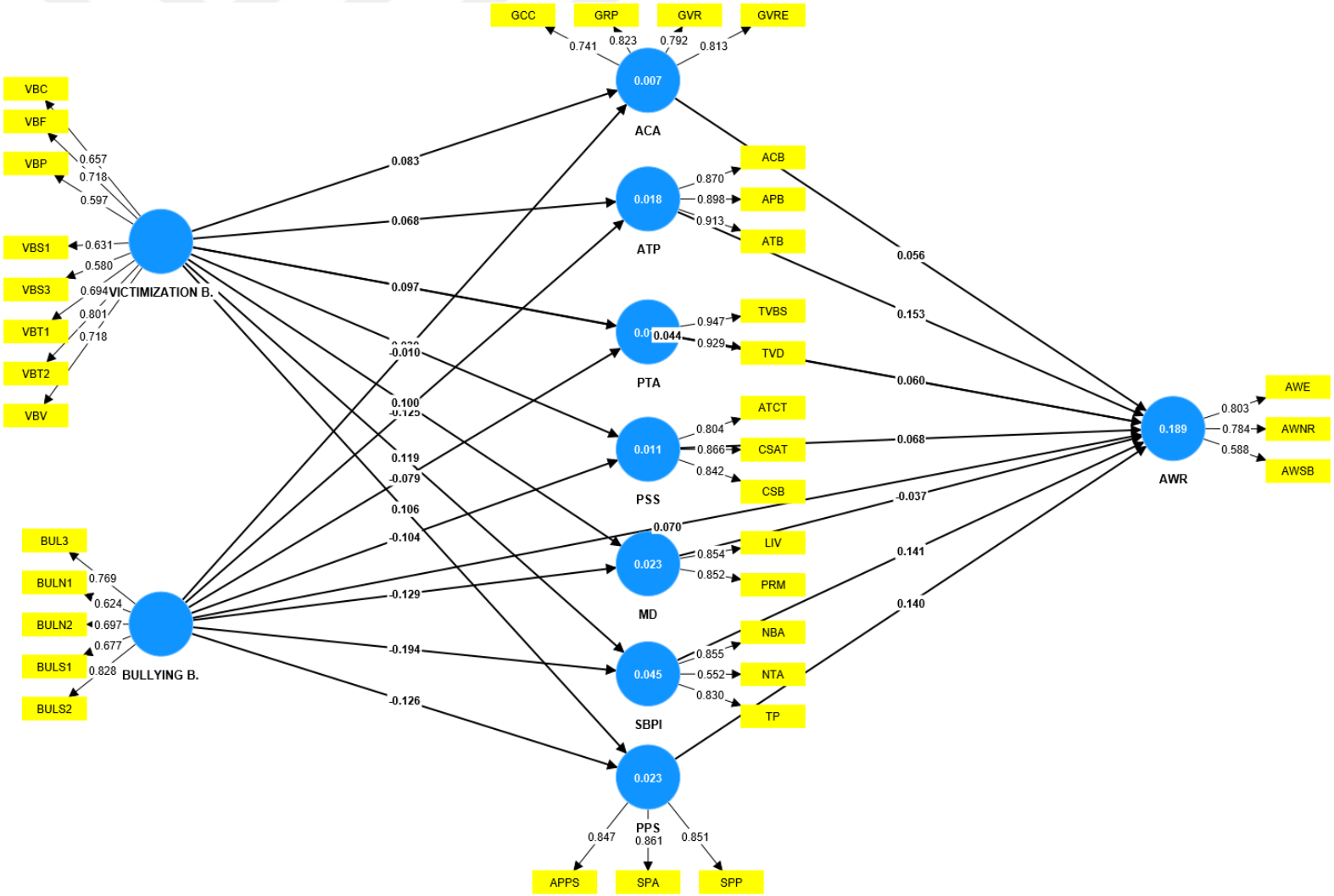

Figure 4.13 *Research Model*

4.4.3.1. *Victimization*

- I have been physically bullied or threatened with physical bullying.
- I have been verbally bullied.
- I have been socially bullied.
- I have been cyberbullied.
- I was teased because of my clothing or physical appearance.
- I believe that bullying is/ was a problem in my school.
- At my school, there were teachers and other adults who bullied students.
- At my school, there were teachers and other adults who bullied me.
- Growing up I have been bullied by my parents.

These items were adapted from the School Climate Bullying Scale (Cornell, 2012; Cornell, 2015). Two separate studies by Bandyopadhyay et al. (2009) showed that the SCBS scales measured characteristics of the school environment relevant to bullying. Exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) demonstrated an acceptable model fit on a sample of 2,111 children from four middle schools in one research. Two multigroup CFAs demonstrated metric invariance between caucasian and minority groups. The second research replicated the factor structure of the three ninth-grade measures using CFAs on a sample of 7,318 pupils. The research then assessed the external validity of the three scales as indicators of school climate at the school level.

The victimization behavior was categorized as relational-verbal bullying, physical bullying, and relational-verbal bullying using categorical factors to characterize bullying kind and role. Physical bullying includes being punched, kicked, grabbed, pushed, injured, having anything stolen from you by force. Relational bullying includes preventing people from becoming the victim's friends and preventing the victim from participating. Verbal bullying consisted of threatening the victim and using derogatory language/nicknaming. Considering the overlap between the verbal and relational constructions, the example established by Sung, Chen, Yen, & Valcke, (2018) was followed and the verbal and relational constructs were merged to generate items that contained both categories (verbal and relational) and were labeled 'relational-verbal' bullying.

In a research that looked at bullying from a number of different angles, Mishna, (2012) found that the intricacy of bullying behaviors sometimes makes it difficult for teachers, parents, and students to understand what is going on. According to Mishna's findings, the majority of

participants unable to adequately define bullying. Bullying, according to students and teachers, is defined as an imbalance of power mixed with the desire to threaten or injure. Several participants classified indirect bullying as rumor-spreading and social isolation, but the majority agreed that physical bullying was more harmful than calling someone names or ignoring them. As another point of contention, teacher participants were unsure about whether or not the victim may share any of the blame for the bullying. Several teachers said it was difficult to determine if the victim instigated the event. Teachers also noted the difficulty of identifying the frequency or prevalence of bullying among children. They also emphasized how difficult it is to determine whether or not a power imbalance exists between two students, particularly when the individuals seem to be friends. Mishna observed that identifying bullying did not always lead to acceptable decisions on whether or not an instance constitutes bullying. Mishna noted that a number of preconceived assumptions may influence the judgment of whether or not an occurrence constitutes bullying, including the child's past knowledge, the sense of a power imbalance, the episode's severity, and proof of damage. Mishna advocated for more investigation into the ways in which the beliefs and attitudes of educators might influence the decisions that are made about bullying events. Mishna came to the conclusion that future research may look at ways to assist instructors improve their knowledge of how they perceive bullying, which could lead to more successful responses (Mishna, 2012).

In a second research concerning student views of bullying, Harel-Fisch et al., (2011) investigated negative school attitudes and participation in school bullying. Harel-Fisch et al. observed a correlation between the number of bullying occurrences and the number of poor school views among students. Harel-Fisch et al. observed that the correlation between increasing unfavorable views and higher rates of bullying participation was practically universal in nearly all 40 countries (Harel-Fisch et al., 2011 p.645). They defined engagement in bullying based on the specific behaviors connected with the criteria of a bully, a victim, or a bully/victim. Students who self-identified as bullies or victims reported more unfavorable school experiences than non-bully students. Harel-Fisch noted that reciprocal links may occur, skewing the findings with the likelihood that children who are the targets of frequent bullying may report a greater number of unfavorable school views. According to Harel-Fischer et al., bullying "does not occur in a vacuum"(p. 647), but rather among youngsters who do not see school as a pleasant environment . Harel-Fisch et al. also emphasized that this research was one of the first to collect worldwide data to establish how an increase in children' unfavorable attitudes and experiences about school might lead to school violence and bullying behavior. They suggested that schools adopt a comprehensive approach to bullying by emphasizing

strong teacher-student connections and social interaction, fair and tolerant bullying rules and programs, and positive student success within a caring school environment.

4.4.3.2. *Bullying Behavior*

- If someone threatens you, it is okay to hit that person.
- If you are afraid to fight, you won't have many friends.
- Bullying is sometimes fun to do.
- I say things about someone to make others laugh.
- I think is normal to call other students bad names.
- I believe that bullying is something normal of growing up.
- I believe that people that I bullied will get over it.

The items were adapted from School Climate and Bullying Scale (McConville & Cornell, 2003) and Aggression Scale (Orpinas & Frankowski, 2001) were initially created and analyzed with middle school students, but have shown outstanding psychometric qualities not just for middle school students (Orpinas & Frankowski, 2001), but also among upper elementary kids (Dube & Orpinas, 2009).

Bullying behavior may be categorized according to the adolescent's engagement in the bullying, with the primary categories identified as victim, bully, bully-victim (individuals who are simultaneously victims and also bully-victims) ((Haynie et al., 2001), and bystanders or students who are not participating in the bullying (Salmivalli, 1999). Bullying has been associated internationally with poor mental health, including general psychological health(Rigby, 2003), low self-esteem ((Egan & Perry, 1998), anxiety and depressive disorders (Arseneault et al., 2006), and aggressive behavior (Nansel et al., 2001). Similar correlations have been seen in longitudinal investigations (Wolke, Copeland, Angold, & Costello, 2013), indicating a causal link. There also seems to be a link between the severity of the bullying and the consequence for the victim's mental health, with children who are bullied for longer periods of time having higher mental health consequences (Rigby, 2003);. Bullying is a risk factor for suicide and suicidal behaviors, and in certain circumstances, they operate independently of other suicide risk factors such as depression, sex, socioeconomic level, and family structure (T.-Y. Kim, Cable, & Kim, 2005). There is additional evidence from the past to suggest that various forms and functions of bullying, as well as the different types of bullying, each have distinct patterns of connections with undesirable consequences. Bully-victims, for example, are more susceptible to the harmful consequences of bullying than bully-only or victim-only

individuals (Holt et al., 2015). Research has shown that being victimized in a relationship is connected with poorer mental health effects, such as depression, than being physically victimized (Anna C. Baldry, 2004).

According to Scott and colleagues, one of the most controllable risk factors for mental illness that may be addressed at the community level is bullying (Scott, Moore, Sly, & Norman, 2014). Bullying among school-aged children is increasingly recognized in industrialized nations as a serious public health issue ((Klomek, Sourander, & Gould, 2010). When a teenager is frequently subjected to unpleasant behaviors by one or more other pupils between whom there is an imbalance of power or strength, this is considered bullying ((Olweus, 2013). Bullying may take many distinct forms, including physical (physical threats and injury), relational (excluding and spreading rumors), and verbal (badgering and name calling) (P. K. Smith, Cowie, Olafsson, & Liefooghe, 2002), however there is a discrepancy in the research about the definitions among these. Girls are more likely to face indirect forms of relational victimization, such as social exclusion and the spreading of rumors, while boys are more likely to encounter direct forms of physical victimization, such as striking and pushing (Cullerton-Sen & Crick, 2005).

Motivation to defend.

- If I know that the laws against bullying are protecting me, I feel more motivated to intervene for the victims of bullying.
- I believe Parents are role models for their children and motivated them to intervene for the victims of bullying.
- I think that learning antibullying techniques increase self-confidence to defend against a bully.
- Rewarding children good behavior motivates other children to defend victims of bullying.
- My parents taught me that it “is not my business” to defend bullying victims.
- My parents motivated me to defend and show support to bullying victims.

By implementing antibullying programs and policies intended to provide students and teachers with strategies to confront and reduce bullying at school, a rise in the number of children motivated to defend victims of bullying and to intervene was observed, as well as a decline in the number of bullying incidents (Harel-Fisch et al., 2011); (Christina Salmivalli et al., 2011)

The findings of Wolke, Woods, & Stanford, (2001) indicate that virtual games increase empathy, which was shown to increase the motivation to self-defend and also to defend other children; he suggested that one way for a child to experience empathy and put themselves in the position of a character is to identify similarities between the user and the virtual character.

By adopting antibullying techniques programs, recognizing that passive bystanders play a significant role in the continuation of bullying behavior, and working to involve these individuals by raising their awareness of the bullying concerns, it is possible to motivate them to take preventative action when confronted with bullying situations (defenders) (Vannini et al., 2011).

According to (Sapouna et al., 2010), the FearNot! intervention is effective in assisting victims recognized at baseline to avoid additional victimization by increasing self-confidence and, by extension, the motivation to defend themselves and others. Furthermore, the research revealed that the FearNot! intervention significantly reduces self-reported victimization within intervention classes compared to non-intervention classes and this approach is risk-free and does not result in unintended consequences.

H1: Motivation to defend positively impacts victimization behavior.

H2: There is a negative-rejection relationship between bullies and motivation to defend.

4.4.3.3. *Perceived teachers' authority*

- Teachers wearing antibullying vests increase the level of discipline inside the school.
- Teachers wearing antibullying vests decrease bullying behavior inside the school.

(Olweus & Limber, 2010) highlighted the importance of teacher visibility and the necessity for teachers to react effectively to incidents of student bullying in the classrooms and in the school's common spaces during playtime or break time, playground, and lunch. Olweus stated that it is crucial for parents to realize that bullying may have a significant impact on their children's behavior. He also felt that uninvolved bystanders who are willing to address bullying behavior may play a significant role in preventing bullying.

Teachers are generally the first responders to peer-on-peer aggression in the classroom and halls of public schools. Effective programs to eliminate bullying often rely on the specialized reaction skills of teachers and the assistance they get from administrators and intervention coordinators in resolving these behaviors (Ttofi & Farrington, 2011). (Olweus & Limber, 2010) claimed that teachers may play a key role in minimizing and avoiding bullying incidents.

According to the findings of Farrington & Ttofi, (2009), collaborative sessions between teachers and students to define rules and attitudes against bullying strengthen teacher authority and have a positive effect on lowering the number of bullying events that occur on school grounds.

Other research reveals that many children feel their teachers either do nothing or respond inconsistently in bullying situations (Atlas & Pepler, 1998). Additionally, teachers may misinterpret the magnitude of bullying and are often indifferent when indirect or relational bullying happens (Atlas & Pepler, 1998); (Stanley et al., 2017). Many teachers reported feeling ineffectual when intervening to prevent bullying, receiving minimal training, and lacking the time to handle bullying in the classroom. Consequently, this decreases students' confidence in their professors' abilities and has no beneficial effect in decreasing bullying (Mishna, Scarcello, Pepler, & Wiener, 2005).

H3: Perceived teachers' authority positively impacts victimization behavior.

H4: There is a negative-rejection relationship between bullies and perceived teachers' authority.

4.4.3.4. *Perceived security in school*

- Antibullying events that involve authority figures such as police, lawyers increase children's trust in authorities.
- Having cameras in the school increases the trust in school authority for students and parents.
- Having cameras in the school decrease bullying incidents.

According to (Ye et al., 2021), in recent years there have been an increasing number of violent incidents on college campuses, and the prevention of campus bullying has become a central emphasis of contemporary education. The study presents an algorithm for actively monitoring whether or not students are being bullied on campus, which is based on surveillance video and can identify instances of bullying on campus. From the video, the authors extract bone information using Openpose. Based on the coordinate information of bone locations, static and dynamic characteristics are extracted. The detection performance of the classification model is 88.57 percent; hence, the campus surveillance camera is capable of real-time monitoring of bullying behavior and is favorable to the development of a harmonious campus environment(Ye et al., 2021).

The study findings of Skourlas, Kazilas, Vasileiou, & Galiotou, (2017) reveal that both abusers and their victims exhibit problematic behavior at school and struggle to interact with their peers. Numerous scholars investigate the causes of bullying in educational settings and seek answers to this issue. Researchers indicate that, in order to reduce violent conduct among school students, it is essential that schools and parents work together to assist all students to develop positive personalities. They recommend the participation of teachers and families, as well as the implementation of a fully monitored safety and preventative system that, with the use of information technology, would offer awareness of such circumstances and aid in their progressive deterioration. (Skourlas, Tsolakidis, et al., 2017) develop a knowledge base that is designed to alert for incidents occurring in the school area and determine the degree of risk for each of them, based on a compilation of the possible threats to a child in the school environment.

Christos Skourlas et al. (2017) proposed that a school's surveillance system helps administration and decision-making, provides security and privacy, and adds to the event-handling process. In a constructed and maintained knowledge base, cases/events and their handling methods are saved. Organizational memory preserves the accumulated experience, knowledge, and abilities.

According to Sloggett, (2009) report, principals and transportation workers who utilize cameras in school buses find them useful for addressing concerns in a timely and efficient way. Actual video footage of a bus incident offers conclusive proof of who is involved and what they did. If there was no camera, the principal would have to speak with a lot of pupils to attempt to piece together what could have occurred on the bus. That would need a substantial amount of time and may provide inconclusive findings. In general, the use of cameras eliminates the additional effort involved with conventional inquiry and data collecting. Bus drivers may be active participants in the process, although they may at times be hesitant, fearing that the recording is designed to watch them and their driving behaviors rather than address other concerns. Students and their parents either favor the usage of cameras or have no opinion on the matter.

H5: Perceived security in school positively impacts victimization behavior.

H6: There is a negative-rejection relationship between bullies and perceived security in school.

4.4.3.5. *Antibullying class activities*

- Teaching children antibullying techniques by using VR/computer games makes learning more enjoyable.
- I think that the characters from VR/computer antibullying games increase the level of empathy towards the victim.
- I believe that antibullying role play increases my understanding of how to stand against bullying.
- Antibullying activities and games are creating connections between the children, and bullying behavior is decreasing.

According to Crothers and Kolbert (2004), teachers perceived interventions such as role-playing and curricular activities as effective anti-bullying tactics. The approach that included putting bullies and the people they bullied into friendship or buddy roles was one that was supported by both the teachers and the students. Crothers and Kolbert proposed training teachers in a role-playing-based subjective method to identify anti-bullying solutions. They also discovered that teachers' indifference to victim reports gave students the impression that teachers were unaware of or unconcerned about bullying. Crothers and Kolbert proposed that teachers conduct dialogues with children not just to understand their perspectives, but also to educate them on how to detect and define bullying, as well as how to address aggressive techniques to confront bullying behaviors by their peers (Crothers & Kolbert, 2004).

According to the research conducted by Ttofi and Farrington (2009), the incorporation of the feature of interaction and reaction in anti-bullying pedagogical materials that can function alone or in traditional lesson plans has a beneficial effect on anti-bullying programs.

In pilot studies (Gaffney, Farrington, & Ttofi, 2019), virtual games that utilize the immersion process, which ascribes to the technological capability of the system to generate and deliver a believable environment, enabled students to develop strong empathy for the victim despite their knowledge that the event was taking place in a virtual world. This could contribute to the effectiveness of the anti-bullying program(Gaffney, Ttofi, & Farrington, 2019).

According to a study conducted by (Garandeau, Poskiparta, & Salmivalli, 2014), victims of bullying who took part in the class activities recommended by the KiVa program said that the bullying behavior had stopped in 78.2% of the incidents. The positive effects of these strategies were shown in both elementary and secondary schools.

H7: Antibullying class activities positively impact victimization behavior.

H8: Antibullying class activities positively impact bullying behavior.

4.4.3.6. *Antibullying training program*

- I think that Antibullying parents training can stop bullying behavior.
- I think that Antibullying children training can stop bullying behavior.
- I think that Antibullying teachers training can stop bullying behavior.

James et al., (2008) stated that the lack of time, resources, and teacher training may be a factor in how teachers react to bullying in linked research regarding adolescent and teacher perceptions of bullying. By focusing on these areas, the success of antibullying campaigns will start generating good results.

Research regarding the successful characteristics of antibullying programs, (M. Ttofi & Farrington, 2009) reported that educators have established school-wide antibullying programs to assist children in coping with the complexities of direct and indirect peer bullying. Ttofi and Farrington showed that certain aspects of teacher contact and reaction in the classroom are directly related to the efficacy of anti-bullying programs and are dependent on the engagement of teachers with students and staff in an attempt to promote a safe learning environment schoolwide (M. M. Ttofi & Farrington, 2011). Ttofi and Farrington also observed a bigger decline in bullying when students and teachers engaged in the program for a longer length of time with a shared sense of purpose(M. Ttofi & Farrington, 2009).

H 9: Antibullying training program positively impacts victimization behavior.

H10: There is a negative-rejection relationship between bullies and antibullying training programs.

4.4.3.7. *Awareness*

- If someone tries to bully me, I know how to stop the bully.
- I believe that having a negative reaction against bullying will stop bullying behavior.
- I get involved when I see someone getting bullied because I understand the victim's suffering.
- Involving parents and children in antibullying programs increases the communication between them.

Rigby, (2010) stated that antibullying programs that include all students, a whole-school approach, raise children's knowledge of bullying's consequences and decrease bullying conduct. He employs a case-by-case strategy that focuses on individual bullying instances in

which children are designated as either victims or perpetrators. Using strategies that are specific to each phase, the participants are presented with solutions for resolving problems directly addressed by each session. Rigby noted that both tactics complement one another, and he recommended that both be used to get the greatest outcomes in preventing bullying.

Crothers and Kolbert (2004) showed that students were less likely than instructors to report witnessing bullying. While teachers emphasized the significance of tactics that enable students to discuss bullying, students said that an effective solution would be to establish a school atmosphere in which bullying does not occur as a result of enhanced teacher knowledge. Students also expressed a desire for teachers to educate them on how to prevent others from bullying them. The least preferred option among kids was to prohibit bullying via school regulations. Teachers answered that allowing pupils to select penalties for bullying conduct was their least preferred option.

The objective of antibullying programs, according to Smith et al. (2011), should be to enhance student awareness of bullying challenges, which may lead to a reduction in student bullying.

Ttofi and Farrington (2009) found that component engagement and action in the classroom are closely related to the efficacy of anti-bullying initiatives, such as classroom management that emphasizes awareness methods that provide rapid identification and appropriate responses to bullying.

H11: Awareness positively impacts victimization behavior.

H12: There is a negative-rejection relationship between bullies and bullying awareness.

4.4.3.8. *Perceived psychological support.*

- I think that the school psychologist can teach children anger control techniques.
- I believe those bully parents that receive psychological support positively change their bullying behavior.
- Parents involved in antibullying programs show more psychological support towards their children.

School psychologists have experience acting as the mediator for the community, parental, student, and staff cooperation initiatives (Perfect & Morris, 2011). In order to promote a healthy school atmosphere and staff connection, suitable and successful cooperation tactics should be shown in practice. Elinoff, Chafouleas, and Sassu (2004) promoted the idea that school psychologists should be in a position to coordinate efforts

among students, parents, and staff members. School psychologists are knowledgeable about the right community and institutional resources, as well as about institutional rules and practices and staff-sharing initiatives (Speight & Vera, 2009). School psychologists should be included in anti-bullying programs due to their aptitudes in teamwork, communication, problem-solving, and organizing. Moreover, Diamanduros, Downs, and Jenkins (2008) stated that school psychologists should be actively engaged in increasing awareness and psychological effects, analyzing prevalence and severity, conducting preventative programs, and cooperating with colleagues to design school methods as intervention criteria for anti-bullying activities.

According to Eppler and Weir (2009), the goal of a family evaluation by the school psychologist and school counselor is to establish a rapport with the families that will eventually aid in the implementation of change. By comparing the viewpoints of caregivers and school experts, it is possible to understand the underlying reason of a problem and to decide which treatments would be most beneficial for the family. Eppler and Weir (2009) further indicated that family assessment, which includes interviews and genograms, would assist in summarizing the background information of families and in customizing assessment instruments to the varied features of the family. Between bullying interventions, school psychologists are capable of employing family evaluations to establish a connection with the family and school in order to promote more anti-bullying behaviors in both settings.

Christenson, Hurley, and Sheridan (1997) studied parents' and school psychologists' perspectives on parental participation in extracurricular activities with their children. Their findings suggested that parents want to be more engaged in their child's academic progress, and that the best method to do so was via information sharing and meetings with the school psychologist.

Regarding student-centered interventions, school psychologists must use their understanding of diversity to adjust educational courses to the requirements of pupils (Perfect & Morris, 2011). In addition, it is necessary to comprehend the effects of biological, social, and cultural factors in order to continue fostering intellectual and social abilities. To effectively implement student services, it is necessary to assess the relationship between academic and social skills, focusing on anti-bullying intervention and education. In order to do this, it is required to conduct a complete examination of the impacts of bullying, student-centered bullying solutions, and the varying viewpoints of social groups in the school about bullying.

H13: Perceived psychological support positively impacts victimization behavior.

H14: There is a negative-rejection relationship between bullies and perceived psychological support.

4.4.3.9. *School-based prevention -intervention*

- Seeing teachers defending students that get bullied makes me feel protected.
- I believe that using a friendly/non-blame approach increases the bully's empathy and changes his bullying behavior.
- I believe that showing no tolerance to bullying behavior decreases the bullying behavior.

Restorative justice programs aim to bring about a change in the conduct of the offender by attempting to restore excellent or acceptable relationships after things have gone wrong. Rigby characterized the restorative practice as "future-oriented" (Rigby, 2010, p.68) and highlighted that it differs from mediation in that other members of the social and familial group may be included in the process. Ken Rigby, (2003) said that restorative practice concentrates on bad behavior, not bad children, and added that shame is an integral component of restorative practice.

Rigby and Bagshaw (2003) proposed that instructors use a non-punitive approach to bullying by utilizing a manner of shared concern or a no-blame approach, which might minimize anger against students who report bullying. Rigby and Bagshaw observed that teenagers lack confidence in their instructors' capacity to react correctly to their bullying concerns, a result that has consequences for teachers' professional development (Ken Rigby & Bagshaw, 2003).

Anti-bullying programs and policies based on the concept of zero tolerance urge schools to establish rigorous standards for student conduct at school and to impose severe punishments on students who violate those standards (Skiba & Rausch, 2006)

Zero-tolerance policies, as explained by Skiba et al. in this report, require the application of predetermined consequences, which are typically harsh and punitive in nature(Skiba & Rausch, 2006). These consequences are intended to be applied regardless of the gravity of the behavior, the mitigating circumstances, or the situational context. They mentioned that the zero-tolerance philosophy centers on the creation of secure school environments that are free of violence, with consequences that are meant to discourage people from engaging in violent behaviors through the expulsion and exclusion of students who are found to be engaging in violent or hurtful actions toward others. According to the findings of

Skiba et al. (2006), the use of zero tolerance and a non-blame approach is influential in the following six areas: (a) safety and discipline; (b) influence on racial and ethnic minorities and students with disabilities; (c) psychological effect upon adolescents; (d) juvenile justice; (e) negative and positive influence on students and families; and (f) alternatives to zero tolerance.

McCluskey et al., 2008) wanted to investigate how the restorative practice approach could be able to establish a secure and healthy overall school climate that fosters good relationships and academic performance while lowering disciplinary practices of punishment and exclusion. In other words, they wanted to know how the approach might be able to do this.

Restorative justice interventions work from an emotional base and build a positive effect, as noted by Morrison,(2006). These interventions can be used to address the issues of shame, pride, and respect that arise within the context of the four experiential levels of bullying that take place in schools.

According to the findings of Ttofi and Farrington (2009), component engagement and action training for teachers is necessary in order to respond to bullying with proper disciplinary action. These techniques may include "non-punitive tactics or restorative justice approaches."(M. M. Ttofi & Farrington, 2011, p.13).

H15: School-based prevention -intervention positively impacts victimization behavior.

H16: There is a negative-rejection relationship between bullies and school-based prevention -intervention.

4.4.4. Results of PLS-SEM analysis

As was mentioned before, Smart-PLS 4 was used in order to do the data analysis and evaluate the model. According to Hair et al. (2017), Smart-PLS is considered to be a form of CFA that also incorporates regression analysis. The researchers are able to immediately execute a Smart PLS analysis since the latent variables are defined differently depending on previous theory, and the essential correlations are already pre-determined and established by the suggested model. For more accurate statistical findings, the data set should be thoroughly cleaned and checked for errors before executing a Smart PLS analysis. The Confirmatory Factor Analysis is the portion of the Structural Equation Model that deals with assessment, and the variety of the CFA tool supports the assessment criteria of the model. The validation of the measurement model as well as the (ii) structural model is one of the evaluation criteria for SEM-PLS. PLS-SEM Analysis findings provide both an evaluation and a report on the structural model, as well as an assessment and a report on the measurement model.

4.4.5. Measurement Model Assessment and Findings

Outer model validation of the measurement model is a component of measurement model evaluation, and it is based on particular quality criteria. The confirmatory factor analytics, such as internal consistency, reliability, indicator reliability, convergent validity, and discriminant validity of the latent variables, are evaluated by the measurement model, and the results of those evaluations are reported.

4.4.5.1. *Confirmatory Factor Analysis (CFA)*

Prior to verifying the measurement model, it was necessary to verify the contribution of each individual indicator. Additionally, CFA affirms that each indicator will accurately assess the notion (J. F. J. Hair, Black, Babin, & Anderson, 2019). In the first step of the investigation, Confirmatory Factor Analysis was undertaken as the initial Smart-PLS criteria. Smart-PLS.4 was used to generate CFA findings through bootstrapping.

Each indicator's factor loading must be considered for a valid and appropriate measurement model, and loading over 0.70 is preferred (Joe F. Hair, Ringle, & Sarstedt, 2011). However, several researchers have shown that indications with a factor loading of 0.50 should be kept when a new scale is developed (e.g., (Hulland, 1999; Vinzi, Chin, Henseler, & Wang, 2010).Table 4.14 contains Confirmatory Factor Analysis and factor loading for each significant indication.

Table *4.25*: Outer loadings **Table *4.26***: Outer loadings

	Outer loadings
ACB <- ATP	0.87
APB <- ATP	0.898
APPS <- PPS	0.847
ATB <- ATP	0.913
ATCT <- PSS	0.804
AWE <- AWR	0.803
AWNR <- AWR	0.784
AWSB <- AWR	0.588
BUL3 <- BULLYING B.	0.769
BULN1 <- BULLYING B.	0.624
BULN2 <- BULLYING B.	0.697
BULS1 <- BULLYING B.	0.677
BULS2 <- BULLYING B.	0.828
CSAT <- PSS	0.866
CSB <- PSS	0.842
GCC <- ACA	0.741
GRP <- ACA	0.823

Table *4.25*: Outer loadings **Table *4.26***: Outer loadings

GVR <- ACA	0.792
GVRE <- ACA	0.813
LIV <- MD	0.854
NBA <- SBPI	0.855
NTA <- SBPI	0.552
PRM <- MD	0.852
SPA <- PPS	0.861
SPP <- PPS	0.851
TP <- SBPI	0.83
TVBS <- PTA	0.947
TVD <- PTA	0.929
VBC <- VICTIMIZATION B.	0.657
VBF <- VICTIMIZATION B.	0.718
VBP <- VICTIMIZATION B.	0.597
VBS1 <- VICTIMIZATION B.	0.631
VBS3 <- VICTIMIZATION B.	0.58
VBT1 <- VICTIMIZATION B.	0.694
VBT2 <- VICTIMIZATION B.	0.801
VBV <- VICTIMIZATION B.	0.718

As shown in Table 4.25, the preponderance of item loadings were statistically significant and more than the recommended value of 0.70, and all indicator loadings were greater than the minimal threshold value of 0.50. In line with the recommendations of the authors (e.g., Hulland, 1999; Vinzi, Chin, Henseler, & Wang, 2010) indicators with values larger than 0.50 were maintained in the factor loading analysis. Thus, CFA Analysis proved the validity and significance of the indicators. The examination of constructs' reliability and validity is the subsequent criterion to be considered.

4.4.5.2. *Internal Consistency*

Cronbach's alpha, the classic measure for internal consistency or the average correlation of items in a survey instrument, is used to evaluate its reliability (Santos, 1999). Cronbach's alpha, on the other hand, assumes that all indicators are equally trustworthy (all indicators have equal outer loadings on the construct), while PLS-SEM picks indicators based on their individual reliability. Cronbach's alpha is similarly sensitive to the number of items and often underestimates the dependability of internal consistency.

$$\text{Cronbach's alpha: } \alpha = \frac{N}{N-1} \times 1 - \left(\frac{\sum_{i=1}^{N} \sigma_i^2}{\sigma_t^2} \right) - \text{Formula(A)}$$

Where N = number of indicators assigned to a factor

σ_i^2 = The variance of indicator i

σ_t^2 = The variance of the sum of all assigned indicators' scores

Table 4.27 *Construct Reliability and Validity*

	Cronbach's alpha	Composite reliability (rho_c)
ACA	0.802	**0.871**
ATP	0.874	**0.923**
AWR	0.572	**0.772**
BULLYING B.	0.775	**0.844**
MD	0.625	**0.842**
PPS	0.814	**0.889**
PSS	0.788	**0.876**
PTA	0.864	**0.936**
SBPI	0.633	**0.797**
VICTIMIZATION B.	0.842	**0.871**

Due to the limits of Cronbach's alpha, composite reliability (also known as Dhillon-Goldstein Rho) is better suitable for PLS-SEM since it accounts for the varying outer loadings of indicator variables. Composite reliability refers to a construct's capacity to be described by its own indications. This metric yields a number ranging between 0 and 1. Composite Reliability measurements over 0.7 imply adequate convergence or internal consistency (Nunnally, 1978; Gefen, Straub, & Boudreau, 2000). When reflecting indicators fail to reach an outside loading of more than 0.4, they must be removed immediately (Hulland, 1999). The data shown in the table demonstrate that the devised scale fulfills Nunnally's (1978) quality requirements.

$$Composite\ reliability = \frac{\left(\sum \lambda_{ij}\right)^2}{\left(\sum \lambda_{ij}\right)^2 + \sum_i var\left(\epsilon_{ij}\right)} - Fomrula(B)$$

Where:

λ_i = loadings of indicator i of a latent variable

$\in_i$ = measurement error of indicator i

j = flow index across all reflective measurement model

4.4.5.3. *Indicator Reliability*

After ensuring the internal consistency of constructs, the next measurement criteria given was the indication reliability test. The outer loading values for each indicator of a latent

variable should be at least 0.70 to demonstrate indicator reliability (J. F. J. Hair et al., 2017). Table 4.16 presents a summary of the indicator's dependability, including indicator weightings for each item.

Table 4.28 *Factor Loadings*

	ACA	ATP	AWR	BULLYING B.	MD	PPS	PSS	PTA	SBPI	VICTIMIZATION B.
ACB		0.87								
APB		0.898								
APPS						0.847				
ATB		0.913								
ATCT							0.804			
AWE			0.808							
AWNR			0.779							
AWSB			0.587							
BUL3				0.769						
BULN1				0.624						
BULN2				0.698						
BULS1				0.677						
BULS2				0.827						
CSAT							0.866			
CSB							0.842			
GCC	0.742									
GRP	0.823									
GVR	0.792									
GVRE	0.812									
LIV					0.854					
NBA									0.855	
NTA									0.551	
PRM					0.851					
SPA						0.861				
SPP						0.851				
TP									0.831	
TVBS								0.947		
TVD								0.929		
VBC										0.653
VBF										0.718
VBP										0.605
VBS1										0.633
VBS3										0.582
VBT1										0.69
VBT2										0.8
VBV										0.724

Reflective indicators with loadings less than 0.4 must be eliminated (Hulland, 1999,p.198). Indicators with outer loadings between 0.4 and 0.7 are only recommended for removal if their removal causes an increase in composite dependability and Average Variance.

Extracted (AVE) recommended level should more than 0.5. If the AVE is more than 0.50, items with outer loadings between 0.04 and 0.07 may be kept on their own structure. The model should maintain reflective indications with outer loadings greater than 0.07 The AVE criteria is defined as the grand mean value of the squared loadings of the construct-related indicators. Therefore, the AVE is equivalent to a construct's communality. The removal of an indicator must be performed with caution, since doing so may increase the reliability and discriminant validity of the measurement but may reduce its content validity.

4.4.5.4. *Convergent Validity*

AVE was used for the Convergent Validity verification. Convergent validity quantifies the degree to which a measure correlates favorably with other measures of the same concept (F. Hair Jr, Sarstedt, Hopkins, & G. Kuppelwieser, 2014). Indicators (measures) of a certain construct must converge or share a significant proportion of variance. AVE value varies between 0 and 1. Bagozzi and Yi (1988) and Fornell and Larcker (1981) imply that Convergent Validity is appropriate for variables with an AVE greater than 0.5. The formula for the computation is provided below.

$$.Aversge\ Variance\ Extracted\ (AVE) = \frac{\sum_i \lambda_i^2}{\sum_i \lambda_i^2 - \sum_i var(\epsilon_i)} - Formula(C)$$

Where:
λ_i^2 = square loadings of the indicator i of a latent variable
$var(\epsilon_i)$ = squared measurement error of indicator i

Table 4.29 *Average Variance Extracted (AVE)*

	Average variance extracted (AVE)
ACA	**0.629**
ATP	**0.799**
AWR	**0.535**
BULLYING B.	**0.522**
MD	**0.727**
PPS	**0.727**
PSS	**0.702**
PTA	**0.88**
SBPI	**0.575**
VICTIMIZATION B.	**0.500**

The table 4.28 AVE demonstrates that each group of indicators meets or exceeds the minimum acceptable standards (Fornell & Larcker, 1981). Although the AVE of one item (victimization behavior) only met 0.5, it was considered acceptable. The discriminant validity criteria is considered completely met if the square root of AVE of each concept exceeds the correlations between the construct and all other constructs (Fornell & Larcker, 1981; Chin, 1998).

4.4.5.5. *Discriminant Validity*

Discriminant validity calculates the diversity of the constructs. Discriminant validity refers to the extent to which a construct is truly distinct from other constructs by empirical standards (F. Hair Jr et al., 2014). A high discriminating validity is preferred as it indicates that a concept is specific and that some effects are ignored by other measures.

Table 4.30 *Heterotrait-Monotrait Ratio (HTMT)*

HTMT Ratios	ACA	ATP	AWR	BULLYING B.	MD	PPS	PSS	PTA	SBPI	VICTIMIZATION B.
ACA										
ATP	0.444									
AWR	0.361	0.479								
BULLYING B.	0.095	0.135	0.135							
MD	0.406	0.4	0.251	0.142						
PPS	0.497	0.682	0.498	0.131	0.466					
PSS	0.467	0.449	0.359	0.13	0.409	0.466				
PTA	0.338	0.342	0.275	0.077	0.427	0.326	0.584			
SBPI	0.546	0.594	0.48	0.229	0.598	0.645	0.405	0.313		
VICTIMIZATION B.	0.101	0.063	0.175	0.2	0.108	0.088	0.07	0.082	0.116	

In addition, the Heterotrait-Monotrait Ratio (HTMT) method was developed to measure the discriminant validity of latent components more precisely. The HTMT criterion is based on a comparison of the heterotrait-heteromethod correlations and the monotrait-heteromethod correlations In order to achieve discriminant validity, it was indicated that the acceptable value of HTMT must be lower than 0,9 (Henseler, Ringle, & Sarstedt, 2015). Bootstrapping must be conducted in order to determine whether the confidence interval includes a number greater than one. If the confidence interval is larger than one, this implies a lack of discriminant validity. All HTMT values in the table are less than 0.09, indicating discriminant validity is achieved.

4.4.5.6. *Result of structural model assessment and findings*

The analysis of the measurement model satisfies all the measurement requirements, namely the proven validity and reliability of indicators and constructs. The subsequent phase in SEM is the reporting of the structural model. The structural model investigates the causal links between the independent and dependent components. In addition, the evaluation of the structural model was followed by the measurement and reporting of collinearity issues, the measurement of the significance and relevance of the relationships, the evaluation of the coefficients of determination (R2 value), the measurement of the f2 effect size, and the predictive relevance of Q2 accordingly (F. Hair Jr et al., 2014). SEM-PLS is a statistical analysis tool based on bootstrapping. According to Hair et al. (2014), for bootstrapping results, the subsample must be at least larger than the number of valid subsample observations. According to the authors, a high number of subsamples (e.g., 5000) would provide a superior result and assure the stability of findings (p.132). To perform the bootstrap, the first estimate was conducted using 500 subsamples (e.g., F. Hair Jr et al., 2014 ; Garson, 2016), and the final bootstrap result was obtained with 5000 subsamples to assure the efficiency and reliability of the findings. Also, bootstrapping using a one-tailed test was undertaken in line with Kock's (2015) advice. If the hypothesized causal link is demarcated with a positive or negative sign as the direction of latent variable associations, a one-tailed test is recommended (e.g., (Kock, 2015; Ruxton & Neuhäuser, 2010). The above bootstrapping findings are provided in Figure 4.14.

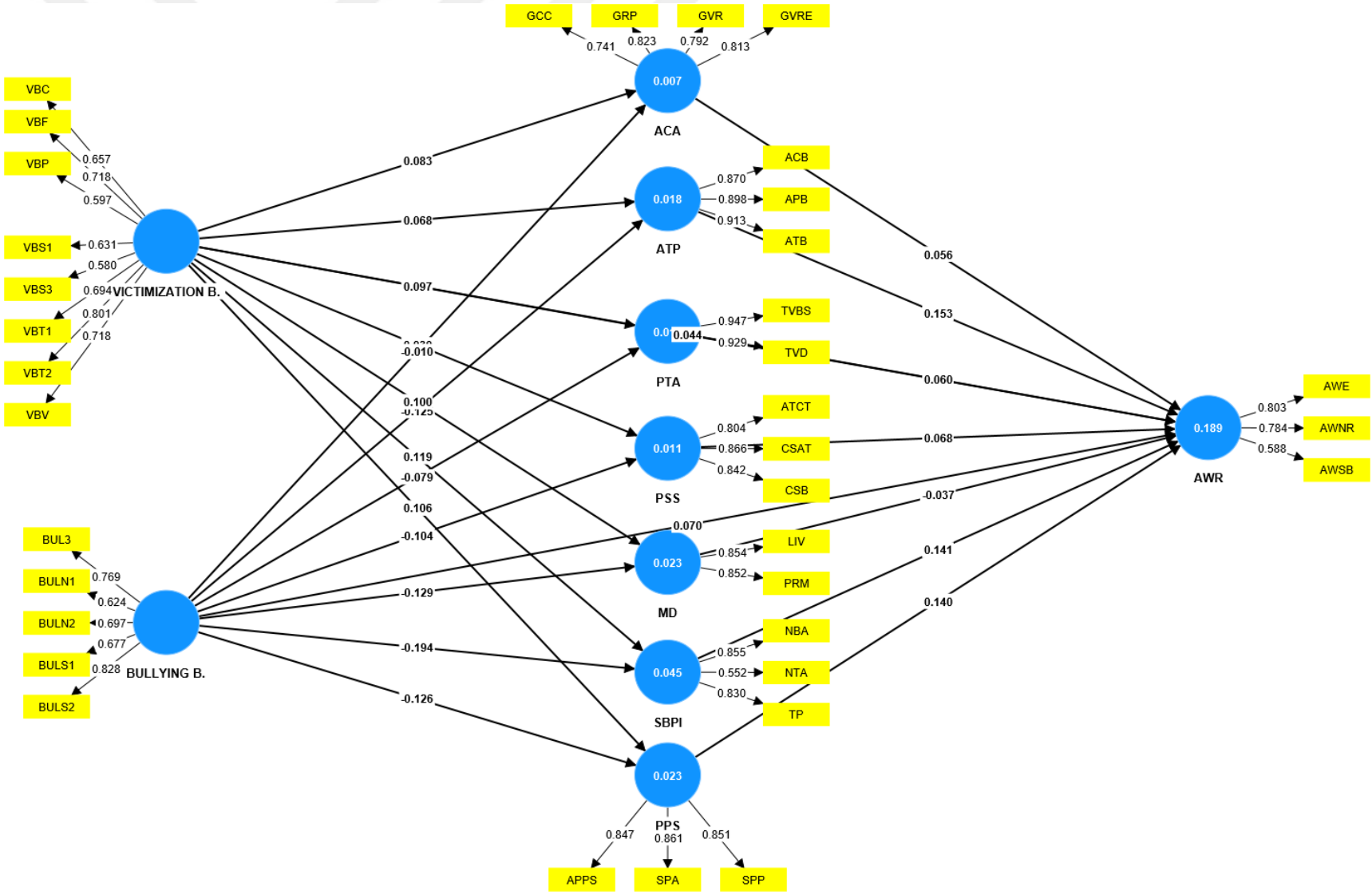

Figure 4.14 *Structural Model Reflective Construct PLS-SEM*

4.4.5.7. *Collinearity Statistic*

As a first step in establishing a structural model, the Variance Inflation Factor (VIF) confirmed the collinearity statistic. When the variance inflation factor (VIF) is more than 5.0, collinearity difficulties manifest (F. Hair Jr et al., 2014). Table 4.11 presents the findings of the inner model collinearity statistics.

According to (Hair, Black, Babin, & Anderson, 2019,p.11), VIF values close to 3 and below are deemed to be desirable for the predictor constructs. Table 4.19 demonstrates that the VIF value is determined smaller than the optimum value of 3.0, and all the constructions matched VIF requirements, and none of the constructs had a VIF issue.

Table 4.31 *Collinearity Statistic*

VIF Values	ACA	ATP	AWR	BULLYING B.	MD	PPS	PSS	PTA	SBPI	VICTIMIZATION B.
ACA			1.397							
ATP			1.685							
AWR										
BULLYING B.	1.02	1.02	1.078		1.02	1.02	1.02	1.02	1.02	
MD			1.302							
PPS			1.773							
PSS			1.525							
PTA			1.398							
SBPI			1.578							
VICTIMIZATION B.	1.02	1.02	1.048		1.02	1.02	1.02	1.02	1.02	

4.4.5.8. *Predictive Accuracy*

The predictive strength of each structural path determines the model's goodness. The last phase consisted of calculating the Coefficient of Determination (R2 value) to evaluate the structural model's prediction accuracy. The acceptable R2 value range is between 0 and 1, with 0 being the minimum and 1 being the maximum. The R2 value near to 1 suggests higher prediction accuracy for the exogenous variables (J. F. J. Hair et al., 2017).

However, the R2 values of 0.20 are recognized high predictive accuracy of the endogenous construct in the field of consumer behavior (Hair et al., 2017,p.175). Cohen, (1988) has also recommended a different cut of value to analyze and publish the R2 values for behavioral investigations.According to the author, R2 values are assessed as follows: - R2 values of 0.26 are regarded substantial, R2 values of 0.13 are considered moderate, and R2 values of 0.02 are considered poor levels of predictive accuracy for endogenous latent variables. Table 4.20 summarizes the R-squared values.

Table 4.32 *R square*

	R-square	R-square adjusted
ACA	0.007	0.004
ATP	0.018	0.015
AWR	**0.189**	0.179
MD	0.023	0.02
PPS	0.023	0.021
PSS	0.011	0.008
PTA	0.014	0.011
SBPI	0.045	0.043

4.4.5.9. *Predictive Relevance*

Values of Q square show the predictive validity of the study model. Q2 values larger than zero indicate predictive significance of the model for endogenous variables, whilst Q2 values less than zero indicate absence of predictive relevance. In other words, any number greater than the arbitrary value of zero signifies the predictive significance of the constructions. The Q2 predictive relevance test assessment criteria are as follows: - a Q2 value of 0.02 suggests minimal effects, 0.15 shows medium effects, and 0.35 indicates significant predictive accuracy. Table 4.21 displays Q2 values for all endogenous research components.

Table *4.33* Q square

	Q^2predict	PLS-SEM_RMSE	PLS-SEM_MAE	LM_RMSE	LM_MAE
GCC	-0.002	0.971	0.766	0.971	0.751
GRP	0.001	0.989	0.769	0.991	0.773
GVR	0.002	1.128	0.87	1.139	0.891
GVRE	-0.005	1.131	0.908	1.139	0.911
ACB	0.008	0.883	0.691	0.884	0.687
APB	0.003	0.934	0.739	0.937	0.739
ATB	0.01	0.968	0.761	0.978	0.769
AWE	0.015	0.92	0.727	0.923	0.74
AWNR	-0.006	1.16	0.978	1.168	0.974
AWSB	-0.009	1.125	0.945	1.12	0.921
LIV	0.009	0.893	0.671	0.889	0.659
PRM	0.012	0.818	0.5	0.826	0.503
APPS	0.031	0.874	0.709	0.878	0.697
SPA	-0.006	0.988	0.778	0.995	0.78
SPP	-0.002	1.002	0.796	1.007	0.792
ATCT	0.007	1.081	0.855	1.086	0.873
CSAT	0.004	1.146	0.911	1.159	0.929
CSB	-0.004	1.274	1.068	1.275	1.063
TVBS	0.001	1.246	1.058	1.253	1.056
TVD	0.007	1.257	1.061	1.27	1.062

NBA	0.031	0.98	0.775	0.987	0.782
NTA	-0.006	1.414	1.159	1.422	1.163
TP	0.028	0.78	0.597	0.787	0.597

4.4.5.10. *Effect size*

Assessing the effect size of the predictor latent variables on the endogenous variables assists in determining the strength of each predictor latent variable (F. Hair Jr et al., 2014). The f2 effect size refers to the changes in R2 when a particular independent construct is removed from the model. According to the standards for assessing f2, values of 0.02, 0.25, and 0.35 represent a minor, medium, and substantial influence, respectively, of the exogenous latent variables (Cohen, 1988). Table 4.23 indicates the proportionate influence of the exogenous factors on the endogenous variables in the model.

Table 4.34 *F square*

	ACA	**ATP**	**AWR**	**BULLYING B.**	**MD**	**PPS**	**PSS**	**PTA**	**SBPI**	**VICTIMIZATION B.**
ACA			0.003							
ATP			0.017							
AWR										
BULLYING B.	0	0.016	0.006		0.017	0.016	0.011	0.006	**0.039**	
MD			0.001							
PPS			0.014							
PSS			0.004							
PTA			0.003							
SBPI			0.015							
VICTIMIZATION B.	0.007	0.005	0.002		0.01	0.011	0.001	0.009	0.015	

The independent variable is victimization and bullying behavior that has the small effect size on the dependent variable. The highes effect size is between bullying behavior and school-based prevention intervention with a valeu of 0.039.

4.4.5.11. *Assessing the goodness of fit*

According to Tenenhaus et al., the global fit measure known as GoF is the geometric mean of both the average variance extracted from the sample (AVE) and the average R2 value of endogenous variables (Tenenhaus, Vinzi, Chatelin, & Lauro, 2005). GoF serves to account for the research model at both the measurement and structural model stages, with a focus on the model's overall performance (Henseler & Sarstedt, 2013). According to (Henseler, Hubona, & Ray, 2016), Standardized Root Mean Square Residual (SRMR) is the approximate model fit criterion implemented for PLS path modeling. According to (J. F. J. Hair et al., 2019), an

SRMR value of less than 0.08 suggests a good fit; hence, the SRMR value of **0.058** implies that the research model is reliable.

Table 4.35 *Model Fit*

	Saturated model	**Estimated model**
SRMR	**0.058**	0.145
d_ULS	2.243	14.014
d_G	0.676	0.996
Chi-square	3132.449	4271.453
NFI	0.705	0.598

Since the questionnaire was constructed based on a qualitative research, the measurement model is of fundamental importance. It should be emphasized that fit indices may be used as a guideline, but this should be properly observed. It is essential not to deviate from the initial objective of structural equation modeling, which was to test hypotheses. There have been several debates over the "rules of thumb" of the fit indices. It is very disputed, with some academics advocating for the total elimination of fit indices (Barrett, 2007) (Joseph F. Hair, Ringle, & Sarstedt, 2013). Others are less convinced that it should be abandoned and agree that sticking to the cutoff values may result in Type I errors (H. W. Marsh, Hau, & Wen, 2004). Measurement errors are differences between the measured value of an item and its estimated value (Andy Field, 2009). Validity and reliability are the two attributes of a measuring instrument that are necessary for the trustworthiness of both the data-collecting process and the empirical results that emerge. Validity is the extent to which a measuring instrument evaluates what it is intended to measure, while reliability is the accuracy with which the instrument may be understood across situations (Andy Field, 2009).

After determining the constructs' reliability and validity, the hypotheses proposed for this study were evaluated using structural equation modeling. Although comparable to multiple regression analysis, structural equation modeling (SEM) is a more sophisticated method that "provides a powerful means of simultaneously assessing the quality of measurement and examining causal relationships among constructs" (Wang & Wang, 2012,p.1).

4.4.5.12. *Hypothesis testing*

Table 4.36 *Hypothesis Results*

H1: Motivation to defend positively impacts victimization behavior.	**H1 Supported**
H2: There is a negative-rejection relationship between bullies and motivation to defend.	**H2 Supported**
H3: Perceived teachers' authority positively impacts victimization behavior.	**H3 Not**
H4: There is a negative-rejection relationship between bullies and perceived teachers' authority.	**supported** **H4 Supported**
H5: Perceived security in school positively impacts victimization behavior.	
H6: There is a negative-rejection relationship between bullies and perceived security in school	**H5 Not supported**
H7: Antibullying class activities positively impact victimization behavior.	**H6 Supported**
H8: Antibullying class activities positively impact bullying behavior.	
H 9: Antibullying training program positively impacts victimization behavior.	**H7 Not**
H10: There is a negative-rejection relationship between bullies and antibullying training programs	**supported** **H8 Not**
H11: Awareness positively impacts victimization behavior.	**supported**
H12: There is a negative-rejection relationship between bullies and bullying awareness	**H9 Not supported**
H13: Perceived psychological support positively impacts victimization behavior.	**H10 Supported**
H14: There is a negative-rejection relationship between bullies and perceived psychological support	**H11 Supported**
H15: School-based prevention -intervention positively impacts victimization behavior.	**H12 Supported** **H13 Supported** **H14 Supported**
H16: There is a negative-rejection relationship between bullies and school-based prevention intervention.	**H15 Supported** **H16 Supported**

Table 4.37 *Effects on Endogenous Variables (Direct Effects)*

HYPOTHESIS MODEL	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values	Decision
ACA -> AWR	0.067	0.07	0.049	1.36	0.174	Not supported
ATP -> AWR	0.149	0.149	0.048	3.11	0.002	Supported
BULLYING B. -> ACA	-0.01	-0.015	0.039	0.249	0.803	Not supported
BULLYING B. -> ATP	-0.125	-0.13	0.041	3.049	0.002	Supported
BULLYING B. -> AWR	-0.069	-0.071	0.02	3.435	0.001	Supported
BULLYING B. -> MD	-0.129	-0.134	0.046	2.786	0.005	Supported
BULLYING B. -> PPS	-0.126	-0.13	0.044	2.867	0.004	Supported
BULLYING B. -> PSS	-0.104	-0.108	0.037	2.79	0.005	Supported
BULLYING B. -> PTA	-0.079	-0.082	0.039	2.048	0.041	Supported
BULLYING B. -> SBPI	-0.194	-0.2	0.042	4.566	0	Supported
MD -> AWR	-0.038	-0.037	0.041	0.93	0.353	Not supported
PPS -> AWR	0.142	0.14	0.046	3.076	0.002	Supported
PSS -> AWR	0.059	0.06	0.047	1.273	0.203	Not supported
PTA -> AWR	0.064	0.064	0.043	1.503	0.133	Not supported
SBPI -> AWR	0.132	0.134	0.048	2.729	0.006	Supported
VICTIMIZATION B. -> ACA	0.083	0.091	0.045	1.858	0.063	Not supported
VICTIMIZATION B. -> ATP	0.067	0.071	0.052	1.292	0.197	Not supported
VICTIMIZATION B. -> AWR	0.05	0.053	0.025	1.997	0.046	Supported
VICTIMIZATION B. -> MD	0.1	0.106	0.044	2.253	0.024	Supported
VICTIMIZATION B. -> PPS	0.105	0.11	0.047	2.22	0.026	Supported
VICTIMIZATION B. -> PSS	0.029	0.033	0.056	0.517	0.605	Not supported
VICTIMIZATION B. -> PTA	0.097	0.1	0.051	1.908	0.056	Not supported
VICTIMIZATION B. -> SBPI	0.119	0.122	0.048	2.489	0.013	Supported

Chapter 5 Discussion

This research was conducted with the intention of determining the antibullying insights and the perceptions of the most important antibullying insights, with the ultimate objective of using these insights in antibullying social marketing campaigns. The objective of this investigation was to examine and comprehend the viewpoints of members of social organizations that worked closely on social programs for children and adolescents in order to respond to the limited perspectives offered by antibullying insights. The purpose of this research is to investigate both the theory and practice of using consumer insights in social marketing in order to get a better understanding of the phenomenon of antibullying social marketing interventions. The primary purpose of this study is to determine the aspects of successful anti-bullying social marketing initiatives that can be gained through insights. A wide variety of potential social marketing antibullying efforts were looked at in order to uncover and evaluate successful campaigns, as well as the relationship between the components that play a role in the effectiveness of the campaigns. This study helps to fill a gap that has been highlighted in the existing body of research by focusing on social marketing strategies that have the dual goals of serving society and creating social change.

The completion of this research will represent a crucial step toward the promotion of anti-bullying initiatives for children. This research would also enable organizations and all types of education better comprehend the need of social marketing in order to influence the behavior of teachers, parents, and students. This would be accomplished via the use of social marketing. The high rates of bullying in society may be reduced by organizations by identifying problem areas that need to be improved. This study may assist organizations and the government in recognizing the need and/or opportunity to additionally establish and promote anti-bullying education initiatives as a result of the findings. It can be drawn the conclusion that this research will make a contribution to the body of information already existent in relation to social marketing.

The results of this research may result in social change by expanding the knowledge and increasing awareness for social marketing antibullying programs, therefore making them better equipped to deliver services to all people of the community by incorporating specialized insight to better match the individuals. This social change may be achieved as a result of this study.

Both qualitative and quantitative research methods were used to the problem of bullying in order to provide fresh ideas and fresh insights into existing anti-bullying

initiatives. The objective of this research was not to demonstrate the efficacy of anti-bullying strategies that have already been documented; rather, it was to identify effective anti-bullying insights. As a result, the first study of this line of research utilized qualitative research, which was a more appropriate method of investigation than only quantitative research. In a way that quantitative techniques just can't compete with, qualitative research approaches make it possible to investigate individuals' lived experiences (Anyan, 2013). The objective of the study was twofold: 1) as a research mechanism to demonstrate the value of consumer insights on social marketing antibullying campaigns, and 2) as a distinct source of data for integrating with the quantitative data. Both of these purposes were intended to be accomplished by the study.

Because bullying behavior is a major public health problem that requires the purposeful and integrated time, focus, and attention of families, trainers and teachers and administrators, health care professionals, elected leaders, organizations, and others concerned with the care of children, it is required to conduct an investigation into what is known and what needs to be understood in order to avoid bullying behavior and the consequences of bullying behavior. Because of inaccurate definitions and measurement flaws, there is a possibility that different assessments of the incidence of bullying will be made. This is especially true when examining separate populations of younger generations. According to national surveys, despite changes in the data, bullying behavior is undoubtedly a serious issue that many youngsters confront. This is despite the fact that the figures might vary.

The research questions are a significant element of the overall framework of the investigation being carried out. These questions provide a contribution to the analysis of both general and specific issue statements, as well as the more in-depth evaluation of the factors that contribute to these challenges (Creswell & Creswell, 2018). The following set of inquiries served as the basis for the study's examination into the topic of social marketing anti-bullying programs insights that was carried out by the researcher.

1. What are the perceptions of the main antibullying insights to be used in anti-bullying social marketing programs?
2. What factors emerge through factor analysis with the items designed to measure anti-bullying insights strategies?
3. What are the correlations among the factors that emerge from factor analysis?
4. What is the causal relationship between antibullying insights and the behavioral and socio-demographic characteristics of individuals?

5. Which antibullying insights have an impact on antibullying awareness?

The Aims and Objectives of The Study Are

1. To identify the main insights to be used in social marketing antibullying campaigns.
2. To determine which insights approach can have an impact on social marketing campaigns of antibullying.
3. To develop a creative approach for examining social marketing campaigns on antibullying
4. To improve the research approaches for customer insight measurement
5. To analyze the potential change in consumer awareness behavior through the chosen antibullying insights.
6. To study and present the causal relationship between socio-demographic and behavioral characteristics of individuals and antibullying insights.
7. To identify consumer characteristics which may lead to a potential change in behavior for mutual benefit.

A substantial number of anti-bullying social marketing campaigns include programs developed for educational staff and parents, curricular materials that center on the subject of bullying, approaches and strategies to ensure that children are carefully watched, and an overall strategy or school policy to cooperate on norms in the event that bullying occurs. According to the findings of a meta-analysis on the efficacy of anti-bullying programs (Jiménez-Barbero et al., 2016), anti-bullying programs lead to an average reduction of 15 percent in the frequency of bullying incidents. These findings provide credence to the idea that novel and original approaches are required in some contexts. Researchers have had a difficult time determining the scope of the problem of bullying, despite the fact that the public health community is in agreement that it is a problem. However, based on the numbers that are currently available, the proportion of children who are victims of cyberbullying ranges anywhere from 7 to 15 percent, while the percentage of children who are bullied at school is anywhere from 18 to 31 percent. In spite of the fact that they are averages, they show that bullying conduct has an effect on a sizeable number of teenagers.

Because it is commonly understood that bullying behavior is a significant public health problem that needs the combined efforts of parenting, teachers and school administrators, healthcare experts, government ministers, and others concerned with the well-being of children, an investigation into what is known and what is needed to avoid bullying behavior and its ramifications is important. This investigation is necessary because

it is well acknowledged that bullying behavior is a public health issue that requires the united efforts of family members, teachers and school administrators. There is a wide range of estimates on the prevalence of bullying, especially among the many different samples of young people. This is because there is a lack of consensus over how to describe and evaluate the phenomena. In spite of certain inconsistencies in the statistics, research carried out at the national scale has consistently reached the conclusion that bullying is a substantial problem that is experienced by a sizeable percentage of today's teenagers. Bullying may be considered as a necessary aspect of human growth, but it has major impacts that might continue for a long time and they shouldn't be discounted or ignored in any way. There is evidence to suggest that bullying may have long-lasting consequences on all individuals involved, including the bully as well as any bystanders who saw the occurrence. The evidence that is now available indicates that bullied children and adolescents report a range of somatic abnormalities and disturbances, including sleeping problems, gastrointestinal difficulties, and headaches. However, further study is required to substantiate these assertions. Recent research has shown that being bullied may have a significant impact on a person's physical health and even cause neurological abnormalities in them.

It has been shown that being bullied raises a person's risk of acquiring a variety of mental and physical health concerns, including challenges with cognitive function and self-regulation, as well as increased likelihood of developing mental health disorders. Children who participate in behaviors that constitute bullying put themselves at risk of experiencing significant psychological repercussions both in the short and long terms, both internally and externally, as a result of their behavior. According to the findings of a number of studies, individuals who both participate in bullying behavior and are also the victims of bullying behavior from others are at an increased probability of engaging in suicidal behavior, which can be attributed to the rise in the prevalence of mental health issues. Individuals who are involved in bullying in any capacity (as offenders, targets, or both) are statistically much more likely to ponder or attempt suicide than children who do not engage in bullying. This is the case whether comparing individuals who are involved in bullying in any capacity (as offenders, targets, or both) with children who do not engage in bullying.

The importance of this study resides in the conceptual and methodological improvements that it provides to the area of research on social marketing strategies. These developments are what make this study so important. In this dissertation, two issue areas that are candidates for improvement have been recognized as applicants: 1) the creative method for examining a social marketing campaign on antibullying, and 2) the research

techniques for consumer insight assessment. Both of these problem areas were chosen as candidates because they are contenders for improvement. Both of these strategies are open to possible enhancements. These contributions might help establish a systematic and contextual research program, which would, eventually, result in a better understanding of the role that consumer insight performs on social marketing initiatives.

The fundamental objective of this investigation was to develop a method for determining which insights are the most important in the fight against bullying. Establishing a theoretical model that can be applied statistically in order to determine the most significant insights into the relationship between the type of behavior individuals exhibit and their socio-demographic characteristics was the secondary goal of this study. The overarching goal was to determine the insights that are responsible for the increase in awareness brought about by social marketing campaigns. In the lack of statistical data at the national or global level to test the consumers' perspective of antibullying insights, a tool for evaluating the perception towards antibullying insights validated and agreed upon in social research, I considered that the contribution of novelty obtained in this study compared to the works currently existing in the existing literature is to measure the perception of people toward antibullying insights .

The research approach that is used in this study is known as mixed methods research. The use of a mixed-methods design was undertaken with the intention of extending the interpretation of the collected data due to the fact that mixed-methods designs often result in a greater comprehension of complex phenomena than both quantitative or qualitative research separately (Creswell, 2014). The integration of qualitative and quantitative data throughout order to enhance and triangulate results is something that (Hesse-Biber, 2010) advocates for as well.

The study examines the theory and practice of the use of consumer insights in social marketing, and the aim is to identify the key criteria for a successful outcome of social marketing campaigns. Because this study aimed to uncover the phenomenon of antibullying social marketing interventions, compiling an extensive list of potential social marketing antibullying programs was crucial. To identify and evaluate successful campaigns and the relationship between the variables, the study investigated three samples of global social marketing antibullying campaign studies made by different organizations. These studies are “FearNot!”, “Step to Respect!”, and “KiVa”. The programs chosen showed more evidence of effectiveness in reducing bullying and cyberbullying by employing different approaches. Examining these campaigns fills a gap in the literature by analyzing social

marketing campaigns that were not only aimed at social behavioral change but also served society. The research is divided into four studies. The first study is an extensive social marketing antibullying research and identifying the antibullying insights; the second was conducted utilizing qualitative methodology; information-gathering tools used were interviews and questionnaires. Data interpretation was accomplished through thematic analysis. The third study was the development of a scale to measure the consumer's perception of antibullying insights; the fourth was the quantitative questionnaire to assess the relationship between the variables.

The study approach that was employed for the qualitative investigation was comprised of semi-structured in-depth interviews. In-depth interviews with a semi-structured design are based on verbal replies and predetermined questions, and they provide respondents the opportunity to supply any additional information they believe to be important (Longhurst, 2009). To put it another way, the researcher will ask questions in line with an interview guide, but the questions themselves, as well as the order in which they are asked, will vary depending on the flow of the discussion. Due to the fact that in-depth semi-structured interviews are ideal for acquiring an understanding of insights, knowledge, and experience on a specific topic or project (Lindlof & Taylor, 2011), they are suitable for this study of social marketing campaigns that include consumer insights. Interviews provide linkages to information that are reliable, trustworthy, and relevant regarding persons, places, and behaviors that happened outside of the context of the interviews (Martyn Hammersley, 2008). As a result of this, semi-structured in-depth interviews were deemed appropriate for this thesis since the study aimed to collect information from the participants on previously carried out social marketing campaigns.

The method of triangulation is used in this study. The practice of employing a number of different approaches to ensure that the shortcomings of one technique are compensated for by the others is known as triangulation (Shenton, 2004). Quantitative analysis, in addition to in-depth interviews, may be of use in confirming the information that was supplied by the participants (Shenton, 2004). Because of this, the study made use of two different methodologies: qualitative in-depth interviews and quantitative analysis of survey data.

The investigation is being carried out utilizing a quantitative technique as the methodology. The survey was first drafted in English, and then a researcher who is fluent in both English and Turkish translated it into Turkish. After the project was finished, the various iterations of the questionnaires were compared, and any discrepancies that were

found were resolved. As a result of the fact that the vast majority of the questions were developed on the basis of the qualitative study, the questionnaire was reviewed by a total of seven Turkish research assistants, including three experts. During the phase of the study project that served as a pilot, participants were requested to provide feedback through the questionnaire. In order to make the information more understandable, the language and topics that were ambiguous were clarified in accordance with their suggestions. The preliminary study found an alpha coefficient that was within an acceptable range. A survey conducted using Google Forms was used to collect the data. The website now has additional security options, which were included for the purpose of participant monitoring. The gathering of the data was finished in a period of four months. Participants are adults who are citizens of Turkey and are at least 18 years old.

For the quantitative examination, a research technique that was developed around the structural equation model was used. The structural equation model (SEM) has many advantages, one of which is that it can assess both the measurement model and the structure model at the same time. The analysis was carried out by using the Smart PLS computer program. Multiple items, each evaluating a trait using a Likert-type scale with five points, were employed in the research (strongly disagree – strongly agree). When it comes to establishing reliable conclusions via the use of structural equation modeling, sample size is essential (SEM). According to (Schreiber et al., 2006), the stability of the parameter must be maintained with a minimum of 10 participants for each variable. This is essential to ensure that the parameter does not change.

A mixed-method study is carried out for two reasons: first, to enhance the methodological dependability of the research design, and second, to acquire comparative benefits (Tashakkori & Teddlie, 2003). In point of fact, the employment of complementary mixed methods has the potential to boost the dependability of the study design. This is achieved by ensuring that the results of the research may be built upon, explained, improved, or clarified using any combination of the many ways. Taking a multi-pronged strategy allows making the most of the positive aspects of one method while mitigating the negative aspects of the others(Tashakkori & Teddlie, 2003). Utilizing qualitative methods that provide participants the opportunity to explain, reflect on, or characterize their feedback using descriptive knowledge is the most effective method for doing research that incorporates an understanding of emotions, beliefs, attitudes, viewpoints, and experiences (Tashakkori & Teddlie, 2003). By utilizing a qualitative research approach, members who have worked on social programs aimed at children and adolescents will have the opportunity to conduct

an investigation that delves into greater depth their thoughts, perspectives, and the significance they attach to anti-bullying social marketing initiatives. In addition, qualitative research provides an approach that is both more exhaustive and exploratory for gathering expert ideas on anti-bullying insights and the behavioral alterations that influence children and adults.

In order to supplement the inductive qualitative strategy, I decided to use an exploratory approach that would allow for the subsequent deductive process of hypothesis testing. In accordance with the recommendations made by Morse et al., the qualitative data analysis was completed at the same time as the data collection (2002). Because the data analysis was coordinated, I was able to alter the data gathering even when new challenges presented themselves; this contributed to an increase in the internal validity. In addition, the sequential technique ensured that the significant components that were found during the qualitative stage were handled before the quantitative phase was developed. This was done since the sequential method came first in the process. A continuous approach of data collection would have required the gathering of both kinds of data concurrently, which was not in keeping with the objective of the mixed research. The mixed study aimed to compare the effects of two or more factors.

The quantitative stage of the project was given the utmost importance since it is when the hypotheses that were developed during the qualitative stage are put to the test. There were two steps, the first being the collecting of qualitative data, and the second being the building of a scale and the testing of the scale using a quantitative questionnaire. The acquisition of quantitative data is the priority, thus the first stage was followed by the second stage. During the process of gathering quantitative and qualitative data, I conducted an analysis of the qualitative data and incorporated newly discovered issues into subsequent interviews. For instance, I added a separate prompt that asked respondents about their experiences with cyberbullying via the internet. At the conclusion of the study, the data that had been gathered during the project's quantitative and qualitative phases were combined. The qualitative data were evaluated with the rising quantitative data when we got to the quantitative stage of the process. During the process of developing the scales, it was of utmost importance to conduct a thorough review of the qualitative data since the construct validity of the scales was crucial. Therefore, as I was writing the item pool, I went back and looked at the information that was gathered during the qualitative stage to make sure that the items were in line with the qualitative data. Both qualitative and quantitative research methods are broken down and analyzed here in accordance with the research

design that was chosen for the thesis study. It has subheadings like "creating data collecting instruments," "data collection methods," "data analysis," and "ensuring validity and reliability," among others.

It is important to establish population criteria in order to guarantee that the participants chosen for the study have had direct experience of the phenomena that is the subject of the investigation and are competent to respond to the research questions (Rahi, 2017). In studies that are performed via interviews, sampling is an essential part of study validity (Robinson, 2014). Participants in this study were required to meet the following criteria: they needed to be current or former members of social organizations with at least one year of experience in Turkey; they needed to have used social program strategies to increase community wellbeing and positive behavior change on children or youngsters; and they needed to have used such strategies.

Participants who had prior experience with social programs contributed their knowledge, offered their own anecdotes, and had a discussion on the fundamentals of social programs as well as the best ways to utilize social programs to benefit the local community.

The selection of random samples from a population allows for the presentation of a range of individuals from that demographic who have shown varying levels of interest (Brod et al., 2009). Purposive sampling is a technique used by qualitative researchers to investigate and ensure the goals of a research challenge, as well as to enable the transferability of research results(Marshall & Rossman, 2016). The participants in the research were chosen using a method known as purposive sampling. Through the use of purposeful sampling, participants in social program organizations provide information and insights that help understand which anti-bullying insights were appropriate to be use on working with children and youth, as well as how important it is to include society as a whole for a positive change in society that will last for a long period of time. I ensured that the participants understood the goal of the research study and were able to reply appropriately to the research questions by using purposeful sampling. Current and past members of social organizations who have expertise and knowledge both in the social programs and in developing programs design for children, youth, and the general community were the criteria that were used to pick the participants.

The interview is broken up into three distinct sections. The first section of this activity is comprised of six questions that test the participants' familiarity with different anti-bullying initiatives. Participants open up about their experiences working on social programs aimed at children in this area, as well as their perspectives on the public's

knowledge of anti-bullying programs and the role those programs play in the fight against bullying. The second section inquires into the participants' perspectives on bullying with a set of nine questions, and the third investigates the findings of earlier anti-bullying initiatives through a look back at such programs. The primary objective is to collect the information required for the creation of a scale that will quantify the effect or influence that consumer insights have on social marketing anti-bullying initiatives.

During the process of analysis, the most important themes related to the advancements of anti-bullying social marketing campaigns were as follows: education and training for anti-bullying programs; authority—school authority and law-rule enforcement; psychological support in schools; anti-bullying class activities and games; involvement and intervention; awareness; and motivation to defend. For the first study, qualitative approaches were deemed to be the most suitable choice since they are beneficial to the researcher when the researcher is attempting to get insight, understanding, and "a full image" of the programs being studied (Boyce & Neale, 2006).

5.1. Qualitative Study Findings

The first stage of data collection was qualitative and consisted of conducting interviews with 15 participants. These respondents had previous or present experience working in nonprofit organizations and had previous or current involvement with social initiatives for children or youth.

According to what was covered in chapter three, I devised this stage as a study method to establish the significance of the application of insights on anti-bullying social marketing initiatives. This stage is described in more detail below. For this reason, I made use of the qualitative findings not only as a distinct source of information for the purpose of integrating it with the quantitative data, but also as a guide for the quantitative phases of the project. As a consequence of this, the outcomes of the qualitative research analysis are comprised of my analysis of what and how insights effect the anti-bullying social marketing initiatives. On the other hand, I also go through the other themes, which provide further information concerning general anti-bullying social marketing initiatives and offer supporting evidence for the primary social theme.

In this section of the qualitative research that was conducted, purposeful sampling was employed. It was necessary to have certain criteria. Participants of social organizations in Turkey with a minimum of one year of experience who used social program initiatives to improve community welfare and influence children's or youth's behavior were eligible

to participate in this study. Participants of social organizations in Turkey with more than one year of experience were ineligible.

The participants, of whom had prior involvement in social social programs, shared their perspectives and personal experiences, discussed the motivations driving social programs, and discussed ways in which these programs may be used to the community's advantage. The requirements for competence and knowledge in the research were satisfied by fifteen individuals who were either active or formerly involved in social organizations and closely worked on programs for children and youth. Participants in social program organizations provide information and insights to help understand which anti-bullying techniques are appropriate to use when working with children and youth, as well as how important it is to address society as a whole in order to bring about a long-lasting change for the better. This information and these insights may be used to understand which anti-bullying tactics are appropriate to use when working with children and young. After being told that the information provided during the interview would only be used for research purposes and that they will be protected from having their privacy violated, the participants pick a single code name for themselves. The demographic characteristics of our sample are shown in Table X. These characteristics include gender, age, educational level, and number of years of experience working with social programs. Out of the fifteen participants, eight men and seven women earned PhD degrees, while five master's degrees and one bachelor's degree were awarded from universities. The participants who used the code name Hatice had an experience level of 9-10 years, the participants who used the code name Volkan had an experience level of 7-8 years, the participants who used the code name Burcu had an experience level of 4-5 years, the participants who used the code name Tiny, who were the youngest of the participants, had an experience level of 1 year, and 10 participants had an experience level of 2-3 years. The research study's data gathering process began in March and continued through May, covering everything from initial recruiting and screening to the conclusion of the last interview.

There was a large amount of variance in the amount of time that was requested from each participant in order to complete the interview for the research project. Even though every participant was given the same set of guided interview questions to answer, the breadth of their answers as well as the number of responses they supplied differed. The researchers asked the participants open-ended questions to elicit responses that would help answer the study issues. The researcher transcribed the interviews, and then they used the NVivo program to conduct an analysis of the resulting documents. Following the analysis

of the transcriptions, consistent themes and patterns on respondents' assessments of the advantages and disadvantages of antibullying social marketing campaigns emerged. The data were analyzed with the use of the computer-assisted qualitative data analysis program NVivo, which included the following six methods: (a) word frequencies; (b) text retrieval; (c) inquiry by example; (d) code frequency; (e) coding cooccurrence; and (f) code retrieval (O'Kane et al., 2021). During the course of the investigation, the following primary themes emerged in relation to the development of anti-bullying social marketing campaigns:*education antibullying program training, authority -school authority and law-rules enforcement, psychological support in school, antibullying class activities and games, involvement-intervention, awareness, and motivation to defend*.

This qualitative research study's objective was to provide a solution to the following research question: What are the perceptions of the main antibullying insights to be used on antibulying social marketing programs?" This general qualitative investigation had the objective of exploring and understanding the viewpoints of the members of social organizations who worked closely on social programs for children and youth as a reaction to the limited perspectives of antibullying insights. According to the study subject, qualitative techniques are more beneficial than quantitative ones when trying to develop fresh ideas and insights into anti-bullying programs. This is because qualitative approaches focus on the experiences of program participants. (Anyan, 2015; McCusker & Gunaydin, 2015). Since the objective of this study was not to demonstrate the efficacy of anti-bullying tactics that have previously been recorded but rather to find beneficial anti-bullying insights, qualitative research was a more appropriate method of investigation than quantitative research. In a way that quantitative techniques just can't compete with, qualitative research approaches make it possible to investigate individuals' lived experiences (Anyan, 2013).

The qualitative research was conducted with the intention of determining the significance of consumer insights on social marketing antibullying campaigns. A few primary ideas came to light. Several key themes emerged.

- Education-training on antibullying programs
- Antibullying strategies and techniques
- Psychological department in schools
- Awareness
- involvement and intervention of antibullying programs

- motivation to participate and to defend the victims
- authority and law- rules enforcement

The interview consists in three parts. The first part consists of six questions involving the knowledge of participants about antibullying programs. In this section the participants reveal their experience in working on social programs designed for children and reveal their thoughts about the awareness towards antibullying programs. The second consists of nine questions about the participants attitude towards bullying; and the third examines the insights found on the previous antibullying programs. The main purpose is to obtain the data necessary for the developing scale to measure the effect /impact of consumer insights on social marketing antibullying programs.

5.2. The Quantitative research Findings

The purpose of this quantitative research study was to answer the research question:

- *What factors emerge through factor analysis with the items designed to measure anti-bullying insights strategies?*
- *What are the correlations among the factors that emerge from factor analysis?*
- *What is the causal relationship between antibullying insights and the behavioral and socio-demographic characteristics of individuals?*
- *Which antibullying insight have an impact on antibullying awareness?*

The purpose of quantitative research is to collect statistical and numerical data with the goal of identifying trends, patterns, or relationships (Creswell & Plano Clark, 2018). The quantitative research that was conducted for this study consisted of two parts: the first part was the development of a scale based on the qualitative thematic analysis, and the second part was a questionary to test and measure the perception and the acceptability of the antibullying insights. Both parts were included in the quantitative research that was conducted for this study.

The primary goal was to construct a reliable instrument for the purposes of research in order to measure the attitudes and perceptions of consumers in relation to antibullying insight. This tool is intended to be utilized for social marketing antibullying strategies when developing new programs for children and youth.

The questionnaire was first prepared in English, and then five researchers who were fluent in both English and Turkish translated the questions into Turkish in order to guarantee that the meaning was maintained in both languages. In conclusion, the various

versions of the questionnaires were compared, and inconsistencies were corrected by consulting additional native speakers. This was done in order to guarantee that the questions are unambiguous and simple to comprehend for all respondents, regardless of their educational background. The majority of the questions on the questionnaire were constructed based on the findings of the first qualitative research; thus, the questionnaire was evaluated by seven persons from Turkey, including three specialists.

The questionnaire was first tested as part of a pilot study. Once it had been determined that the pilot study provided sufficient evidence of the tool's validity and reliability, the questionnaire was then implemented as part of the primary research endeavor. The information was gathered with the help of a survey conducted on Google Form. The questionnaire has integrated validity checks that test participants' responses to ensure that they fulfill specified well-defined criteria in order to eliminate any bias that may have been caused by the self-administered nature of the survey. The gathering of the data took place over the course of four months. Participants are adults who are at least 18 years old and originate from Turkey.

Scale Development Study Findings

The goal of this research was to investigate social marketing methods for anti-bullying programs by focusing on how to improve the awareness of an intervention program that is geared specifically for children and what insights may be gained from doing so. On the basis of the current social marketing antibullying programs literature and qualitative semi structured interviews, a scale to assess consumers' perceptions of antibullying strategy insights is being systematically designed and verified. The attributes of the scale as well as its possible applications are investigated via the testing of hypotheses about the impacts of antibullying insights' applicability on social marketing antibullying initiatives.

Researchers may use a scale like this one to test consumers' perceptions of antibullying strategy insights in order to better understand the goal and enable for better training efforts to be focused.

According to the findings of the qualitative stage research that were presented previously, the antibullying insights tendency may have an influence on bullying circumstances. The findings of the various phases of scale development for the Antibullying insights instrument are presented in this section of the chapter, together with the statistical analyses that were carried out to validate the instrument. The subsequent

phases in the construction of the scale are as follows: (1) gather data, (2) purify the measure, and (3) produce sample items. This investigation will focus on social marketing initiatives as their empirical context. Therefore, the goals of the first research are to (1) produce and refine a pool of prospective questions for the Antibullying insights instrument; (2) perform exploratory factor analysis in order to discover dimensions of the scale; and (3) confirm the reliability of the Antibullying insights instrument scale.

The third version of the instrument, which consisted of 46 questions (see Appendix D), was administered using Google Form, which is a free professional online survey platform. This allowed for responses to be submitted in a manner that was both convenient and flexible.

- Motivation to defend
- Perceived teachers authority
- Perceived security in school
- Antibullying class activities
- Antibullying training program
- Awareness
- Perceived psychological support
- School-based prevention -intervention

Bullying behavior in schools is a terrible collective concern. Bullying has been understood by many as a process of maturation for children and teenagers for quite some time. There is an idea that bullied children must have "asked for"(Rivara & Le Menestrel, 2016) or deserved this type of abuse. Occasionally, the harassed child comes to absorb this concept. Bullied children have weak social connections due to the loss of friendships, feelings of loneliness, and helplessness (Espelage et al., 2000; Forero et al., 1999). The concept 'bullying' refers to systematic, repeated, and purposeful conduct that causes physical or psychological suffering (Forero et al., 1999). Bullied children have increased social anxiety and depression (Craig, 1998; Rigby & Slee, 1993). (Austin & Joseph, 1996; Callaghan & Joseph, 1995). Self-esteem is lower among bullied children (Austin & Joseph, 1996; Callaghan & Joseph, 1995; Rigby & Slee, 1993). Bullying may have terrible and long-lasting impacts (Forero et al., 1999). Children whose bullying conduct is not addressed early are more likely to become delinquent adolescents, engage in criminal behavior, and become physically violent adults (Rigby & Cox, 1996). (Espelage et al., 2000; Hoover et al., 1992). A literature study on bullying and the detrimental effect of poor parenting (Tolan

et al., 1986); familial characteristics and aggressiveness (Olweus, 1980; TOLAN et al., 1986); delinquency and misconduct behavior (Loeber & Dishion, 1983) and family and environment ((Bowers et al., 1994; Espelage et al., 2000) found substantial support for a bullying prevention program that focuses on parenting practices.

In the context of this research question, once the EFA has been carried out, numerous hypotheses stating links between the antibullying insights and victimization and bullying behavior are evaluated. With SEM, the relationships in a relational model are displayed and evaluated. The hypotheses and results are summarized in the table below.

H1: Motivation to defend positively impacts victimization behavior.	**H1 Supported**
H2: There is a negative-rejection relationship between bullies and motivation to defend.	**H2 Supported**
H3: Perceived teachers' authority positively impacts victimization behavior.	**H3 Not supported**
H4: There is a negative-rejection relationship between bullies and perceived teachers' authority.	**H4 Supported**
H5: Perceived security in school positively impacts victimization behavior.	**H5 Not supported**
H6: There is a negative-rejection relationship between bullies and perceived security in school	**H6 Supported**
H7: Antibullying class activities positively impact victimization behavior.	**H7 Not supported**
H8: Antibullying class activities positively impact bullying behavior.	**H8 Not supported**
H 9: Antibullying training program positively impacts victimization behavior.	**H9 Not supported**
H10: There is a negative-rejection relationship between bullies and antibullying training programs	**H10 Supported**
H11: Awareness positively impacts victimization behavior.	**H11 Supported**
H12: There is a negative-rejection relationship between bullies and bullying awareness	**H12 Supported**
H13: Perceived psychological support positively impacts victimization behavior.	**H13 Supported**
H14: There is a negative-rejection relationship between bullies and perceived psychological support	**H14 Supported**
H15: School-based prevention -intervention positively impacts victimization behavior.	**H15 Supported**
H16: There is a negative-rejection relationship between bullies and school-based prevention intervention.	**H16 Supported**

According to Tenenhaus et al., the global fit measure known as GoF is the geometric mean of both the average variance extracted from the sample (AVE) and the average R2 value of endogenous variables (Tenenhaus et al., 2005). GoF serves to account for the research

model at both the measurement and structural model stages, with a focus on the model's overall performance (Henseler & Sarstedt, 2013). According to Hair et al.(2017), an SRMR value of less than 0.08 suggests a good fit; hence, the SRMR value of **0.058** implies that the research model is reliable.

	Saturated model	**Estimated model**
SRMR	**0.058**	0.145
d_ULS	2.243	14.014
d_G	0.676	0.996
Chi-square	3132.449	4271.453
NFI	0.705	0.598

The R2 values of 0.20 are recognized high predictive accuracy of the endogenous construct in the field of consumer behavior (J. F. J. Hair et al., 2017, p.175). Cohen, (1988) has also recommended a different cut of value to analyze and publish the R2 values for behavioral investigations. According to the author, R2 values are assessed as follows: - R2 values of 0.26 are regarded substantial, R2 values of 0.13 are considered moderate, and R2 values of 0.02 are considered poor levels of predictive accuracy for endogenous latent variables.

	R-square	R-square adjusted
ACA	0.007	0.004
ATP	0.018	0.015
AWR	**0.189**	0.179
MD	0.023	0.02
PPS	0.023	0.021
PSS	0.011	0.008
PTA	0.014	0.011
SBPI	0.045	0.043

Implication

This research was conducted with the intention of determining the antibullying insights and the perceptions of the most important antibullying insights, with the ultimate objective of using these insights in antibullying social marketing campaigns.

The completion of this research will represent a crucial step toward the advancement of anti-bullying initiatives for children. This research would also enable organizations and all types of education better comprehend the need of social marketing in order to influence the behavior of teachers, parents, and students. This would be accomplished via the use of social marketing. The high rates of bullying in society may be reduced by organizations by

identifying problem areas that need to be improved. This study may assist organizations and the government in recognizing the need and/or opportunity to additionally establish and promote anti-bullying education initiatives as a result of the findings. It can be drawn the conclusion that this research will make a contribution to the body of information already exists in relation to social marketing.

The results of this research may result in social change by expanding the knowledge and increasing awareness for social marketing antibullying programs, therefore making them better equipped to deliver services to all people of the community by incorporating specialized insight to better match the individuals. This social change may be achieved as a result of this study.

Because it is commonly understood that bullying behavior is a significant public health problem that needs the combined efforts of parenting, teachers and school administrators, healthcare experts, government ministers, and others concerned with the well-being of children, an investigation into what is known and what is needed to avoid bullying behavior and its ramifications is important. This investigation is necessary because it is well-acknowledged that bullying behavior is a public health issue that requires the united efforts of family members, teachers, and school administrators. There is a wide range of estimates on the prevalence of bullying, especially among the many different samples of young people. This is because there is a lack of consensus over how to describe and evaluate the phenomena. In spite of certain inconsistencies in the statistics, research carried out at the national scale has consistently reached the conclusion that bullying is a substantial problem that is experienced by a sizeable percentage of today's teenagers. Bullying may be considered a necessary aspect of human growth, but it has major impacts that might continue for a long time and they shouldn't be discounted or ignored in any way. There is evidence to suggest that bullying may have long-lasting consequences on all individuals involved, including the bully as well as any bystanders who saw the occurrence. The evidence that is now available indicates that bullied children and adolescents report a range of somatic abnormalities and disturbances, including sleeping problems, gastrointestinal difficulties, and headaches. However, further study is required to substantiate these assertions. Recent research has shown that being bullied may have a significant impact on a person's physical health and even cause neurological abnormalities in them.

Future work

It is essential to undertake an inquiry into what is known and what needs to be understood in order to prevent bullying behavior and the repercussions of bullying behavior. This is because bullying behavior is a serious public health issue that requires the deliberate and integrated time, focus, and attention of families, trainers and teachers and administrators, health care professionals, elected leaders, organizations, and others interested in the care of children. Due to faulty definitions and measurement flaws, it is possible that the incidence of bullying may be assessed differently. This is particularly evident when comparing distinct populations of younger generations. According to national polls, despite fluctuations in the statistics, bullying behavior is unquestionably a significant problem that many children face. Even if the exact numbers might possibly change, this remains true.

Future research may also use qualitative or mixed methods. Such an approach may aid in the comprehension and investigation of various parts of antibullying ideas implementation. Research may encompass the influence of current technologies and other updated approaches on the way of project execution. It is essential to determine if the employment of certain technologies, algorithms, and strategies might change the antibullying project's execution. In this particular instance, a recently updated list of antibullying insights aspects may be discovered.

APPENDICES

Appendix A: Voluntary Participation Form

VOLUNTARY PARTICIPATION FORM

Dear Participant,

My name is Diana Sirbie. I am a student at Anadolu University. In my doctoral study, I aim to discover how consumer insight approach on social marketing antibullying campaigns could develop a creative method, identify the key criteria to a successful outcome, and increase awareness about antibullying campaigns.

For the study, data will be collected by using a semi-structured interview technique, one of the data collection techniques of the qualitative research method. In the process of collecting data, you will be asked questions prepared previously and the process consisting of question-answer and conversation will be recorded by a voice recorder. The ethical procedure and participatory rights of the research are listed below:

• Your participation in this study is voluntary.

• You do not have to write your name or give any information to reveal your identity. The names of the participants will be kconfidential.

• The data collected within the scope of the research will be used only for scientific purposes, and will not be shared with others without your permission.

• You have the right to review the data collected from you at your request.

• There will not be any questions that may disturb you during the data collection process. However, if you feel uncomfortable for any reason during your participation, you can leave the study at any time. If you leave the study, the data collected from you will be removed from the study and destroyed. I would like to thank you for your time to read and evaluate the voluntary participation form. Do not hesitate to ask me any questions about the study before, during the study, and after. My information you can find it below:

Name of Researcher: Andreea Diana SIRBIE: [redacted]

Name of the adviser: Prof. Dr. Nezihe Figen ERSOY ARCA: [redacted]

Prof. Dr. Mesude Canan ÖZTÜRK: [redacted]

I accept this work to be used for scientific purposes with my consent, and I know that I can leave the study if I wish.

Name and Surname:

Signature and Date:

Appendix B: Qualitative Interview

The Impact of Consumer Insights on Social Marketing Campaigns: An Application on Antibullying campaign

Moderator's introduction:

We are here today to talk about the consumer insight approach on social marketing antibullying campaigns in the desire to develop a creative approach, to identify the key criteria to a successful outcome, and to increase awareness about antibullying campaigns. The purpose is to get your perception of the strategies employed during antibullying campaigns and which of these you consider is linked to success, in order to develop impactful campaigns.

I want you to feel free to communicate what you truly believe and how you truly feel.

General information:

"Bullying occurs when students repeatedly perform the following behaviors directed towards another: say "mean and hurtful things" or call him/her names, "ignore or exclude him or her from their group of friends," "hit, kick, push," or "tell lies or spread false rumors." (Olweus, 1996)

Bullying is a huge public health problem, affecting 18 to 32 percent of the juvenile/adolescent population, and has long-term consequences not just for the children who are bullied but also for children who are bullying and bystanders. The information about the consequences of involvement in bullying behavior in childhood and adolescence include anti-social personality disorder, anxiety, depression and internalizing problems, psychotic experiences (hallucinations, delusions), somatic problems (headache, stomach ache, sleeping difficulties, nightmares, tiredness, dizziness), self-harm and suicidal, difficulties in the social relationship(dating), low academic achievement.

It is common to perceive conflict as bullying, and because of this, I want to explain the differences.

Is not Bullying:

➔ a disagreement or difference of opinion;

- ➔ teasing in a friendly and playful way;
- ➔ a fight between children of equal strength or power;
- ➔ an isolated incident occasional happened
- ➔ a discussion in which all involved make an effort to resolve the situation;

Is Bullying when:

- ➔ happens repeatedly;
- ➔ based on an imbalance of power;
- ➔ intend to harm on purpose;
- ➔ causes harm physical or emotional
- ➔ does not stop when asked

FearNot! (Fun with Empathic Agents to Achieve Novel Outcomes in Teaching) antibullying program is based on a software application that uses 3D animated synthetic characters in a virtual school environment that allows children to interact with bullying episodes in a secure environment, testing and learning new behavioral strategies against bullying, and are followed by immediate professional feedback provided by the educators or therapists, encouraging positive atmosphere to change their own ways of thinking, feeling and acting. The generally agreed educational *message* is *"Don't suffer in silence; tell someone you trust."* http://gaips.inesc-id.pt/fearnot/

The **Steps to Respect antibullying program** is designed to decrease school bullying problems by increasing staff awareness and accessibility, promoting socially responsible beliefs, and teaching social-emotional skills (such as group joining and conflict resolution), standing against bullying, and promoting healthy relationships. The program contains a school-wide program guide, staff training, and classroom lessons for students in Grades 3–6, and also includes the parents; the administrators inform them about the program and the schools' policy and procedures. https://www.blueprintsprograms.org/factsheet/steps-to-respect

KiVa Antibullying Program included a large variety of materials for students, teachers, and parents. The lessons involved discussions, group work, short videos about bullying, and role-playing exercises. After each lesson, a class rule was adopted based on the central theme of the lesson. It also utilized the Internet and *virtual learning environments* (e.g., computer games against bullying), aiming in this way to increase students' attitudes against bullying. http://www.kivaprogram.net/parents/

1. **Did you have any information about antibullying campaigns before this presentation?**
2. **Do you think that in Turkey they are making these antibullying campaigns on the schools? Did you participate?**
3. **After showing the consequences of bullying behavior you think is important or not to get involved in stopping this phenomenon? Why? How?**
4. **How important do you think it is to inform about the consequences of bullying? Could this influence or not the future behavior of the people?**
5. **In your opinion, how and who can make people understand the consequences of bullying?**
6. **In your opinion, what motivates Turkish people to get involved in something?**
7. ***Student Attitudes Toward Bullying***: Did you ever witness when students tease weaker students in front of others? What do you feel\felt?
8. ***Student Attitudes Toward Intervention in Bullying Incidents*:**
    - What do you feel when students defend others who are being pushed around / hustled, bothered by strong students?
    - When do you see that others defend the victim is giving you the impulse\ desire to do the same or not? Why?
9. ***Student Climate:***
    - What kind of support your school colleagues are showing for the victims of bullying?
10. ***Bullying Victimization*:**
    - Can you remember a particular student or group of students who pushed, spanked, or picked a fight with you? (early childhood, playground, school)
    - In childhood or adolescence, did you have a nickname? Did you like the nickname given to you? How did it feel? What have you done to prevent them from calling you in that nickname?
11. ***Student Prosocial and Bullying Behavior: spreading rumors or lies***
    - Can you remember in your school students spread rumors or lies about other students? Do you remember their reaction and what they were doing? When you hear rumors or lies about other students, what do you do?
    - Did someone spread rumors or lies about you? Do you remember your reaction?
12. ***Bullying Perpetration:***

- Do you remember saying mean things or hitting one of your classmates? How did you feel after? Did you intend to harm him, or was it just friendly teasing? Did you do it repeatedly?

13. *School Climate - Student Support*:

- When you were at school, did you have someone that you trusted the most? What do they do to win your trust?
- When were you getting bullied to whom you would have asked for help or go to say what happened to you?

14. *Teacher/Staff Bullying Intervention*:

- Did you feel that the teachers in your school would help out if a student needed it? How?
- Did you ever see them intervene to calm down the conflict? How did they do it?

15. *Staff Climate*:

- Did you feel safer knowing that your teachers or school staff members were around?
- Do you think that the gender of the teacher is important?
- Do you remember asking for help from your teachers or staff members? Can you tell me what happened?

CI 1: Teachers were provided with vests during playtime while supervising the schoolyard. This technique aimed to increase teachers' visibility in the schoolyard and to signal that bullying was taken seriously in the school.

1. Do you think that this strategy could have an impact on bullies in Turkish schools?
2. Do you think that wearing this vest could change the bully's behavior in a positive way, or will it not have any effect? Can you explain why?

CI 2: teaching children about the importance of treating everybody equally offers more opportunities to interact and form bonds with other children than their classmates.

1. How significant do you think it is to treat everyone in the class equally? Why?
2. Do you remember your teacher treated all the students in an equal way? There was any sort of discrimination (gender, age, physical appearance, etc.) that the teacher made for the students from your class? What do you think was the reason to be treated differently?
3. In your opinion, do you think that student behavior could be influenced by the way the teacher is treating him?

CI 3: school psychologists

1. What is your opinion about the school psychologist, and if it is important or not for every school to have it? Why do you think it is important that every school have their phycology doctor?
2. Did you have a psychologist at your school? Did you go to the school psychologist?

CI 4: student engagement

1. In your opinion, how important do you think it is for students to understand and involve the program? Do you think that the degree of understanding could make a student more willing to involve in the program? How could this thing influence their behavior?
2. What is your opinion about material help (e.g., free lunch, scholarship) given to students with low income?
3. Do you think that the material help could influence them to become more involved in the program or will not have any effect?
4. Did it come to your attention that students with low economic income behave differently from the rest of the class? How?
5. What do you think, the students with low economic income are an easy target for the bullies, or they are the ones who bully others?

CI 5: program engagement

1. Do you think that the teachers' skills and the way the program is managed could have or not an implication for the results? How?
2. Do you think the school demographics could influence or not the program results? How?
3. Do you think the student characteristics could influence or not influence the program results? How?
4. Do you think the content of the program and the design could influence or not the results? How?
5. In your opinion, what elements should a program have to increase the motivation and interest of a student?

CI 6: immersion process (refers to the technical capability of the system to deliver a surrounding and convincing environment). The role of this CI is to make students develop strong empathy with the victim; even they know that the event was in a virtual world.

1. Do you think that the technology from today has the capability to create an environment that the children can believe is real?
2. In your opinion, the student who is playing this game could develop feelings for the characters? Could they perceive the characters as their friend or not?

3. In your opinion, if the characters are similar to the children, such as physical characteristics, school uniform, could this impact the program results? Do you think that could increase or not the bond between characters and the child?

CI 7: <u>empathy</u>. The researchers showed that people who perceive themselves to be similar to others experience more emphatic compassion with a person in need.

1. Do you think it is important to teach children to be empathic? Why?
2. Do you think that a strategy that allows children to increase their level of empathy could make the relationships much stronger between each other?
3. Can you tell me please if you experience empathy for a person? Can you tell me what and how you felt about it? How do you feel when you see a person sad or crying? Do you offer to help them?
4. When you see someone getting bullied, how do you feel?

<u>CI 8: raising awareness</u>

1. How and who can make people understand the consequences of bullying?
2. In your opinion, what can make a person more willing to defend or help a victim? Do you think that a reward could motivate them? What reward are you thinking about? How do you think we can motivate the children to defend others? How did you feel after defending or helping someone which was getting bullied?
3. What do you think, people who are witnessing a bullying episode and are not doing anything; Are they afraid of the bully, or they just do not care what is happening to the victim? Can you explain?
4. How would you advise someone to defend the victims of any type of violence?
5. How important do you think is comforting the victims after an episode of bullying?

<u>CI 9: use the audio or/and video recorder</u>

1. How do you feel about using audio or/and video recorder at schools? Do you agree with it? Can you explain?
2. Do you think that this strategy could help to understand the bullying phenomena? How?
3. Do you think it could help in preventing bullying? How?

<u>CI 10: changing the strategy of the high status:</u> It is assumed that bullies demonstrate their high status by harassing low-status victims, and the bullying is actually a strategy for gaining a powerful position in the peer group and changing the strategy, in which they could keep their high status by empathizing with the victim, becoming less aggressive could allow them to improve their likeability, which is also an important goal for children.

1. Do you think it is possible or not to change the attitude of bullies by explaining that less aggressive behavior could bring them more friends? Can you explain?
2. Do you think we can change the behavior of a child by convincing them that he could become more popular with his classmates?

CI 11: enlisting other adults (such as contacting the victim's and the bully's parents or discussing the issue with colleagues);

1. How important do you think it is to involve the parents in the program?
2. What impact could a discussion have with the parents of the bully on his behavior?
3. If this bullying behavior is learned from the parents, what strategy could be applied for the children to change their negative behavior?
4. What impact could a discussion have with the colleagues in the class? Do you think the colleagues can convince him to stop?

CI 12: working with the victim (such as promoting their confidence and their abilities for self-defense);

1. Can you tell me your opinion about working with the victim of bullying by increasing the confidence and ability to defend herself could have or not have an impact on the program results?
2. What kind of self-defense techniques do you think is good in this situation?

CI 13: working with the bully: (assisting the bully in improving his or her self-esteem and sharing your compassion for the affected child with the bully); non-blame approach and disciplining the bully (such as telling the bully that his behavior is not tolerated); zero-tolerance approach.

1. Which one do you think is more appropriate for the Turkish population? Can you explain why?
2. What do you think about disciplining/punishing the bully? Do you think his behavior will change or not if you make clear that this type of behavior is not tolerated/ acceptable?

CI 14: positive change in the bystanders' behaviors will reduce the rewards gained by bullies and, therefore, their enthusiasm to bully in the first place.

1. In your opinion, eyewitnesses could demotivate the bullying behavior? Can you explain?
2. What do you think if the eyewitness has a negative reaction towards the bully, this could make him stop, or he will continue and ignore them?

CI 15: Research evidence shows that victims who are supported or defended even by a single classmate are less depressed and anxious, have higher self-esteem, and are less rejected by their peers than victims without defenders.

1. Did you show support to a classmate after a bullying episode? How do you think they were feeling? How did you feel?
3. When someone defends a victim, do you think they will feel less rejected, or this would not influence their feelings?
4. What do you think could be made to make them regain their self-esteem?

CI 16: The activities during the classroom encourage positive social interactions, self-confidence, interpersonal self-efficacy, and resisting peer pressure, and participating in these activities may decrease social anxiety as students feel more socially competent and less fearful of negative evaluation by peers.

1. How important do you think it is that the school environment encourages positive social interactions?
2. Do you think that Turkey's school environment encourages positive social interaction? Can you remember from your school experience?
3. What do you think, the school environment has a positive or negative impact on the behavior of the children? How?
4. What kind of ways do you think could encourage students to a positive social interaction?

Appendix C: Item generation

Education Antibullying programs training

I believe that Teachers with psychological preparation can correct children's behavior.

The level of anti-bullying training of the teachers influences the amount of education of the children.

Teachers with anti-bullying training can teach children to be disciplined.

The anti-bullying education children are getting at school is essential to be applied in real life.

The anti-bullying education has to be technologically and universally adapted to the children's needs.

Visual information about the consequences of bullying will trigger empathy in the bully.

Teaching children the consequences of bullying can make them involve to stop the bullying.

The school psychologist taught my colleagues and me anger control techniques and meditation.

Whenever I was feeling anxious, I was going to the school psychologist.

The anti-bullying games can teach me how to react/defend myself when I am bullied.

I understand better how to defend myself from bullies after having role-playing anti-bullying lessons.

By using VR games, children can better understand the information they receive.

School anti-bullying programs teach children what to do when witnessing a bullying episode.

School anti-bullying programs can teach children about their rights and responsibilities towards society.

Teaching children their rights and responsibility towards society will increase involvement in anti-bullying school programs.

Activities, games, and working together create a connection between the children, decreasing bullying behavior.

By using role-playing and drama classes, the victim children can feel freer to express their feelings.

I believe that parenting classes can decrease bullying consequences.

I believe that parenting classes will make parents more involved in stopping bullying.

Parents / future parents that are informed about the bullying consequences can stop the bullying behavior.

Preborn parenting training can teach future parents how to protect children from bullying.

Authority

Teachers wearing anti-bullying vests can influence bullying behavior.

Teachers wearing anti-bullying vests can increase the level of discipline inside the school.
Teachers wearing anti-bullying vests can increase school authority.
Schools with a low level of bullying have high discipline standards.
Anti-bullying events that involve authority figures such as police, and lawyers can increase trust.
by having events and activities which involve authority figures such as police, lawyers, and children from early ages will start trusting authorities.
Having cameras in the school will increase the school's authority over students' and parents' views.
Having cameras in the school will decrease bullying incidents.

Support & motivation

I felt good after a teacher defended me from bullies.
I felt safer when the teacher defended my colleagues.
Appreciating and applauding good behavior motivates the children to stand for others that need support.
Defending a victim of bullying makes me feel like a hero.
My self-image and self-confidence increased after learning anti-bullying techniques.
I feel safer and stronger when I see that the anti-bullying techniques work.
For my parents, bullying behavior is unacceptable.
My parents tough me that it "is not my business" to defend bullying victims.
My parents motivated me to defend and show support to bullying victims.
I believe that reacting negatively against bullying will stop bullying behavior.
After learning about bullying consequences, the communication between parents-children will increase.
Parents involved in anti-bullying programs will show more psychological support toward their children.

Role model

My favorite teacher is my role model, and he influences my good behavior.
When I see the teachers defending students that get bullied, I feel safer,
When I see the teachers defending students who get bullied, I get the courage to defend myself.
My teacher is my hero then; he defended me.
I feel safer and proud of my parents when they are defending victims of bullying.
Parents are the role model for their children and can influence the good behavior of the children.

The bullying behavior of a child can be influenced by the parents that he considers as a role model.

I feel more motivated to defend a bullied person after understanding the consequences of bullying.

Playing games and rewarding good action will increase the motivation for positive behavior.

.My teachers were constantly intervening to stop conflicts between students.

School anti-bullying programs can increase the intention to intervene against bullying.

Laws protecting against bullying will increase the intention to intervene against bullying.

Strict rules inside the school make me feel protected.

I trust my schoolteachers.

I get involved when I see someone getting bullied because I understand the victim's suffering.

Children treated equally have higher self-esteem.

Parenting training can stop bullying behavior.

Parents who understand the consequences of bullying will get more involved in anti-bullying programs.

Training parents can bring positive behavior changes in children's behavior.

Children and parents involved in the same activities/events can increase the children's self-confidence.

Parents that are bullying their children can get psychological support to change the bullying behavior.

Involvement

My teachers taught us anti-bullying techniques and our time at school became more enjoyable.

My teachers taught us anti-bullying techniques, and we started behaving better inside the class.

I felt that the PDR department was involved in helping when we had a hard time at school.

When an act of violence happens, my school involves authorities.

Involving the authorities made me feel trust that we are protected and safe.

The connection between parents and children can increase when participating in anti-bullying activities.

Bullying parents after getting psychological support can change their bullying behavior.

Trust

My school involved the authorities when an act of violence happened.

Anti-bullying programs increase the school's authority.

Anti-bullying activities and games created trust and connectivity between children.

When I was getting bullied, I preferred to speak with a teacher of the same gender as mine.

When I was getting bullied, I preferred to speak with my mother.

When I was getting bullied, I asked for help from my friends/ parents/and favorite teacher.

Empathy

Empathy increases the understanding of the consequences of bullying behavior.

Teaching the children to empathize will motivate bullies to change their behavior.

Teaching the children to empathize will increase bystanders' involvement against bullying.

By using a closeness and friendly approach, the teachers can increase the empathy of the bullies.

The teacher who shows empathy toward the students creates an empathic relationship between the student-student and student-teacher.

The teacher can teach empathy.

Using VR/computer anti-bullying games can increase empathy toward the victim.

I understand better the feelings of bullied children after I saw it in the game.

A child will stop bullying only if he understands the consequences of his actions.

I get involved when I see someone getting bullied because I understand the victim's suffering.

Teaching and showing the children the consequences of bullying will trigger empathy in the bully.

My teachers showed me empathy when I was passing through a difficult situation.

Children with a low level of empathy will not be affected by the information of bullying consequences, which will not impact their behavior.

Children with empathy will be more reactive to defend and support a victim after understanding the bullying consequences.

By using role-playing, children will understand the feeling of the victims.

The game's character, which is similar to the children, creates an empathic connection between students and the character, and the information will have a stronger impact.

I experienced bullying at school, and I am careful not to hurt people's feelings.

Showing visual information about bullying consequences will emotionally impact students.

Showing visual information increases empathy and involvement.

Involving parents and children in antibullying programs increases the communication between them.

Parents involved in antibullying programs show more psychological support toward their children.

I think that learning antibullying techniques increase my self-confidence to defend myself.

Teaching children antibullying techniques by using VR/computer games makes learning more enjoyable.

I believe that antibullying role play increases my understanding of how to stand against bullying.

Antibullying activities and games are creating connections between the children, and bullying behavior is decreasing.

Learning about the consequences of bullying increases parents' involvement in antibullying programs.

I understood the consequences of bullying and I feel motivated to stand against bullying behavior.

If I know that the laws against bullying are protecting me, I feel more motivated to intervene for the victims of bullying.

Parents are role models for their children and influence the good behavior of the children.

Teachers wearing antibullying vests increase the level of discipline inside the school.

Teachers wearing antibullying vests decrease bullying behavior inside the school.

Antibullying events that involve authority figures such as police, and lawyers increase children's trust in authorities.

Having cameras in the school increases the trust in school authority for students and parents.

Having cameras in the school decreases bullying incidents.

My parents tough me that it “is not my business” to defend bullying victims.

My parents motivated me to defend and show support to bullying victims.

I believe that having a negative reaction against bullying will stop bullying behavior.

seeing teachers defending students that get bullied makes me feel protected.

I believe that using a friendly/non-blame approach increases the bully's empathy and changes his bullying behavior.

I believe that showing no tolerance for bullying behavior decreases the bullying behavior.

Showing visual information increases the level of empathy and involvement towards defending the victims.

I get involved when I see someone getting bullied because I understand the victim's suffering.

I think that the characters from VR/computer antibullying games increase the level of empathy towards the victim.

Rewarding children's good behavior motivates other children to defend victims of bullying.

I think that the School psychologist can teach children anger control techniques.

I believe those bully parents that receive psychological support positively change their bullying behavior.

Antibullying program - training

Involving parents and children in antibullying programs will increase the communication between them.

Parents involved in antibullying programs will show more psychological support toward their children.

Antibullying parent's training can stop bullying behavior.

Antibullying teachers' training can stop bullying behavior.

Antibullying children training can stop bullying behavior.

Learning the antibullying techniques will increase the self-confidence of the children.

Activities, events, VR games, drama & role-playing

Teaching children antibullying techniques by using VR games can increase learning.

Using antibullying role play and drama classes will increase understanding and awareness.

Antibullying Activities and games create a connection between the children, and bullying behavior is decreasing.

Using VR/computer antibullying games can increase the level of empathy towards the victim.

I believe that the children can create an empathic connection with the antibullying game characters.

Awareness- bullying consequences

Parents that understand the consequences of bullying will get more involved in antibullying programs.

Teaching children the consequences of bullying can make them involve to stop the bullying.

I feel more motivated to defend a bullied person after I understood the consequences of bullying.

Authority-school authority- discipline

Laws that are protecting against bullying will increase the motivation to involve in defending victims of bullying.

Parents are role models for their children and can influence the good behavior of the children.

Teachers wearing antibullying vests can increase the level of discipline inside the school.

Teachers wearing antibullying vests can decrease bullying behavior inside the school.

Antibullying events that involve authority figures such as police, and lawyers can increase children's trust in authorities.

Having cameras in the school will increase the trust in school authority for students and parents.

Having cameras in the school will decrease bullying incidents.

Empathy & involvement

For my parents, bullying behavior is unacceptable.

My parents tough me that it “is not my business” to defend against bullying victims.

My parents motivated me to defend and show support to bullying victims.

I believe that reacting negatively against bullying will stop bullying behavior.

seeing teachers defending students that get bullied will increase the children's courage to defend themselves.

seeing teachers defending students that get bullied will increase safeties feelings of the children.

Rewarding children that defend a victim of bullying will increase the motivation of other children.

By using a closeness and friendly approach, the teachers can increase the empathy of the bullies.

By showing no tolerance for bullying behavior teachers can decrease the bullying behavior.

Showing visual information about bullying consequences will emotionally impact students.

Showing visual information increases the level of empathy and involvement in defending the victims.

I get involved when I see someone getting bullied because I understand the victim's suffering.

Teaching the children to empathize will increase their involvement against bullying.

Teaching the consequences of bullying will trigger empathy in the bully and he will start understanding the consequences of his behavior.

Psychological support

Appreciating and applauding good behavior motivates the children to stand for others that need support.

I believe that the School psychologist can teach children anger control techniques.

By receiving psychological support a bully's parent will positively change his behavior.

Appendix D: Final items to be used in the scale.

Antibullying program - training

Involving parents and children in antibullying programs will increase the communication between them.

Parents involved in antibullying programs will show more psychological support toward their children.

Antibullying parents' training can stop bullying behavior.

Antibullying teachers' training can stop bullying behavior.

Antibullying children training can stop bullying behavior.

Learning the antibullying techniques will increase the self-confidence of the children.

Activities, events, VR games, drama & role-playing

Teaching children antibullying techniques by using VR games can increase learning.

using antibullying role play and drama classes will increase understanding and awareness.

Antibullying Activities and games create a connection between the children, and bullying behavior is decreasing.

Using VR/computer antibullying games can increase empathy towards the victim.

I believe that the children can create an empathic connection with the antibullying game characters.

Awareness- bullying consequences

Parents that understand the consequences of bullying will get more involved in antibullying programs.

Teaching children the consequences of bullying can make them involve to stop the bullying.

I feel more motivated to defend a bullied person after I understand the consequences of bullying.

Authority-school authority- discipline

Laws that are protecting against bullying will increase the motivation to involve in defending victims of bullying.

I believe Parents are role models for their children and motivated them to intervene for the victims of bullying.

Teachers wearing antibullying vests can increase the level of discipline inside the school.

Teachers wearing antibullying vests can decrease bullying behavior inside the school.

Antibullying events that involve authority figures such as police, and lawyers can increase children's trust in authorities.

Having cameras in the school will increase the trust in school authority for students and parents.

Having cameras in the school will decrease bullying incidents.

Empathy & involvement

For my parents, bullying behavior is unacceptable.

My parents tough me that it “is not my business” to defend against bullying victims.

My parents motivated me to defend and show support to bullying victims.

I believe that reacting negatively against bullying will stop bullying behavior.

seeing teachers defending students that get bullied will increase the children's courage to defend themselves.

seeing teachers defending students that get bullied will increase safeties feelings of the children.

Rewarding children that defend a victim of bullying will increase the motivation of other children.
By using a closeness and friendly approach, the teachers can increase the empathy of the bullies.
By showing no tolerance for bullying behavior teachers can decrease the bullying behavior.
Showing visual information about bullying consequences will emotionally impact students.
Showing visual information increases the level of empathy and involvement in defending the victims.
I get involved when I see someone getting bullied because I understand the victim's suffering.
Teaching the children to empathize will increase their involvement against bullying.
Teaching the consequences of bullying will trigger empathy in the bully and he will start understanding the consequences of his behavior.

Psychological support

Appreciating and applauding good behavior motivates the children to stand for others that need support.
I believe that the School psychologist can teach children anger control techniques.
By receiving psychological support a bully's parent will positively change his behavior.

Appendix E: Quantitative Questionnaire in English

Dear Participants,

The purpose of this questionnaire is to understand people's perception on antibullying measures, used in most of the strategies of antibullying campaigns. This survey is anonymized and purely for research purpose. Your survey responses will be strictly confidential. This survey will take less than 15 minutes to fill out. Thank you in advance for your participation!

Age (in completed years):

Gender

- Female
- Male

Education level:

- Less than high school degree
- High school degree or equivalent
- Professional degree
- Bachelor's degree
- Master's degree
- Doctorate

How many children do you have?

- None
- 1
- 2 - 4
- More than 4

Bullying is defined as the use of one's strength or popularity to injure, threaten, or embarrass another person. Bullying can be physical, verbal, or social. **Physical bullying** is when a student hits, kicks, grabs, or shoves another student on purpose. **Verbal bullying** is when a student threatens or teases another student in a hurtful way. **Social bullying** is when a student tries to keep others from being friends with another student or from letting another student to join in what they are doing. **Cyberbullying** involves using technology (cell phone, email, Internet, etc.) to tease or put down someone. **It is not bullying** when two students of about the same strength argue or fight. Think about personal experience in the years spent in a form of formal education (kindergarten, primary and secondary school, high school, university). Please rate the extent to which you agree/disagree with the following statements using the scales provided:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree and 5 = Strongly Agree

	1	2	3	4	5	6

I have been physically bullied or threatened with physical bullying.						
I have been verbally bullied.						
I have been socially bullied.						
I have been cyberbullied. Siber zorbalığa uğradım.						
Students often got teased about their clothing or physical appearance						
I was teased because of my clothing or physical appearance.						
I believe that bullying is/ was a problem in my school.						
At my school, there were teachers and others adults who bullied students.						
At my school, there were teachers and others adults who bullied me.						
Growing up I have been bullied by my parents.						
If someone threatens you, it is okay to hit that person						
If you are afraid to fight, you won't have many friends						
Bullying is sometimes fun to do.						
I say things about someone to make others laugh.						
I think is normal to call other students bad names						
I believe that bullying is something normal of growing up.						
I believe that people that I bullied will get over it.						
If I know that the laws against bullying are protecting me, I feel more motivated to intervene for the victims of bullying.						
I believe Parents are role models for their children and influence the good behavior of the children.						
Teachers wearing antibullying vests increase the level of discipline inside the school.						
Teachers wearing antibullying vests decrease bullying behavior inside the school.						
Antibullying events that involve authority figures such as police, lawyers increase children's trust in authorities.						
Having cameras in the school increases the trust in school authority for students and parents.						
Having cameras in the school decrease bullying incidents.						
Teaching children antibullying techniques by using VR/computer games makes learning more enjoyable.						
I think that the characters from VR/computer antibullying games increase the level of empathy towards the victim.						
I believe that antibullying role play increases my understanding of how to stand against bullying.						

Antibullying activities and games are creating connections between the children, and bullying behavior is decreasing.						
Involving parents and children in antibullying programs increases the communication between them.						
Parents involved in antibullying programs show more psychological support towards their children.						
I think that Antibullying parents training can stop bullying behavior.						
I think that Antibullying teachers training can stop bullying behavior.						
I think that Antibullying children training can stop bullying behavior.						
I think that learning antibullying techniques increase self-confidence to defend against a bully.						
Learning about the consequences of bullying increases parents' involvement in antibullying programs.						
If someone tries to bully me, I know how to stop the bully.						
Showing visual information increases the level of empathy and involvement towards defending the victims.						
I believe that having a negative reaction against bullying will stop bullying behavior.						
I get involved when I see someone getting bullied because I understand the victim's suffering.						
Rewarding children' good behavior motivates other children to defend victims of bullying.						
I think that the School psychologist can teach children anger control techniques.						
I believe those bully parents that receive psychological support positively change their bullying behavior						
My parents taught me that it "is not my business" to defend bullying victims.						
My parents motivated me to defend and show support to bullying victims.						
Seeing teachers defending students that get bullied makes me feel protected.						
I believe that using a friendly/non-blame approach increases the bully empathy and changes his bullying behavior.						
I believe that showing no tolerance to bullying behavior decreases the bullying behavior.						

Thank you !

Appendix F: Quantitative Questionnaire translated into Turkish.



Değerli katılımcı,

Bu araştırma Prof. Dr. Nezihe Figen ERSOY ARCA danışmanlığında, Anadolu Üniversitesi İşletme Ana Bilim Dalı/Pazarlama Bilim Dalı doktora tezinde kullanılmak üzere Andreea Diana SIRBIE tarafından yapılmaktadır.

Bu anket, zorbalıkla mücadele stratejilerinde kullanılan zorbalık karşıtı önlemlere ilişkin kişilerin algısını anlamaya yöneliktir. Bu anketten edinilen bilgiler akademik bir araştırmada kullanılacaktır. Yanıtlarınız kesinlikle gizli tutulacaktır. Bu anketin yanıtlama süresi yaklaşık 10 dakikadır.Katılımınız için şimdiden teşekkür ederiz!

Bölüm 1: Demografik veriler

Yaş:

- Yaş : (lütfen tamamlamış olduğunuz yaşı yazınız.)

Cinsiyet

- Kadın
- Erkek

Eğitim Seviyesi

- İlköğretim
- Lise
- Önlisans
- Lisans
- Yüksek lisans
- Doktora

Kaç çocuğunuz var?

- Yok
- 1
- 2-4
- 4'ten fazla

Bölüm 2: Zorbalık bilgileri:

Zorbalık, kişinin gücünü veya popülerliğini başka bir kişiyi incitmek, tehdit etmek veya utandırmak için kullanmak olarak tanımlanır. Zorbalık fiziksel, sözlü veya sosyal olabilir. **Fiziksel zorbalık**, bir öğrencinin size kasıtlı olarak vurması, tekme atması, tutması veya itmesidir. **Sözlü zorbalık**, bir öğrencinin sizi incitecek şekilde tehdit etmesi veya alay etmesidir. **Sosyal zorbalık**, bir öğrencinin başkalarının arkadaşınız olmasını önlemeye çalışması veya yaptıklarına katılmanıza izin vermemesidir. **Siber zorbalık**, birisini kızdırmak veya aşağılamak için teknolojiyi (cep telefonu, e-posta, İnternet vb.) kullanmayı içerir.
Yaklaşık aynı güce sahip iki öğrencinin tartışması veya kavga etmesi zorbalık değildir.

Eğitim hayatınızdaki (anaokulu, ilköğretim, lise, üniversite) kişisel deneyimlerinizi düşünün, lütfen verilen ölçekleri kullanarak aşağıdaki ifadelere katılım düzeyinizi belirtiniz:
1 = Kesinlikle Katılmıyorum, 2 = Katılmıyorum, 3 = Kararsızım, 4 = Katılıyorum ve 5 = Kesinlikle Katılıyorum

	1	2	3	4	5
Fiziksel zorbalığa maruz kaldım veya fiziksel zorbalıkla tehdit edildim.					
Sözlü olarak zorbalığa uğradım.					
Arkadaş çevresinden dışlandım ve arkamdan konuşulduğunu duydum.					
Siber zorbalığa uğradım.					
Öğrenciler genellikle kıyafetleri veya fiziksel görünümleri yüzünden alay konusu olur.					
Kıyafetlerim veya fiziksel görünümüm nedeniyle alay konusu oldum.					
Zorbalığın okulumda bir problem olduğuna inanıyorum.					
Okulumda, öğrencilere zorbalık yapan öğretmenler ve yetişkinler vardı.					
Okulumda bana zorbalık yapan öğretmenler ve yetişkinler vardı.					
Ailem tarafından zorbalığa uğradım.					
Biri seni tehdit ederse, o'na vurmak normaldir.					
Kavga etmekten korkarsan çok arkadaşın olmaz					
Zorbalık yapmak bazen eğlencelidir.					
Başkalarını güldürmek için birisi / birileri hakkında bir şeyler söylerim.					
Diğer öğrencilere kötü isimler takmak bana normal geliyor.					
Zorbalığın, çocukluğumuzda başımıza gelen normal bir şey olduğuna inanıyorum.					

Zorbalığa uğrattığım insanların bunu aşacağına inanıyorum					
Ebeveynleri ve çocukları zorbalık önleme programlarına dahil etmek, ebeveyn ve çocuk arasındaki iletişimi artırır.					
Zorbalık karşıtı programlara katılan ebeveynler, çocuklarına daha fazla psikolojik destek verir.					
Ebeveynlere verilen zorbalığı önleme eğitiminin, zorbalık davranışını durdurabileceğini düşünüyorum.					
Çocuklara verilen zorbalığı önleme eğitiminin, zorbalık davranışını durdurabileceğini düşünüyorum.					
Öğretmenlere verilen zorbalığı önleme eğitiminin, zorbalık davranışını durdurabileceğini düşünüyorum.					
Kişinin zorbalığı önleme tekniklerini öğrenmesinin, bir zorbaya karşı savunma konusundaki özgüvenini arttırdığını düşünüyorum.					
Çocuklara zorbalık karşıtı davranış eğitimi verirken sanal gerçeklik / bilgisiyar oyunlarını kullanmak, öğrenmeyi daha eğlenceli bir hale getirir.					
Zorbalığı önlemeye ilişkin yapılan sanal gerçeklik/bilgisayar oyunlarında yer alan karakterlerin, kurbana yönelik empati düzeyini arttırdığını düşünüyorum.					
Zorbalık karşıtı drama oyunlarının, zorbalığa nasıl karşı koyacağım konusundaki empati yeteneğimi arttırdığını düşünüyorum.					
Zorbalık önleyici faaliyetler ve oyunlar, çocuklar arasında yakınlık/dostluk oluşturuyor ve zorbalık davranışı azalıyor.					
Zorbalığın sonuçlarının öğrenilmesi, ebeveynlerin zorbalığı önleme programlarına katılımını artırır.					
Eğer birisi / birileri bana zorbalık yapmaya kalkarsa, bunu nasıl durduracağımı / önleyeceğimi biliyorum.					
Görsel materyal kullanmak, bireylerin empati düzeyini ve zorbalık mağdurlarını savunmaya yönelik katılımı artırır.					
Birinin zorbalığa uğradığını gördüğümde mağdurun hissettiklerini anladığım için duruma müdahil olurum.					
Zorbalığa karşı olumsuz bir tepki vermenin zorbalık davranışını durduracağına inanıyorum.					
Zorbalık karşıtı davranışları ödüllendirmek (alkış, madalya ve benzeri gibi) diğer çocukları zorbalık uğrayanları koruma konusunda motive eder..					
Okul rehberlik öğretmeni/psikolojik danışmanının çocuklara öfke kontrol tekniklerini öğretebileceğini düşünüyorum.					
Çocuklarına zorbalık yapan ebeveynlerin psikolojik destek almasının zorbalık davranışlarını olumlu yönde değiştirdiğine inanıyorum.					
Ailem bana başkalarına yapılan zorbalıklara karışmamam gerektiğini öğretti.					
Ailem beni zorbalığa uğrayanları savunmak ve onlara destek olmam için motive eder.					
Zorbalığa uğrayan öğrencileri savunan öğretmenleri görmek kendimi güvende hissettiriyor.					
Dostane / ayıplayıcı olmayan bir yaklaşımın empatiyi artırdığına ve zorbalık davranışını değiştirdiğine inanıyorum.					

Zorbalık davranışına tolerans (hoşgörü) göstermemenin zorbalık davranışını azalttığına inanıyorum.					
Zorbalığa karşı yasaların beni koruyacağını bilirsem, zorbalığa uğrayanlara destek olmakta daha istekli olurum.					
Ebeveynlerin çocukları için rol model olduğuna ve çocukların iyi olan davranışlarını etkilediğine inanıyorum.					
Zorbalık karşıtı yelek giyen (nöbetçi) öğretmenler, okul içerisindeki disiplin düzeyinin artmasını sağlarlar.					
Zorbalık önleyici yelek giyen (nöbetçi) öğretmenler, okul içindeki zorbalık davranışını azaltır.					
Polis ve avukat gibi otorite figürlerinin yer aldığı zorbalıkla mücadele etkinlikleri, çocukların otoritelere olan güvenini artırmaktadır.					
Okulda kameraların bulunması, öğrenciler ve velilerin okul otoritesine olan güvenini artırır.					
Okulda kameraların bulunması zorbalık olaylarını azaltır.					

Katkılarınız için çok teşekkür ederiz.

APPENDIX G: Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
VBF	350	1	5	2.49	.081	1.519
VBV	350	1	5	3.44	.077	1.436
VBS1	350	1	5	2.81	.076	1.431
VBC	350	1	5	2.20	.079	1.477
VBS3	350	1	5	2.39	.077	1.445
VBPS	350	1	5	4.07	.077	1.440
VBT1	350	1	5	3.43	.079	1.477
VBT2	350	1	5	2.59	.082	1.537
VBP	350	1	5	1.85	.070	1.315
BUL1	350	1	5	2.67	.073	1.360
BUL2	350	1	5	1.79	.059	1.102
BUL3	350	1	5	1.34	.043	.813
BULS1	350	1	5	1.86	.062	1.165
BULS2	350	1	5	1.39	.046	.852
BULN1	350	1	5	1.67	.061	1.135
BULN2	350	1	5	1.71	.058	1.078
LIV	350	1	5	4.43	.051	.957
PRM	350	1	5	4.71	.046	.856
ALT	350	1	5	4.41	.044	.820
RCM	350	1	5	4.19	.051	.956
TVD	350	1	5	3.60	.069	1.282
TVBS	350	1	5	3.69	.068	1.270
ATCT	350	1	5	3.87	.062	1.166
CSAT	350	1	5	4.01	.062	1.167
CSB	350	1	5	3.80	.068	1.273
GVR	350	1	5	3.87	.066	1.226
GVRE	350	1	5	3.76	.063	1.176
GRP	350	1	5	4.09	.055	1.037
APB	350	1	5	4.20	.049	.907
ACB	350	1	5	4.21	.045	.845
ATB	350	1	5	4.17	.050	.944
GCC	350	1	5	4.17	.056	1.055
AWP	350	1	5	4.29	.048	.906
AWVI	350	1	5	4.17	.047	.879
AWNR	350	1	5	3.67	.061	1.148
AWE	350	1	5	4.06	.051	.945

AWSB	350	1	5	3.71	.061	1.135
APPC	350	1	5	4.36	.048	.900
SPA	350	1	5	4.20	.054	1.016
SPP	350	1	5	4.25	.053	.982
APPS	350	1	5	4.30	.052	.981
PNE	350	1	5	2.57	.072	1.352
PMV	350	1	5	3.68	.059	1.112
TP	350	1	5	4.49	.045	.839
NBA	350	1	5	4.09	.057	1.070
NTA	350	1	5	3.84	.075	1.404
Valid N (listwise)	350					

Appendix I: Correlation Matrix

Correlation Matrix

		LIV	PRM	ALT	RCM	TVD	TVBS	ATCT	CSAT	CSB	GVR	GVRE	GRP	APB	ACB	ATB	GCC	AWP	AWVI	AWNR	AWE	AWSB	APPC	SPA	SPP	APPS	PNE	PMV	TP	NBA	NTA
Correlation	LIV	1.000	.387	.366	.414	.235	.269	.192	.189	.235	.114	.143	.278	.289	.224	.257	.355	.268	.288	.118	.219	.007	.464	.292	.257	.448	-.122	.071	.498	.415	.173
	PRM	.387	1.000	.318	.226	.245	.240	.211	.172	.226	.184	.125	.191	.235	.248	.227	.370	.220	.206	.192	.163	.105	.342	.224	.230	.346	-.069	.076	.281	.227	.142
	ALT	.366	.318	1.000	.509	.210	.223	.279	.179	.271	.180	.222	.337	.511	.581	.536	.348	.532	.527	.336	.401	.175	.581	.469	.540	.544	-.043	.164	.518	.443	.217
	RCM	.414	.226	.509	1.000	.169	.208	.284	.261	.338	.214	.226	.352	.511	.428	.459	.347	.347	.363	.325	.298	.168	.431	.435	.520	.454	-.015	.263	.459	.424	.280
	TVD	.235	.245	.210	.169	1.000	.749	.489	.320	.339	.123	.068	.191	.189	.241	.177	.261	.277	.208	.174	.140	-.002	.311	.189	.219	.292	-.107	.021	.139	.171	.129
	TVBS	.269	.240	.223	.208	.749	1.000	.458	.348	.458	.172	.055	.189	.237	.302	.173	.284	.221	.191	.170	.173	.044	.271	.244	.242	.291	-.131	.142	.154	.197	.126
	ATCT	.192	.211	.279	.284	.489	.458	1.000	.498	.502	.123	.109	.285	.251	.286	.267	.251	.268	.222	.174	.119	.105	.305	.297	.317	.324	.008	.029	.201	.160	.180
	CSAT	.189	.172	.179	.261	.320	.348	.498	1.000	.742	.185	.231	.310	.266	.237	.194	.299	.315	.256	.163	.044	.112	.270	.192	.231	.306	-.010	-.071	.207	.208	.181
	CSB	.235	.226	.271	.338	.339	.458	.502	.742	1.000	.265	.211	.387	.379	.368	.290	.282	.309	.276	.202	.098	.115	.308	.272	.305	.363	-.002	.028	.219	.313	.221
	GVR	.114	.184	.180	.214	.123	.172	.123	.185	.265	1.000	.641	.496	.221	.192	.207	.349	.222	.334	.198	.167	.024	.228	.168	.126	.232	-.041	.021	.178	.235	.210
	GVRE	.143	.125	.222	.226	.068	.055	.109	.231	.211	.641	1.000	.540	.228	.168	.200	.404	.290	.351	.208	.209	.062	.199	.226	.216	.283	-.055	.031	.203	.222	.176
	GRP	.278	.191	.337	.352	.191	.189	.285	.310	.387	.496	.540	1.000	.261	.285	.277	.578	.334	.325	.197	.190	.008	.324	.328	.358	.364	-.031	.053	.314	.306	.274
	APB	.289	.235	.511	.511	.189	.237	.251	.266	.379	.221	.228	.261	1.000	.689	.767	.281	.476	.486	.327	.270	.225	.506	.473	.514	.515	-.024	.147	.436	.487	.297
	ACB	.224	.248	.581	.428	.241	.302	.286	.237	.368	.192	.168	.285	.689	1.000	.645	.312	.479	.413	.357	.278	.148	.441	.478	.489	.513	.038	.155	.388	.395	.329
	ATB	.257	.227	.536	.459	.177	.173	.267	.194	.290	.207	.200	.277	.767	.645	1.000	.275	.498	.448	.308	.249	.214	.465	.482	.496	.480	.007	.136	.397	.363	.250
	GCC	.355	.370	.348	.347	.261	.284	.251	.299	.282	.349	.404	.578	.281	.312	.275	1.000	.306	.270	.190	.257	.013	.386	.259	.376	.395	-.078	-.055	.304	.296	.145
	AWP	.268	.220	.532	.347	.277	.221	.268	.315	.309	.222	.290	.334	.476	.479	.498	.306	1.000	.688	.298	.337	.163	.407	.328	.388	.502	-.163	.084	.419	.503	.299
	AWVI	.288	.206	.527	.363	.208	.191	.222	.256	.276	.334	.351	.325	.486	.413	.448	.270	.688	1.000	.295	.360	.124	.429	.308	.359	.488	-.148	.079	.371	.527	.306
	AWNR	.118	.192	.336	.325	.174	.170	.174	.163	.202	.198	.208	.197	.327	.357	.308	.190	.298	.295	1.000	.349	.284	.280	.271	.291	.280	.108	.124	.257	.252	.208
	AWE	.219	.163	.401	.298	.140	.173	.119	.044	.098	.167	.209	.190	.270	.278	.249	.257	.337	.360	.349	1.000	.246	.359	.244	.327	.314	-.074	.220	.255	.256	.092
	AWSB	.007	.105	.175	.168	-.002	.044	.105	.112	.115	.024	.062	.008	.225	.148	.214	.013	.163	.124	.284	.246	1.000	.135	.169	.194	.070	.039	.234	.152	.082	-.056
	APPC	.464	.342	.581	.431	.311	.271	.305	.270	.308	.228	.199	.324	.506	.441	.465	.386	.407	.429	.280	.359	.135	1.000	.388	.425	.600	-.111	.094	.428	.426	.253
	SPA	.292	.224	.469	.435	.189	.244	.297	.192	.272	.168	.226	.328	.473	.478	.482	.259	.328	.308	.271	.244	.169	.388	1.000	.562	.606	.008	.214	.459	.272	.240
	SPP	.257	.230	.540	.520	.219	.242	.317	.231	.305	.126	.216	.358	.514	.489	.496	.376	.388	.359	.291	.327	.194	.425	.562	1.000	.541	.021	.179	.377	.389	.235
	APPS	.448	.346	.544	.454	.292	.291	.324	.306	.363	.232	.283	.364	.515	.513	.480	.395	.502	.488	.280	.314	.070	.600	.606	.541	1.000	-.114	.096	.531	.508	.292
	PNE	-.122	-.069	-.043	-.015	-.107	-.131	.008	-.010	-.002	-.041	-.055	-.031	-.024	.038	.007	-.078	-.163	-.148	.108	-.074	.039	-.111	.008	.021	-.114	1.000	-.142	-.108	-.133	.049
	PMV	.071	.076	.164	.263	.021	.142	.029	-.071	.028	.021	.031	.053	.147	.155	.136	-.055	.084	.079	.124	.220	.234	.094	.214	.179	.096	-.142	1.000	.175	.165	.026
	TP	.498	.281	.518	.459	.139	.154	.201	.207	.219	.178	.203	.314	.436	.388	.397	.304	.419	.371	.257	.255	.152	.428	.459	.377	.531	-.108	.175	1.000	.569	.324
	NBA	.415	.227	.443	.424	.171	.197	.160	.208	.313	.235	.222	.306	.487	.395	.363	.296	.503	.527	.252	.256	.082	.426	.272	.389	.508	-.133	.165	.569	1.000	.433
	NTA	.173	.142	.217	.280	.129	.126	.180	.181	.221	.210	.176	.274	.297	.329	.250	.145	.299	.306	.208	.092	-.056	.253	.240	.235	.292	.049	.026	.324	.433	1.000

Ethics Committee Approval Letter of Questionnaire

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