

The Effectiveness of Training Aimed at Reducing Bullying in Temirtau City

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October 2019

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This letter now confirms that your research project entitled:
THE EFFECTIVENESS OF TRAINING AIMED AT REDUCING BULLYING IN TEMIRTAU CITY

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Yours sincerely

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Askhat Makhmetov

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The Effectiveness of Training Aimed at Reducing Bullying in Temirtau City

Abstract

Bullying is an arrogant, abusive behaviour, aggressive harassment of one of the members of the collective (school, student or professional) from the rest of the collective members or part of it. Many are aware of its existence, and when faced with it, not everyone is trying to take action. However, few people know how much suffering children experience violence in schools. In Kazakhstan, according to a 2011 study by UNICEF, 66.2% of Kazakhstani schoolchildren experienced school violence, 63.6% of them as witnesses, 44.7% as victims, and 24.2% admitted to committing violent acts. A second study from UNICEF in 2013 found that two out of three students who participated in the questionnaire experienced discrimination and school violence.

As mentioned above, not only Kazakhstan but the whole world is faced with the problem of bullying. Solving this problem requires the involvement of all stakeholders, including the government or Ministry of Education, the school administration, teachers, parents and students. In this regard, our country has launched anti-bullying programs and conducted training on the topic. However, how effective are the measures taken to prevent bullying?

The purpose of this study has been to examine the perceptions and opinions of teachers - psychologists about the effectiveness of the training, which is aimed at preventing bullying. The effectiveness of the training was measured by using the teacher-psychologists feedback and opinions through the conceptual framework of the Kirkpatrick's Training Evaluation Model. This qualitative study with semi-structured interviews contain four main research questions which are:

1. To what extent do teacher-psychologists' believe the training is effective?
2. How do teacher-psychologists' believe the training has affected their practice?
3. Are there any challenges that the training does not address?

4. How do teacher-psychologists' think the training can be improved?

An analysis of the data through Kirkpatrick's model showed that the participants react positively to the training and they began to put the acquired knowledge into practice. This study also made some key findings. First, before the start of the training, many participants did not know what bullying is and how to work with it. The second finding, schools are mainly aimed at finding and punishing the bully than working with a bullying victim. The third key finding, this is the low status of teacher-psychologists, because of which some participants could not attend training. All three discoveries are significant and require administration involvement for a solution.

Key words: bullying, anti-bullying programs, teacher training, Temirtau

Эффективность обучения, направленная на снижение уровня буллинга в городе Темиртау

Аннотация

Буллинг – это заносчивое, оскорбительное поведение, агрессивное преследование одного из членов коллектива (школьного, студенческого или профессионального) со стороны остальных членов коллектива или его части. Многие знают о его существовании, и когда сталкиваются с ним, не все пытаются принять меры. Однако мало кто знает, насколько дети испытывают насилие в школах. В Казахстане, согласно исследованию ЮНИСЕФ, проведенному в 2011 году, 66,2% казахстанских школьников подвергались школьному насилию, 63,6% из них в качестве свидетелей, 44,7% в качестве жертв и 24,2% признались в совершении насильственных действий. Второе исследование, проведенное ЮНИСЕФ в 2013 году, показало, что двое из трех учащихся, участвовавших в опросе, подвергались дискриминации и насилию в школе.

Как уже упоминалось выше, не только Казахстан, но и весь мир сталкиваются с проблемой издевательств. Решение этой проблемы требует участия всех заинтересованных сторон, включая правительство или министерство образования, администрацию школы, учителей, родителей и учащихся. В связи с этим в нашей стране запущены программы борьбы с буллингом и проведены тренинги на эту тему. Однако насколько эффективны меры, принятые для предотвращения буллинга?

Целью данного исследования было изучение мнений педагогов-психологов об эффективности тренинга, направленного на предотвращение буллинга. Эффективность тренинга измерялась с помощью обратной связи педагогов-психологов анализируя через концептуальную модель оценивания тренинга разработанным Киркпатриком. Это качественное исследование с полуструктурированными интервью содержит четыре основных исследовательских вопроса:

1. Насколько педагоги-психологи считают обучение было эффективным?
2. Как педагоги-психологи считают, что тренинг повлиял на их работу на практике?
3. Есть ли какие-то проблемы, на которые тренинг не обращал внимания?
4. Как можно улучшить обучение по мнению педагогов-психологов?

Анализ данных через моделью Киркпатрика показал, что участники положительно отреагировали на тренинг и начали применять полученные знания на практике. Это исследование также сделало несколько ключевых открытий. Во-первых, до начала тренинга многие участники не знали, что такое буллинг и как с ними работать. Второе момент это то что школы в основном направлены на поиск и наказание буллера, а не на работу с жертвой буллинга. Третий ключевой вывод, это низкий статус педагогов-психологов, из-за чего некоторые участники даже пропускали тренинги. Все три открытия очень важны и требуют участия администрации для их решения.

Ключевые слова: буллинг, анти-буллинговая программа, подготовка учителей, Темиртау.

Теміртау қаласында буллинг деңгейін төмендетуге бағытталған оқытудың тиімділігі

Аннотация

Буллинг - қоғамда, әсіресе мектеп қабырғасында орын алатын күрделі және жасырын процесс. Көпшілік бұл үрдісті кездістрген бойда әрекет жасауға асықпайды. Сол себепті балалардың мектептерде зорлық-зомбылыққа қалай душар болатыны жөнінде мәліметтер аз. ЮНИСЕФ-тің 2011 жылғы зерттеуі бойынша Қазақстанда мектеп оқушыларының 66,2% -ы мектептегі зорлық-зомбылыққа ұшырайды, олардың 63,6% -ы куәгер болғанын, 44,7% -ы құрбан болғанын, ал 24,2% -ы зорлық жасағанын мойындады. ЮНИСЕФ-тің 2013 жылы жасаған екінші зерттеуіне қатысқан үш оқушының екеуі мектепте кемсітіліп не қиянатқа ұшырағаны анықталды.

Жоғарыда айтылғандай тек Қазақстан ғана емес, бүкіл әлем мемлекеттері буллинг проблемасымен бетпе-бет келуде. Бұл мәселені шешу үшін барлық мүдделі тараптардың, соның ішінде үкімет немесе білім министрлігі, мектеп әкімшілігі, мұғалімдер, ата-аналар мен оқушылар қатысуы қажет. Осыған орай біздің елде буллингқа қарсы бағдарламалар іске қосылды және осы тақырыпта тренингтер өткізілді. Алайда аталмыш мәселенің алдын алу және шешу шаралары қаншалықты тиімді?

Бұл зерттеудің мақсаты педагог-психологтардың буллингқа қатысты мәселелерді алдын-алуға бағытталған оқу тренингінің тиімділігі туралы пікірлерін зерттеу болып табылады. Тренингтің тиімділігі педагог-психологтардың пікірлерін Киркпатрик әзірлеген тренингті бағалаудың тұжырымдамалық моделі арқылы саралаумен өлшенді. Бұл сапалы зерттеу жұмысы жартылай құрылымдалған сұхбаттасуға негізделі отырып төрт негізгі зерттеу сұрақтарын қамтиды:

1. Педагог-психологтар оқытудың қаншалықты тиімді деп санайды?
2. Қаншалықты педагог-психологтар тренингтың олардың іс-тәжірибесіне әсер еткеніне сенеді?
3. Тренинг көңіл бөлмеген проблемалары, тұстары бар ма?
4. Педагог-психологтардың пікірі бойынша дайындықты қалай жақсартуға болады?

Киркпатрик моделі арқылы алынған мәліметтердің пайымдауынша тренингке қатысқан педагог-психологтар тренингке оң бағасын беріп, алған білімдерін іс жүзінде қолдана бастағанын көрсетті. Сонымен қатар, бұл зерттеу бірнеше маңызды қорытындылар жасады. Біріншіден, тренинг басталғанға дейін көптеген қатысушылар қорлау деген не және олармен қалай жұмыс істеу керектігін білмеді. Екіншіден, көп жағдайда мектептер буллинг жасаушы оқушыны табуға және жазалауға бағытталған әрекет етіп, ал буллингқа душар болған құрбандарға ешқандай шара қолданбағаны анықталды. Үшінші, әрі маңызды қорытынды - педагог-психологтарының мәртебесі төмендігі, сондықтан кейбір қатысушылар тренингтерге қатыспауы. Барлық үш мәселе өте маңызды және оларды шешу үшін әкімшіліктің қатысуын талап етеді.

Түйінді сөздер: буллинг, буллингке қарсы бағдарлама, мұғалімдерді даярлау, Теміртау.

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Glossary

Bullying - is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance.

Bully- seek to harm, intimidate, or coerce (someone perceived as vulnerable).

A Teacher-psychologist - is a specialist who combines a knowledge of psychology and pedagogy in their work.

The Effectiveness of Training Aimed at Reducing Bullying in Temirtau City

Chapter One: Introduction

1.1 Introduction

The introductory chapter discusses the history of bullying, bullying victims and prevalence of bullying around the world. It also describes the problem statement, the purpose and rationale of the study, and identified research questions.

1.2 Bullying History

Bullying is a complex and hidden process. Many are aware of its existence, and when faced with it, they try to take action. However, few people know how much suffering children experience from violence in schools. Recently, news of tragic cases in schools has become more frequent. The last high-profile event was at the beginning of the year 2019 year in the Turkestan region where a crowd of schoolchildren beat a student (Eliseeva E, 2019). Bullying can negatively affect social aspects of school life. According to several studies, children who are faced with bullying, begin to skip classes at school (Reid, 1988; Knox, 1989). Unfortunately, publications and research on this phenomenon in Kazakhstan are insufficient. However, even in the UK, where education is highly developed, there is also lack of research in this topic (Roland & Munthe, 1989).

Several Scandinavian researchers were the first to study the problem of school bullying (Heinemann, 1973; Olweus, 1984; Pikas, 1975, 1976, 1989; Roland, 1983, 1988, 1989). The

approaches that they have developed to solving this problem are gradually gaining acceptance in the UK. According to Tattum (1998), the impression is that national and local education authorities and educators in the UK paid little attention to the problem of bullying. The aggressive behaviour of students and the resulting absenteeism from classes caused only a slight alarm in the school administration. Accordingly, researchers in the UK were not far ahead in the study of this problem, at least in comparison with Pikas and his colleagues. Disparate attempts such as lectures and activities have been made to draw public attention to the issue of school bullying (Orton, 1982). The results of single cases of intervention were published (Lane, 1973, 1975), and then statistical data that shows the percentage of bullying from Lowenstein(1978) research project appeared. Attitudes toward the problem have changed with the publication of the first UK book on bullying by Tattum and Lane in 1988, as well as the work of Roland and Munthe in 1989, which describe generally accepted approaches to solving this problem in other countries. Both books have been widely discussed in the media, both in the UK itself and abroad. Now no one doubts the existence of such a problem as school bullying, and calls for the development of a unified strategy for its solution began to be heard even from officials (Elton, 1989).

1.3 Who Could Be a Bullying Victim?

Almost anyone is at risk for bullying. Writers on this subject provide many examples (Tattum & Lane, 1988). For example, individual aggressors and entire groups that mocked others were described among six and seven year-old preschoolers attending kindergartens in South Wales (Chazan, 1988). A study conducted by a vice-principal of a secondary school is devoted to

cases of blackmail, extortion, threats of physical violence, spoilage of homework and psychological harassment (Herbert, 1988). The author emphasizes that children suffer not only from physical violence but also from constant humiliation, isolation and loneliness. Herbert notes that not only the victim suffers from bullying, but also all those around him who are powerless to repulse the aggressor.

Most publications focus on bullying in the student community, but Lane (1988) noted the public's tendency to attribute the role of bully exclusively to children, not teachers. In a study he conducted, according to a student survey, when bullying, the percentage of teachers who allow themselves to bully students was 10%. There is a reverse trend: some teachers feel they are bullied by students (Sparks, 1983). In fact, the bullying process is much more complex than the stereotypical concept of victims and stalkers.

1.4 Prevalence of Bullying

To understand the extent to which bullying thrives, the results of some research will be presented here. In 1987, the scientists Stephenson and Smith analyzed the responses of 1,000 elementary school students (ages 7–11), and the authors concluded that 23% of children were bullied by their classmates. Also, among students with behavioural problems, the prevalence of bullying is even higher. In addition, according to researchers, the consequences (such as lack of confidence, fear to trust) of school bullying can last for years.

According to a study by Lane (1988), the prevalence of bullying among high school students who were initially examined and then monitored for several years reaches 19%. In

addition, according to the author, the pain and humiliation of children often last for several years, which is consistent with the results of a previous study.

Another study undertaken by Elliot (1989) consisted of a survey of 4,000 pupils from primary school, and the analysis showed that 38 percent of those were bullied by classmates at least two times. According to Scandinavian researchers, as summarized in the work of Munthe (1989), from 2 to 15% of girls and 6 to 27% of boys are bullied, with a corresponding variation in the proportion of persecutors. The written works of Italian schoolchildren in 4% of cases indicated that their authors were victims of bullying (Basalisco, 1989). Even such a low prevalence, according to the author, should alert specialists, given the method of obtaining such information. Spanish researchers Garcia and Perez (1989) report 17-21% prevalence of bullying. A review of works from Ireland (O'Moor, 1989) indicates that 10% of children are regularly bullied by classmates (once a week or more), and 55% occasionally. In a publication devoted to the manifestations of violence among young people from different countries, Finnish authors (Pulkkinen & Saastamoinen, 1986) cite data from the United States on an 85% increase in assassination attempts on schoolchildren in the 1970s. About 40% of students reported that manifestations of violence interfere with their studies, but only 3% described these manifestations as being pronounced.

In Kazakhstan, according to a 2011 study by UNICEF, 66.2% of Kazakhstani schoolchildren experienced school violence, 63.6% of them as witnesses, 44.7% as victims, and 24.2% admitted to committing violent acts. A second study from UNICEF in 2013 found that two out of three students who participated in the questionnaire experienced discrimination and school violence. The information provided allows one to see how many victims of bullying there are around the world and that this problem is a global one.

1.5 The Framework for Analyzing the Effectiveness of the Training

In 1954, one of the most famous models was created, suitable both for assessing the effectiveness of training and for assessing the effectiveness of the learning process in general. Its author was an honorary professor at the University of Wisconsin (USA), writer and consultant with more than 40 years of experience in corporate and scientific education and development, Donald Kirkpatrick.

He proposed dividing the learning process into four levels: level 1-reaction, level 2-learning, level 3-behavior and level 4 - results (Kirkpatrick, 1996). Thus, in his opinion, it will be possible to ensure the application of new skills acquired in the learning process directly at the workplace and, therefore, to achieve maximum performance from this training (Bates, 2004). The model proposed by Kirkpatrick helps to draw conclusions about whether to continue or stop the training program as well as how to improve it in the future (Bates, 2004). This study will discuss the first three stages of Kirkpatrick's Training Evaluation Model — reaction, learning and behaviour. Also, this framework used by Yusoff, Ahmad, Mansor, Johari, Othman and Hassan in 2016 to evaluate the school based assessment teacher training programme.

1.6 Problem Statement, Purpose of the Research Study and Research Question

As mentioned above, not only Kazakhstan but the whole world is faced with the problem of bullying. It is important to note that the situation of bullying itself distorts the formation of the personality of children (Gilgun J. F, 2005). The respect in the group of peers gives the child and adolescent moral satisfaction - the main condition for normal mental development. According to a study by Norwegian psychologist Dan Olweus (1993), a child victim may have problems

interacting with others, and these difficulties can occur in adolescence, youth children, and even in adulthood. Solving this problem requires the involvement of all stakeholders, including the government or Ministry of Education, the school administration, teachers, parents and students. In this regard, our country has launched anti-bullying programs and conducted training on the topic. However, how effective are the measures taken to prevent bullying? To answer this question, the researcher of this study contacted a group of psychologists who taught a course on reducing bullying in Temirtau schools (this is a city in the Karaganda region of Kazakhstan). The purpose of this study has been to examine the perceptions and opinions of teachers - psychologists about the effectiveness of the training which is aimed at preventing bullying. The effectiveness of the training was measured by using the teacher-psychologies feedback and opinions through the conceptual framework of the Kirkpatrick's Training Evaluation Model. This study will contain four main research questions which are:

1. To what extent do teacher-psychologists' believe the training is effective?
2. To what extent do teacher-psychologists' believe the training has affected their practice?
3. Are there any challenges that the training does not address?
4. How do teacher-psychologists' think the training can be improved?

1.7 Significance of the Research

The importance of the study will be described by addressing three points. Firstly, the lack of research that has been done on this topic in Kazakhstan. A literature search (in the electronic library of Nazarbayev University) using the keywords “bullying” and “Kazakhstan” found 14 articles, of which only one was related to Kazakhstan named “Bullying among Adolescents in Astana, Kazakhstan: Prevalence and Associated Factors”. This study focused more on mental and physical health characteristics among schoolchildren. As for the city of Temirtau, no study in

education was found. Secondly, it will provide insight into how anti-bullying training was conducted in Temirtau and highlight key challenges that need to be addressed to ensure the effective implementation of the knowledge acquired. This knowledge will help the creators of the course to review their training and make some changes, and the benefit for the government is to understand how their programs are implemented. And third, it is an opportunity to hear a teacher-psychologist' voice, and to find out their opinion about the training and how they put the acquired knowledge into practice.

1.8 Outline of the Thesis

This particular thesis consists of five chapters, specifically the literature review, methodology, findings and discussion, and conclusion chapters, and followed by references and appendices.

This first chapter, the introduction, introduced the background information for the study, followed by the problem statement, purpose and research question as well as the significance of the research. The second chapter, the literature review” covers the definition and types of bullying, describes anti-bullying programs around the world and provides a discussion of the role of teachers in preventing bullying and the situation in Kazakhstan. The third, the methodology chapter presents the research design, participants, research sites, data collection procedures and data analysis, as well as the ethical considerations of the research. The fourth, the data findings and discussion chapter presents the findings of the study and discussion by connecting research findings with the conceptual framework and reviewed literature. This chapter includes the information about the training, training evaluation by teacher-psychologies and key challenges which they faced. The final chapter, the recommendations and conclusion, highlights the key research findings and suggests recommendations for a further research study.

Chapter Two: Literature Review

2.1 Introduction

The previous chapter introduced the background information, problem statement, research purpose and research question of the current study. This literature review analyses the history of defining the word “bullying”, and focuses on types of bullying. It also, discusses the role of teachers in preventing bullying and end expanding the current situation in Kazakhstan.

2.2 Definition and Types of Bullying

The development of the correct definition of the word bullying has a long history. In 1973 Heinemann used the words "mobbing" to define a collective attack on one person. After this, the term started to be used for group attacks and attacks by individuals (Olweus, 1978). Nevertheless, Picasa (1989) argued against such a definition because it complicates the situation. He believed that "mobbing" can refer to group actions, but the term "bullying" can be used more widely for various types of attacks. The definition of bullying cannot focus only on physical or psychological factors because it would relate it to gender characteristics (Roland, 1988). Bullying is traditionally but not exclusively masculine (Roland, 1988). As gender equality is affirmed, girls are increasingly practising it, including towards boys.

Despite the variety of anti-bullying programs and bullying studies that have appeared in the last 20 years, almost all researchers (Bochaver, 2013; Liu, 2011; Ttofi, 2008) use the definition of bullying given by Olweus in 1978, or its variations, which preserve, however, three main signs of a bullying situation. Bullying is understood as a situation in which harm is done

intentionally, the situation lasts for a certain amount of time and is not a one-time occurrence, and in such a situation, there is an imbalance of physical or psychological forces. This definition is also accepted by the American Psychological Association (APA, 2014).

There are various criteria that are used for determining the types of violence that occur in educational institutions. A detailed description of all types of bullying seems impossible, since, unfortunately, it is impossible to list all the ways in which people can harm each other. However, in international studies (Jacobsen, Bauman, 2007; Boulton, 1997), a classification of violence is used, based on the types of aggressive actions against the victim: physical, psychological (emotional), sexual and economic violence. Violence also includes discrimination on any basis, which is manifested in a biased attitude and various actions. Bullying is distinguished by the nature of the manifestation, either separate, one-time violent acts, or systematic, regularly repeated violence.

Physical violence is the use of physical force in order to inflict pain and/or discomfort on a person, and a humiliation of their dignity (Boulton, 1997). Physical violence includes blows inflicted by an arm, leg, or by using any objects, beating, pushing, kicking, hitting, biting, tearing ears, twisting arms, wringing fingers, forcing one to remain in an uncomfortable or degrading position, strangulation, hair pulling, shaking and attack with any object or weapon (Jacobsen, Bauman, 2007). Physical abuse can lead to physical and psychological injuries, disability, or death as a result of trauma or suicide.

Psychological violence includes a combination of intentional verbal and behavioural actions aimed at humiliating another person's dignity, and ignoring, rejecting, controlling, or socially isolating a person (Jacobsen, Bauman, 2007). Psychological violence can be manifested in ridicule, name-calling (assignment of insulting nicknames), refusal to communicate, not admitting another to a group, game, sporting activity or other event, as well as insulting them,

making rude and humiliating statements, abuse that undermine their self-esteem, convincing them of their "worthlessness", rejection by the community, and a devaluation of their personality (Yen, Yang, Wang, Lin, Liu, Wu, and Tang, 2014).

Sexual violence is the coercion of a person into sexual relations against their will as well as any (including those not related to coercion) sexual acts on the part of the bully.

Economic violence in an educational institution is manifested in the damage or forced seizure of property (clothing, school supplies, personal items and telephones) and money from students or workers (Jacobsen, Bauman, 2007). Often this type of violence is manifested through extortion - a one-time or periodic demand for money, things under pressure and coercion, including the threat of violence by physical force, disclosure of information, and the spread of rumours and gossip (Boulton, 1997). Such actions cause the victim not only material but also moral damage from physical and moral suffering (pain, fear, and humiliation).

Discrimination involves the prejudicial or discriminatory treatment of a person based on their nationality, gender, gender identity and sexual orientation, socio-economic status, religious affiliation, disability, developmental or behavioural patterns, the presence of a disease or any other symptom (Yen et al., 2014). Discrimination can manifest itself in different ways, explicitly and openly through offensive and degrading statements, comments, jokes, nicknames and names, and exclusion from games and events, and also implicitly through a biased, superior attitude.

Gender-based violence can take the form of psychological, physical or sexual violence, based on gender stereotypes and an imbalance of power (Boulton, 1997). Any violent and discriminatory actions carried out based on gender, including the rejection of the gender identity and sexual orientation of a person, are manifestations of gender-based violence.

With the development of modern information technologies, another type of bullying has become widespread - cyberbullying which entails the use of mobile phones, email, the Internet,

social networks, blogs, and chats to harass a person, spread confidential information and gossip about them, and send defamatory and insulting messages (Yen et al., 2014). Cyberbullying can be carried out through the sending of offensive, rude or cruel text messages, mimicking the victim online, posting the personal information, photos or videos on the public domain will harm the victim or embarrass them and/or creating a fake email, web page, and social media account for harassing and bullying others on behalf of the victim (Yen et al., 2014). Cyberbullying differs from other types of violence in that it allows the offender to remain anonymous and thereby avoid responsibility for their actions.

All types of bullying are widespread in the educational environment, but teachers evaluate the situation and react differently to it. At the same time, researchers show that the reaction of teachers is one of the key elements for a person either deploying or preventing a bullying situation (Boulton, 1997). The features and speed of the recognition of bullying and the reaction of teachers to it affect the students' attitude to each other and to bullying situations overall. Boulton (1997) believes that the decisions teachers make when recognising bullying and attempting to deal with it affect how children will subsequently deal with similar situations on their own. The teacher's reaction also affects how often students will be willing to communicate with adults about a bullying situation.

If teachers ignore bullying situations or act inefficiently towards them, students are disinclined to seek help. Harris and Willoughby in 2003 found that in the US, only 4% of schoolchildren tell teachers or the school administration that they were bullied, and only 25% of students think that adults are interested in stopping the bullying. Additionally, 43% of the students surveyed do not know whether school workers are interested in stopping the bullying, while 14% are firmly convinced that the school is not interested in stopping the bullying (Harris, 2003).

Also, Butovskaya (2012) writes that students are disinclined to tell teachers about cases of bullying because they are afraid that they will not be believed, and that other people will learn about their difficulties and will laugh at them. Also, the students do not believe that conversations with school staff can be useful. Butovskaya suggests that the teacher's position against bullying in primary school is crucial. Furthermore, if the teacher ignores bullying or uses it himself, then this may affect students who will continue to bully in both middle and high school.

2.3 Victim and Bully

There are three leading roles of participants in a bullying situation - a victim, a bully, a witness. In general, they can change from the situation and move from one group to another. However, researchers often say that the child's active development of one of the roles is ensured by his internal premises. Bullying participants have a certain personality and behavioural traits and have a number of social risks associated with them.

The victims of bullying are characterized by sensitivity, anxiety, a tendency to tears, physical weakness, low self-esteem, they have little social support, friends, such children prefer to spend time with adults (Olweus, 1993). As an example of a victim of bullying, one can describe a closed child with behavioral disorders, negative self-beliefs, and social and communication difficulties (Cook, Williams, Guerr, 2010). Such features can also be formed as consequences of bullying, but they can act as its prerequisites, perceived as "signals" for other children that this child is easy to make a victim (Cluver, Bowes, Gardner, 2010; Fekkes, Pijpers, Fredriks, 2006).

Numerous studies show that children with learning difficulties (Mephram, 2010), attention deficit hyperactivity disorder, autism spectrum disorders, diabetes, epilepsy (Kowalski, Fedina, 2011), weight disorders (Falkner, Neumark-Sztainer, Story, 2001; Wang, Ianotti, Luk, 2010) and other disorders are at risk of becoming the victim if possible and chronic diseases, especially affecting the appearance (Dawkins, 2006; Magin, Adams, Heading, 2008; Hamiwka, Yu, Hamiwka, 2009). In addition, 82% of teenagers perceive as "too feminine" (boys) and "too masculine" (girls) or presenting themselves as lesbians, gays, bisexuals, or transgender people (Garofalo, Wolf, Kessel, 1998). Children who are victims of bullying experience health and performance difficulties three times more often than their peers have symptoms of anxiety-depressive disorders, apathy, headaches and enuresis, and attempt suicide (Kowalski, Limber, Agatston, 2011; Van der Wal, de Wit, Hirasing, 2003). As a result of such experience, they form an idea of the world as full of dangers, and of themselves as incapable of influencing what is happening.

Persecutors have high emotional intelligence; they well recognize other people's emotions and mental states and successfully manipulate children (Sutton, Smith, Swettenham, 1999). The main motivation for bullying from the persecutors is the need for power, a sense of satisfaction from harming others and reward - material (money, cigarettes, other things taken from the victim) or psychological (prestige, social status.) (Olweus, 1993). The negative consequences of the fact that such behavior is becoming familiar to them are poor performance and absenteeism, fights, theft, vandalism, possession of weapons, the use of alcohol and tobacco (Byrne, 1994; Garofalo, Wolf, Kessel, 1998; Haynie, Nansel, Eitel, 2001; Olweus, 1993).

Statistics show that up to 3% of children combine both roles, at the same time behaving aggressively, and provoking other children to harm themselves or in some situations being a persecutor in the classroom and becoming a victim in others - these are the so-called

"persecutors/victims or "provoking victims" (Olweus, Limber, Flerx, 2007). The characteristics that they often possess are hyperactivity, impulsiveness, clumsiness, short temper (Kowalski, Limber, Agatston, 2011) combined with problems in behavior, weak self-control, low social competence, difficulties with concentration and study, anxiety and the presence of depressive symptoms; they are more infantile than their peers (Haynie, Nansel, Eitel, 2001; Gini, Pozzoli, 2009). Although there are few such children, it is most difficult for teachers to work with them (Olweus, 1993) and they receive the least sympathy and support from other children. It is for them that suicidal and auto-aggressive behavior is most characteristic (Kim, Koh, Leventhal, 2005).

2.4 Witnesses

The third group of bullying participants is witnesses, and it is in it that the majority of participants are included. According to a 2010 study in Canada, up to 68% of high school students witnessed bullying at school (Trach, Hymel, Waterhouse, Neale, 2010). An interesting fact is that almost all children report feeling sorry for the victim, but less than half try to help her (Olweus, Limber, Flerx, 2007). The reaction of witnesses to the bullying is significant because even the slightest approval (smile or laughter) of the witnesses serves as support and reward for the bully, and resistance and attempts to support the victim will help prevent the bully from further violence (Hawkins, Pepler, Craig, 2001). Witnesses are faced with an internal conflict, which consists in the fact that the attempt to stop the bullying is fraught with fear of losing their security and fear for their status in the team. A negative consequence for bullying witnesses is the formation of a feeling of an unsafe environment, helplessness, fear, shame for their inaction

and at the same time experience a desire to join the aggressor. Witnesses have a weakening ability to empathy. (Hawkins, Pepler, Craig, 2001)

2.5 Reasons for Bullying

Over the past twenty years, various studies of bullying and bullying have been conducted in the world and in Kazakhstan. The focus of attention is on both individual characteristics and environmental features. Of course, in different societies, bullying will be perceived and manifested in different ways. For example, according to research by Japanese researchers, in Japan, up to 60% of adults aged 25 to 60 years indicate that they have been harassed at work, and as the primary form of bullying, they indicate a lack of feedback on the work performed. In Scandinavia, as a result of regular bullying prevention programs over twenty years, a threefold decrease in the total number of schoolchildren involved in bullying was shown. However, at the same time, the ratio of victims to aggressors changed from one to one to one to two in favour of the aggressors and did not lead to the extinction of bullying at all.

In addition to the individual and personal prerequisites of participants, the cause of bullying may also be features of the social context, such as the presence of victims of bullying in the family, or the presence of domestic violence (Ahmed, Braithwaite, 2004; Baldry, 2003), as well as hyper protection, which contributes to the helplessness of the child (Smokowski, Kopasz, 2005). Moreover, children who initiate bullying are often abused in the family (Kowalski, Limber, Agatston, 2011). Regarding teacher behaviour, her role can stop or support violence; the subjective feeling of the child's safety in the class depends on it. Also, children are affected by the broadcast of violence in the media, the dangers of the environment and the community. In a socially chaotic environment with a high level of alcohol abuse and drug addiction, the risk of

bullying increases (Kowalski, Limber, Agatston, 2011). Factors such as divorce, family quarrels, constant moving can increase the child's aggressiveness and at the same time make him vulnerable, which increases the risk that the child will be involved in bullying as a bully or as a victim (Hong, Espelage, 2012).

2.6 International Experience of the Prevention of Bullying

Clearly, for the introduction of a robust system for preventing school bullying in Kazakhstan, it is necessary to take into account international experiences. Sweden was one of the first countries to talk about bullying at the national and legislative levels. There, in addition to laws protecting victims of bullying, systematic preventive work, which is carried out by state institutions and non-profit organisations, has been introduced.

A sufficient way to counter bullying in Sweden has become the Farsta method (Smith, 2004) whereby schools create special "anti-bullying" teams of students and teachers, whose task is to protect other students from the first to the ninth grade. In such groups, students with leadership qualities are selected and assigned several mentors from junior classes. Every leader should at least communicate once a day with their assigned students, find out if everything is in order, and clarify their willingness to help in solving problems with bullying.

An effective anti-bullying program recognised by the Norwegian national program Dan Olweus was started in 1983 (Olweus and Limber, 1983). The key to its success lies in a systematic approach to the problem of bullying and working with everyone involved in it - victims and aggressors, supporters and passive observers.

The program has four goals: to achieve a common understanding of the phenomenon, to actively involve parents and teachers in the program, to develop clear rules against school violence, and to support and protect victims of bullying (Olweus and Limber, 1983). This program is based on principles that provide for a warm and positive school environment and focuses not on punishment but on encouraging peaceful coexistence. This program is considered as one of the most effective in Europe and is widely utilised in Sweden, Austria, Germany and Finland.

The United Kingdom has implemented the Delvin Tatum program (Govender, 2007). In many ways, it is similar to the development of Olweus and includes three stages: crisis management, intervention and prevention. Every week in British schools, there is a lesson on personal and social learning, during which time interpersonal problems, among other things, are discussed in the classroom. Such teamwork helps to reduce the risk of bullying.

In the Netherlands, there is a primary school program called Peaceful School, which teaches children to respect others regardless of their differences (Ttofi and Farrington, 2011). Parents, students and teachers are involved in the program. The country also has a Rebounds program, the essence of which is to provide a separate temporary building for students with problematic behaviour that has not been altered through school measures. The goal of the program is to bring these students back to their regular school after working on their behavioural and social skills.

2.7 The Role of Teachers in Bullying Prevention

In connection with the prevalence of bullying in the educational environment, it becomes an urgent task for teachers to recognise bullying and model their reaction to it.

Teachers confidently recognise and are ready to stop physical bullying only, while verbal and indirect social bullying remains out of their sphere of attention (Bauman, 2005; Boulton, 1997). Mostly, teachers recognise indirect, social bullying: the point is not only that they do not see it; they generally do not consider social exclusion, rumours and its other manifestations as bullying. The primary markers that determine the active reaction of teachers to bullying is the size of the harm caused in the bullying process, primarily physical, and the visibility of the situation. Teachers are more willing to respond to situations that they observe, compared to situations that they become aware of from other sources (Nicolaidis, Toda, Smith, 2002). Most often, teachers feel insecure in the interpretation of the actions of students that they observe (Hajdaraj, 2017). This affects both the level of bullying and the level of students' confidence in adults in the educational environment.

It should be noted that teachers and other participants in the educational process (students, parents, and the administration) may have different ideas about what level of bullying is characteristic of a class or school and how active and productive the teacher's reaction is. Also, teachers and parents tend to underestimate the level of bullying in the classroom compared with the assessment of the responses of students (Stockdale et al., 2002). At the same time, teachers overestimate the degree of their intervention in the situation. Moreover, Pepler and others found that 85% of teachers believe that they often respond to bullying situations, but only 35% of students agreed with this (Pepler et al., 1994). This leads to the fact that teachers cannot see the growing picture of what is happening.

Even in the case when the teacher unambiguously recognises the bullying, reactions to it can vary significantly, depending on the teacher personal everyday experience, on prevailing ideas about students and other subjective factors (Haidaraj, 2017). For example, Hyderaj cites data that indicate that many teachers, often, do not even respond to bullying situations, although they see and recognise it. Mostly children are left to understand the situation independently. Teachers often consider an apology from the child who instigated the bullying situation to be a satisfactory result of their intervention. Like other ways of working, teachers actively use class discussions as well as individual conversations with participants involved in bullying. To resolve bullying situations, teachers seek to involve the school administration and students' parents (Lester, Maldonado, 2014). It is also noted that teachers are usually most interested in identifying the instigators of bullying, while pupils who have been bullied are much more likely to be less likely to be monitored and are not involved in their work (Paulk et al.,1999).

Teachers themselves consider it their responsibility in the field of bullying prevention to manage the classroom situation and monitor the relationships of children in the playground and in other “hot spots” within the school (Boulton,1997). These interventions are effective: according to the results of the meta-analysis of Ttofi (2008), they reduce the level of bullying in the class. At the same time, teachers consider everything that happens outside the school as being beyond their competence.

Craig, Henderson and Murphy in 2000 note that the level of development of empathy affects their teachers' decision to intervene in bullying situations. Also, the level of confidence of teachers in themselves and their choices is an essential predictor of intervention in a bullying situation (Haidaraj, 2017). Self-confidence helps the teacher make decisions quickly enough, even in the absence of an algorithm (actions that need to be taken when bullying happens) and follow this decision, even in conditions of uncertainty, which helps to resolve the bullying

situation. According to the results of Ttofi's research, the disciplinary influences of a less confident teacher can be less consistent and therefore enacted through the prism of his personal preferences and decisions. Also, possible sanctions should be clear to the child, which requires the teacher should not only possess or have confidence but also empathy, that allows them to clarify what is happening and to associate disciplinary action with all participants in the bullying situation.

2.8 Identifying Bullying

Difficulties with recognising bullying, in particular, indirect social bullying, are associated with a lack of knowledge about the normative development of and relationships in the team. Teachers mistakenly perceive what is happening between the children as typical behaviour that does not harm them (Haidaraj, 2017). Also, teachers do not know which reaction will be useful and lead to a decrease in the level of bullying, besides, because of their lack of experience and knowledge, they are afraid of being witnesses to what is happening and therefore prefer not to respond (Harris, Willoughby, 2003). Teachers rely on their own household experience, not on their professional knowledge.

2.9 Anti-Bullying Programs

Anti-bullying programs offer teachers many tools to respond to bullying situations. Along with patrolling the "hot spots" and managing the situation in the classroom, teachers are encouraged to initiate the creation and observance of class rules, participate in school

conferences where students and parents learn about the program and ensure that the whole school is involved in this process.

Training is essential for all effective program elements. In programs where classroom management is carried out (Ertesvag, Vaaland ,2007; Salmivalli, Karna, Poskiparta, 2010), teachers receive training that allows them to identify behaviours related to bullying situations in the classroom, as well as on taking actions that help to cope with such situations. The management of the classroom team, as the prerogative of the teacher (the class teacher in particular), includes three main components of management: monitoring the situation, organising classes (communication), and mastering management tools.

Also, an element of the prevention of anti-bullying programs is that the teacher knows how to distribute roles in the class and how to influence them, not allowing themselves to divide the class into favourites and outcasts, not provoking inequality, not appointing commanders who must be obeyed, but using management tools successfully, setting joint creative tasks, and most importantly, shaping values and rules that exclude violence and inequality in relationships.

2.10 Tools and Approaches

Tools such as classroom management, patrolling “hot spots”, creating and following class rules, require additional training for teachers and working out with the algorithms for action in a bullying situation. All these tools reduce the level of bullying, and the decrease of the level of victimisation is affected by the joint work of teachers and assisting specialists (Ttofi., Farrington, Baldry, 2008).

2.11 The Importance of Teacher Training

Despite the proven effectiveness of the above tools for the prevention and resolution of bullying situations, they are used much less often than the traditional ignoring of the situation, finding the guilty person or conducting conversations. Researchers and practitioners note that such a choice of more traditional tools is associated with several factors: lack of knowledge and of practical skills, the personal characteristics of teachers and the peculiarities of the organisation of teachers' intervention in bullying situations (Haidaraj, 2017; Lester, Maldonado, 2014).

2.12 The Situation in Kazakhstan

It should be recognised that compared to the background of developed countries, in Kazakhstan, the fight against bullying is very poorly developed.

In many respects, this situation is connected with a rather recent creation of school psychological services in Kazakhstan on which the atmosphere of schools in many respects depend on. The first psychology specialists in some schools appeared in the late 1980s. A teacher-psychologist is a specialist who combines a knowledge of psychology and pedagogy in their work. As a rule, they work at schools, and carrying out work in educational institutions aimed at maintaining mental health and developing the personality of pupils. The position of teacher-psychologist was only officially introduced in 2008. By comparison, in Denmark and Hong Kong, school psychological services began their work in 1934 and 1959 respectively. Nevertheless, in recent years, the importance of the psychological support of school education has increased significantly in Kazakhstan ("Bullying in Kazakhstani school", 2016).

The Ministry of Education and Science of the Republic of Kazakhstan is support the work of psychologists to reduce the level of aggression, violence and discrimination in schools. As part of long-term and short-term advanced training courses for educational psychologists, thematic seminars, training, and masterclasses are held. In 2015, the number of teacher-psychologists who took long-term advanced training courses amounted to 2175 out of 8130 people, which is 45% more than in 2014. In 2015, 1014 school psychologists attended short-term continuing education courses.

Annually, methodological recommendations and manuals are developed to prevent students' deviant and self-destructive behaviour, to determine their level of aggressiveness and the manifestation of acts of abuse and violence and to increase students' stress resistance.

Besides, since 2011, under the auspices of supervisory authorities, the Ministry of Internal Affairs of the Republic of Kazakhstan, mobile groups for the prevention of juvenile delinquency have been operating in the country, the activities of which are aimed at combating extortion, violence in schools, and the prolonged non-attendance of classes. In 2015, the number of mobile groups amounted to more than 700 (Strategy 2050, 2015). The number of teenage crime cases decreased from 4670 in 2012 to 3561 in 2014.

One of the most significant initiatives to combat bullying is the model program “Prevention and Response to Violence in Educational Institutions of the East Kazakhstan Region”. This program has been implemented since 2013 in the framework of cooperation between the Commissioner for Human Rights, UNICEF, the Ministry of Foreign Affairs of Norway and the regional education department (Assessment of Violence, 2013). The program participants were seven state schools and three boarding schools in the region. The project aims to introduce 16 key components into schools, which include the development of a system for detecting, responding to, and preventing violence in schools, creating a school security team, and

a mechanism for referring cases of violence to “correctional services”. In the future, this project will be introduced in all schools of the country.

The current anti-bullying policy has already achieved some success; however, some problems still need to be addressed. Firstly, despite the high share of state schools with psychologists in the republic (97.6%), in some regions, there is a further need for this category of teaching staff. For instance, in the Akmola region, only 77% of schools are provided with psychologists. Moreover, their low wage levels should be noted. On average, the educational psychologist receives from 38 933 tenge to 46 720 tenge per month, which is around 100 and 120 USD ("Bullying in Kazakhstani school", 2016).

The next problem is the imperfection of the rules for the activities of psychological services developed by local executive bodies. Also, not all regions take into account the criminality of the situation, nor the cultural, geographical, national, and migration factors that influence the educational environment. There is no single approach to determining the composition and functions of the members of the psychological service of each area. The importance of working with families of schoolchildren faced with bullying is not always taken into account ("Bullying in Kazakhstani school", 2016).

Moreover, despite the increase in the number of ongoing initiatives to prevent school aggression, these activities do not cover all schools in Kazakhstan. The public is not fully aware of the current situation since the mechanisms for evaluating the effectiveness of measures taken against school violence are imperfect.

2.13 The Conceptual Framework of Training Assessment

Kirkpatrick's four-level of training evaluation model is widely used to measure training effectiveness (Bates, 2004). Thus, in Kirkpatrick's opinion, it will be possible to ensure the application of new skills acquired in the learning process directly at the workplace and, therefore, to achieve maximum performance from this training (Bates, 2004). The model proposed by Kirkpatrick helps to draw conclusions about whether to continue or stop the training program as well as how to improve it in the future (Bates, 2004). Kirkpatrick's four-level of training evaluation model was used as a conceptual framework for underpinning the interview questions and for analyzing the collected data.

First Level - "REACTION"

At this stage, it is important to find out how those participating in the training respond directly to the training itself - whether they like it and why they will use the acquired skills and knowledge (Kirkpatrick, 1996). To assess the effectiveness of the first level, such tools as response sheets (comment profiles, smile sheets, reaction questionnaires), interviews, focus groups can be used (Kirkpatrick, 1996).

Second Level - "LEARNING"

This level requires an assessment of the extent to which the participants have learned new information, whether they have formed the necessary relationships, whether their knowledge has changed, and how much, the attitudes towards the end of the learning process (Kirkpatrick, 1996). To quantify the progress in learning, specially designed questionnaires, exercises and tests

are used. The tools necessary for assessing the second level of the model are a test for knowledge of the studied material, a sheet of skill testing, an action plan, training other employees and interviews.

Third Level - "BEHAVIOUR"

In this case, it is necessary to determine whether the behaviour of its participants has changed as a result of the training, whether they apply any of the acquired skills and knowledge in their workplace (Kirkpatrick, 1996). Evaluation tools used for the third level are as follows: a behaviour checklist, a behaviour review, a review of employees' work at the workplace, verification of action plans, training in actions, focus groups and interviews.

Fourth Level - "RESULTS"

The fourth stage, usually considered as the main goal of the program, this level determines the overall success of the training model by measuring such factors, improving product quality, reducing costs, high return on investment, reducing the number of accidents at the workplace, effective production time and the number of sales (Kirkpatrick, 1996).

Assessing the fourth level of the model is not easy enough, because here you need to determine how the organization's indicators have changed. You need to choose the right indicators that will be measured both before and after the training. Assessment must be carried out before, during and after the training process, as well as after some time, when the results become more noticeable (Bates, 2004).

2.14 Chapter Summary

This chapter presented literature on definition and types of bullying, three significant roles, reasons of bullying, anti-bullying programs and the importance of teacher training. Also, it covered the international experience and situation in Kazakhstan and finished with by description of the Kirkpatrick's four-level of training evaluation model that will be used as a conceptual framework for underpinning the interview questions and for analyzing the collected data.

Chapter three: Methodology

3.1 Introduction

The previous chapter described what is already known in the literature about the bullying history, definition and types of bullying, three significant roles, reasons of bullying, anti-bullying programs and the importance of teacher training. Also, it covered the international experience and situation in Kazakhstan and finished with by description of the Kirkpatrick evaluation model. This chapter explains the selection of qualitative research design, participants, research sites, procedures, data collection, and data analysis.

3.2 Design of the Study

Qualitative research will be used for this study. A qualitative approach reveals such aspects of the phenomenon being studied as the purpose of its being understood from the point of view of the participants, especially within the context (Myers, 1998). The purpose of this study is to review anti-bullying training from the perspective of teacher-psychologists. The training named “The Use of Modern Technologies to Prevent Bullying in Schools” which was developed by Yerzhan Myrzabaev was chosen in this research. The author of the course shows willingness to be known by his real name. This training was chosen for two reasons. Firstly, it was a practical oriented course with many tools that can be applied at work. Secondly, this training was implemented in the city of Temirtau. A qualitative study through interviews with teacher-psychologists will enable the understanding of the full picture of what is happening. This is a

case study because it focuses on one city. Therefore, the research does not aim to generalize the data.

The research took place in some government schools in Temirtau city. For ethical considerations, the name of the schools hidden, but some details provided. It is a state schools with Kazakh and Russian languages of instruction, where students study from Grades one to eleven.

The study consists of the six stages, and it follows each them step by step. Stage 1 involves taking permission from principal, coach and teachers. After gaining approval from NUGSE Research Committee, research study started by from sending informed consent form to the school principal and course coach. School principal plays the role of gatekeeper and provided access to the site. In the informed consents form, it clearly described to the principal the purpose of the research. Also, it was explained how many teachers need to participate in the study and what sampling procedure it will use to choose the participants. Moreover, it was informed to the principal that participation in this research is voluntary and start only with his/her permission and that of gained permission from the participating teachers. Stage 2 is an interview with the founder and teacher of the course dedicated to reducing bullying. This interview is scheduled for December. The purpose of this interview is to understand the purpose of his training better, how he will evaluate success and what key points they explain in training. After this, Stage 3 begins: transcribing and analyzing the words of the trainer. Stage 4 contains interviews with teacher-psychologists. Seven teacher-psychologists were involved. The interviews were conducted from January to February. For the convenience of teachers, they had the opportunity to choose the date and time suitable for them. For the interview, a quiet place was chosen where no one can interrupt. Next, stage 4 is the analysis of all data, and this stage is scheduled for March and April. The final step, Stage 5, is finalizing research which is scheduled for May and June 2020.

3.3 Research site

All eight semi-structured interviews were conducted face-to-face in Temirtau city and took place during the scheduled appointment suggested by respondents. All interviews took place at schools because teacher-psychologists were always busy and these were appropriate places for them.

3.4 Data collection instruments

The data will be collected through interviews as Potter (2002) says the interviews are often used as a method of research in order to enable more in-depth and free interaction between the interviewee and the interviewer. The advantageous side of using one-on-one interviews is that the interviewee can choose a place for the interview since, when talking about sensitive topics, the interviewee needs to have a trustful atmosphere and safe setting (Dundon & Ryan, 2009, pp. 1-12). Before conducting the one-on-one interview, the participants needed to fill out the consent forms (see Appendices) and return one copy to the researcher. If some parts of informed consent form remain unclear for the principal, he/she can ask for further explanation and clarification of the research procedures.

Kirkpatrick's Training Evaluation Model was used as a conceptual framework for underpinning the interview questions and for analyzing the collected data. Seven interviews were conducted with teacher- psychologists teaching in primary, secondary and high classes of the school and one interview with Yerzhan Myrzhabayev. This will be one-to-one semi-structured

interviews the questions will be prepared before however the additional questions may be asked for clarification. The interviews will take approximately 30 minutes each. The permission will be asked from the participant to use an audio recorder during interviews because it will help to analyze the data correctly. All audio recording will be kept on personal computer under password and after the end of the research study will be deleted. After coding and decoding the interviews. The recordings will subsequently be decrypted using a voice recognition program. They will then be translated into English. When the findings of the research will be ready, it will be shared with the participants to exclude misunderstanding of the participants' ideas. Also, during this process, the interviewer briefly recorded all notes on the interview protocol form (see Appendices). The protocol form included open-ended questions with free spaces for the interviewer's reflections — all open-ended questions.

3.5 Data Collection Procedure

The very first steps before starting a research study, two main procedures were done. First, the researcher got approval by the NUGSE Research Committee. Second, the researcher took permission from the gatekeepers (School principals) to have access to the sites. After receiving permission, the teacher-psychologists got their consent forms. The researcher sent this consent form via email for a review.

This consent form included information about the research study. After taking consent on participating in the research study which on a voluntary basis, the participants were introduced to the purpose of the research study, procedures, requirements, assurance of confidentiality and anonymity, contact details of the researcher, records of the data and how this data will be used.

Then, the participants were informed that they could quit the research any time they want to (Flick, 2007, pp. 68-76). After reading the consent form and asking any questions about the research study and consent form, the researcher asked participants to sign the consent form. After returning the signed consent forms to the researcher, the researcher started the interviews. Seven teacher-psychologists and one trainer participated in the data collection. Each respondent was interviewed individually, and all interviews were audio-taped. The interviews were conducted on sites because it was the preferred place for all participants. These interviews were conducted to examine the perceptions and opinions of teachers-psychologists about the effectiveness of the training which is aimed to prevent bullying. The effectiveness of the training is measured by using the teacher-psychologies feedbacks and opinions.

3.6 Data analysis

This part of the research study describes the process of data analysis. The researcher started data analysis when he got all raw materials like one-on-one interviews. In the process of analyzing interviews, the researcher showed the responses to the participants to check that their responses were written correctly (Creswell, 2014). Afterwards, the researcher transcribed the audiotapes from the one-on-one interviews and then translated them into English. While analyzing the received data, the researcher marked and categorized data into several parts. All parts were coded and categorized in relation to the emerging theme (Creswell, 2014). The development of headings was done through the process of starting from coding to the main theme of the collected data.

Table 1 Example of participants encrypting

Interviewee 1	INT1
Interviewee 2	INT2
Interviewee 3	INT3
Interviewee 4	INT4
Interviewee 5	INT5
Interviewee 6	INT6
Interviewee 7	INT7

3.7 Sampling methods

The participants of the training are teachers, social-teachers and teachers-psychologists. The total number of people who will finish this training is 52. Seven teacher-psychologists were recruited as participants in this study. This study will use different purposive sampling methods. This sampling allows us to set parameters and to choose only among teacher-psychologies, because they work more time with children, therefore in conversation with them you can get more relevant information than in a conversation with teachers or social-teachers who only work

with some children. Also the research needs to have an equal amount of teacher-psychologies who work in primary and secondary school, in order to evenly influence response statistics.

3.8 Research ethics and anonymity

This section is dedicated to research study ethics. Without Ethical approval by the NUGSE Research Committee, the researcher would not have been allowed to start collecting data. After getting approval from the Research Ethics Committee, the researcher sent an official letter to ask permission to conduct a research study. Where all things explained in details, anonymous nature of research and ensure confidentiality of participants taking part in research. Researcher will assure participants that if their confidentiality is bridged, they can take legal actions. Though from their permission will be recorded interviews, all names of participants will be substituted with pseudonyms during the data analysis process and, directly in the research when writing about data and findings, so their personality could not be identified, unless they give their consent to be known when the research is published. All the recorded interviews will be stored on a personal password-protected computer and after completion of the research, it will delete all.

There are no potential risks for participants. To ensure complete confidentiality, only information related to the research topic will be used. All names or personal characteristics of teachers will be deleted or changed. Some questions of the interview may cause some discomfort, but it is right of the participant not to answer the undesirable question, or to reject from further participation at any stage without need of explanation. However, all questions will be relevant to the topic and will be constructed in a non-judgmental, non-provocative manner.

Research study follows strict ethical considerations of NUGSE Research Committee and, therefore, his/her personality; school's name and names of participants will remain anonymous and confidential.

3.9 Chapter Summary

The methodology chapter specified an overview and explanation of the research study, research design, participants, research sites, data collection instruments, procedures and data analysis that were employed in the present research study. The interview data collection tool investigated the perceptions and opinions of teachers-psychologists about the effectiveness of the anti-bullying training. By using purposeful sampling, the researcher recruited seven participants, who shared their opinions and experiences. Their responses were recorded, and in the following chapter, the collected data is presented.

Chapter Four: Data Findings and Discussion

4.1 Introduction

The previous chapter discussed the methodology of the research study, specifically research design, participants, research sites, the process of data collection and data analysis. This part of the study focuses on the findings that emerged from the collected data and a comprehensive discussion of the research findings. The chapter aims to answer the main research questions about the perceptions and opinions of teachers -psychologists about the effectiveness of the training. Kirkpatrick evaluation model will be used as a conceptual framework for analyzing the collected data. Additional components emerging from the data will also be discussed.

4.2 Research Site

Temirtau is a city in Kazakhstan, located in the Karaganda region. This is a large industrial centre of the republic. At the beginning of 2019, the population of the city was 179,230 people, the majority being Russians - 99,124 people (53.23%) and Kazakhs - 62 656 people (33.65%).

Temirtau was chosen as the city of investigation because of the high level of violence in the city and the criminality of the region. According to the Committee on Legal Statistics and Special Records of the Prosecutor General's Office of the Republic of Kazakhstan, Karaganda region is the third highest region, in 2019, 16,093 cases were registered (Information on criminal

offences, persons who committed them, on the work of criminal prosecution bodies and committed suicides for 12 months, 2019). The table below contains information on criminal offences in Kazakhstan by regions.

Table 2. Registered Criminal Cases for 2019 by Region

Almaty	22972
East Kazakhstan	18155
Karaganda	16093
Shymkent	14165
Kostanay	13729
Akmola	11732
Aktobe	11279
West Kazakhstan	9374
Zhambyl	8692
Turkestan	8309
Pavlodar	7972
North Kazakhstan	6594
Atyrau	6400

Kzylordinskaya	6167
Mangystau	5238

4.3 Participants

This study involved eight participants. Seven teacher-psychologists and one-course creator called Yerzhan Myrzabaev, he also, wanted to be named in this research. Yerzhan Myrzabaev had done extensive experience in schools when he worked as a teacher, vice-principal and director. Now he works as a psychologist. Most of the other participants are mainly working in Kazakh schools. Four of them work with students of all ages from one to eleven grade. One participant works with students from Grades one to nine, another with Grades from five to eleven and the last participant only works with senior classes from eight to eleven. Three out of seven participants have less than six years of experience, the remaining four working for more than six years.

4.4 Training

Yerzhan Myrzabaev developed the author's training, the title of which is "The Use of Modern Technologies to Prevent Bullying in Schools". The target group included educational psychologists. This project was implemented in Temirtau city. In this regard, Yerzhan Myrzabaev appealed to the education department of the city of Temirtau, and they liked his

project; therefore, they supported and gave him permission to work. Department of Education of the city provided a school where Myrzabayev and his team could conduct classes and organise the participants; they were 26 teacher-psychologists and 26 social educators. The general directions of the training:

- Informing teachers and psychologists about the problem of bullying, its mechanisms and consequences
- Using social networks to impact students and parents positively
- Teaching teachers computer programs that will help in their work
- Group coaching with children to increase cohesion among them
- How to communicate and help victims of bullying
- How to interact with parents and students

Training objectives

- Teach psychologists to investigate the problem, conduct surveys and analyse using Google forms
- At work, focus on the healthy relationship between children and teachers.
- Learn how to create a welcoming, comfortable and open atmosphere in the school and in the classroom.
- Inclusion of bullying prevention classes in the compulsory school curriculum
- Use “Bibliotherapy” (use of fiction on bullying in the classroom)
- Use movies and visual aids
- Create Drama therapy: role-playing games, playing situations of persecution.

- Control of children during school breaks and out of classes, organisation of play/leisure space
- The emphasis on working with child-witnessing bullying: passive participants and children who prefer not to participate in any way, a change in group dynamics
- Explaining the correct interaction with parents

A distinctive feature of this course was that it was practical-oriented and Myrzabayev describes this course:

For a long time with my work in the educational system and conducting a various training workshop, I noticed such a problem as the participants receiving certain knowledge but after the training, they were not always able to put this knowledge into practice. Therefore, I developed this course to make it more focused on practice. Every week I went to the city of Temirtau for half a day; I taught for three hours before lunch, the remaining three hours after lunch, I went to schools. I met with psychologists, teachers, students and school principals, conducted training for them, and became acquainted with their work at school. The essence was that we give practice one day and for a whole week they implement it in our school. The course itself lasted nine weeks.

This course covered topics such as using social networks for a psychologist, using modern technologies for education, and the psychology of interaction. Family psychology was also taught to provide (Gilgun, 2005) necessary tools for counselling parents on family psychology because children and parents who have problems at home often come to the psychologist. Myrzabayev referred to the methodology of John Gottman, who has more than 40 years of experience studying family relationships, general relationships, the basic principles of interaction that affect them, and these principles

In modern times, modern methods are required, and one of the problems of teacher - psychologists, is that the children do not go to consultation and do not speak about issues. In this case, the course coach advised them to interact through social networks, explaining that:

If children do not come to you, then you should go to them, if you keep a blog on social networks, parents will read useful information in your posts that can be practically applied in life and then you will have access not only to the whole school but to the whole city.

Then, assigned mentors by Myrzabayev began to help teacher-psychologists to set up social networks and found another problem here. When psychologists gave their smartphones to mentors for analysing social networks, they found that psychologists had 2,000 subscriptions, many of them following lotteries, bloggers, or singers. This showed that their feed clogged with excess information, and they did not know how to filter content. After that, Myrzabayev advised them to subscribe to those people who would be useful for them in professional and personal growth.

4.5 Training Evaluation and Practical Usage

Participants praised the training; five out of seven participants gave it 10 points out of 10, one participant rated it at 9 points and another at 8 points. According to the participants, it was a beneficial course in terms of theory and practice. More than half of the participants said they were able to find answers to questions that bother them for a long time. The group work in the training was well organised, which bring together teachers and psychologists from many schools in Temirtau city and created an environment that helps to share problems and experience with other colleagues. Three of the participants said they learned how to interact with colleagues, students and parents appropriately. For example, one interviewee, INT3, said:

I give 10 points, definitely. The strengths of the training that I noticed were much material, but at the same time, there was time for discussion with colleagues. Thus, we were able to fully immerse and examine the bullying issue both from the inside and from the outside. Under this problem lies many consequences that entail suffering that is both physiological and moral. We must take up the prevention of bullying in advance, if we miss this moment, then we can get a crippled generation.

Also, INT3 confirms the value of the knowledge gained that influenced the review of her work as a whole:

I also want to note that in the framework of the training, classes were held as an exercise to recognise the bully and help these individuals. Thus, our colleagues were able to independently develop in their algorithm of action and make changes there.

Based on the words of INT3, the strength of the course she noted is a group discussion that helped her to understand the concept of bullying deeper and also noted that the knowledge gained at the training helped to reconsider her work and make changes in it.

One participant INT 5, who evaluated the training at nine points, commented:

I rate this course nine points. This course is required for teachers. Mostly effective for psychologists. I realised that any problem could be easily solved. We also studied effective communication with students and have an understanding of family situations. We have learned to identify bullying victims and work effectively with them. We also studied measures to prevent suicide, how to be useful to society as a psychologist, to conduct various training on working with students and the effective use of electronic tools. The disadvantage of this course is the regular absence of teachers and psychologists.

By analysing the words of INT5 it becomes clear that the training made her understand how to interact with students, how to solve problems and how to interact with society as a psychologist. However, she mentioned that this training is necessary for teachers but will be useful for psychologists, is this not a contraindication to each other? To this question, she replied that it would be useful for teachers to understand what bullying is and what difficulties may occur in the school, thereby they will understand our work and support them. Furthermore, for psychologists, this training will be effective in terms of their practical application.

An INT2 participant with over 25 years of experience said:

Because of my age, it is sometimes difficult for me to learn, but this training created such a warm and friendly atmosphere that made me feel comfortable despite my ignorance. We still communicate well with each other and with Yerzhan Myrzabaev.

According to Kirkpatrick is very important to create a friendly atmosphere in the training so that participants can learn (Kirkpatrick, 1998). It is also necessary to get a positive reaction about the training.

Also, a great advantage of this course is the vast experience of a trainer in school, according to INT6 comment:

I liked the fact that our trainer worked at school as a teacher, vice-principal and even was a director, which is a big plus when discussing the problem. Unlike the trainers that we had before, they did not understand anything in the school processes, they just read from the presentation.

Moreover, the last response from the participant who rated this training by 8 points said:

The course was good. I rate the course at 8 points. What did I learn from this course? Firstly, I learned how to conduct various tests and polls using Google forms. Secondly, how to build a dialogue between a psychologist and students. How a psychologist should talk with a

student, how to find out what the student is thinking about. Thirdly, how to find a child who oppresses and how to work with him.

A participant who rated at 8 points learned three things they are how to use Google Forms, how to communicate with students and how to identify a bully.

The evaluation of the results shows that the training significantly improved participants' knowledge of bullying. Thus, this training model provides knowledge that, after the completion of the training, can be put into practice. All aspects that were raised at the training were useful not only for teachers or psychologists but also for students. The vast majority recommended this training to others and praised its practicality. In addition, the seminar was regarded as useful in terms of creating a strategy for interacting with students and parents at school.

4.6 How Training Can be Improved

Several reports about the improvement of the training shown that most participants did not have a proposal, saying that everything was excellent. However, some of them mentioned those things that they would like to see in the future.

An INT2 participant with colossal experience in school said she would like to learn more about cyberbullying and how to prevent this.

“I would like this course to talk more about preventing cyberbullying in the future since this is a completely new direction for me, I do not know how to deal with it.”

The participants of INT 7 and INT 4 expressed the same desire to extend the training time in the future, saying:

“It seemed to me that such training should last for a year at least, and then it would bring results.”

The trainer himself answered the question about course improvement:

"In the future, I plan to develop clear recommendations and a training manual. So that every teacher or psychologist has a book at hand that describes how to act in a particular case."

Myrzabaev also plans to include work on the direction of sexual bullying, arguing that:

“I believe that this aspect should be included because I monitor social networks, read various articles in this direction, and facts come to light that children can not protect themselves when sexual bullying happens.”

Summarising all the above, it is clear that the training can be improved by including certain types of bullying such as cyberbullying and sexual bullying, as well as the development of recommendations and manuals based on former cases for the successful operation of the psychological service in school.

4.7 Discoveries During the Training

The training itself took two months, during which time the trainer had conversations with teachers and students, and tried to identify problems that impede sufficient work. The following part will focus on these discoveries.

4.7.1 Misunderstand of bullying

Surprisingly, teacher-psychologists and social educators did not understand what bullying was before the course began, and they did not have a complete understanding of the concept. When participants examined the principles of John Gottman's methodology (Gottman, 2008) and how the teacher should interact with the students, the course coach gave to participants group work where they were first asked to describe who a bully is, to which the participants answered that a bully is a student who contradicts the teacher. As the course coach himself said in an interview:

We identified a conceptual problem where teachers did not understand what bullying was when working in groups when social educators and teacher-psychologists defended their projects, and posters, they indicated that a bully is a student who contradicts the teacher. That means if he said something to the teacher, he is now a bad student, he needs to be punished, he must go to the vice-principal, to the director, call the parents, how dare you say something against the teacher. Especially in the middle grades - the fifth, sixth, seventh, eighth grade, this is often applied. And it turns out that in the middle class, we already put a label on "YOU BULLY" to the student, and the child's motivation is lost in high school.

According to the Myrzabaev words, it is clear that the teacher-psychologists had an erroneous opinion about who the bully was, they thought that if the student does not agree with the teacher or contradicts him, then he is a bully. As mentioned in the literature review (Craig,

Henderson, and Murphy, 2000), most teachers do not understand the concept of bullying and may act incorrectly based on their beliefs. Also, from the commentary above, it can be noticed that if a student has committed bullying once in the elementary grades, teachers can put a label of "bully" which is continued exists in the future grades of study. In this condition, it will be challenging for the student to change, because even if he changes, a label with "bully" will hang on it.

4.7.2 Focus on Finding Guilty

As mentioned in the conceptual framework, teachers are usually more interested in identifying the instigators of bullying, while pupils who have been bullied are much more likely to be unverified and are not involved in working with them. In analysing the response of the participants and the creator of the course, it became clear that in our schools there is the same trend. Yerzhan Myrzabaev touched on this topic, saying that:

When we examined the concept of bullying, they usually said that there are three categories: victim, witness and bully. I asked teachers to think that all three could be victims. For instance, the one who uses violence at school is most likely is a victim of violence himself at home or on the street, and at the school, he reflects this violence. If we consider him only as a bully, then he will be like a negative villain, and everyone will have a bad attitude towards him. And in the process, I found that our teacher-psychologists and social educators, instead of working in-depth and individually with problem students, they include them in the group of children with deviant behaviours, so it was easier for them to write them off to be registered at the internal affairs body. And now this is already the problem of the police and not the problem of psychologists and school. And in the classroom, we showed that the bully is also a victim, we

also examined the psychological aspects of why children behave in such a way that they lack and what measures need to be applied.

From the explanation, one can understand that for the school, the most relevant job is to find the culprit and transfer this responsibility to others. In addition to this, when I asked in an interview with Int1, “How can your school deal with bullying?” she answered:

There are about 1,200 students in our school. Of course, with such a large number of students, bullying will be present. It is not difficult for us to identify such students; these students start fights, insult others, and mock students, the class teacher and educators. After identification of the bully, they come to psychologists. We are talking with the student and try to identify the cause or problem that bothers him.

Another comment from INT4:

Honestly, we often forget about the bullying victim, trying to focus on the punishment of the bully. I think this is due to the fact that the most suitable option that will show our work is to find the culprit and punish him.

A possible explanation for this might be that the anti-bullying algorithm that exists in schools is quite simple, it is to find the culprit, then send him to a psychologist and punish him, again we here is nothing about the victim of the bullying. According to literature review, Harris and Willoughby (2003) said when bullying happens teachers rely on their own household experience, not on professional knowledge, which shows the lack of a precise algorithm for action when bullying happens.

4.7.3 The Status of a Teacher-Psychologist at School

According to the participants, it was clear that one of the main reasons for ineffective work against bullying is the low status of a teacher-psychologist at school. Often the school does not provide a suitable conditions for the work of a psychologist, some of them did not even have a cabinet. Talking about this issue, Myrzabayev said:

I visited schools and noticed that a psychologist could sit in the library or with someone else, but he did not have his own office for work. I raised this issue at the level of the city's education department, and the school principal said that this would not work, but that way, we could not prevent bullying.

This result may be explained by the fact that the headmaster and administration of the school do not understand the importance of the psychologist and the importance of their work despite the fact that an office is an integral part of the psychologist's work with the student. In order for the student to open up and talk about what worries him, he must feel safe and protected, which will be challenging to achieve in a library or in another public area. Also, when interviewing participants about the shortcomings of the training, the INT5 participant said:

"The disadvantage of the course was the regular absence of teachers and psychologists."

Another comment of Yerzhan Myrzabaev's was:

There were cases when several psychologists missed classes that took place only once a week. When I asked the reason for the absence, they said that the had director told them to take the children to the concert. The administration thinks that all teachers have lessons, and teacher-psychologists do not have lessons, so they can go to a concert with their children, take them to

some kind of competition, some kind of olympiad, and for such simple reasons, teacher-psychologists missed our classes, and so I understood that the status of a psychologist at school is meagre. Basically, they do not have their computer, they do not have their own office, the administration can give them a completely different job, and they can not do their actual job, and of course, bullying will flourish in all its forms.

Taken together, these results suggest that there is the issue of a misunderstanding on the part of the administration about the importance of the role of a teacher-psychologists and the necessity of their participation in the training. According to the comment, the administration thinks that due to the fact that teacher-psychologists do not have lessons as teachers then the administration can use them whenever they want which is disrespectful to the actual work of the teacher-psychologists. Yerzhan Myrzabaev suggests raising the status of a teacher-psychologists to the level of the school principal so that they are not distracted by unnecessary work.

4.8 Chapter Conclusion

Analyzing the words of the participants, we draw a parallel with the Kirkpatrick evaluation model. He divides it into four levels. In this study, three levels will be analyzed since the analysis of the fourth level requires more time and resources. The fourth stage, according to Kirkpatrick, is the most expensive and challenging, because it requires participants' analytics before and after the training, the use of a control group that did not pass the training, an assessment after a while, so that the results become noticeable and an evaluation is made several times during the program (Kirkpatrick, 1998).

The first level is an assessment of the participants' reaction to the training. Kirkpatrick (1998) emphasizes that the response of the participants is a fundamental criterion for the success of the training, for two reasons the first is receiving feedback, which helps to improve the training and the second positive reaction of the participants is necessary for motivation in learning. According to Kirkpatrick (1998), a positive reaction does not guarantee that the participant will be well trained; however, a negative reaction reduces the desire to learn. When asked about the impression of the training, the participants answered with the phrases "it was great", "I liked the training very much", "I would like such training to be constant", among the answers of the participants there was not a single negative answer regarding the training. By analyzing the words of the participants, it becomes clear that the reaction to the training was positive for everyone. The second level is what determines the improvement of knowledge and the improvement of the skills of participants. As indicated above, many training participants at the beginning did not know what bullying is, who is a bully is and how to interact with it, the presence of this fact indicates that they learned something. Also, all seven participants when asked what they taught mentioned many aspects, for example, they learned how to use social networks, learned how to use Google Forms for questionnaires and surveys at work, learned how to communicate with children and their parents, and of course understood the concept of bullying and how to prevent it. The third level asks about the application of the acquired knowledge in practice. Drawing a parallel with the data obtained and the third level of the Kirkpatrick model, we can state that the knowledge gained was applied in practice in different ways, for example, one teacher psychologist reviewed and changed his algorithm of actions when bullying occurred, the second participant completely switched all work to digital format and began to use only Google forms to create and analysis of the survey inside the school and the latest example, the teacher-psychologist after the training began to blogging on the page in the Instagram.

This study also made some key findings. First, before the start of the training, many participants even did not know the definition of bullying, which shows a lack of knowledge. According to the literature review, Harris and Willoughby (2003) said that when bullying happens, teachers do not know how to react because of their lack of experience and knowledge. The second finding, schools are mainly aimed at finding and punishing the bully than working with a bullying victim. This key finding corresponds with the Paulk (1999) words that were mentioned in the literature review: “teachers are usually most interested in identifying the instigators of bullying, while pupils who have been bullied are much more likely to be unverified and are not involved in working with them”. The third key finding, this is the low status of teacher-psychologists, because of which some participants could not attend training. There are two reasons that influence the status of a psychologist’s teacher which are mentioned in the literature review: a recent job vacancy in Kazakhstan in 2008 and a low salary in the region of 38,933 and 46,720 ("Bullying in Kazakhstani school", 2016). All three discoveries are significant and require a solution, but if in the first case the training solved this partially, then for the solution of the second and third points it is necessary to involve the administration.

Chapter Five: Conclusion

5.1. Summary of the Study

The problem of bullying remains one of the most important in the field of child and adolescent psychotherapy. Despite its widespread prevalence, attention to this problem is not enough (Lane, 1988). The purpose of this study has been to examine the perceptions and opinions of teachers -psychologists about the effectiveness of the training, which is aimed at preventing bullying. The effectiveness of the training was measured by using the teacher-psychologies feedback and opinions through the conceptual framework of the Kirkpatrick's Training Evaluation Model. Focusing on Temirtau schools (this is a city in the Karaganda region of Kazakhstan), this case makes this research study meaningful and very important as it fills a variety of gaps in the literature that relates to educational research.

It can be concluded that the training was useful and effective for the participants. To evaluate the effectiveness, interviews were conducted with teacher-psychologists. An analysis of the data showed that the participants react positively to the training, which is an essential first stage of Kirkpatrick (1998) since if the participants have a negative attitude towards the training, they will not be able to learn. Participants also learned a lot on the course, for example, how to communicate with children and parents, how to maintain a blog and how to respond to bullying. Furthermore, the last, they began to put the acquired knowledge into practice, as Myrzabaev noted, this is one of the main goals of the training itself.

According to the trainer and participants opinions, the training can be improved by including certain types of bullying such as cyberbullying and sexual bullying, as well as the development of recommendations and manuals based on former cases for the successful operation of the psychological service in school.

Also, during this study, three key issues emerged. First, is the lack of knowledge of teacher-psychologists. Second, schools are mainly aimed at finding and punishing the bully than

working with a bullying victim. The third key finding, this is the low status of teacher-psychologists. The solution to all three issues requires the intervention of all stakeholders they are student, parents, teachers, the administration and the Ministry of Education.

5.2 Significance of this study

The importance of this study lies in many points. Firstly, much geological research was conducted in Temirtau, but research in the field of education was not found (in the electronic library of Nazarbayev University), therefore this is the only study. Second, there is still a lack of research about bullying in Kazakhstan, as mentioned earlier, the literature search using the keywords “bullying” and “Kazakhstan” found only 14 articles. Thirdly, the importance of this study is that teachers themselves evaluate anti-bullying training, discussing the pros and cons that will help to anti-bullying training creators to understand how to create useful and practical training. Moreover, fourthly, the discoveries found are fundamental and need to be addressed; for example, the Ministry of Education should consider how to solve the problem of the low status of a teacher-psychologists.

5.3 Limitations of The Study

There are two limitations of this study. An interview with more participants would give more details about work on preventing bullying. Most teacher-psychologists did not agree to an

interview due to lack of free time. The second limitation was related to finding a suitable place for an interview, as it was already said that all the participants wished to meet at the school, but this turned out to be not a suitable place for an interview because the teachers hurried to work and answered shortly and quick.

5.4 Recommendations for Further Research Study

First, the next research needs to expand the scale of participants and include the administration, students and parents, which would make it possible to understand the perceptions of other stakeholders. Therefore, in further research study, it is advisable to conduct a large-scale sample by using not only qualitative but also quantitative methodologies. Secondly, the researcher needs to conduct a survey of participants before the training to find out the level of knowledge and then do another survey after the training to check the effectiveness of training.

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Appendices

Appendix 1: Information sheets for School Directors

Dear School Director!

I, Makhmetov Askhat, being a graduate student at the Nazarbayev University Higher School of Education, ask for your permission to conduct research on the effectiveness of training aimed at preventing bullying in the school. The importance of this study is to analyze the training conducted and improve it in the future.

Currently, the problem of bullying is increasing in schools in Kazakhstan. In this regard, measures are being taken to prevent violence in schools, but how much does it work effectively? To do this, I contacted a group of psychologists who are currently doing training on reducing bullying in Temirtau schools, this is a city in the Karaganda region. The purpose of this study is to examine the perception of teachers and psychologists to effectiveness of the trainings in school.

The study will be conducted from January 2020 to February 2020. During this study period, the following research tools will be used: interviews with teachers and school psychologists.

Research permission was obtained by the Ethics Council at Nazarbayev University. Participation in the study is voluntary, confidential and anonymous. In no case will the name of the school or the names of participants be indicated during this study and when publishing the results of the study.

For more information about this study, you can directly contact my supervisor prof. Sulochini Pather Email: sulochini.pather@nu.edu.kz

I kindly ask for Your permission to conduct this research and to assist in it. You may withdraw consent at any time. You also have a right to seek legal action should any confidentiality be breached.

Kind regards,
Makhmetov Askhat,
Master's Student of NUGSE, Inclusive Education.

Мен, Махметов Асхат, Назарбаев Университетінің Жоғары білім беру мектебінің аспиранты болғандықтан, мектептегі қорлауды болдырмауға бағытталған оқытудың тиімділігі туралы мектептің негізінде сабақ жүргізуге рұқсат сұраймын. Бұл зерттеудің маңыздылығы болашақта оны жетілдіру мақсатында жүргізілген тренингке талдау жасау болып табылады.

Қазіргі уақытта Қазақстандағы мектептерде ұрып-соғу мәселесі шиеленісе түсуде. Осыған байланысты мектептерде зорлық-зомбылықтың алдын алу бойынша шаралар қабылдануда, бірақ бұл қаншалықты тиімді? Ол үшін мен қазіргі уақытта Қарағанды облысының Теміртау қаласындағы мектептерде бұзақылыққа қарсы жаттығулар өткізіп жатқан бір топ психологпен байланысқа шықтым. Бұл зерттеудің мақсаты - оқытудың тиімділігі мен мұғалімдер мен психологтардың көзқарастарын зерттеу.

Зерттеу 2020 жылдың қаңтарынан бастап 2020 жылдың ақпанына дейін жүргізіледі. Осы оқу кезеңінде келесі зерттеу құралдары қолданылады: мұғалімдермен және мектеп психологтарымен сұхбат.

Зерттеуге рұқсатты Назарбаев Университетінің Этикалық кеңесі алды. Зерттеуге қатысу ерікті, құпия және жасырын болып табылады. Осы оқу барысында және зерттеу нәтижелерін жариялау кезінде мектеп атауы немесе қатысушылардың аты көрсетілмейді.

Осы зерттеу туралы қосымша ақпарат алу үшін сіз менің жетекшіммен тікелей проф. Сулошини Патер электронды пошта арқылы: sulochini.pather@nu.edu.kz хабарласыңыз. Сізден зерттеу жүргізуге және оған көмектесуге рұқсат беруіңізді сұраймын.

Ізгі тілектер,
Махметов Асхат,
NUGSE магистранты, Инклюзивті білім.

Я, Махметов Асхат, являюсь магистрантом Высшей Школы Образования Назарбаев Университета, прошу Вашего разрешения на проведение на базе школы исследования по вопросам эффективности тренингов направленные на превенцию издевательства в школе. Важность данного исследования заключается в анализе проведенных тренингов для их улучшения в будущем .

В настоящее время проблема издевательств усиливается в школах Казахстана. В связи с этим принимаются меры по предотвращению насилия в школах, но насколько оно эффективно работает? Для этого я связался с группой психологов, которые в настоящее время проводят тренинги по борьбе с издевательствами в школах Темиртау, это город в Карагандинской области. Целью данного исследования является изучение эффективности тренинга и точка зрения учителей и психологов.

Исследование будет проводиться в период с января 2020 г. по февраль 2020 г. В этот период исследования будут использованы следующие инструменты исследования: интервью с учителями и психологами школ.

Разрешение на исследование было получено Советом по этике в Назарбаев Университете. Участие в исследовании является добровольным, конфиденциальным и анонимным. Ни в коем случае в ходе этого исследования и при публикациях результатов исследования ни наименование школы, ни имена участников не будут указаны.

Для получения дополнительных сведений о данном исследовании, Вы можете напрямую связаться с моим руководителем проф. Сулочини Патер по электронной почте: sulochini.pather@nu.edu.kz

Я прошу Вас дать разрешение на проведение исследования и оказать содействие в нем.

С Уважением, Махметов Асхат

Магистрант Высшей Школы Образования Назарбаев Университета, Специальность:
«Инклюзивное образование».

Appendix 2 : Consent Form for participants

You are invited to participate in a research study entitled The effectiveness of training aimed at reducing bullying in Temirtau city. Currently, the problem of bullying is increasing in schools in Kazakhstan. In this regard, measures are being taken to prevent violence in schools, but how much does it work effectively? To do this, I contacted a group of psychologists who are currently doing training on reducing bullying in Temirtau schools, this is a city in the Karaganda region. The purpose of this study is to examine the perception of teachers and psychologists to effectiveness of the trainings in school.

An interview with teachers and psychologists will from January to February. For the convenience of teachers, they will have the opportunity to choose the date and time suitable for them. For the interview, a quiet place will be chosen where no one can interrupt.

There are minimal risks for this study since the main participants in the study are teachers. To ensure complete confidentiality, I use only information related to the research topic. All names or personal characteristics of teachers will be deleted or changed. To avoid risk during the interview, if participants do not want to answer questions, they can skip the question, postpone the interview or refuse it. Results can be shown to participants for cross-checking understanding between the researcher and the participants

The research participants' right to privacy will be through the assurance of confidentiality and anonymity. All the collected data is going to be coded and saved in the personal computer with a password. Participation is absolutely voluntary-based. The participants will complete and sign the consent form before participating in the interview.

For more information about this study, you can directly contact me 87071232105.

I, _____, give my voluntary consent to participate in this study. The researchers clearly explained to me the background information and objectives of the study and what my participation in this study involves. I understand that my participation in this study is voluntary. I can at any time and without giving any reasons withdraw my consent, and this will not have any negative consequences for myself. I understand that the information collected during this study will be treated confidentially.

Participant

Signature: _____ Date: _____

Researcher:

Signed _____ Date _____

Сіздерді Теміртау қаласындағы қорқытуды азайтуға бағытталған оқытудың тиімділігі атты зерттеу жұмысына қатысуға шақырамыз. Қазіргі уақытта Қазақстандағы мектептерде ұрып-соғу мәселесі күшейіп келеді. Осыған байланысты мектептерде зорлық-зомбылықтың алдын алу бойынша шаралар қабылдануда, бірақ ол қаншалықты тиімді жұмыс істейді? Ол үшін мен қазіргі уақытта Теміртау мектептерінде қорлауды азайту бойынша тренингтер өткізіп жатқан бір топ психологпен байланысқа шықтым, бұл Қарағанды облысындағы қала. Бұл зерттеудің мақсаты - мұғалімдер мен психологтардың мектепте өткізілетін тренингтердің тиімділігіне деген көзқарасын зерттеу.

Мұғалімдермен және психологтармен сұхбат қаңтар-ақпан айларында өтеді. Мұғалімдерге ыңғайлы болу үшін олар үшін қолайлы күн мен уақытты таңдау мүмкіндігі болады.

Сұхбат үшін ешкім араласпайтын тыныш жер таңдалады.

Бұл зерттеу үшін минималды қауіптер бар, өйткені зерттеудің негізгі қатысушылары мұғалімдер болып табылады. Толық құпиялылықты қамтамасыз ету үшін мен зерттеу тақырыбына қатысты ақпаратты ғана пайдаланамын. Мұғалімдердің барлық есімдері немесе жеке сипаттамалары жойылады немесе өзгертіледі. Сұхбат барысында қауіпті болдырмау үшін, егер қатысушылар сұрақтарға жауап бергісі келмесе, олар сұрақты өткізіп жіберіп, сұхбатты кейінге қалдырып немесе одан бас тарта алады. Нәтижелер қатысушыларға зерттеуші мен қатысушылар арасындағы өзара түсіністік үшін көрсетілуі мүмкін

Зерттеулерге қатысушылардың жеке өмірге құқығы құпиялылық пен жасырындықты қамтамасыз ету арқылы болады. Барлық жиналған мәліметтер кодталады және парольмен дербес компьютерде сақталады. Қатысу ерікті негізде жүзеге асырылады. Қатысушылар сұхбатқа қатыспас бұрын келісім нысанын толтырады және қол қояды.

Осы зерттеу туралы қосымша ақпарат алу үшін сіз маған 87071232105 арқылы тікелей байланыса аласыз.

Мен, _____, осы зерттеуге қатысуға өзімнің ерікті келісімімді беремін. Зерттеушілер маған негізгі ақпарат пен зерттеудің мақсаттары мен осы зерттеуге қатысуым нені түсіндірді. Менің бұл зерттеуге қатысуым ерікті екенін түсінемін. Мен кез-келген уақытта және ешқандай себепсіз келісімімді қайтарып ала аламын, және бұл өзім үшін теріс нәтиже болмайды. Осы зерттеу барысында жиналған ақпараттың құпия түрде сақталатынын түсінемін.

Қатысушы

Қолы: _____ Күні: _____

Зерттеуші:

Қолы _____ Күні _____

Вам предлагается принять участие в исследовании под названием «Эффективность обучения, направленного на снижение уровня издевательств в городе Темиртау». В настоящее время проблема издевательств усиливается в школах Казахстана. В связи с этим принимаются меры по предотвращению насилия в школах, но насколько оно эффективно работает? Для этого я связался с группой психологов, которые в настоящее время проводят тренинги по борьбе с издевательствами в школах Темиртау, это город в Карагандинской области. Целью данного исследования является изучение восприятия учителей и психологов эффективности обучения в школе.

Интервью с учителями и психологами будет проходить с января по февраль. Для удобства учителей у них будет возможность выбрать удобную для них дату и время. Для собеседования будет выбрано тихое место, где никто не сможет помешать. Есть минимальные риски для этого исследования, так как основными участниками исследования являются учителя. Для обеспечения полной конфиденциальности я использую только информацию, относящуюся к теме исследования. Все имена или личные характеристики учителей будут удалены или изменены. Во избежание риска во время интервью, если участники не хотят отвечать на вопросы, они могут пропустить вопрос, отложить интервью или отказаться от него. Результаты могут быть показаны участникам для взаимного контроля понимания между исследователем и участниками. Право участников исследования на неприкосновенность частной жизни будет обеспечиваться гарантией конфиденциальности и анонимности. Все собранные данные будут закодированы и сохранены в персональном компьютере с паролем. Участие абсолютно добровольное. Участники заполняют и подписывают форму согласия до участия в интервью.

Для получения дополнительной информации об этом исследовании, вы можете напрямую связаться со мной 87071232105.

Я, _____, даю свое добровольное согласие на участие в этом исследовании. Исследователи четко объяснили мне справочную информацию и цели исследования и что включает в себя мое участие в этом исследовании. Я понимаю, что мое участие в этом исследовании является добровольным. Я могу в любое время и без объяснения причин отозвать свое согласие, и это не будет иметь никаких негативных последствий для меня. Я понимаю, что информация, собранная в ходе этого исследования, будет рассматриваться конфиденциально.

Участник

Подписано _____ Дата _____

Исследователь:

Подписано _____ Дата _____

Appendix 3 : Interview protocols

Project name: The effectiveness of training aimed at reducing bullying and increasing wellbeing in Temirtau city

Respondent:

Date of:

Time:

A place:

Preliminary procedures: introducing yourself, the purpose of the study, and protecting anonymity; obtaining permission to record sound; signing the consent form.

Dear participant,

Thank you for participating in the thesis program. The following questions will help me learn more about the training dedicated to decreasing the bullying level. Additional questions may arise during the interview that will help me clarify your answers. I would like to remind you that your answers will be confidential.

Participant Interview Questions:

1. Tell me about yourself, your experience and professional qualifications.
2. How do you rate the training that you had on a 10-point scale? Why explain?
3. What do you put into practice from what you learned?
4. How much do you think your knowledge helps?
5. What would you change or improve in trainings that you received?

Thank the participant for the interview. Assure them again about the confidentiality of received information.

Жобаның атауы: Теміртау қаласындағы ренішті азайтуға және әл-ауқатын арттыруға бағытталған оқытудың тиімділігі

Респондент:

Күні:

Уақыты:

Орын:

Алдын-ала жасалатын процедуралар: өзін таныстыру, зерттеу мақсаты және анонимділікті қорғау; дыбыс жазуға рұқсат алу; келісім формасына қол қою.

Құрметті қатысушы,

Диссертациялық бағдарламаға қатысқаныңыз үшін рахмет. Төмендегі сұрақтар маған бюллетень деңгейін төмендетуге арналған тренинг туралы көбірек білуге көмектеседі. Сұхбат барысында қосымша сұрақтар туындауы мүмкін, бұл сіздің жауаптарыңызды нақтылауға көмектеседі. Жауаптарыңыз құпия болатындығын ескертемін.

Қатысушылармен сұхбат сұрақтары:

1. Өзіңіз туралы, тәжірибеңіз және кәсіби біліктілігіңіз туралы айтыңыз.
2. Сіз 10 балдық шкала бойынша өткізген жаттығуды қалай бағалайсыз? Неге түсіндіреді?
3. Сіз білгендеріңізден нені іс жүзінде қолданасыз?
4. Сіздің біліміңіз қаншалықты көмектеседі деп ойлайсыз?
5. Сіз алған тренингтерде нені өзгерткіңіз немесе жақсартқыңыз келеді?

Сұхбат бергенге рахмет. Оларды алынған ақпараттың құпиялылығына тағы да сендіріңіз.

Название проекта: Эффективность обучения, направленного на снижение уровня издевательств и повышение благосостояния в городе Темиртау

Ответчик:

Дата:

Время:

Место:

Предварительные процедуры: представление себя, цель исследования и защита анонимности; получение разрешения на запись звука; подписание формы согласия.

Уважаемый участник,

Спасибо за участие в дипломной программе. Следующие вопросы помогут мне узнать больше о тренинге, посвященном снижению уровня буллинга. Во время интервью могут возникнуть дополнительные вопросы, которые помогут мне уточнить ваши ответы. Я хотел бы напомнить вам, что ваши ответы будут конфиденциальными

Вопросы для интервью:

1. Расскажите о себе, своем опыте и профессиональной квалификации.
2. Как вы оцениваете обучение, которое вы прошли по 10-балльной шкале? Зачем объяснять?
3. Что вы применяете на практике из того, что узнали?
4. Как вы думаете, насколько ваши знания помогают?
5. Что бы вы изменили или улучшили на тренингах, которые вы получили?

Спасибо участнику за интервью. Заверьте их еще раз в конфиденциальности полученной информации.