Schoolteachers' Perspectives on an Anti-Bullying Program in Gobi-Altai Province, Mongolia

By

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ABSTRACT

Schoolteachers' Perspectives on an Anti-Bullying Program in Gobi-Altai Province, Mongolia

Background:

Every child has the right to access education in a safe environment. Bullying can have significant consequences, affecting physical health, social wellbeing, academic performance, and even increasing the risk of suicidal thoughts. Although there are no data on rates of bullying in Mongolia, the number of Mongolian adolescents attempting suicide has recently increased to 32.1% (Badarch et al., 2022). Crafting an effective anti-bullying program for Mongolian schools involves overcoming the lack of evidenced based research, economic burdens, and cultural pushback.

Aim:

To understand how anti-bullying and associated interventions are perceived by both primary and middle school teachers in the Gobi-Altai province, Mongolia, in response to an evidence-based anti-bullying program already in use in other countries.

Method:

In this qualitative narrative study, a focus group was conducted with four primary and middle school teachers from a provincial school to discuss the feasibility of adapting the P.E.A.C.E. Pack anti-bullying program for Mongolian schools. Ethics approval was obtained (HREC 6818). The P.E.A.C.E. Pack was chosen due to its ready-packaged and teacher-led nature, cross-cultural trials, and cost-effectiveness. The focus group discussion was recorded, transcribed, and thematically analysed.

Results:

Thematic analysis resulted in several recommendations: Teachers agreed that self-esteem and optimism, as coping skills offered by the P.E.A.C.E. Pack, can buffer students against effects of bullying related to their diverse family backgrounds. Additionally, positive friendships and a supportive class climate were identified as key preventative factors. Although teachers emphasised these coping skills, they agreed that all lessons addressing all types of bullying and relevant coping skills need to be taught due to prevailing social norms that primarily recognise physical bullying.

For lesson delivery, weekly sessions in primary schools and embedding lessons into middle school curricula were deemed appropriate. Teaching resources need to be adaptable for combined primary and middle schools in Mongolia. The P.E.A.C.E. Pack's alignment with General Capabilities in academic curriculum facilitates its integration into middle school curriculum, addressing teachers' limited teaching time and academic pressures on students. The pack offers various resources to meet learners' diverse needs in terms of age, cognitive development, and interests.

Awareness is crucial in addressing bullying, as children's lack of awareness can contribute to their involvement. Given its high prevalence, cyberbullying should be widely taught. Discussing these

bullying lessons during primary and middle schools appears to be more effective, due to children's willingness to discuss on bullying and receptiveness to teachers' guidance. The further success of a program is associated with both parental involvement and the implementation of school-wide programs.

Conclusion

The findings suggest the proposed program could effectively address bullying in Mongolia. Schools in Mongolia encounter challenges in selecting suitable anti-bullying programs, such as economic constraints and cultural resistance. Trialling a ready-packaged program like the P.E.A.C.E. Pack could be a good compromise.

Recommendations:

In cross-cultural research, language differences and contextual unfamiliarity can lead to inconsistent understanding of common terms. Future research on bullying in Mongolian schools should ensure participants understand terms related to coping skills, such as resilience. Familiarising teachers with anti-bullying language can yield more reliable results, particularly for trends like cyberbullying. Additionally, investigating causal relationships between social variables (e.g., ethnicity, parental education, and SES) and school bullying issues in Mongolia is necessary.

DECLARATION

I certify that this thesis:

1. does not incorporate without acknowledgment any material previously submitted for a degree or diploma in any university

2. and the research within will not be submitted for any other future degree or diploma without the permission of Flinders University; and

3. to the best of my knowledge and belief, does not contain any material previously published or written by another person except where due reference is made in the text.

Signed.........Altaituya.B...

Date...........15th/Jan/2025...

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CHAPTER ONE INTRODUCTION

Impetus for the Research

My Personal Experiences as a Witness of Bullying Incidents

One bullying incident I saw three years ago remains clear in my mind. It happened outside a personal computer (PC) game centre that was next to my home. At that time, one boy was kneeling, and blood was rushing from his nose. I called to the student who was bullying and intervened. I knew the bully because he was quite a popular student who hosted student events at his school and was quite social. I felt sympathy for the bullied student, and at the same time, I was shocked by the actions of the bully and of the students who witnessed the event. I wondered after that incident why the bully did it because he was perceived as a role model amongst his peers. I wondered why the victim did not defend himself and why the witnesses did nothing.

*Ar*ound that year, a high school boy in my neighbourhood left his school before he finished his education. His family and I, as a close neighbour to the family, were wondering why he had decided to leave his high school despite him being very interested in entering law school. Later, I found out that the reason why he left the school was related to his repeated bullying. I know that he still struggles to continue in his future career of being a lawyer because of his gap in learning core subjects at high school and even skipping the university's entrance exam. This experience caused me to ponder an important question: Could bullying be so harmful as to impact someone's school life, future career choice, and even the rest of their lives? Searching for the answer to this question only led me to more questions and even greater determination to look for solutions to this problem of school bullying.

Beginning my Journey in the Search for Answers

I began my initial study on bullying as a part of an assignment in an Independent Research Study topic, as a component of a Masters of Education at Flinders University. Of course, I knew that bullying is a bigger issue than what I could cover in this paper. The more I study about school bullying, the more I am aware of how widely and negatively it impacts students' lives, not only their educational prospects but also their emotional, physical and psychological wellbeing. While being aware of a connection between childhood bullying experiences, family functioning and substance abuse in later life, I had an eureka moment when some of my associates shared the stories of how they were physically punished in their childhood by caregivers, consequently becoming aggressive toward peers, and experiencing disturbances that led them to consume alcohol in their adolescence. This was an experience I was exposed to as part of my work with the Mongolian NGO, Сайн үйлсийн элчүүд (English translation – Good Deeds Messenger; General Authority for State Registration of Mongolia, 2024). As a founder of this local NGO, which comprises over 50

volunteer people who are united in promoting local children's wellbeing, I am dedicated to advocating for the rights of children and intend to add my voice to the bullying issue.

Is Bullying Recognised as a Form of Violence?

According to the Convention on the Rights of the Child (UNCRC) (United Nations, 1989), each child has the right to be safe from all forms of violence. Mongolia is therefore responsible for providing protection as a member of the UN, and is duty bound to uphold the resolutions of the Convention. However, the UNCRC and other international human rights agreements do not specifically mention bullying. In this sense, Slee and Skrzypiec (2016b) argue that school bullying is a form of child abuse, which diminishes the rights of children. They go on to note that governments and educational authorities should commit to protecting these rights. Accordingly, many key children's advocacy organisations around the world, for example UNICEF (2024), have recognised school violence and peer bullying as a significant factor impacting the rights of children, particularly now in the digital era when cyberbullying has become commonplace among youth. As Slee (2017) stated "[b]ullying has always been with us, but it is now that the community is beginning to voice its collective concern that it is an unacceptable and harmful aspect of relationships" (p. 222).

How can Joint Efforts based on Local Partnerships Help to Counteract Bullying?

My role in a local NGO allows me to develop bullying interventions and further implement, maintain, and monitor anti-bullying programs with schools in Mongolia. Cowie and Dawn (2007) posit that an external agency can be involved in designing programs to eradicate bullying through a joint effort with schools. Further, a collective effort can give this approach more exposure in following years by sharing the institutions' time, human and financial resources. Working together, NGOs, schools, and government agencies can achieve greater outcomes cooperatively than would be possible alone or with top-down policy directives that fail to accommodate the needs of the local context. Moreover, such cooperative programs should be undertaken with long-term commitment by all stakeholders and ongoing monitoring to ensure alignment with objectives and resources (Cowie & Dawn, 2007).

According to meta-analyses, an anti-bullying program's exposure year after year, has been one of the main predictors of how positive outcomes are generated since program implementation (Ttofi & Farrington, 2011). Taking the Australian case as an example, a three year P.E.A.C.E. Pack program at a primary school decreased school bullying by 33% in comparison to its one-year program (on average 24%) at the same school (Slee, 2017). This effectiveness emerges as "second-order change" (Slee, 2017, p. 217) which modifies attitude, perceptions and beliefs across all school systems, such as the classroom, school and families. In reference to financial

resources, this joint effort on bullying can influence local decision makers and cause international agencies to draw attention to the problem and to allocate local funds for program implementation.

The Need for a School-Based Bullying Intervention Program in Mongolia

Through an evidence-based research lens, a school is perceived as an obvious setting to promote students' wellbeing and health (Slee, 2017). Systematic and meta-analytic findings indicate that anti-bullying programs in schools are generally effective in decreasing both bullying and victimisation on average by 20% (Ttofi & Farrington, 2011). However, the degree to which Mongolian schools respond to bullying is unclear in terms of legal responsibility under the law. In this vein, Slee (2017) states that school responses to bullying generally follow the local laws that are imposed on all public education facilities. In addition to legal direction, schools are also likely to be pressured by the public to pay more attention to student wellbeing due to severe bullying cases mainstreamed by social media. However, for a school willing to take steps to counteract bullying, selecting the best anti-bullying program or approach can be a daunting task, as Slee (2017) notes.

This aspect of anti-bullying program implementation is critical in the case of Mongolian schools due to there being a research gap regarding bullying in Mongolia, and also cultural pushback and the difficulty to adapt an international bullying program to the Mongolian context. The cultural adaptation of Western models of anti-bullying programs for application in Eastern societies, is lacking in the academic literature. There are only a few examples from China and Malaysia where an attempt was made to implement the Olweus Program with mixed (Smith, 2016b) and undesirable results (Gaffney et al., 2019).

Geographic Location of the Study in Mongolia

The geographic setting for this study was the Gobi-Altai Province (Govi-Altay) of the southwestern region of Mongolia, which is one of 21 Mongolian provinces (known as aimags) in the country (see Figure 1.1). This part of Mongolia is harsh and remote, comprised of primarily arid, cold climate grasslands with low precipitation and extreme fluctuations in temperature (Balt, 2023). As of the latest census in 2023, the population of Gobi-Altai was 57,328 with 18,910 living in the provincial centre of Altai city (National Statistics Office of Mongolia, 2023). There are 28 schools in the provincial education system, including five schools in the provincial centre and the rest distributed through the other 17 counties. General education in Mongolia is mandatory in three school settings, including primary (1st to 5th grades), lower secondary (6th - 9th grades) and upper secondary schools (10th - 12th grades) (National Statistics Office of Mongolia, 2023).

Figure removed due to copyright restriction.

Figure 1.1

Location of the Study in the Gobi-Altai Province, Mongolia (Encyclopaedia Britannica, 2024)

Voices from the Field

Although principals and teachers are described as frontline deliverers of mental and wellbeing programs in schools, many feel overwhelmed by the daunting task of an anti-bullying program intervention (e.g., adherence to the program integrity, participant responsiveness) and difficulty of program implementation (e.g., busy and complex school environment) (Slee, 2017). The question of the choice of anti-bullying program model is also potentially problematic in some settings due to differences in communities, school systems and policies, and available resources. However, an Australian anti-bullying program known as the P.E.A.C.E. Pack, has shown promise in other than Western Cultural contexts, as it was developed with voices of all representatives of school systems including teachers, students, parents and even community representatives. Consequently, the program was trialled and successfully implemented in Japan, which has an eastern culture similar to that of Mongolia.

Accordingly, I sought to research an adaption of the P.E.A.C.E. Pack program for implementation in the Mongolian culture with the assistance of the Mongolian education professionals. Utilising their pedagogical expertise and knowledge of the local setting, the P.E.A.C.E. Pack program can be adapted to reduce cultural pushback and prioritise students' wellbeing in Mongolia. As Dimmock and Walker (2005) state:

> [e]ducational leadership is a socially bounded process. It is subject to the cultural traditions and values of the society in which it is exercise…it is remarkable that many current debates in educational leadership continue to be couched in general or universal terms without taking into account the particularities of the local cultural context that influences and shapes. (p. 1)

Background to the Problem of Bullying in Schools

The prevalence of school bullying has been well-documented (Migliaccio, 2015; Smith, 2016a) in many countries, including Mongolia. Students can be involved in physical (e.g., kicking or punching), verbal (e.g., name calling or threatening), relational (e.g., rumour-mongering or social exclusion) (Gladden et al., 2014), cyber bullying (e.g., sending nasty messages through digital devices) (Gündüz et al., 2021) and in prejudicial bullying (e.g., being teased or name called because of physical appearance, race or sexual orientation) (Eisenberg et al., 2022).

In these different forms of bullying, students can take on several participant roles, including as a bully, an assistant, a reinforcer, a victim, a defender, and a bystander (Pouwels et al., 2018). Their roles can often overlap depending on the situation students are in; for example, a student who bullies others reports herself or himself as being a victim or a bystander in separate contexts (Reisen et al., 2019).

Regardless of which role is taken, there are negative consequences for all students involved in bullying episodes (Evans & Smokowski, 2016; Timmons-Mitchell et al., 2016). To illustrate, either an aggressor or a target can suffer from internalising problems related to individual moods, such as anxiety, depression, low-self-esteem and consistent loneliness. The outcome of these problems may lead to suicide in extreme cases (Cecen-Celik & Keith, 2019; Duan et al., 2020; Harger, 2019). Moreover, if the perpetrators continue down a disruptive path of their unhealthy behaviours without any correction or intervention by adults around them, there may be ongoing repercussions. Research has found children who bully peers often become involved in substance abuse (Yen et al., 2014) or juvenile delinquency, and further involvement in serious crime may arise (Arseneault, 2018; Fekkes et al., 2005). These tendencies are also known as "externalising difficulties" (Klomek et al., 2015; Reijntjes et al., 2011). Like perpetrators, students who have been both bullies and victims (bully/victim) also experience comorbid internalising and externalising problems. What Cook et al. (2010) found is that these symptoms lead students to negative beliefs and attitudes about themselves and others which result in displaying low social competence and a decrease in student academic learning. More specifically, academic outcomes of bullying are detrimental to all involved in bullying and include absenteeism (George & Strom, 2017; Havik, 2017; Rueger & Jenkins, 2014), lowered GPA (Mundbjerg Eriksen et al., 2014; Munira Minaz et al., 2017), and dropping out from school (Nikolaou, 2022). Later in life, bullies and victims may experience low earning jobs and unemployment as adults (Brimblecombe et al., 2018; Mukerjee, 2018). For example, findings from academic performance tests in over 100 countries indicated that bullying

victimisation was correlated with students' lower performances in mathematics, reading and science literacy (Gimenez et al., 2024; Karakus et al., 2023; Yu & Zhao, 2021). Apart from these detrimental consequences, other physical and socially adverse effects have been observed by scholars. These include post-traumatic stress symptoms (Yang et al., 2018), somatic problems (Graham, 2016), sleep complaints (Hong et al., 2019), obesity (Hammami et al., 2020), eating disorders such as anorexia (deLara, 2019; Lee & Vaillancourt, 2018; Lie et al., 2019) and violent behaviours in romantic relationships (Zych et al., 2021).

Problem Statement

All students have the right to have access to schooling in environment that is safe (Cornell & Limber, 2015). At the national and local levels, educational leaders and relevant political representatives should have a strong commitment to this aim (Kull et al., 2015; Slee & Skrzypiec, 2016b). From a review of the literature discussed in Chapter 2, it is unclear how frequently Mongolian students are involved in bullying incidents. However, in a study (Badarch et al., 2022) related to suicidal attempts, percentages of Mongolian adolescents who attempted suicide in the past 12 months due to bullying had increased in recent years and reached 32.1%. The study suggests that school bullying was one of the main associated factors in suicidal attempts among Mongolian youth. As more severe bullying cases have been reported in Mongolia, in recent years, schools have been increasingly pressured by the public, including parents to have a duty of care for this problem. In the Mongolian context, school social workers are mainly responsible for handling bullying cases when they are informed. However, current single-component interventions by school social workers are assessed by Hymel and Swearer (2015) as not enough to counteract bullying. Instead, an intervention program across a school that engages students, teachers, and parents is recommended by the authors to achieve effectiveness. Therefore, this problem in Mongolian schools presents a challenge and an opportunity for this study to reveal appropriate responses in the local, cultural context for an effective resolution.

Purpose of the Study

The primary purpose of this qualitative narrative inquiry is to understand how bullying and associated interventions are perceived by both primary and middle school teachers in Gobi-Altai province, Mongolia, in response to an evidence-based design of an anti-bullying program that has been implemented in several other countries. The study will use these perspectives to adapt the P.E.A.C.E. Pack (Slee, 1996) to outline the most suitable evidence-based anti-bullying program in a Mongolian context. As it is the teachers who spend the greatest amount of time with students in a school setting, the study will consult the teachers about school bullying and practices used for intervention (Bradshaw et al., 2013; Menesini & Salmivalli, 2017).

Regarding cultural transference of anti-bullying programs, this narrative inquiry seeks the understanding in great of depth of teacher perspectives on bullying matters within their school contexts. Ansary et al. (2015) argue that a school's context and unique needs should be considered to prevent any implementation failure. Each school has unique characteristics relevant to students' demographics and socio-economic backgrounds, history of the greater community, financial resources, the pressure of performance standards among educator and learners, teacher training and level of skills, administrative supports available for the anti-bullying program implementation and overall school capacity. Askell-Williams et al. (2009) also identify the importance of examining teacher background and existing programs at a school as part of developing an appropriate anti-bullying intervention program.

Research Questions

The P.E.A.C.E. Pack anti-bullying program that draws on elements of a whole-school approach was chosen as most effective to improve the situation for students in Mongolia. Research by van Verseveld et al. (2021) recommends a whole-school bullying approach in terms of its effectiveness which has been confirmed in subsequent studies by Rapee et al. (2020) and Gaffney et al. (2021). Moreover, the P.E.A.C.E. Pack program was successfully implemented in many countries, even in Eastern cultures, which suggests the possibility of cultural adaptation (Slee & Skrzypiec, 2016b).

Understanding schoolteachers' perspectives in adapting the program was seen as critical because the role of schoolteachers is significant in the program implementation, especially to improve students' coping skills in the classroom setting. Moreover, having feedback from school personnel in the real world will give an opportunity to foresee the possible threats to the success of the program implementation (e.g., time commitment in exposing a new program) as well as some alternative ways of approaching the task. As Jones and Augustine (2015) posit, based on beliefs of the school and its community, each school needs to develop its own program for an anti-bullying intervention.

Bullying incidents first appear in primary school grades and the peak is seen in middle school grades (Eyuboglu et al., 2021; Lam et al., 2015). Indication from some of research are that anti-bullying interventions in middle grades may not succeed when the school and students have not previously experienced programs in their primary school level (Stevens et al., 2000).

Slee (2017) notes that "school-based interventions to address bullying should be nuanced to account for developmental appropriateness and individual and social and cultural factors" (p. 213). In this vein, to consider program appropriateness in terms of student age and year level, the study aims to engage representatives from both primary and middle schools. In the Mongolian context, primary, middle and high schools are combined in one school campus under one school

administration. This means that the same approach is bound to be implemented across these three-school settings. In this sense, accounting for approach differentiation (e.g., buddy program in the first year after transition) under the P.E.A.C.E. Pack program is critical in the initial stage, especially, in designing a program against bullying. Thus, this study is focused on students of primary and middle schools. These are combined into one school in Mongolia.

The Overarching Research Question (RQ

The research question was: What are the current perspectives of primary and middle school teachers at the selected school on the P.E.A.C.E. Pack anti-bullying program? In addition, the Sub-Questions (RSQ) the study seeks to answer are:

1.What are schoolteachers' perspectives on lessons about coping skills?

2.Does the program need to be differentiated between primary and middle school context?

3.Can the introductory draft of the anti-bullying program be adapted based on these perspectives?

These questions are addressed through a narrative inquiry (this qualitative narrative inquiry will be explained more fully later in chapter 3) in one conveniently selected provincial school. The narrative study aims to understand how teachers perceive the P.E.A.C.E. Pack as a draft of an anti-bullying program. Based on the findings, the resulting version of the P.E.A.C.E. Pack model may be useful to inform administrators and educators in the process of implementation and trialling in the participating school to resolve the school bullying situation in Mongolia.

Significance

The research explores how a sample of primary and middle school teachers in Mongolia perceive school bullying and what their responses are to the P.E.A.C.E. Pack model and its possible interventions that can be used to counteract the bullying. As Green et al. (2011) state, school personnel awareness and understanding of bullying in a school is associated with the existence of a safe environment for their students. Moreover, findings on bullying intervention from teachers will add information to the body of literature related to teachers' perspectives on how to intervene in school bullying. Such a nuanced program in primary and middle school settings in Mongolia has not been attempted or described in the literature and, therefore, may contribute to knowledge and lead to significantly beneficial outcomes.

It is documented that schoolteachers' perspectives on bullying have not been explored sufficiently in the literature (Mark & Ratliffe, 2011). As a significant amount of time is spent by teachers, consideration of their views and experiences could be vital to curb bullying (Menesini & Salmivalli,

2017). Further, the study's benefits will provide resources concerning school bullying for students, parents, educators, governing bodies, and representatives of external agencies willing to counteract school bullying since the school participants will be able to see the P.E.A.C.E. Pack and assess its applicability to their school.

Definition of Terms

Bullying:

Despite there being no single and widely accepted bullying definition (Slattery et al., 2019), most researchers define bullying as deliberate and repeated negative actions which involve a power imbalance between an aggressor (s) and a target (Lehman, 2019; Olweus, 1994). Gladden et al. (2014) highlighted the harmful nature of bullying, which may cause harm to the targeted youth in physical, psychological, social or educational areas.

Anti-bullying program:

According to Smith (2016a), an anti-bullying program can be designed with proactive strategies to prevent bullying, reactive strategies to address it after it occurs, a combination of both. These programs can aim at bullied children, victims, their peers, parents, and teachers. Implementation can occur at various levels, from individual, classroom, school to community level.

Conclusion

Bullying should not be perceived by the community, as a "not my business" issue because of each child right to be protected from all forms of violence. Communities hold a collective moral responsibility to uphold those rights. Instead of the community taking a bystander role, they should seek effective solutions to decrease harm among children in a collective way. To enable effective anti-bullying measures, a joint effort involving collaboration between parents, teachers, other stakeholders, and schools as a primary setting is needed to improve this situation. However, schools in the Mongolian context are bound to be challenged to select a suitable Western-derived program due to the lack of evidence-based research in the context of Mongolia, the economic burden as a developing country (e.g., limited access to international literature and appropriate programs) and even cultural pushback from within Mongolian society. In this sense, trialling a ready-packaged program (the P.E.A.C.E. Pack) that has been successfully implemented in other countries, especially in Eastern cultures, may be a suitable compromise. In order to culturally adapt the program, it is vital that schoolteachers are involved as a voice from the field, as they would be the program deliverers. This is essential to including any culturally relevance for Mongolian situations. Therefore, a qualitative narrative inquiry allows the researcher to understand teachers' perceptions on the P.E.A.C.E. Pack program regarding school bullying and necessary intervention.

Consequently, the final product of this program can be implemented and applied by educators to reverse the bullying problems in Mongolia.

CHAPTER TWO LITERATURE REVIEW

Introduction

This qualitative narrative inquiry aims to understand how school personnel perceive the P.E.A.C.E. Pack anti-bullying program in terms of its adaptation in Mongolia. Thus, the first part of the literature will introduce effective types of anti-bullying programs. Following this, the P.E.A.C.E. Pack program will be introduced with its main steps and the theoretical aspect. The middle section of this chapter will highlight the needs for coping skills for students throughout the program. The reasons why the P.E.A.C.E. Pack is selected as an introductory of an anti-bullying program in Mongolia will be scrutinised in the final part followed by a summary of this chapter.

Effectiveness of Anti-Bullying Programs

Meta-analytical researchers indicated that school based anti-bullying programs are effective in decreasing bullying perpetration and victimisation by up to 25% (de Mooij et al., 2020; Gaffney et al., 2021; Hensums et al., 2023; Ttofi & Farrington, 2011). Gaffney et al., (2021) evaluated four programs, including the Olweus Bullying Prevention Program (OBPP), the KiVa, the NoTrap! and the Viennese Social Competence (ViSC) program implemented in 12 countries, which resulted in a reduction of bullying perpetration and victimisation by 19-20% and by 15-16% respectively. Among those programs, the OBPP was evaluated as the most effective program. However, recently researchers have argued that assessment measures need to be extended to consider students' bullying self-efficacy beliefs (Kuldas et al., 2023; Sargioti et al., 2023) and parents' responses to a program implementation (Young et al., 2022). Young et al. (2020) elaborated that half of parents were not aware of the KiVa implementation at their children's schools, although the program was seen as quite popular at local and global levels.

Apart from the statistical outcomes showing that bullied children and were bullied less after interventions, Smith et al. (2012) argued that programs need to test "what and why, for whom, and under what circumstances" (p. 438). Meta-analytic findings on what works well suggest programs that are implemented at multi-faceted levels of a school (Gaffney et al., 2021; Rapee et al., 2020) engage parents (Huang et al., 2019), focus on building students' skills (e.g., self-confidence and resilience) (de Mooij et al., 2020) and emotional control (Lee et al., 2015) are most effective.

To study for whom programs work, several meta-analyses were conducted by delineating subgroups in terms of students' age group, sex, ethnicity and socio-economic status (SES). Children under the age of 12 benefited more from anti-bullying interventions, but there were no significant difference based on students' gender, ethnicity and SES (Hensums et al., 2023). This finding was confirmed by Yeager et al. (2015) who conducted the first meta-analysis on an

association between age groups and programs effectiveness. Their findings indicated that anti-bullying programs were less effective among adolescents who are aged 12 years old and above. In contrast, the programs were previously recommended to be targeted at above 11-year-old students in order to be effective (Lee et al., 2015; Ttofi & Farrington, 2011). Lack of consensus on this issue of effectiveness in different age groups would therefore benefit from additional research.

Apart from the research on what age groups can benefit more from bullying interventions, several meta-analyses focused on whether degrees of bullies' popularity, bullied students' high initial victimisation level, or types of early adolescents' temperament impact on program effectiveness. In findings of meta-analysis on the KiVa program, the program was more effective for unpopular bullies rather than those who were considered as popular (Garandeau et al., 2014) as well as for 10 to 13 year-old adolescents with high and medium positive emotionality than those with effortful control or negative emotionality (Nocentini et al., 2019). Taking into consideration students' high initial victimisation levels in bullying situations, program intervention worked well among students who were most heavily victimised in individual participant data (IPD) meta-analyses (Hensums et al., 2023).

However, some researchers have argued that even programs considered effective in reducing overall rates of bullying prevalence may not help students who are persistently victimised (Bowes, 2020; Kaufman et al., 2021). As Huitsing et al. (2019) argued, after one year of the KiVa program implementation in the Netherlands, students who continued being victimised had more depression and lower self-esteem compared to those from a school that had not implemented such a program. This suggests that the implementation of a general anti-bullying program may not be effective at reducing repeated victimisation and the associated mental health problems. Moreover, Bowes (2020) highlighted the need to embed a more targeted prevention into existing anti-bullying programs at a school. Kelly et al. (2020) defined a personality-targeted cognitive behavioural program as an effective program that decreased victimisation among high-risk students by 19% or more.

Brendgen and Poulin (2018) explained that a particular reason some students remain repeatedly bullied after an intervention related to those students' problems going unnoticed. One explanation for this, Campbell et al. (2019) argued, is that many teachers find it difficult to recognise which students have persistent victimisation. In response, Kaufman et al. (2021) research suggested the network diagnostics as a tailored approach to deal with complex bullying problems by mapping a friendship network based on students' self-reports in a classroom setting.

Considering under which circumstances an anti-bullying program works or not is needed for effective implementation. Zambuto et al. (2020) found that one of the effective peer-led programs, NoTrap!, could generate different outcomes depending on what ways peer educators are recruited.

Peer educators who are voluntarily recruited were at risk of being victimised. Instead, nominating them by peers can be promising as they are more perceived as likable and popular. The recruitment process for working with peers should be tested to adjust to certain relevant circumstances (Zambuto et al., 2020).

Another circumstance that can be accounted for is how anti-bullying programs can be made cost saving. According to scholars, saving money is considered as a powerful tool to convince decision makers, governmental bodies, practitioners (Farrington & Koegl, 2015) and even potential funding agencies (Bradshaw, 2015) to implement certain programs. Beckman and Svensson (2015) and Persson et al. (2018) carried out initial cost-benefit analysis on the OBPP and the KiVa respectively. As a result, both programs were described as cost-effective interventions and in comparison, the KiVa was more cost effective. However, Le et al. (2021) criticised both analyses for only considering a government perspective and not external program implementers from other sectors, such as health. Compensating for this need, those researchers conducted an analysis in the Australian context, including the Friendly School program which was confirmed as a cost-effective anti-bullying program (Le et al., 2021).

However, the programs considered as cost-effective in developed countries may not be appropriate for low-and middle-income countries (LMICs). Specifically, programs designed in high-income countries are less applicable in LMICs that lack time and monetary resources (Arënliu et al., 2020; Sivaraman et al., 2019). As a solution to this challenge, some researchers trialled a short version of a program to save cost in the Kosovo country's context (Arënliu et al., 2020). The ViSC program was chosen as effective against bullying (Gaffney et al., 2021; Yanagida et al., 2019) and generated desirable outcomes despite its implementation throughout only half the usual periods. In this context, the P.E.A.C.E Pack program is recommended due to its intensive and effective natures combined with the significant advantage of being low-cost (Guarini et al., 2020).

Recent meta-analyses of literature review have identified several anti-bullying programs, including KiVa, OBPP, ViSC and NoTrap!, as the most effective, primarily based on their assessments in Western context. However, adapting KiVa and OBPP to the Mongolian context maybe costly for developing country. This is particularly significant for Mongolian schools, which lack of systemic support for bullying policies and implementation funding. In targeted provincial school contexts, most initiatives on student wellbeing, both financially and methodologically, rely on local international agencies such as World Vision. Additionally, there is a scarcity of literature on effectiveness of these programs in various contexts, especially in LMICs and Eastern culture like Mongolia. Gaffney's (2019) meta-analysis mentioned trials of OBPP in six Malaysian schools which share some cultural similarities with Mongolia, but these trails were ineffective, and the reasons remain unclear.

In the context of the ViSC program, lessons learned from Kosovo recommend a teacher-led approach for sustainability, despite the potential cost savings of shorter version. Financially, NoTrap! is quite cost effective among the mentioned programs, as it is web-based and peer-led. However, such a program may be inappropriate for the current Mongolian school context due to lack of previous experiences with school-based bullying programs. This suggests that a peer-led program could face challenging in the initial phase of counteracting bullying without adult supports. Moreover, Mongolian children may find it difficult to access the web-based program due to language differences, despite its availability to English language users and accessibility outside of schools.

Therefore, beyond the existing literature, it was necessary to explore another anti-bullying program that would be more appropriate for the Mongolian school context. The Australian P.E.A.C.E Pack Program offers a lower-cost, teacher-led approach with evidence-based findings its successful trials in countries, including Japan, which shares cultural similarities with Mongolia in terms of Eastern culture.

The P.E.A.C.E. Pack Program

The P.E.A.C.E. Pack program was developed in Australia (Slee, 1996) utilising systems thinking to understand the issue of school bullying. The acronym of P.E.A.C.E. heads the program following steps including Preparation, Education, Action, Coping and Evaluation as shown in Figure 2.1.

The "P.E.A.C.E. " Process

Schematic representation of the P.E.A.C.E program to reduce bullying in our schools.

Identification of key staff to run the program → Surveys/Interviews of students, parents and staff → Feedback to school regarding surveys at staff meetings

Inservicing of key staff in policy and practice

Developing policy and grievances procedures

Feedback to school

Ongoing monitoring of the program.

Integrating the PEACE program with other school initiatives e.g. peer mediation

Second survey evaluation and celebration

Integration of a review process into staff, planning days at beginning of each year.

Development of lesson plans across the curriculum

Implementation of lesson plans

Launching of policy involving students, staff and parents

Parent Information Night

Time Frame: 1 year to 18 months

Figure 2.1

Five main steps of P.E.A.C.E. Pack (Slee, 1996, p. 17)

The initial step, "*P*" involves *preparation* and the consideration of the nature of school bullying in the location (e.g., frequency, forms, duration of bullying) providing the basic information that can be used to develop school policy, intervention program as well as engage parents and students. Next, the "*E*" step refers to *educating* others on bullying and collecting information through anonymous surveys, interviews, direct observation to base an intervention program. Also, in this step, focused group discussions about current school practice are held and reviewed. The "*A*" step engages staff, students and parents and the various sub-systems in *actions* that addressing the bullying. During the "*C*" step, all of those people concerned with bullying are provided with a variety of strategies and skills on how to *cope* with bullying. In the final "*E*" step, the program is *evaluated* and those involved are given feedback and the gains made are celebrated.

Regarding the program's theory-based nature, as Slee (2017) notes, "[o]ne of the important elements of evidence-based practice underpinning interventions is the extent to which an intervention is supported by strong relevant theory" (p. 88). The program reflected key elements of systemic principals, such as "first-order", "second-order" change and social constructivist thought

because bullying is a nested relational issue across the school system. 'First-order' change will happen if the intervention emphasises individual's active roles in social constructivist meaning (e.g., supporting a student to acquire social skills with other peers) not focusing on deficit and weakness of the individual (e.g., changing problematic behaviour of the bully or helping the victim). Regarding second-order change, it will occur when the system itself begins to change. In this shifting process, the school community can choose ways to counteract bullying based on very different perspectives throughout the school system by modifying their attitudes, perceptions and beliefs (Slee & Shute, 2003).

Importance of Teaching Coping Skills Throughout the Program

The Coping with Bullying (CWB) program was designed based on a 20-year research project with a 'Coping' component of the P.E.A.C.E. Pack (Slee & Skrzypiec, 2016b). As Murray-Harvey and Slee (2010) argue, with the outlook of school bullying as a relationship issue, promoting coping skills among students is significant in an intervention program. In this vein, the program includes six lessons on Positive Friendship, Class Climate, Resilience, Self-concept, Optimism and Conflict management as coping skills to improve classmate students' healthy attitudes, including how to be kind and empathetic for others, be positive and resilient when they face bullying, and how to resolve conflict (Guarini et al., 2020).

Moreover, enhancing prosocial behaviours (e.g., feeling empathy and concern for others) throughout the program, promotes positive social relationships among students (Eisenberg et al, 2006 as cited in Slee, 2017). As Findley (2006) notes, even one-off lessons can be effective for students to learn these skills. He shared his experience on how students directly took an action (e.g., approaching someone who is likelier to be withdrawn or isolated) after having a discussion about positive relationships (Findley, 2006). Since research by Slee and Rigby (1993) indicates that students who are involved in bullying as either a victim or a bully are low in these prosocial behaviours, teaching prosocial skills is an important approach.

Apart from focusing on students' relationships in a social context, the CWB program aims to prevent students from being repeatedly victimised by considering effective ways to deal with bullying (Slee & Skrzypiec, 2016b). Kochenderfer-Ladd (2004) categorised coping strategies in response to victimisation into four main types, including cognitive distancing, revenge, conflict resolution and seeking social support. Among them, ineffective strategies (e.g., aggressive response/revenge) are positively correlated with a risk to be repeatedly bullied (Kokkinos et al., 2015; Spence et al., 2009). Some avoidance strategies/cognitive distancing (e.g., denying to recall a bullying incident they experienced) can also be related to the escalation of victimisation (Slee, 2017).

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However, especially in an Eastern cultural context, students are less likely to seek help when they face bullying, as Smith (2016b) found. Cross-cultural comparison of students' coping strategies when they are victimised is limited although the adjustment between cultural norms and coping strategies is important (Ma et al., 2018). In this vein, the CWB program is able to compensate such a need as it priorities children voices in the delivery of each lesson. Specifically, as students discuss effective approaches to deal with bullying among them, solutions can be more tailored to their unique context. Slee (2014), posits that "[i]t is crucial to listen to the students' voice about what the issues are in the school relating to bullying and what the school climate is like" (as cited in Slee & Skrzypiec, 2016b, p. 165).

Looking closer at each lesson's content, all coping skills serve as a protective factor in bullying victimisation. In findings of research, there were negative correlations between victimisation and positive self-image (Segovia-González et al., 2023), friendship (Schacter et al., 2021), optimism (Navarro et al., 2015), resilience (Cohen et al., 2021), conflict management skill (Hemphill & Heerde, 2014), and supportive class climate through quality teacher and student relationships (Longobardi et al., 2022). To take the friendship lesson in P.E.A.C.E Pack as an example, students discuss the value of friendship and ways to make a friend. Practically, students are invited to join different groups during each lesson so that they can make new friends. As Kendrick et al. (2012) found, students were more likely to be bullied when they lacked supportive friendship. Further, the number of friends students have is negatively associated with victimisation (Hodges et al., 1997), even having one friend helps (Slee & Skrzypiec, 2016a). To illustrate, making new friends and keeping them resulted in better social skills that cannot only decrease maladjustment but buffer emotional impacts from being victimised (Cohen & Wills, 1985; Silva et al., 2018).

Reasons to Select the P.E.A.C.E. Pack as a Draft Program

There are a number of considerations in choosing an anti-bullying intervention program, including cost factors, cultural factors, and teaching factors.

Cost effectiveness

Adapting the P.E.A.C.E. Pack is a cost-effective alternative to designing an anti-bullying program in the Mongolian context due to the total cost from accessing international studies, planning research and carrying it out in comparison to buying a ready-packaged program. This is important because analysis of the research processes in developing countries suggests that more economical approaches to research planning and strategies must be considered a priority (Smith, 1998).

As Gaffney et al. (2021) argue, although it offers reliable options to reduce bullying, packaged programs like the KiVa, are quite expensive to purchase and require potential program deliverers who should be trained with capacity building sessions. Aligning with this argument, some scholars

assert that for schools, anti-bullying programs confirmed as effective are costly. For example, The Second Step cost USD$1129 in 2019, though it was only one set of five lessons for K through 5 grades (Greif Green et al., 2020). Thus, selecting a packaged program that can be more cost effective in LMICs like Mongolia is a priority to increase the possibility of the program being affordable and thus the likelihood the school will adopt it. Table 2.1 compares costs of several programs described as being cost effective and illustrates that the Australian P.E.A.C.E. Pack program is most affordable at less than half the cost of others.

Anti-bullying programs	Start-up cost (including staff training, teacher manuals, survey sheet, key lesson materials)	Resources
OBPP	$6717.94 AUD	Olweus Bullying Prevention Program, Clemson University
KiVa	$8334.19 AUD	NES - Early Intervention Framework - KiVa Antibullying Programme (nhs.scot)
Friendly School	$5700 AUD (not including students' survey cost and teacher manuals)	Shop - Friendly Schools Friendly Schools | schools.vic.gov.au
P.E.A.C.E. Pack	$1920 AUD (not including training cost)	SHOP | CAPER

Table 2.1

Cost Comparison of the P.E.A.C.E. Pack to Three Other Programs (Start-up Cost for the Primary School Context with 10 Teachers and 350 Students).

Cross Cultural Transferability of the P.E.A.C.E. Pack Program

The P.E.A.C.E. Pack program was trialled and successfully implemented in several countries, including Australia, Greece, Italy, Japan, and Malta. When trialled in Italy, the program's effectiveness was assessed through both pre and post intervention observations of 551 high school students who responded to a questionnaire addressing bullying victimisation, self-efficacy and bystander behaviour. Results indicated a considerable decrease in victimisation among the more severe victims (Guarini et al., 2020). Moreover, the successful trials in Japan indicated that the program is adaptable between Eastern and Western cultures. Taki's (1997, as cited in McGrath & Noble, 2016), preliminary findings on the use of the P.E.A.C.E. Pack in Japanese schools indicated that it is indeed possible to adapt such a program across cultures in order to successfully intervene in school bullying.

Suitability for Teacher-Led Intervention

Involving teachers in implementing a program helps strengthen students' abilities to directly deal with bullying in everyday classroom practices (Domino, 2013; Slee, 2017) and in more constructive ways (O'Moore, 2010). This training path fosters not only teachers' self-efficacy but also students' self-esteem as being a good citizen. Another advantage of the program is the low cost of program delivery compared to externally delivered programs by psychologists or social workers (Slee, 2017), while it also allows LMICs to adapt such a program easily to their contexts. Although, psychologists and social workers in Mongolia are employed internally, which reduces the strain of the cost, they lack sufficient strategies to combat bullying themselves especially amongst a large number of school students. Moreover, some researchers recommended a teacher-led intervention to sustain the program's implementation longer term after trialling the ViSC program in the LMICs context (Arënliu et al., 2020). For example, the program delivered by external ViSC coaches generated desirable outcomes to decrease bullying prevalence, however, it can be challenging to sustain. As such, a teacher-driven intervention is more desirable in the Mongolian context.

Summary

To decrease overall bullying prevalence, a body of meta-analyses focuses on the effectiveness of anti-bullying programs in terms of determining what works well. Recent meta-analyses have moved away from a view of one size fits all and have paid greater attention to studying for whom anti-bullying programs work well and under which circumstances. Despite overall program achievements, some researchers in the literature have suggested there is a need for a targeted approach as an add-on to existing school interventions in order to decrease persistent victimisation. However, there is consensus among scholars that anti-bullying programs have significant benefits for students in schools where these programs are implemented effectively.

Despite reports in the literature on the effectiveness of programs that were developed in Western countries, in LMICs these same models require either adapting or developing new programs to accommodate differing cultural and social conditions and constraints. Due to a research gap in developing countries, it is uncertain how Western models can be most effectively applied in LMICs; however, ready-packaged programs (e.g., the OBPP and the Kiva) may be promising as they guide a program implementer in detailed and reliable ways. Regrettably, these programs are quite expensive to adapt and utilise in schools of LMICs despite their generally cost-effective nature in Western contexts.

The literature shows that some researchers have successfully trialled short versions of evidence-based programs in LMICs, such as ViSC, to overcome the obstacle of limited resources. However, these researchers have recommended a teacher-led version to sustain the program implementation over the longer term. This review of the research literature and analysis of previous efforts in implementing anti-bullying programs suggests, there is a need for selecting more cost-effective ways that can be adapted in the developing country context in combination with teacher-led packaged programs for sustainability and quality outcomes. Moreover, a cross culturally transferrable program is an essential factor to decrease cultural pushback, especially in Eastern countries, such as Mongolia.

Hence, following this review of previous research, the P.E.A.C.E. Pack anti-bullying program was selected. In combination with the CWB (Coping with Bullying) sub-program was chosen for trialing in this study. The CWB program includes six coping lessons (e.g., positive friendship, class climate, self-concept, optimism, resilience and conflict management skills), which were supported by researchers as protective factors from bullying victimisation. Moreover, these programs aim to improve peer relationships, prosocial behaviours, and effective coping strategies for students when they face bullying.

CHAPTER THREE METHODOLOGY

Introduction

This chapter's primary component describes how I planned and conducted the research, which includes methodology, design, sampling procedures, the research instrument, data analysis, and ethical considerations. I start by discussing of the advantage of a qualitative methodology research design for this study. I then discuss the narrative inquiry design by comparing other qualitative designs and highlighting the narrative inquiry's vital aspects. Participants' demographics and the role of deliberate sampling among them is discussed followed by the research design. Following this, I outline the argument for focus group discussion as a research instrument. The discussion on why thematic analysis was selected and how it was used is followed by the instrument section. The chapter concludes by detailing why and how thematic analysis played an important role in the study and finally discusses ethical concerns involved.

Methodology

This qualitative narrative inquiry is intended to reveal an understanding of teachers' views, roles, and experiences of school bullying and interventions necessary in the Mongolian primary and middle school context. As school bullying is a complex problem that is embedded into personal, social and cultural interconnectedness of a certain area, my decision in using qualitative methodology was appropriate to reach the research goals. Following the statements by Patton (2015), a qualitative method is suitable to explain a complex problem that is difficult to address with assessment measures. Instead, this complexity can be more understood with themes and patterns of how people give meanings of certain phenomena in their related experiences (Creswell & Poth, 2018).

Moreover, qualitative methodology allows the researcher to explore the perceptions of participants in social settings (Merriam & Tisdell, 2016) as pertinent to their unique cultures (Bayeck, 2021). A final purpose of this study was to seek adaptation possibilities of an anti-bullying program in a Mongolian school as a pilot site. Bhandari (2023) argued that qualitative researchers can obtain insights into problems or possibilities for an initiative throughout the in-depth interviews with key representatives.

Study Design

Narrative Inquiry was used as the design in this research as it captures lived and oral stories that create meaning from their data based on words or texts as opposed to numbers (Bogdan & Biklen, 2006; Hesse-Biber & Leavy, 2011). These narrative-mannered stories can generate rich data from

a small number of individuals (Bates, 2004; Parks, 2023) and be formed as valuable resources that stem from personal reflection and conclusions when participants re-tell their stories.

In comparison to other qualitative designs, such as phenomenology, ethnography and case study, I decided these were not appropriate for this research. According to Merriam and Tisdell (2016), phenomenology is focused on individual's lived experiences obtained from philosophy and psychology of the subjects that has been examined whereas ethnography does so with human beliefs, languages, values and cultural aspects. Case study examines an established phenomenon in real-life situations involving the scope (Merriam & Tisdell, 2016; Yin, 2014). None of these three approaches were suitable because this study did not seek philosophical, ethnographic aspects, or a real case in human lived experiences. Instead, the study aimed to access human perceptions by narratively enquiring with research sub-questions and use those detailed stories as both of method and phenomenon.

As a researcher, I had a practical aim, to find out whether, according to teachers' perspectives, a specific anti-bullying program would work in their Mongolian school context. Narrative inquiry was used as a research design in this study in terms of a social constructivist epistemology. Clandinin (2006) conceptualised the narrative research as a framework for its three-dimensional inquiry space. A first dimension, the personal and social *interaction*, refers to inward and outward reflected hopes, feelings and external conditions. *Continuity*, along a second dimension relates to forward and backward thinking about past, present and future. A third dimension, *situation* connects to the place and events occurring in specific context (p.47).

As such, qualitative narrative design was suitable for understanding teachers' perspectives and experiences regarding school bullying and the necessary approaches to address it. Moreover, this design does not require specific tools for data collection, allowing researchers the flexibility to gather rich data in new contexts, particularly when exploring the adaptation of an anti-bullying program.

Sampling Procedure

This study utilised purposeful sampling to recruit participants who were key informants. According to Merriam and Grenier (2019), it is important to use a sample from those who are the most likely to understand the meaning of the phenomenon based on participants' perspectives. Involving experienced representatives in this way not only increases credibility in narrative research (Emmel, 2013) but also improves trustworthiness by collecting rich data (Elo et al., 2014; Merriam & Tisdell, 2016). To select a school among five suburban provincial schools, I negotiated with the provincial Education, Culture and Art Department whether the school administration team wanted to participate in the study. It was anticipated that teachers could develop effective ways to counteract

their own school bullying based on the study's findings, which was a useful incentive for participation. Although all schools expressed their willingness to participate in this study, as specified by the ethics committee, having a balanced gender representation and not having previous relationships with the school was considered important. School A was selected as it has not been a target school where I had worked on partnering a school in targeted districts on child wellbeing projects for over eight years. It also had a sampling pool that included more male teachers (see Table 3.1). Two primary and two middle school teachers from the selected school (primary and middle schools are combined in Mongolia) were selected to capture equally their perspectives in their school contexts.

Participant (Pseudonyms)	Age	Gender	School Setting	Teaching Position	Year level the teachers manage	Teaching experience
Zula	40-45	Female	Middle	Subject teacher in English and IT	grade 7	21 years
Boldu	30-35	Male	Middle	Subject teacher in Physics	grade 8	10 years
Maral	30-35	Female	Primary	A range of subjects' teacher in primary education	grade 3	9 years
Tuya	30-35	Female	Primary	A range of subjects' teacher in primary education	grade 2	14 years

Table 3.1

Participant Demographics for Teachers who Teach and Manage Primary and Middle School Classes [1].

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[1] Note: In Mongolian schools, most teachers lead one class for years of primary, middle and high school settings. For example, middle school teachers manage a class from 6th grade to 9th grade. Main roles of the classroom teacher include collecting and managing students in academic and social aspects.

There were two main inclusion criteria specified in recruiting the participants. First, the selection process emphasised teachers currently teaching in their school with an additional role of leading a class. As they are directly involved in bullying interventions around the school, focusing on this group of teachers ensures these participants' already have firsthand experiences. These include the opportunities and challenges associated with bullying prevention and intervention in their school community, particularly in a classroom setting. Moreover, only teachers with at least two years of teaching experience were chosen. This was to ensure considerable exposure to the school environment and the potential bullying intervention approaches in that school context.

In final selection process, priority was given to the inclusion of teachers who are most eligible to answer questions on school bullying in general as well as interventions necessary. It was not possible to put certain criteria in teachers' experience on bullying interventions due to schools have not any certain bullying programs on school grounds. That is why, in response to being most eligible to answer research questions, the teachers were self-nominated by the school administration after being given the summary of the P.E.A.C.E. Pack anti-bullying program and enough time to reflect on it.

Data Instrument

Focus group discussion was conducted with schoolteachers following their consideration of the P.E.A.C.E. Pack outline. As Vaughn et al. (1996) state, "[i]t has the potential to bring the investigator closer to the research topic through a direct, intensive encounter with key individuals" (p. 5). Similarly, a small group of individuals brought together in a group setting is often far more valuable than any representative sample. Such a group, collectively discussing their sphere of life, can uncover more insights than any other 'I' centred knowledge (Blumer, 1969). It is crucial to avoid artificially isolating these discussions from their real-life contexts, and to focus on social negotiations within the group (Flick, 2009).

Choosing participants from homogeneous or heterogenous groups depends on research questions (Flick, 2015). In this case, engaging teachers in a school arena led to group discussion among homogeneous people regarding their similar roles in the education field. Notably, Mongolia has a rich culture and both women and men are expected to work and socialise together in many settings (Benwell, 2013). However, gender equality and stereotyping remain problematic, and prevailing attitudes may influence the willingness of participants to contribute fully in mixed gender situations. Hence, my decision to interview teachers in homogeneous groups was intentionally aimed at achieving data rich results without external complications.

The focus group questions (see Appendix E) were carefully designed as semi-structured as needed to ensure wide and detailed data is achieved. The pilot test was conducted with one of four

teachers to ensure that those questions were appropriate for the examined context. No questions needed to be changed. As a novice interviewer in the research field, I noticed that the lengthy pre-information for the second question could hinder capturing the participants' attention while reading aloud. That observation led me to adopt more interactive techniques during the actual group discussion. These included maintaining more eye contact with interviewees, using hands gestures, and incorporating clarifying questions, such as "right?" while summarising the six lessons and related coping skills. I also asked additional clarifying questions like "how about that skill" to ensure participants remembered each coping skill. However, the discussion question sought their opinions on all six coping skills or any specific skills.

Of relevance to semi-structured interviews during the group discussion, Creswell and Creswell (2018) consider the researcher's presence as a drawback because it can influence participants' answers. Therefore, to decrease such influence, I employed some interview techniques recommended by McGrath et al. (2019), including starting with simple questions, avoided any suggestion of preconceived notions or bias, nodding my head when they responded to me and listening actively with minimal interruptions.

Data Collection

Teachers from the selected school were invited to the focus group discussion online for 40-50 minutes to give feedback on draft anti-bullying program in their school context. The group discussion, conducted via Zoom did not require travel, thereby conserving resources and time for both myself and my participants (Braun et al., 2021; Khan & MacEachen, 2022). Secondly, the internet format provided convenience and also flexibility for scheduling group discussions during teachers' long summer holidays, especially while they were traveling. Despite the significant advantages of online discussion, some researchers argue that online interviews may affect how rapport develops between a moderator and participants (Lo Iacono et al., 2016). Specifically, unlike physical presence, the online presence limits a researchers' ability to interpret participants' feeling, emotions and attribute during the interview (Seitz, 2016). However, I did not encounter any issues with establishing an authentic relationship, as the teachers were actively engaged throughout the online session and responded in a free sense.

A 70-minute discussion was recorded via Zoom and notes taken to ensure the accuracy of the participants' responses. Then, the audio recording was transcribed and reviewed word by word several times to ensure accuracy. After this careful transcription process, all participants were given a copy of the transcription through email so they could review the statements and verify that they were correct. Once verification as to the accuracy of the transcription was received (within five days), the coding process began.

Data analysis

I decided that thematic analysis was suitable compared to other types of narrative inquiry analysis suggested by Riessman (2008), such as structural and dialogical interpretations. This is because, in this study's case, it was important to identify patterns and themes from shared experiences and perceptions rather than examining formal structure or the dialogue in stories. As a novice, it was easier to follow the six steps elaborated by Clarke and Braun (2017) to thematically analyse the gathered data in comparison to coding manuals suggested by (Saldaña, 2016).

The six steps of thematic analysis was implemented progressively (Clarke & Braun, 2017). First, I became familiar with transcribed data by reviewing it repeatedly. By doing so, immersion notes were taken before questions were developed for later coding. Second, I generated initial codes. This means I accentuated aspects of the data that seem critical and most relevant to the aims of the study. Then, this accentuated data was sorted into preliminary codes, by using participants' specific comments. Third, I searched for themes developed across the coding. In this step, codes were sorted into central themes and subthemes. Fourth, themes were reviewed to ensure patterns existed within them. In this process, I developed themes which were combined with others or removed as necessary. Fifth, themes were explained in the text and appropriate titles were decided. Finally, I produced the report based on the thematic analysis. Specifically, in this step, the themes were formally documented and supported by direct quotes related to the research questions.

Ethical Considerations

Approval from Flinders University Higher Degrees Research Ethics Committee was obtained to ensure the confidentiality and protection of the participants and that all ethical protocols were met. Information sheet and the informed consent form were sent by email to the participating school. The teachers then decided whether they would participate in the study. Those who agreed to participate signed consent forms and sent them to me by email. A focus group discussion was then scheduled at a time that worked for both the researcher and participants and held via Zoom app. A break or mental health support was scheduled if needed, in case teachers felt uncomfortable discussing the sensitive topic of bullying. However, no such actions were required during the actual discussion.

All information sheets (including information about the P.E.A.C.E. Pack program) and consent forms were prepared for the participants in a comprehensive manner to facilitate communication across distances before virtual group discussion. Moreover, focus group protocol was designed in a semi-structured way with few questions to reduce the experience of performance stress (e.g., feeling quizzed or tested).

Information provided by an individual must be kept confidential (Bos, 2020). The school and participants remained anonymous with assigned pseudonyms including School named *Erdem*, teacher Zula, Boldu, Maral and Tuya in this study and only the researcher can access the individual data. As Merriam and Tisdell (2016) suggest, digital recordings were kept in secure cloud-storage sites, such as Flinders One Drive. All electronic data was stored securely (password-protected) on One Drive. Moreover, research findings were presented honestly, without distortion and discussed with the participants for further recommendations.

Conclusion

To seek Mongolian teachers' perspectives on school bullying and what interventions are necessary, qualitative narrative inquiry was chosen. This study aimed to explore complex phenomenon in a new context and seek possibilities to pilot the P.E.A.C.E pack anti-bullying program. Specifically, using qualitative methodology, narrative inquiry allowed me, as a researcher, to understand teachers' perspectives as they reflected and re-told their stories with the researcher and other participants. Another reason to select narrative inquiry as a research design was related to research questions that were narratively put to meet the research aims. To assess if the bullying intervention program could be adapted for the Mongolian context, the teachers' shared perspectives in their school arena in a focus group format. This was more appropriate for rigorous data collection due to the ability to share and discuss a draft program, rather than being based on participants' 'I' centred knowledge when conducting an individual interview. Related ethical issues were considered and HREC approval obtained to conduct group discussions with participants. Pilot tests and member checking were done to ensure trustworthiness and credibility before thematic analysis.

CHAPTER FOUR FINDINGS

Introduction

The initial purpose of this study was to explore Mongolian primary and middle school teachers' perspectives, from the selected provincial school, on the P.E.A.C.E. Pack anti-bullying program as an introductory draft. To understand teachers' perspectives on coping skills against bullying throughout the program as well as the overall program, differences between two school settings also were considered. This included possibilities and challenges of program delivery and learning styles across different-aged students.

Overarching Research Question:

The overarching research question was: What are the current perspectives of primary and middle school teachers at the selected school on the P.E.A.C.E. Pack anti-bullying program? The overarching question has focused on coping skills rather than the whole program in which I include the seven themes described in the next section. This was because the main six bullying lessons and related coping strategies in the pack are delivered by teachers in a classroom setting. Moreover, this study focused on the subprogram: Coping with Bullying (CWB) at smaller level among all five steps including Preparation, Education, Action, Coping and Evaluation.

What are schoolteachers' perspectives on lessons about coping skills?

All four teachers agreed that positive self-views help students in overcoming adversities resulting from bullying related to diverse family backgrounds. Some teachers agreed that optimism can also be a buffer for these students against the adversities. Moreover, each of them agreed that building positive friendships can resolve issues including a lack of friends and negative relationships among peers, thereby reducing the likelihood of bullying. Both of two primary school teachers identified a supportive classroom climate as a preventative factor in this vein.

From the teachers' perspectives, there were not any significant differences between primary and middle school settings regarding which of these coping skills on self-esteem, friendship and optimism is more important. However, a positive classroom environment is considered as more significant in the primary school context.

Theme 1: Teaching self-esteem and optimism as coping skills.

All teachers perceive that the lesson on positive self-esteem is beneficial to students who struggle with adverse experiences resulting from bullying based on family background. Two of them believed that the content on optimism can play a role in overcoming these adversities. This is

because students from lower socio-economic backgrounds are often bullied on the basis of their appearance (e.g., clothing) and the lack of obvious markers for relative wealth they possess, such as personal digital devices. Consequently, they are prone to risks of embarassment, anxiety and social isolation. This emotional distress can be overcome by teaching coping skills, particularly through fostering students' positive self-confidence and optimistic attitudes.

Regarding socio-economic status, all four teachers - Zula, Boldu, Maral and Tuya - from both primary and middle schools agreed that students are excluded because of not having the latest gadget including cellphone, clothes and other possessions. Boldu and Maral elaborated that in both primary and middle school contexts as *"students' social groups often form based on parents'* economic status." Zula and Boldu also pointed out that this kind of exclusion among middle school students extends to cyberspace. Zula noted:

> The sign of not communicating with someone in the class means that this kind of exclusion also formed in cyber space. For example, teens exclude others from separated chat groups based on someone's lower living conditions. They would speak ill of those excluded ones, make fun of them or post their related photos there. (Zula)

Regarding consequences, Zula and Boldu stated that concern, embarrassment or social withdrawal from such exclusion contributes to these excluded students' further victimisation. As such, Zula felt that helping students to overcome these negative feelings needs to be a priority rather than merely addressing the problem by stopping bullies, like those from higher backgrounds. In this sense, Tuya stated how the content about self-image can be beneficial to the students as follows:

> Exploring of what else individual students can do and then sharing them as a personal brand to others including classmates enable the students to come up with their advantages. Eventually, the more positively evaluated by others, the less being bullied. (Tuya)

Additionally, Boldu contributed to the content's benefits that students might realise that material possesions do not define a person's worth, which can help reduce their negative feelings, such as embarrassment, caused by a lack of resources. In turn, students who boast about their possessions might also understand that these are not the only things others value.

When it comes to family separation due to pastoralism (herding grazing animals place to place), Maral and Tuya stated that bullying victimisation is an issue among children from nomadic communities. In this sense, Maral explained that the main reason why they are excluded is due to how they look. They often stay at their relatives' homes or in a dormitory far from their parents and receive less care from caregivers, for example, being badly or poorly dressed and having messy hair.

Concerning its consequences, Maral observed that these Herder children (whose parents often move to another place to seek better pastures for their animal wellbeing) felt out of place and distance themselves from others. Due to a common tendency that children talk more with those who dress nicely and appear confident, this can lead to Herder children being excluded. In this regard, Maral sees the lesson on improving self-image as the "ideal topic" for these children, assisting them by fostering positive self-views to help them to overcome social withdrawal.

Based on Maral and Boldu's perspectives, self-esteem training can help students who lose their confidence in their appearance (e.g., children from herding families) by exploring their strengths, such as social skills and academic abilities. The confidence gained by herder children can enhance their social lives, allowing them to share their skills with peers despite potential neglegt in areas like clothing due to living far from their parents. In turn, other peers who participate in such training can change their attitude about judging others and see each individual as valuable, regardless of appearance.

In addition to self-esteem, Boldu and Maral stated that optimistic views can also help students overcome adversities resulting from family background-based bullying. Boldu noted that students are more sensitive to being bullied due to a lack of material possessions, therefore, their emotions are stronger and more unstable. In his class's situation, it is common to receive grievances about students being deeply hurt when teased or name-called about their family's financial situation. In this vein, Boldu believes that the ability to view things positively can be a buffer for students against these negative emotions. In alignment with Boldu's perspective, Maral noted:

> If students can develop a positive attitude, they will be less stressed by such bullying like if someone says something hurtful, responding lightly with 'Oh, really?' can help them learn to handle the issues more easily. (Maral)

The teachers' statements suggest that recognising their strengths can boost students' confidence, helping them better cope with the embarrassment, anxiety and isolation stemming from being bullied due to lower SES and the unique challenges faced by Nomadic Herder children. Viewing and responding to the situations optimistically also buffers students against the negative effects.

Theme 2. Teaching coping skills related to positive friendships and classroom climate.

All teachers consider that building positive peer relationships can result in decreasing bullying. Specifically, being aware of benefits of friendship, students, particularly those who have recently moved to class, can try to open and take a step towards forming a friendship with someone. In contrast, for students who have peer relationships, it is important to nurture their friendships by discussing what a supportive friendship entails, the qualities of a good friend, and the consequences of negative relationships.

Of relevance to support students to have friends, Boldu and Tuya stated that because newcomers to middle schools might not have any friends yet, they are more bullied which leads to losing their interest in schools. Boldu also named the consequences of financial and psychological damage as bullying often involves demands for money, which is easier if a student is isolated. In one instance in his class, a new student was frequently asked for money and eventually forced to comply. Both Boldu and Tuya elaborated benefits of the lesson on friendship that students with friends do not feel isolated and even they are less likely to be targeted of bullying.

Regarding peer influence, Zula and Tuya similarly pointed out that for students, there is the need to know the signs to look for in a negative relationship so they can build positive relationships which protect them from bullying. In this vein, Zula stated:

> Children just see some people as good friends, so they feel the need to follow what he or she responds. They may not understand what the outcomes can be on how they behave. It will change if we explain like this is the reality around bullying, explaining these can be the kinds of consequences that come with it and they ways it can be prevented through the lesson. (Zula)

Both Boldu and Tuya from primary school stated that a supportive classroom environment can protect younger children from any bullying behaviours in the class context. Maral contributed that the role of class climate is significant to everyone's thinking, gestures and actions inside the classroom:

> The atmosphere in my class for entire day is not good, if any problem arises. So, the class climate is an essential factor that influence what people can say, what body language they can show and what attitude they can hold. (Maral)

To summarise the teachers' perspectives on lesson about coping skills, self-concept and optimism are more hindered by bullying rooted in student's diverse socio-economic background and challenges encountered by children whose parents are Nomadic Herders. Among them, fostering self-confidence outweighed by all four teachers' agreed perspectives to support student who have negative self-attributions due to family disadvantages by focusing on their strengths and developing their social identity. Additionally, all teachers anticipate that fostering friendship can help reducing the likelihood of bullying. In this vein, primary school teachers considered positive class climate as a preventative way.

Does the program need to be differentiated between primary and middle school context?

Yes, all teachers agreed that teaching bullying lesson and related coping skills should be varied in primary and middle school settings. This is due to the different availabilities, challenges in delivering lessons, and the diverse learning styles of different-aged. Specifically, in primary school settings, lessons can be delivered as a set to all primary classes by class teachers or several specialised teachers during weekly class periods if needed. The teachers have nuanced

perspectives on teaching materials: one prefers simple materials that illustrate real life examples, while the other favours video materials and games.

In the middle school context, two teachers believe that embedding the lessons about coping skills into academic subjects like Information Technology and Civic Ethics is the most appropriate approach due to class teachers' time constraints and students' academic pressure. Both teachers prefer video materials for students' motivation. However, one teacher believes that students might struggle to express their emotions in a discussion session, and the related exercises offered by the P.E.A.C.E. Pack program need to be reconsidered.

Theme 3. The essential approaches.

The feasibility of teaching the P.E.A.C.E. pack lessons during school hours varies between primary and middle school. In the primary school context, both Maral and Tuya agreed that they can teach the lessons during their allocated free time or within half of a double-hour subject on positive citizenship (named as *Mongolian Culture and Disciplines*) in the weekly curriculum.

Outside their own classes, both Maral and Tuya expressed their willingness to teach other primary grades if required. A teacher's unavailability can stem from differing perspectives on the program's importance. For example, Maral explained that some colleagues might be concerned about the time commitment required for urgent reports related to an initiative, as they have a significant amount of paperwork. Instead, they might prefer to focus on their immediate academic tasks.

However, both Maral and Tuya believed that other teachers could come to recognise the program's significance as they do. This is because Tuya mentioned that their school prioritises a duty of care towards students' well-being. Addressing the different perspectives that some teachers might have, Maral noted that "It's not just me who needs to change my attitude, all of us in the school system do". Therefore, Maral believes that implementing the P.E.A.C.E. Pack program can play a significant role in this systemic attitude change.

Although Maral and Tuya anticipated that there would be different perspectives on the program's importance, they were confident in their availability to teach additional classes during their weekly periods as a specialised teacher of bullying lessons. The main reason for their commitments is that bullying lessons need to reach all primary school students to promote a safer school environment. Maral elaborated its reason that despite the positive changes in her class, the students will still be at risk of bullying that happens outside class, during a comfort break, before and after school, unless other classes are educated as well.

Having said that, teaching the lessons in the P.E.A.C.E. Pack is challenging for class teachers in the middle school context. This is because teachers do not have dedicated periods for these

lessons in their weekly schedules, unlike primary school teachers. Instead, middle school teachers suggest possibilities, such as integrating the bullying lessons into other academic subjects, incorporating them into school-wide activities, or allocating special time by the school administration.

Among these options, both Zula and Boldu agreed incorporating into related academic subjects is the best approach. The reason given was that middle school teachers have less time to devote to class students both academically and socially. In this vein, Zula noted:

> Previously, we had free periods in our weekly schedule dedicated to students' social matters, such as 'Class Teacher's Time,' 'Disciplinary work Time,' and 'Listening time at the School Assembly.' Now, we only see our class students for our own subjects, averaging 3 to 4 hours per week. (Zula)

Another reason given by Zula and Boldu was that adding extra burden on students alongside their academic pressures is an indicator of reduced effectiveness. Boldu explained that seventh and eighth graders are required to study 19 different subjects simultaneously. For lower grades, such as sixth graders, the number of subjects remains high at 17. In this sense, Zula noted that although teachers can offer bullying lessons after 7-8 hours of daily classes with only a 15-minute break, this added pressure might diminish the effectiveness of the education.

Regarding the possibility of integration, Zula shared her own experience on incorporating a bullying topic into the Information Technology subject she teaches for all middle and high school grades. Specifically, she developed content on cyber safety due to substantial incidents of cyberbullying. As such, Zula sees that like cyberbullying content, other bullying lessons can be embedded into subjects of social studies, including subjects like *Civic Ethics or Citizenship Education*. Boldu contributed that if teachers from various disciplines collaborate to explore methods, the bullying lessons could be incorporated into all subjects they teach.

Another possibility of integration into other subjects, Zula noted that each subject does not consistently introduce new content. Instead, some lessons serve as remediation or confirmation of students' understanding of previous content. This makes it feasible to incorporate bullying education into academic subjects as part of the curriculum, without taking away from the essential academic content, according to Zula.

Concerning the support from school administration on this type of integration, Zula and Boldu agreed that there will be no certain problems in this regard. Zula elaborated as follows:

> It is acceptable if we have a discussion with the school administration on the need to add these bullying lessons to the school curriculum as a part of subjects what we teach. This is because we, as educators, are responsible for the twin goals of fostering both students' academic achievement and their social and psychological well-being. (Zula)

Theme 4. Teaching resources.

All teachers agreed that teaching resources should differ between primary and middle school contexts to match learners' age appropriateness, cognitive development, and interests. Specifically, simpler materials with a few academic words, more examples and engaging features like drawings, cartoons, games and videos are preferred for younger primary school students.

Regarding simplicity in teaching, Tuya posits that it is essential for young learners to acquire quality education on bullying. Unlike middle school students, primary school students find it difficult to conceptualise abstract terms like 'bullying' or 'exclusion'. Instead, teachers should use examples related to students' daily lives. For instance, Tuya explained that a child may struggle to re-connect with peers after being teased by them.

Video materials are considered as effective for engaging students in interesting ways, regardless of their ages. Zula stated that using video materials that combine visual and auditory elements effectively captures the attention of middle school-aged children. Similarly, Maral argued that video materials should also be in primary school lessons to maintain students' interest and motivation. Maral elaborated that:

> Since children today are often engaged with video platforms like YouTube, it is challenging to teach using only papers-based materials such as books or notebooks, as students quickly lose interest. Therefore, I prefer the way the P.E.A.C.E Pack includes related videos and games in each lesson. (Maral)

However, some teachers held differing views on the extent to which students can express their emotions. Boldu from the middle school noted that students might struggle to express their emotions as this is commonly observed in southern culture. Therefore, he believes that some activities in the P.E.A.C.E. Pack should be reconsidered and potentially replaced to better address this issue.

Conversely, Tuya from primary school stated that students can learn to express their emotions if they are given the right support. From her own experience, she observed that how younger students become more open in expressing their feelings when she ran a club aimed at those who lacked social participation. She noted that:

> Initially, the children were silent during the sessions. Over time, they began to speak more open-heartedly, sharing feelings such as, 'I was offended by that student', and 'I was very happy when the teacher helped me in that way.' Like this transformation from silence to open-mindedness through discussions, students might realize the importance of being assertive, especially when addressing bullying issues. (Tuya)

Furthermore, Tuya questioned several difficulties related to classroom management, such as availability, space, and the arrangement of tables for effective discussion. Specifically, Tuya noted that in most school settings, arranging tables and chairs in a circle is time-consuming within the

constraints of 40-minute classes, as it requires resetting the room for subsequent classes that use same space in shifts. Therefore, she suggested that dedicating a specific classroom for discussion-based lessons is crucial to enhance group dynamics effectively, without the concern of rearranging tables for the next class.

Summary of Views

To summarise, all four teachers concurred that lessons on coping skills should be adapted for specific needs of primary and middle school settings. This is due to varying availabilities, challenges in lesson delivery, and the diverse learning styles of students across different age groups. In primary school settings, all lessons as a set can be taught by class teachers for their own classes during weekly periods. Several specialised teachers can compensate for some classes if their class teachers are unavailable to teach. Both teachers agree that discussions, including those on emotion regulation, are appropriate for younger students. One of them questioned the effectiveness of a special classroom where tables and chairs are arranged in circle for quality group discussions. However, they have different views on teaching materials: one prefers simple materials with daily life examples, while the other does video materials and games. Regarding middle school context, both teachers think that integrating the bullying lessons into subjects like Information Technology and Civic Ethics is the best approach due to class teachers' time constraints and students' academic pressures. Both teachers favour using video materials for effective education. However, one teacher feels that students might find it difficult to express their emotions in a discussion session, and the related exercises in the P.E.A.C.E. Pack program should be reconsidered.

Can the introductory draft of the anti-bullying program be adapted based on these perspectives?

Yes, the introductory draft of the P.E.A.C.E. Pack program can be adapted based on the perspectives of teachers from the selected school. This is because, the lessons on coping skills in the program can be taught non-sequentially and can be embedded within Mongolian academic subjects. For example, the lessons in the P.E.A.C.E Pack program are designed to include General Capabilities, such as ethical understanding, which students will learn through academic subjects. Moreover, a variety of resources in each topic gives teachers the opportunity to select from them depending on the common learning styles among their students.

Theme 5. Unordered and optional content enhances its implementation flexibility.

The lessons on bullying forms and related coping skills in the P.E.A.C.E. Pack are not designed to follow a sequential order. Moreover, some content, such as class climate, is optional. This allows middle school teachers to teach unordered bullying lessons by integrating them into related

academic subjects. Regarding optional content the P.E.A.C.E. Pack offers, in the fourth edition of handouts the lesson on a supportive class climate is an optional lesson. Therefore, primary school teachers, who emphasised importance of the topic as a preventative factor, can teach the content in their school setting, while middle school teachers can leave it out.

Theme 6. Having strong engagement with General Capabilities.

It is important that the lessons in the P.E.A.C.E. Pack engage strongly with the content of General capabilities in the academic curriculum including Information and Communication Technology Capability, Social Capability and Ethical understanding. This decreases any disjointing issues when middle school teachers integrate bullying lessons and related coping skills into their middle school curricula. For example, the lesson on cyberbullying and self-concept in the P.E.A.C.E. Pack can be incorporated into the subject Information Technology, as it consists of a general capability which students need to learn during that subject. Moreover, some teachers have already developed content from their own experiences. For example, one teacher developed content on cyber safety due to substantial cyberbullying cases among students and teaches it during Information Technology. This suggests that P.E.A.C.E Pack lessons could easily be incorporated in a similar way, without losing any current content.

Apart from cyberbullying and self-concept, other bullying lessons and related coping skills can be incorporated into subjects of social studies like Civic Ethics or Citizenship Education. For example, the lessons on friendship, and optimism in the P.E.A.C.E. Pack program, which are highlighted by middle school teachers as important, were designed to provide students with social ability and ethical understanding. Therefore, the program's engagement with General Capabilities, which students should learn with other academic subjects, allows bullying lessons to be taught without any disjoining issues.

Theme 7. A variety of teaching resources in the P.E.A.C.E. Pack.

Based on teachers' perspectives, primary and middle school teachers prefer different teaching resources in terms of students age appropriateness, cognitive development, and interests. As the P.E.A.C.E. Pack program offers a variety of resources in each lesson, teachers can choose suitable methods. For example, a teacher who prefers simple materials that illustrate real life examples to educate younger students with the terms of bullying can apply drawing sessions that the program offers. Of relevance to drawing activities, students are asked to draw how they understand bullying forms, relating to their real-life examples. Another teacher who favours videos and games to effectively capture younger learners' attention can use more DVD, web-based video materials or other interactive exercises including games, wordsearch and related charts. In addition, some teachers have different positions on the extent to which students can express their emotions during some discussion. Therefore, teachers can apply whole exercises or modify some

sections to replace them with more appropriate ones, depending on their students group dynamics, especially regarding emotional expression and regulation ability.

In conclusion, primary and middle school teachers at the selected school perceived that the P.E.A.C.E. Pack anti-bullying program can be modified to the specific contexts in each of the two school settings. First, the lessons in the P.E.A.C.E. Pack, which were non-sequentially and optionally designed, provide middle school teachers with flexibility to integrate them into related academic subjects. Second, these lessons were engaged with the main general abilities (i.e., information technology and communication abilities, social abilities, and ethical understanding) in academic curriculum that students should learn. The nature of the program enhances the possibility of integrating the bullying lessons into middle school curriculum, which may be necessary due to time constraints among middle school teachers and academic pressure on students who complete 19 subjects at one time. Last, the variety of resources in the P.E.A.C.E. Pack can cover the needs of all students across both school settings.

Summary of Findings in Relation to Program

The need for implementing the P.E.A.C.E. Pack in its entirety and the associated benefits

Teachers did not discuss how the six different coping skills could help students overcome their stressful situations around bullying in an equal way. However, the teachers agreed that all lessons in the P.E.A.C.E. Pack program would be very important as a set. The reason why they did not mention resilience as a coping skill might be related to the language differences between Mongolian and English. For example, usage of the term *resilience* is not common in Mongolian society and its meaning has been largely associated with the term *coping* in a similar way, particularly when used by NGOs involved with external development initiatives, such as World Vision. The actual meaning of *resilience (тэсвэр* in Mongolian) is similar to the Mongolian word *тэвчээр (patience* in English*).* That is why the term *resilience* may not be discussed alongside its meaning of coping or overcoming difficulty after a negative experience. Another reason that coping skills may not have been related to bullying in Mongolian society is due to one teacher's statement, "This kind of topic is not taught on school grounds but should be". In this vein, there could be some challenges to discuss coping skills, such as resilience which should be taught more in Mongolian schools.

Moreover, it was significant that two of the teachers preferred the lesson content that covers all types of bullying, while another teacher pointed out the great need for better understanding of bullying. As she elaborated, the Mongolian society they live in generally sees bullying as just physical and does not see other types of bullying, such as relational or verbal bullying. This may be why Mongolian students do not perceive that excluding someone from their social circles is a type

of bullying. If they do not know this understanding as an adult, consequently, children also do not know. So, all teachers believed that with the introduction of these new lesson topics, children will come to learn many aspects of bullying, especially on how to deal with cyberbullying which is emerging in prevalence and impact as more young people gain access to digital communication devices.

Regarding effectiveness, all four teachers agreed that bullying lessons and teaching of related coping skills could bring positive outcomes to eliminate bullying. The main reason they hold this perspective is that teachers attribute students' active involvements in bullying to their immaturity or lack of awareness that can be reversed by education on bullying. Especially, educating students, as early as possible, is deemed as effective for preventing their bullying involvement in bullying during their adolescent periods. One teacher elaborated that if they work with older students, for example high schoolers on bullying matters, more energy and efforts are needed because their "me" person is already formed. This highlights the importance of early bullying education.

All teachers agreed that engaging stakeholders including school managers, social workers, psychologists, parents and other school staff in a school system boosts effectiveness. Particularly, the importance of parental education on bullying as well as their involvement in bullying intervention, outweighed that of other stakeholders. Caregivers have a higher tendency to assume that teachers will handle bullying problems among students, as it is the class teacher's duty of care. One teacher suggested that if bullying awareness is provided for parents, their attitude would be changed. She elaborated that after participating in training on positive discipline, parents shared thoughts like "I realised that I did not spend enough time to listen to my children". That is why there is a need for awareness training or sessions to engage parents on certain problems like bullying and partner with them, for the solutions.

Apart from positive outcomes that students can have, program delivery is beneficial to teachers. Three teachers stated that they hand the case to the school social worker if it is difficult to solve. In response to program benefits on teacher confidence to counteract bullying, one teacher contributed that as a main deliverer of the P.E.A.C.E. Pack program, she might see what she has not seen before and find a solution of the problem that she usually just leaves in the hands of the school social worker. Regarding teachers' work performance and overall wellbeing, one teacher believes that successful program implementation will decrease teachers' workloads and foster students' motivation to study in a safer environment. The examples he gave on how bullying issues burden his work included that he is often called back to his class while teaching or starting to do something in his free time between classes. Also, he mentioned his extra need to respond to a number of students' grievances outside working hours, even weekends.

Finally, all teachers agreed that the P.E.A.C.E. Pack Program is a suitable program to adapt in the Mongolian school context. After introducing the program and lesson package in a detailed way, some modifications related to teaching materials can be made if needed. Moreover, the teachers did not foresee any significant challenges with implementing the program. Two of them stated that potential obstacles might only become apparent after implementing the P.E.A.C.E. Pack program, but that these would be manageable. One teacher elaborated that curbing school bullying is not very different from what teachers do on a daily school basis, as everything aims to support the children's wellbeing.

Themes

The generated themes related to the coping skills lessons, nuanced program delivery, and adaptability.

Based on the teachers' perspectives, the final purpose of the study sought to understand the overall program adaptation possibilities in the Mongolian school context. To answer the research questions related to these purposes, thematic analysis was done and the related seven themes emerged as follows:

(1) Self-esteem and optimism as a buffer against effects of socio-economic bullying.

(2) Positive friendship and class climate as a preventative factor of bullying.

(3) Teaching during the weekly period in primary school and embedding the lessons into middle school curricula as essential approaches.

(4) Tailored teaching resources due to varying age, cognitive development and interest.

(5) Unordered and optional contents in the P.E.A.C.E. Pack as a flexible manner in integration into middle school curricula.

(6) The program's strong engagement with General Capabilities in academic curriculum increases bullying lessons integration.

(7) A variety of resources in the program as flexible manner in implementing by covering varying needs of the learners in terms of age appropriateness, cognitive development and interests.

Conclusion

Relevant to lessons on coping skills, teachers agreed that enhancing students' self-esteem and optimistic views would help them to effectively deal with bullying stemming from lower socio-economic as well as unique challenges faced by children of Nomadic families who separated from

family in order to access to mandatory education. To prevent them from anti-social behaviours, teaching about positive friendship and building a supportive class climate is deemed as important, and class climate was preferred by primary school teachers.

Despite prioritising certain coping skills, the teachers agreed that all lessons are crucial as a comprehensive set to address every aspect of bullying education, including all types of bullying. Regarding lesson delivery, primary school teachers can teach during their weekly period. However, in the middle school context, embedding bullying lessons into school curriculum is an essential approach. Defining clear approaches for delivering the program across primary and secondary school contexts, while ensuring no core components are omitted, can enhance the fidelity of its implementation.

Unordered lessons in the P.EA.C.E Pack give an opportunity to integrate them into related academic subjects. Moreover, strong ties of the P.E.A.C.E Pack lessons to General Capabilities in education curricula increase its possibilities to be incorporated in some lessons, such as Information Technology and Civic Ethics in the Mongolian context. In addition, a variety of teaching resources in the pack provides flexibility to choosing appropriate teaching materials like video or games depending on class dynamics and students' age and cognitive abilities. For a culturally appropriate approach, teaching materials might need to be modified after their initial introduction.

From the overall perspectives of the teachers, adapting the P.E.A.C.E Pack would enable students to gain initial understanding of bullying education that covers all four types of bullying forms and related coping skills that would be important in a school setting. Cyberbullying was considered particularly important, as this form of bullying has emerged recently as a significantly harmful influence on student wellbeing.

CHAPTER FIVE DISCUSSION

Introduction

This qualitative narrative inquiry aimed to understand how Mongolian primary and middle school teachers perceive an anti-bullying draft program (specifically, the P.E.A.C.E. Pack). This discussion chapter is twofold, following the summary section. The former discusses teachers' perceptions of lessons on coping skills. The latter examines their perspectives on the overall program. Finally, these discussions are summarised.

Discussion on teachers' perspectives on lessons about coping skills

Significance of copings skills in addressing the prevailing nature of bullying faced by Mongolian students.

All teachers elaborated on the situation at their school where students from low SES families are often excluded by their peers because their parents are unable to afford expensive items for their children. Children of these lower SES families lack the markers of relative wealth, such as a mobile phone or new clothes and other possessions, which sets them apart from their peers. This positive correlation between bullying victimisation and low SES has been reported as significant by many researchers (Hosozawa et al., 2021; Pabayo et al., 2022; Torchyan et al., 2024; Varela et al., 2020; Yokoji et al., 2023) who studied the effects of income inequality and involved adolescents in their research.

Sampson (1994) argued that students from affluent families bully others based on ownership of materialistic items which enable them to gain social status and recognition in situations of high income inequality. In contrast, research reported that students with high SES are not always perpetrators; rather, they also are sometimes victimised and socially excluded by peers despite their relative affluence (Tippett & Wolke, 2014). Therefore, school bullying is not always between students of different SES classes, and that other factors come into play in a complex network of interconnected behaviours. Consistent with findings by Tippett and Wolke (2014), school anti-bullying interventions should target all children across a school in a comprehensive, curriculum-based program, not only by considering aspects of socio-economic deprivation.

In terms of victimisation subtypes, teachers' examples of SES bullying implied that verbal bullying and social exclusion were most common, even where physical bullying may not be present. These familiar subtypes of victimisation were reported by Hosozawa et al. 's (2021) findings of bullying in adolescents across 71 high and middle-income countries. The authors noted that verbal and relational victimisations based on lower SES were prominently higher than physical forms among those countries. In particular, relational and verbal victimisation was predominated in a neighbour

country, Russia (29.1% and 20.3% respectively), which could be said to share some educational aspects with Mongolia, due to close geographic, historical, political, and economic interactions. However, meta-analysis of anti-bullying programs, mainly from the US, revealed that verbal bullying was the most resistant to reduction (Kennedy, 2020). Notably, the P.E.A.C.E Pack program implemented in Malta achieved a significant reduction in verbal bullying, particularly among severely bullied students (Slee et al., 2017).

Common negative consequences of victimisation exemplified by the teachers were anxiety and social withdrawal. One of the teachers also observed that socio-economic emotional distress was stronger among victimised students. Pabayo et al. (2022) argued that lack of social support on how to cope with bullying led the students with lower SES to get more stressed and isolated while those from higher SES could have extra support from paid practitioners. Regardless of whether students experienced bullying or not, studies implied that students with lower SES are more vulnerable to mental health problems such as anxiety and distress or lower self-rated life satisfaction (Levesque et al., 2021; Reiss et al., 2019). Thus, these internalising problems might have a stronger impact and more chance of leading to suicide attempts. For example, cross-country findings, predominantly in the LMIC context, indicate that bullying victimisation, including those based on SES, was correlated with adolescents' risks of attempting suicide (Koyanagi et al., 2019).

Besides socioeconomic disadvantages, primary school teachers noted that Nomadic Herder children were more likely to be targeted for bullying. Nomadic families move livestock to various locations dictated by seasons and pasture quality. Therefore, young children often need to liver apart from their families to stay in school dormitories or with relatives (Sukhbaatar et al., 2024). Those responsible for these nomadic children frequently provide low-quality care with the children looking neglected leading to these children being socially excluded and bullied. A positive correlation between carers' poor care and bullying victimisation was confirmed by Bifulco et al. (2014) although the reasons why caregivers give less care of these children were different in this unique Mongolian cultural context. It was inevitable that these victimised children were prone to psychological distress such as anxiety (Bifulco et al., 2014). Therefore, interventions to enhance coping skills for victims' psychological distress were recommended by Dickerson Mayes et al. (2014).

Among related coping skills, all four teachers agreed that teaching self-esteem is beneficial for students who are bullied due to their disadvantaged family background, while two of them agreed that optimism is also beneficial. This aligned with previous findings that these skills were a mediator to decrease bullying victimisation (Segovia-González et al., 2023). Specifically, studies found that positive self-concept mediates reduced victimisation of lower SES minorities in a classroom (Thakkar et al., 2024) and optimism improves life satisfaction more generally (Zou et al.,

2018). Meta-analytic findings by Tsaousis (2016) also confirmed the importance of bolstering overall self-esteem against both bullying perpetration and being victimised. Beyond overall self-esteem, Burger and Bachmann (2021) opined that the correlations of specific self-esteem domains with school bullying need to be considered when intervening. Of relevance to the negative associations between bullying victimisation and perpetration and school performance-related self-esteem (Burger & Bachmann, 2021), the lessons on self-concept and self-image can focus more on exploring and boosting students' strengths related to school performance rather than physical, social or emotional self-esteem.

Due to the prospective relationship between bullying victimisation and lower self-esteem, in both direction (van Geel et al., 2018), targeting all school children can bring benefits. For example, students who are victimised may benefit from being educated on how to improve their self-esteem. However, if all students are taught this, those who already have low self-esteem may be less likely to be victimised, thereby providing dual benefits from the one lesson. Research findings by La Rosa et al. (2022) implied that optimism could moderate a risk of suicidal attempts stemming from bullying victimisation; therefore, teaching students how to be optimistic may be a preventative factor of suicidal attempts. As Davaasambuu et al. (2017) and Badarch et al. (2022) found, Mongolian students were at higher risk of suicidal attempts, including those who have queer identity (Ganbaatar et al., 2022), with bullying victimisation identified as an associated factor, so these lessons may be particularly important for these students.

Apart from SES bullying, teachers shared the opinion that students who lack friends, such as newcomers, were vulnerable to being bullied, mostly physically, when they were isolated. Tenhunen et al.'s (2024) findings indicated that newcomers experienced more bullying victimisation compared to existing students. Rambaran et al. (2020) also indicated that newcomers are at risk of bullying, and this risk was higher in unstable classroom environments where schools offer multi-grade pedagogy, compared to stable classroom settings. In Mongolia, the classroom context is quite stable where students are taught by the same teachers and remain with the same classmates throughout their nine years of primary and middle school. Regardless, newcomers may still be victimised.

Having good friends was recommended as a protective factor against victimisation of newcomers (Tenhunen et al., 2024). Similarly, in research carried out in Thailand to explore students' own perspectives on how to deal with face-to-face bullying, the participants reported that having friends could be an effective coping strategy (Sittichai & Smith, 2018). Moreover, some researchers argued that fostering friendships among students is a preventative factor of overall school bullying, especially in a school environment that is described as competitive, mandatory, compressed and controlling (Strindberg & Horton, 2022). This environment is common in Mongolia, therefore,

building positive friendship among students can be an ideal preventative approach against school bullying.

In a comparison between cultural values among peer interaction, researchers reported that the degree of friendship intimacy and closeness among Asian peer groups, such as in Korea, was higher compared to those from the United States. Such friendship intimacy was improved by how much the students value their friendship (Maunder & Monks, 2019). As friendship content in the P.E.A.C.E. Pack focuses on friendship values, friendship intimacy can be increased among Mongolian students which could lead to a decreased depression among victimised students. In this regard, Yang et al.'s (2022) findings confirmed that low friendship intimacy was correlated with victimised adolescents' higher depression level.

In addition, the teachers highlighted that, students often bully others due to negative peer influence. In this regard, Shin (2022) reported that students who engage in high levels of bullying are more likely to choose friends who are similar to them and influence each other in socially inappropriate behaviours. Rambaran et al. (2022) indicated that students tend to defend classmates against bullying if they like them or are in a friendship circle instead of random classmates. Furthermore, research by Yuan et al. (2024) found that students are more likely to bully their friends' victims, especially if the bully is more popular. Thus, these researchers underscored the importance of anti-bullying programs that aim at fostering friendships among a class of children. Moreover, to promote positive peer relationships, there is a need to teach students that bullying is not acceptable, and a bully student is not welcome.

Regarding supportive class climate, primary school teachers see it as a preventative factor of bullying. One of them stressed that building supportive class climate positively impacts students thinking to actions. In this regard, Chaplain (2018) pointed out that classroom rules, routine and ritual influence students how they can behave with particular actions, words and movements. Similarly, a systemic analysis by Freeman et al. (2024) reported that establishing clear behavioural expectations in the school arena, including classrooms was the most essential tool of anti-bullying programs that were successfully implemented in primary schools. For example, during a session entitled "Positive classroom relationship", as part of classroom climate topic in the P.E.A.C.E. pack, students are able to discuss what sort of behaviours would make them happy or unhappy in the classroom environment. The session then involves the students in formulating the outcomes on their classroom posters.

Discussion on Teachers' Perspectives on the P.E.A.C.E. Pack Program and its Adaptability

All teachers agreed that all lessons in the P.E.A.C.E Pack are crucial in counteracting bullying. Specifically, the P.E.A.C.E. Pack program addresses all four types of bullying which is important due to the prevailing social norm that views bullying as a physical event. One teacher emphasised that changing this norm must start with adults, including teachers, to effectively influence younger people. Research found that teachers' perspectives on bullying as being just physical, contributed to students' lack of understanding about bullying types (VanZoeren & N. Weisz, 2018). Therefore, teacher education on bullying should not be separated from how students are taught about bullying.

Omitting a core component of a program, such as the forms of bullying, can threaten its integrity and impact its quality. According to Bradshaw (2015), Durlak and DuPre (2008) and Jantzer et al. (2023), fidelity, which refers to how well a program is delivered as designed by program developers, is a key predictor of anti-bullying program success. Furthermore, recent research suggested that implementing the program with higher fidelity can offset the lack of implementation quality (Tolmatcheff et al., 2024). As such, ensuring the inclusion of core components in program delivery is crucial for program adoption.

All teachers felt that bullying education can make a difference because they attribute students' bullying involvement to their lack of awareness of bullying or the students' immaturity. This point is further supported by Sainz and Martín-Moya (2023) who found that raising awareness about bullying-related issues in prevention programs resulted in a decrease in school bullying. Similarly, the more favourable outcomes of a whole-school approach, particularly in reducing perpetration rate, are linked to its emphasis on raising awareness of bullying issues encountered by any students (Gaffney et al., 2019).

In delivering bullying education, the teachers believed that teaching students as early as possible is more effective. This is because their class children (in this case, the highest grade level was 8th, consisting of 12 or 13-year-old students) are more receptive and open-minded towards their teachers and peers, but these traits diminish as they advance to higher grades. The need for targeting these younger ages is consistent with findings of Hensums et al. (2023) who indicated that bullying intervention efforts are most effective for students under 12 years of age. Younger students tend to form closer and stronger relationships with Mongolian teachers, which may also help with program implementation. Tolmatcheff et al. (2024) argued that strong student-teacher relationships foster a learning environment which is both engaging and supportive, significantly enhancing the implementation quality of an anti-bullying program.

The teachers also highlighted school stakeholders' engagement for more effective interventions, naming a social worker, a psychologist, school manager and parents. The roles of a multi-stakeholder approach within the school system to eliminate bullying is highlighted in the findings of

Karikari et al. (2020). Particularly, all four teachers believed that parents' involvement can have an important role in reducing bullying, as parental support can discourage such behaviour. Research has indicated that parental care and support is negatively correlated with bullying victimisation (Xia et al., 2024).

In addition to the benefit for students, teachers also recognised their own advantages from the program. By participating as a key program implementer, it is anticipated that their ability to manage bullying cases will increase, thereby boosting their confidence in handling such situations. This is likely to reduce bullying because those who feel more confident to manage bullying tend to intervene more often (Fischer et al., 2021). Furthermore, De Luca et al. (2019) indicated that teachers' characteristics, such as self-efficacy, are negatively correlated with levels of bullying in a school. Mijakoski et al. (2022) found that lower self-efficacy in managing students' behaviour is one of associated factors of teacher exhaustion. Furthermore, teachers believed that effective bullying intervention would help them to focus more on their academic tasks and improve their wellbeing by reducing the amount of work required outside school hours. These secondary benefits of a bullying prevention program were highlighted by Janzer et al. (2023), exemplify the relationship between lower levels of bullying and teachers' job satisfactions, as reported by De Luca et al. (2019).

Apart from teachers' perspectives on the overall program, primary and middle school teachers also defined a clear approach to deliver the program due to their different teaching time restraints. This nuanced approach can ensure the program is implemented with high fidelity. As Gaffney, Farrington and White (2021) reported, one limitation to program fidelity was having less time to deliver a program than planned. With the P.E.A.C.E. Pack implementation in Malta, teachers also reported that one challenge they encountered was time constraints that could lead to lesson disruption, thereby affecting the program's desired outcomes (Slee et al., 2017). Therefore, Mongolian teachers' having a clear idea of how to implement the lessons is beneficial for program fidelity.

Moreover, the teachers mentioned their willingness to participate in implementing the P.E.A.C.E Pack program for students' wellbeing, provided there would be support from the administration. This anticipated buy-in from both teachers and administrators is crucial, as it can significantly impact on the quality of program implementation. Researchers have indicated that teachers' and headmasters' attitudes towards supporting program implementation are closely linked to quality program implementation (Domitrovich et al., 2008).

For an issue as complex and pervasive as bullying, securing buy-in from all stakeholders, including teachers is crucial to the success of any prevention effort (Bradshaw, 2015). However, Skrzypiec et al.'s (2011) findings implicated the lack of attention from the entire education system towards school bullying caused teachers in Greece to feel disempowered, isolated and unsure about the

best way to address the problem. This might also be the case among Mongolian teachers; therefore, joint efforts between schools and local NGOs is needed to buffer teachers from these negative feelings. Furthermore, according to Castleberry (2023), a grassroot bullying initiative built on local community partnerships can be used to lobby decision makers and authorities.

Adaptability of the proposed approach needs to be appreciated because there is no one size that fits all approaches due to different contexts. For example, the teachers preferred diverse teaching resources depending on their classroom dynamics. In response, a diverse teaching resources in the P.E.A.C.E. Pack program gives Mongolian teachers autonomy to select suitable resources. Apart from selection, teachers agreed that some changes or additions might be needed to the available teaching resources, such as including an exercise related to emotional expression and regulation. In this vein, Skrzypiec et al. (2011) argued that modifications need to be done to implement the most culturally appropriate approach.

Summary

To conclude, boosting students' self-esteem can be beneficial to all students due to the bi-directional relationship between bullying victimisation and lower self-esteem. By targeting all students, programs can be more effective in focusing more on self-esteem that is related to school performance. Optimistic views can also be significant to Mongolian students to cope with bullying stemming from socioeconomic status, as it can mediate the relationship between bullying victimisation and suicidal attempts. Moreover, positive friendship can play a valuable role in preventing bullying, especially for newcomers, by fostering friendship and supporting their social bonds. To decrease negative peer relationships, it is essential to convey to students that bullying is not acceptable student perpetrators of bullying are not welcome, particularly in a classroom setting. Additionally, setting rules or a behavioural code of conduct among classmate can enhance positive class climate. Despite some coping skills, such as resilience, not being discussed by teachers, the importance of all six lessons addressing all types of bullying was emphasised due to the prevailing social norm that perceives bullying primarily as a physical event. Beyond gaining proper knowledge on bullying, this approach supports the program delivery with high fidelity. Defining the best approach to deliver the program between primary and middle schools can avoid issues related to teachers' time constraints in the field, which often occur in program implementations, including the P.E.A.C.E. Pack. For more effective delivery of the program, teachers also highlighted the importance of early education, a focus on cyberbullying and engagement from school stakeholders, particularly parent involvement. Finally, teachers' willingness in program delivery, unforeseen significant obstacles and anticipated school administration support can influence the overall quality of program implementation. However, lack of comprehensive systematic support in bullying intervention in Mongolia may affect teachers' ongoing dedication and encouragement, as

confirmed in a previous program trial. Joint effort in community partnerships can alleviate negative feelings that teachers might experience. Therefore, grassroot initiatives to combat school bullying can serve as a lobbying force to draw the attention of decision-makers to the bullying issue, which may assist in upholding students' rights to study and learn in a safe school environment.

CHAPTER SIX CONCLUSION AND RECOMMENDATIONS

Introduction

This chapter begins with the study's research questions. Summaries addressing the research questions will follow, along with discussions on the study's limitations. After outlining the limitations, recommendations will be provided before concluding the chapter.

Research Question

The overarching research question was:

What are the current perspectives of primary and middle school teachers at the selected school on the P.E.A.C.E. Pack anti-bullying program?

The Sub-Questions (RSQ) were:

1. What are schoolteachers' perspectives on lessons about coping skills?

2. Does the program need to be differentiated between primary and middle school context?

3. Can the introductory draft of the anti-bullying program be adapted based on these perspectives?

Summary of Findings and Discussion

The importance of coping skills lessons in addressing the common bullying faced by Mongolian students

By teaching self-esteem and optimism through the P.E.A.C.E. Pack, Mongolian students can better cope with negative emotions from bullying, particularly verbal abuse, and reduce the risk of suicidal attempts, which are prevalent among teenagers. Recent research suggests that these coping skills mediate school bullying, especially for those from lower SES backgrounds and those facing bullying-related suicidal risks. Furthermore, targeting all students can prevent future bullying incidents, as students from higher SES with low self-esteem are also vulnerable to bullying. Research indicates that focusing on self-esteem related to academic performance can effectively reduce both bullying perpetration and victimization.

The friendship content in the pack can serve as a protective factor against bullying victimization in Mongolian schools. This is particularly relevant for newcomers and in school environments with high academic pressure. Additionally, due to similar cultural norms in Asian children who value friendship intimacy, emphasizing friendship in the content can protect against bullying. Classroom bullying education that underscores bullying as unacceptable and unwelcome behaviour can help

mitigate negative peer relationships. In primary schools, optional content on class climate can focus on setting behaviour expectations to foster more positive and supportive classroom environments.

Lesson delivery should be specifically tailored to the distinct needs of primary and middle school settings.

Given the varying availability of teaching time among primary and middle school teachers, lessons need tailored delivery methods. In primary schools, teaching the lessons as a set during a weekly period is effective. However, middle school teachers often lack the time for standalone lessons. Embedding bullying lessons into relevant academic subjects is a more practical approach for them. For instance, one teacher successfully integrated cyberbullying content into Information Technology classes. Since academic subjects do not consistently introduce new content, this method facilitates the seamless incorporation of bullying lessons into the middle school curriculum. Additionally, this approach avoids placing an extra burden on students already under academic pressure, such as managing 19 different subjects, by integrating bullying lessons without adding separate sessions.

Identifying the best approaches to deliver bullying lessons in both primary and middle school contexts can enhance the future implementation of the P.E.A.C.E. Pack with higher fidelity. Program trials have reported that teachers often face time constraints, so by addressing these challenges, Mongolian teachers can avoid such issues during field implementation. As teachers highlight the importance of early education due to younger students' receptiveness and open-mindedness, beginning program implementation in primary school settings, aligning with teachers' available teaching time, would be vital.

The P.E.A.C.E. Pack program's adaptability meets specific needs of the selected Mongolian school.

The P.E.A.C.E. Pack program's adaptability in the selected Mongolian school is enhanced by three main advantages: a variety of teaching resources, strong alignment with General Capabilities, and flexible lesson contents. To cater for the cognitive development and learning styles of different age groups, teachers preferred diverse teaching resources tailored to their classroom dynamics. The variety of resources in the P.E.A.C.E Pack would therefore be expected to meet these diverse needs. Moreover, modifications could be made to ensure the program adopts a culturally and ethnically appropriate, emic approach consistent with Mongolian social norms and values.

Moreover, non-sequenced lesson contents and strong ties to General Capabilities make it easier to incorporate these bullying lessons into the middle school curriculum. For instance, the bullying content in the pack, designed to help students understand ethical behaviours, can be effectively integrated into Mongolian academic subjects like Civic Ethics. The flexible lesson structure in the

P.E.A.C.E. Pack, with its unordered content also allows for integration into various academic subjects without disrupting the overall curriculum.

Anticipated successful implementation of the P.E.A.C.E. Pack program in Mongolian schools.

Firstly, the implementation of the P.E.A.C.E. Pack program can address the lack of awareness among Mongolian students, which is a primary cause of their involvement in bullying. By educating students about bullying, including its forms and negative consequences, they can be encouraged to refrain from anti-social behaviours. Given the prevailing social norms in Mongolian society, it is crucial to start this education with the adults around students, such as educators. The P.E.A.C.E. Pack's educational component can be tailored to these needs within the school system.

Additionally, the program's effectiveness is enhanced by teachers' willingness to teach the lessons and potential support from school administration, such as integrating the lessons into middle school curricula. Researchers suggest that staff buy-in is correlated with quality program implementation. The anticipated program effectiveness can boost teachers' confidence in addressing bullying incidents, improving their job satisfaction by reducing the bullying behaviours that contribute to their daily workload.

Limitations

This study was situated in a state school in a remote rural area of southwestern Mongolia, which might not be the case in private or urban schools and the results therefore should not be generalised to other contexts. Additionally, the small sample of schoolteachers may not be representative of all teachers in that school or other Mongolian schools. A further limitation is the lack of a longitudinal study design, as all data were collected within a single school year. Participants' perspectives may change, for example, as they gain more knowledge about bullying over time. The final limitation was that teachers' perspectives on teaching resources in the P.E.A.C.E Pack were collected using semi-structured interview questions, rather than the specific lesson packs or handouts being provided for their review. If these resources had been made available to the teachers, they may have had a greater understanding of the detail in the programs which may have influenced their perspectives.

Recommendations

In cross-cultural research, language differences, varied interpretations, and contextual unfamiliarity may lead to inconsistent understandings of even common English terms among study participants. Therefore, it would be advantageous in further research on bullying in Mongolian schools to ensure participants, particularly teachers, understand specific terms related to bullying, its four main types

and coping skills, such as *resilience,* before data are collected from interviews. Familiarising teachers with the anti-bullying language may assist in gaining more reliable and consistent results, particularly when investigating emerging trends, such as cyberbullying or the socio-demographic determinants of bullying in Mongolian schools. There is also scope for further investigation and establishment of causal relationships between social variables, such as ethnicity, parental education, and SES, and any corresponding problems of school bullying in Mongolia.

Further research on applying the P.E.A.C.E. Pack in Mongolian schools could examine the effectiveness and best methods of educating school staff, parents, and other community partners with the anti-bullying program before targeting students in the school system. This knowledge would enhance the whole-of-community framework for successful adoption and integration of the program.

Conclusion

As in all human societies, the Mongolian community has a duty of care for the wellbeing of children and a moral and legal responsibility under international law to protect the rights of every child from all forms of violence, including bullying. Schools and the wider education system offer opportunities to effectively counteract bullying among students and to build strong foundations for evidence - based prevention programs. However, a whole-of-community approach is required to overcome the challenges, given that children spend only a part of their active time and development in schools. Therefore, a joint effort based on collaboration among community stakeholders, educators, and schools can reduce such challenges by combining efforts and sharing resources.

For schools that are prepared to initiate strategic approaches against bullying, selecting the most appropriate anti-bullying program among evidence-based Western-derived programs forms another challenging task due to lack of available knowledge, the economic burden, and even cultural pushback from the community. In this sense, a ready-packaged program (the P.E.A.C.E. Pack) that has successfully been cross-culturally trialled, and deemed cost-effective for LMIC contexts, would be a suitable option for Mongolia. Moreover, the P.E.A.C.E. Pack program is designed to be teacher-led and therefore delivered as an internal school resource, which can enhance program sustainability due to less financial burden and not relying on external program deliverers.

To effectively adapt the program, it was crucial to involve schoolteachers as voices from the field, given their role as program deliverers and their knowledge of Mongolian school and classroom environments. This study utilised a qualitative narrative inquiry to understand teachers' perceptions of the P.E.A.C.E. Pack program. The teachers' feedback highlighted the necessity of implementing the program in Mongolian schools and its adaptability to their unique context. By adopting the

P.E.A.C.E. Pack program, Mongolian schools can gain valuable experience in implementing a globally recommended intervention that can be culturally adapted and successfully integrated into the local education system.

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Appendix A

Flinders University

PARTICIPANT INFORMATION SHEET AND CONSENT FORM

Title: School Personnel Perspectives on an Anti-Bullying Program: Focus groups in Gobi-Altai Province in Mongolia

Investigator

Mrs. Altaituya Burnee

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College of Education, Psychology and Social Work

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Chief Investigator and Supervisor

Dr Bev Rogers

College of Education, Psychology and Social Work

Flinders University

My name is Altaituya Burnee and I am a Flinders University Masters of Education student who lives in Mongolia. I am undertaking this research as part of my degree. For further information, you are more than welcome to contact my supervisor. Her details are listed above.

Description of the study

This project investigates how a group of 4 teachers in a school in Mongolia, who are able to look at the P.E.A.C.E Pack anti-bullying program, respond to it with possible adaptations for their school,

and issues that are to be addressed. This project is supported by Flinders University, College of Education, Psychology and Social Work.

Purpose of the study

This project aims to consider the nature of adapting a proposed anti-bullying program (the P.E.A.C.E Pack) in a school in Gobi-Altai province, Mongolia.

Benefits of the study

The sharing of teacher experiences, in regard to, the proposed program (P.E.A.C.E. Pack) will help to provide valuable information that can be used to successfully include an evidence-based anti-bullying program in the Mongolian school context. Participants will read information about the P.E.A.C.E Pack anti-bullying program that has been adapted in various countries globally, to consider adapting to their school, sharing their experiences and feedback. The overall study findings will be added to literature related to school perspectives on school bullying interventions thereby adding a Mongolian perspective. The study's benefits may provide resources for students, parents, educators, governing bodies, and representatives of external agencies willing to counteract school bullying.

Participant involvement and potential risks

If you agree to participate in the research study, you will be asked to:

- read an information sheet about the P.E.A.C.E Pack used in a number of countries globally
- reflect on its relevance and suitability to their school and possible adaptations

- attend a focus group discussion with the researcher that will be audio recorded. This will be conducted via Zoom and will take approximately 40-50 mins.

- during the focus group, respond to questions regarding your views about school bullying and the possibility of using the information about the P.E.A.C.E. Pack provided.

- share any examples of your personal experiences and interventions related to bullying.

Being in this study would pose minimal risks. These include:

- Time: The researcher expects the Focus Group discussion to last 40-50 mins. The Focus Group will be arranged at a mutually convenient time to avoid it being an inconvenience to you. You can withdraw at any time including in the Focus Group if you no longer wish to participate. There are no consequences of any kind if you decide to withdraw including no communication with school administration if you withdraw from the study.
- Time zone: There are two hours and a half time zone differences between our locations. Thus, we will schedule the Focus Group at a time that work for everyone.

- o Emotions: We acknowledge that conversations about school bullying might be emotionally distressing. The Focus Group will be conducted in a way that allows you to speak about what you feel comfortable saying and sharing experiences with resources that will support your understanding of bullying and what is possible in your school. It will be a supportive conversation to learn more about the possibility of using an evidence-based global anti-bullying program (P.E.A.C.E. Pack)
- o Concern about being audio recorded: You may be concerned about your confidentiality because of being audio recorded during the focus group discussion. The conversations will be recorded to be transcribed verbatim. You will be sent a transcript of the Focus Group and you will be able to accept or withdraw anything you are uncomfortable with so it is not included in the data used.
- o Your identity will remain anonymous in the report using the data
- o Your well-being and safety will be a top priority throughout this research process.

Withdrawal Rights

You may decline to take part in this research study at any stage. If you decide to take part and later change your mind, you may withdraw at any time without providing an explanation. To withdraw, please contact the researcher to have your data removed from the study. You may also leave the Focus Group discussion at any time. Any data collected up to the point of your withdrawal will be securely removed. Data recorded during focus group discussions may not be able to be removed due to it being collected in a group discussion. However, the data will not be used in this research study without your explicit consent.

Confidentiality and Privacy

Only researchers listed on this form have access to the individual information provided by you. Researchers will take all possible steps to ensure privacy and confidentiality will be adhered to at all times.

The research outcomes may be presented at conferences, or written up for publication. You will not be named, and your individual information will not be identifiable in any research papers without your explicit consent. No data, including identifiable, non-identifiable and de-identified datasets, will be shared or used in future research projects without your explicit consent.

Data Storage

The information collected will be stored securely on a password protected computer and/or Flinders University server throughout the study. Any identifiable data will be de-identified for data storage purposes unless indicated otherwise. All data will be securely transferred to and stored at Flinders University for 12 months after publication of the results. Following the required data storage period, all data will be securely destroyed according to university protocols.

Recognition of Contribution

Your participation is great value in this study. Thank you for your time.

How will I receive feedback?

On project completion, a summary of the outcomes will be provided to all participants via email as well as the school.

Ethics Committee Approval

The project has been approved by Flinders University's Human Research Ethics Committee (HREC 6818).

Queries and Concerns

Queries or concerns regarding the research can be directed to the research team. If you have any complaints or reservations about the ethical conduct of this study, you may contact the Flinders University's Research Ethics and Compliance Office team either via telephone (08) 8201 2543 or by emailing the Office via human.researchethics@flinders.edu.au.

Thank you for taking the time to read this information sheet which is yours to keep.

Appendix B

![Flinders University logo]

If you accept our invitation to be involved, please sign the enclosed Consent Form.

CONSENT FORM

Title: School Personnel Perspectives on an Anti-Bullying Program: Focus groups in Gobi-Altai province in Mongolia (HREC 6818)

Consent Statement

☐ I have read and understood the information about the research, and I understand I am being asked to provide informed consent to participate in this research study. I understand that I can contact the research team if I have further questions about this research study.

☐ I am not aware of any condition that would prevent my participation, and I agree to participate in this project.

☐ I understand that I am free to withdraw at any time during the study.

☐ I understand that I can contact Flinders University's Research Ethics and Compliance Office if I have any complaints or reservations about the ethical conduct of this study.

☐ I understand that my involvement is confidential, and that the information collected may be published. I understand that I will not be identified in any research products.

☐   With regards to the focus group, I understand that it may be difficult to withdraw some of my data and information from this project. I also understand that this data will not be used for this research study.

I further consent to:

☐   participating in a Focus Group discussion

☐   having my information audio recorded

☐   my data and information being used in this project

Signed:

Name:

Date:

Appendix C

Email to School

Dear School Team,

Thank you for agreeing to participate in the research project concerning bullying. The Information Sheet and Consent form for the research is attached as well as an Information sheet on the P.E.A.C.E. Pack anti-bullying program that has been used successfully in a number of countries.

It would be appreciated if you can send the information sheet and consent form and the P.E.A.C.E. Pack information to primary and middle school teachers to be able to have four volunteers (2 primary and 2 middle school and gender balanced) to participate in a Focus Group to look at the possibility of adapting the program for the school.

Please contact me if you have any questions. Thank you for your participation.

Investigator

Mrs. Altaituya Burnee

College of Education, Psychology and Social Work

Flinders University

Appendix D

The P.E.A.C.E. Pack Information Sheet

Schoolteachers' Perspectives on an Anti-Bullying Program: Focus groups in Gobi-Altai province in Mongolia – responding to the P.E.A.C.E. Pack Background

Background

Bullying is a serious public issue, which "mainly occurs in school with negative consequences for the students involved as victims" (Guarini et al., 2020, p. 1). An intervention which has been trialled in a number of countries, showing positive changes, is the P.E.A.C.E. (Preparation, Education. Action, Coping, Evaluation) Pack program, developed in Australia (Slee, 1996) and used overseas in some countries (Slee & Skrzypiec, 2016). When we think of change through conventional western mechanistic ways of thinking which have a strong causal component, it prompts us to search for "the faulty or broken part or problematic individual in order to fix or cure the problem" (Slee, 1996, p. 65). However, a different way of thinking enables an extension of the way we conceptualise and understand 'problem' behaviour.

A different way of thinking: Systems thinking

Schools comprise systems and systems within systems, e.g., community, home, school, year level, classroom and peer group for example. According to von Bertalanffy (1968, p. 55) a system is a " ... complex of interacting elements". In an open system the nature of behaviour is best understood in the context of the whole system such that a change in any one part affects every other part (Slee, 1996). The interactions within a system are regulated through feedback loops and hence the emphasis is on understanding what *maintains behaviour* rather than on seeking causes.

According to Porter (1996) there are two basic explanations for the maintenance of behaviour: (1) balancing the system or (2) 'perpetuating' the problem.

In the first case, *balancing the system* serves the system (as a whole) in the best way. A student's violent behaviour with peers might be understood as a way of drawing attention away from a troubled family life (a sub-system) at home.

In the second case, which is (2) 'perpetuating' the problem, behaviour arises through repeated approaches to responding which *perpetuates the problem*. There is an opportunity here to identify alternative 'solutions' to solve the presenting problems and "intervene with specific strategies aimed at producing changes" (Slee, 1996, p. 66). However, Slee (1996) suggests we distinguish first order change from second order change.

> From a first order change perspective a school may make a deliberate decision to address the issue of bullying, for example by identifying bullying students and developing a social skills program. The school system remains the same with the bullying viewed as the "bad" student in need of control and change. If the school's view of the situation is accurate and constructive and if, in fact, the student simply does need to acquire new skills, then "first order" change has its place in the change process …

> Second order change involves a change in attitude, or reframing of a situation … [which can] occur when the system itself changes. For example, the school may gain some insight through a review of policy and practice as to how current procedures maintain and even amplify or encourage bullying. The school in shifting its focus from the "bad" student and in modifying its attitudes, perceptions and beliefs … change will resonate throughout the school system. (Slee, 1996, p. 66)

In trying to reduce both the 'bad' behaviour of the bully and the consequences for the victim and the whole system, "consideration might be given to roles, relationships and interactions within the system which encourage or discourage bullying" producing second order change (p. 66).

The P.E.A.C.E. Pack

The P.E.A.CE. Pack draws upon systemic thinking in understanding the issue of school bullying. The acronym P.E.A.C.E. has been used to help organise the material in the program under the following headings (Preparation, Education. Action, Coping, Evaluation):

P. The first step involves **preparation and consideration of the nature of school bullying** which provides the information that can be used as a basis for policy development, intervention program development and parent and student involvement (this is the focus for the research Focus Group).

E. This step involves **educating others about the topic of bullying and collecting information upon which to base an intervention program.** Reviewing current policies, interviews with staff,

students and parents, surveys and observation of those directly affected by bullying can contribute to the development of the school program.

A. During **the action stage the emphasis is upon engaging** staff, students and parents and the various sub-systems of the school to address the issue of bullying.

C. Coping entails **providing all of those concerned with bullying with various strategies and skills** to implement across the school and curriculum.

E. In the **final evaluation phase it is important to assess the program**, to provide feedback to those involved and to celebrate the gains made.

Research in various countries has provided evidence for successful intervention programs (Olweus, 1983; Smith & Sharp, 1995). Also in South Australia a four-year intervention has been implemented using the P.E.A.C.E. Pack to show that it is possible to (1) reduce the overall amount of school bullying, (2) increase students' feelings of safety from bullying, (3) increase students' awareness of who to talk to about bullying, and (4) increase students' knowledge of how to stop bullying (Slee, 1996, p. 67).

International trials

Research shows that bullying is a risk factor for suicide attempts among adolescents globally, as revealed by a recent study involving 48 countries (Koyanagi et al., 2019), which showed that the prevalence of suicide attempts increased as a function of the frequency of bullying in the past month. When trialled in Italy, the effectiveness of the P.E.A.C.E. program was analysed through pre/post-intervention observations involving 551 Italian high school students who completed a questionnaire on bullying victimisation, self-efficacy, and bystander behaviour (Guarini et al., 2020).

Teacher-led interventions

Most anti-bullying programs are commonly conducted in the school context, since it is in school that most bullying episodes occur. However, many of them rely on professionals external to the school to deliver the intervention rather than teacher-led interventions (Guarini et al., 2020).

> Teacher-driven interventions present two main advantages. First, they have a low cost in terms of human and economic resources in comparison with externally delivered programs by psychologists or social workers … Second, involving teachers in training paths focused on the bullying phenomena and in delivering anti-bullying programs for students could potentially strengthen their ability to directly deal with bullying in their everyday classroom

practices … This may foster teachers' self-efficacy … [and] improvements in self-esteem, or good citizenship among students … (p. 2).

The P.E.A.C.E. Pack program, developed in collaboration with teachers, students, principals, parents and school administrators, integrates content with relationship skills, promoting positive attitudes and positive behaviours rather than focusing only on negative behaviours. At the Coping Stage, the P.E.A.C.E. Pack involves six lessons and activities that focus on the promotion of healthy attitudes such as empathy, optimism, resilience, conflict resolution strategies, kindness and positive emotions among classmates (Guarini et al., 2020, p. 4).

The main topics of the six lessons include:

Lesson 1: "Fostering friendship". A group-work activity on the meaning of friendship is introduced by asking students some questions such as "What are the advantages of having friends?"; "What are the ways to make new friends?"

Lesson 2: "Coping with verbal bullying and fostering resilience". A short video about a girl who was verbally bullied by classmates serves as input for a group discussion about the impact of the insults and the difference between a joke and an insult. The second part of the lesson is aimed at developing the students' resilience in the face of bullying.

Lesson 3: "Cyberbullying-Self concept". A short video on cyberbullying invites students to reflect on the feelings of the victim and how teachers and parents might be able to help. The second part is aimed at improving the students' self-image.

Lesson 4: "Exclusion-Optimism". A short video helps the students to focus on the different types of exclusion and how to handle such experiences. In the second part, the aim is on adopting an optimistic attitude.

Lesson 5: "Physical Bullying-Conflict resolution". Starting from a short video about physical bullying, students can discuss different ways to deal with it, adopting both the victim's and the bystander's points of view. In the second part, the focus is on improving adaptive conflict management and problem-solving strategies.

Lesson 6: "Positive Class Climate". Group activities are proposed to improve a positive class climate and positive relationships among classmates. This program has been evaluated in primary and secondary schools in Australia (over 90 schools) and translated and implemented in Japan, Malta and Greece (Roussi-Vergou, Andreou, Didaskalou, Slee, & Skrzypiec, 2018).

Appendix E

Focus Group Questions

Welcome to this discussion and thank you for agreeing to participate.

We will do introductions first.

Background

> You were all sent a summary of the P.E.A.CE. Pack. The acronym P.E.A.C.E. organises the program under the following headings (Preparation, Education. Action, Coping, Evaluation).

> The first step involves P - **preparation and consideration of the nature of school bullying** which provides information that can be used as a basis for program development and parent and student involvement (this is the focus for the research Focus Group).

1. What do you think about bullying at the moment in the school? What are your experiences?

    A later step

    C. Coping entails **providing all of those concerned with bullying with various strategies and skills** to implement across the school and curriculum.

    The main topics of the six lessons include:

    Lesson 1: "Fostering friendship". A group-work activity on the meaning of friendship is introduced by asking students some questions such as "What are the advantages of having friends?"; "What are the ways to make new friends?"

    Lesson 2: "Coping with verbal bullying and fostering resilience". A short video about a girl who was verbally bullied by classmates serves as input for a group discussion about the impact of the insults and the difference between a joke and an insult. The second part of the lesson is aimed at developing the students' resilience in the face of bullying.

    Lesson 3: "Cyberbullying-Self-concept". A short video on cyberbullying invites students to reflect on the feelings of the victim and how teachers and parents might be able to help. The second part is aimed at improving the students' self-image.

    Lesson 4: "Exclusion-Optimism". A short video helps the students to focus on the different types of exclusion and how to handle such experiences. In the second part, the aim is on adopting an optimistic attitude.

Lesson 5: "Physical Bullying-Conflict resolution". Starting from a short video about physical bullying, students can discuss different ways to deal with it, adopting both the victim's and the bystander's points of view. In the second part, the focus is on improving adaptive conflict management and problem-solving strategies.

Lesson 6: "Positive Class Climate". Group activities are proposed to improve a positive class climate and positive relationships among classmates.

2. What do you think of each of or any of these lessons? We can go through them one by one and you can comment about each.

3. What is your reaction to the possibility of adapting the P.E.A.C.E Pack for the school?

Thank you for your participation. The transcript of the Focus Group will be sent to you to look at to make sure you are happy with what you have said. You can make other notes or additions if you wish at that time.

Mongolian Translation of Focus Group Interview

Хэлэлцүүлэгтээ тавтай морилно уу. Юуны түрүүнд энэхүү судалгаанд оролцохыг зөвшөөрсөн та бүхэндээ талархалаа илэрхийлье.

Эхлээд бүгдээрээ хөтөлбөрийн талаарх танилцуулга хэсгээр эхэлцгээе.

Оршил

Та бүхэн P.E.A.C.E. багцын талаарх мэдээллийг хүлээж авсан байгаа. Энэхүү багцын P.E.A.C.E. хэмээх товчлол нь Бэлтгэл (Preparation), Боловсрол (Education), Үйлдэл (Action), Даван туулах (Coping), Үнэлгээ (Evaluation) гэсэн хөтөлбөрийн үндсэн таван алхамын эхний үсгүүдээс бүрдсэн байдаг.

Эхний алхам болох "Р" буюу Бэлтгэл хэсэг нь **сургууль дээрх үе тэнгийн дээрэлхэлтийн мөн чанарын талаар хэлэлцэж, бэлтгэдэг.** Ийнхүү дээрэлхэлтийн үндсэн мөн чануудын талаарх мэдээлэл нь цаашид дээрэлхэлтийг бууруулах хөтөлбөрийг хэрхэн боловсруулах, мөн эцэг эх сурагчдыг хэрхэн оролцуулж болох талаарх суурь болж өгөх юм (Энэхүү алхам нь судалгааны энэхүү бүлгийн ярилцлагын үндсэн зорилго юм).

1. Сургууль дээрх, одоо үеийн, сурагчдын дундах дээрэлхэлтийн талаар та юу гэж боддог вэ? Энэ тал дээрх таны туршлага юу вэ?

   Дараагийн алхам

   "С" буюу Даван туулалт хэсэг нь сургууль дээр хөтөлбөр болгон хэрэгжигдэх **дээрэлхэлттэй тэмцэх төрөл бүрийн стратеги, ур чадваруудыг эзэмшүүлэхэд чиглэгддэг.** Энэхүү хэсэг нь дараах үндсэн сэдвүүдийг багтаасан 6 хичээлээс бүрддэг.

   Хичээл 1: "Нөхөрлөлийг бэхжүүлэх нь". Бүлгээр ажиллах үйл ажиллагаар, сурагчдад "Найзтай байхын давуу тал юу вэ?", "Шинэ найзтай болох ямар арга замууд байж болох вэ?" зэрэг асуултыг тавьсанаар нөхөрлөлийн утга учрыг ойлгуулах.

   Хичээл 2: "Үг хэлээр дээрэлхүүлэх дээрэлхэлтийг шийдвэрлэж, даван туулах чадвараа нэмэгдүүлэх нь". Ангийн хүүхдүүдээрээ үг хэлээр дээрэлхүүлж буй охины тухай богино бичлэгийг үзээд, үг хэлээр доромжлох нь бусдад ямар нөлөө үзүүлж болох, мөн даажигнах болох доромжлох үйлдлийн ялгааг бүлгийн үйл ажиллагаагаар

хэлэлцэх. Хичээлийн хоёр дахь хэсэг нь дээрэлхэлтэнд өртөх үеийн даван туулах чадварыг хөгжүүлдэг.

Хичээл 3: "Цахим дээрэлхэлт ба өөрийнхөө тухай ойлгох нь". Цахим дээрэлхэлтийг харуулсан богино видео нь сурагчдыг цахимаар дээрэлхүүлж буй тухайн хохирогч хүүхдэд төрж буй мэдрэмжийг хуваалцаж, дүгнэхэд оруулцуулах ба мөн багш болон эцэг эхчүүд тухайн хохирогч хүүхдэд хэрхэн тусалж болох боломжуудыг хэлэлцдэг. Энэхүү хичээлийн хоёр дахь хэсэг нь сурагчдын хувийн дүр төрхөө хэрхэн сайжруулж болоход чиглэгддэг.

Хичээл 4: "Гадуурхалт ба эерэг байдал". Богино видео нь сурагчдыг олон төрлийн гадуурхалтын хэлбэрүүдэд анхааралаа хандуулахад туслах бөгөөд ийм төрлийн гадуурхалтад өртсөн бол хэрхэн таван туулахад чиглүүлдэг. Энэхүү хичээлийн хоёр дахь хэсэг нь эерэг хандлагыг өөртөө хэрхэн хэвшүүлэхийг зорьдог.

Хичээл 5: "Бие махбодийн дээрэлхэлт ба маргааныг шийдвэрлэх нь". Бие махбодийн дээрэлхэлтийг харуулсан богино видеог үзээд, сурагчид хэрхэн энэ төрлийн дээрэлхэлтийн асуудлыг шийдвэрлэх төрөл бүрийн арга замуудыг хэлэлцдэг. Ийнхүү хэлэлцэхдээ хохирогч хүүхдийн өнцгөөс, мөн энэхүү дээрэлхэлтийг хараад зогсож буй бусад хүүхдийн өнцгөөс шийдвэрлэж болох боломжуудыг хэлэлцдэг. Хичээлийн хоёр дахь хэсэгт, хэрхэн маргааныг зөв зохистойгоор шийдвэрлэх болон асуудлыг шийдвэрлэх чадваруудыг суралцахад чиглэгддэг.

Хичээл 6: "Ангийн эерэг уур амьсгал". Энэ хичээлийн бүлгийн үйл ажиллагаанууд нь ангийн эерэг уур амьсгал, ангийн сурагчдын дундах эерэг харилцаануудыг нэмэгдүүлэхэд чиглэгддэг.

2. Эдгээр хичээл бүрийн тухайд та ямар бодолтой байна вэ? Бүгдээрээ нэг нэгээрээ хариулаад явцгаая. Та хичээл бүрийн тухайд өөрийн бодлоо хуваалцана уу.

3. Сургууль дээр энэхүү P.E.A.C.E багцыг нутагшуулах боломжийн тухайд та ямар хариу бодолтой байна вэ?

Энэхүү бүлгийн хэлэлцүүлэгт оролцсон та бүхэнд баярлалаа. Таны хэлсэн бүхэн үгээр зөв хөрвүүлэгдсэн эсэхэд та сэтгэл ханалуун буй эсэхээ нягтлахын тулд хэлэлцүүлгийн бичгэн хөрвүүлэг тань руу имэйлээр очих болно. Та хүсвэл тухайн үед өөрчлөлт оруулах шаардлагатай хэсгийн талаар тэмдэглэл хийх эсвэл нэмэлт хэсгээр оруулж өгч болно.