Research On The Occurrence Mechanism And Prevention And Intervention Of Bullying In School

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ABSTRACT

This research article aimed to examine bullying in Chinese schools from a variety of angles, including its frequency, causes and potential solutions, as well as the cultural, family, societal, and psychological aspects that play a crucial role. According to the study, bullying was widespread and negatively impacted pupils' mental health, academic achievement and social behaviour. According to various literature, children throughout the globe are impacted by both offline and cyberbullying. Children in rural areas were more likely to be left behind. The precautions taken by China were also looked at. To address the problem, families, schools, governmental organisations and non-governmental organisations worked together. The greatest ways to stop bullying was proper monitoring as well as moral and mental health education. To make sure students were safe the Chinese government also put in place strict rules, increased monitoring on campuses and encouraged police units in the area to work together. The research looked at the link between preventive actions taken to stop bullying and the number of incidents using a quantitative research method that included random sampling, SPSS-based analysis and factor analysis and the final sample size was 1411. Preventive strategies were shown to be associated with a decrease in bullying in classrooms. This reinforced the idea that it was preferable to stop hazardous behaviour. Schools with more robust preventive measures, parental involvement and psychological supported fared better, despite regional implementation differences. The study concluded that pedagogical innovations, policy enforcement and mental health services were necessary for long-term success in creating safer and more comprehensive learning environments for every student..

Keywords: *School Bullying; Prevention; Mental Health; Education; Peer..*

1. INTRODUCTION:

The emotional health, academic achievement and personal development of pupils are profoundly affected by the pervasive and persistent problem of bullying in educational institutions. There are a lot of different things that can lead to bullying behaviour. Some of these factors are personality traits, family relationships, peer pressure, and national standards and norms. There may be longlasting effects on a person's mental health when they are a victim. These effects often include worry, depression, and a low sense of self-worth. Apathy towards education and withdrawal from social activities are two potential outcomes (Fauzan & Sulaeman, 2024). There is a possibility that the individuals who have committed offences may continue to be prone to aggressive behaviour into adulthood, which will increase the probability that they will take part in antisocial activities.

Everybody should be concerned about this while everyone wait for further developments. Bullying has a wide range of implications; it not only causes pain to the person who is being bullied, but it also makes schools a less safe place for students and makes it more difficult for them to pay attention during class. There are a number of actions that may be performed by educational institutions to counteract bullying. Initiatives to combat bullying that are specifically targeted, efforts to educate the public, opportunities for educators to improve professionally, and the engagement of parents are all included in this category. The establishment of a school environment that is welcoming and supportive of students is a crucial element in reducing the incidence of bullying as well as fostering positive connections among the student body. The application of these preventive strategies in schools might lead to more secure and inclusive learning environments for all kids, in addition to enhancing their overall well-being and academic performance (Yosep et al., 2023).

1. BACKGROUND OF THE STUDY

The incidence of conventional bullying varied from a low of 22.8% to a high of 48.2% over the world, while the prevalence of cyberbullying ranged from a low of 10% to a high of 57% during childhood and adolescence. The incidence of traditional bullying in the metropolitan regions of China is 26.1 percent and it is more frequent

among the children who are left behind in rural areas with an incidence of up to 31.6 percent (Peng et al., 2022). The Chinese government, non-government organisations in China, schools and parents work closely to prevent school bullying. However, considering the current situation of school bullying and bullying prevention in China, the first step everyone can take is to raise students' awareness of school bullying through education. After consulting experts in the bullying prevention field in China, all chose the Knowledge-Attitude-Practice model as the theoretical framework of the intervention. The administration of the school was ordered by the Chinese government to take a number of actions, including performing frequent inspections, increasing monitoring in places that pose a high danger, installing surveillance cameras and upgrading campus safety management, in order to ensure that pupils are protected from bullies. In addition, the Chinese government implemented a regulation that would penalise students who exhibited aggressive behaviour by administering heavy penalties and prohibiting them from receiving their earned degrees (Zhang & Jiang, 2022). These punishments would be administered due to the fact that these students were annoying other students and disrupting the environment at the school. In addition the Chinese government recommended that educational administrators maintain contact with the closest police station in order to provide safety education, deter acts of violence, respond to significant incidents and safeguard students' rights (Chen et al., 2025).

2. PURPOSE OF THE RESEARCH

The study's purpose was to discover more about bullying in the schools in China including how it started, how it has evolved over the years and how it is being dealt with. This research article, which attempted to determine why bullying occurs, focused heavily on the social, psychological, structural and cultural factors unique to China. The research also sought to determine how these processes influence the frequency and severity of bullying events at various grade levels. The study also wanted to find out how well the assistance and protection plans that Chinese families, government agencies and schools already have in place work. It looked at how national laws, school rules, teaching methods and family involvement affected the outcomes of programs meant to stop bullying. The study also looked into which strategies have worked to stop bullying in Chinese schools and where current methods are lacking. The investigation of how moral education, mental health education and legislative changes might be used to reduce the detrimental effects of bullying on children was another primary goal. The goal of this study was to present suggestions that are supported by evidence for the purposes of enhancing the safety of schools and increasing the accountability of institutions. This was done by analysing real-world events, survey data and policy documents. In summary, the essay raised awareness of bullying in China and offers concrete solutions for more inclusive, culturally sensitive and long-lasting prevention and intervention methods in Chinese schools.

3. LITERATURE REVIEW

Bullying is a deceptive, complicated phenomenon that makes it challenging to grasp the nature of bullying issues and to figure out the best way to react to them. Bullying must be addressed as a matter of urgency because of the negative and often covert consequences that persist for a considerable period of time after incidents of bullying. The children who are bullied and the children who bully others are not the only ones impacted by the dynamics of bullying. On the contrary bullying issues are caused by a combination of factors that include individual characteristics, family and peer relationships and cultural circumstances. The problem is further complicated by the emergence of new kinds of bullying, such as cyberbullying which have their own particular consequences for prevention and response (Strohmeier et al., 2024). The term "bias-based bullying" describes actions taken by bullies when they have animosity towards victims because of their gender, colour, religion, sexual orientation, ability or socioeconomic level among other characteristics. Discrimination against minority and disadvantaged groups in society is a root cause of biasbased bullying, which in turn perpetuates the problem. Victims of bias-based bullying are more likely to be members of historically oppressed groups or minorities, and this problem affects children and teens at disproportionate rates (Cheng, 2024). A kind of aggressive behaviour regardless of the shape it takes, bullying is an aggressive act that has a detrimental impact on the self-perception of the kid or young person who is being bullied or on their relationships with their peers. A significant portion of children and adolescents are involved in bullying in some capacity, whether it be overt/direct or covert/indirect. The recent emergence of the Internet and communication technology has opened up new avenues via which youngsters may harass and be harassed by their peers (Menestrel, 2020). Direct aggressiveness is more common among boys whereas indirect aggression is more common among females. Teenagers' actions need to be understood in the bigger picture of their peers, and their bad motives need to be recognised, even if some small acts of violence don't hurt relationships very much. For example, it would be wrong to think that verbal abuse directed at someone because of their disability, race, or colour is just a harmless minor argument. Conversely, it may indicate establishment prejudice. Preventing school abuse requires creating an atmosphere where kids feel safe reporting events. In addition to following school regulations, schools must promote compassion, civility, and positive peer participation. Educational institutions should only use preventive measures (Gaffney et al., 2021).

4. RESEARCH QUESTION

- What are the effective Preventive Measures that can be implemented to reduce School Bullying?

5. RESEARCH METHODOLOGY

6.1 Research Design

The research used quantitative analytic methodologies. The quantitative data were evaluated by the researcher using SPSS version 25. Researchers used the odds ratio and the 95% confidence interval to figure out how strong the statistical relationship was and in what direction it was going. Results were considered statistically

important when the p-value was less than 0.05. Descriptive analysis helped provide light on the fundamental structure of the data.

6.2 Sampling

The researcher used a random sampling procedure. Researchers used the Rao-soft program to confirm that 1365 people were meant to be in the sample. The study's participants were given a total of 1,437 questionnaires. Nevertheless, a total of 1424 sets of questionnaires were collected; 13 sets were omitted because they were incomplete. Hence, 1411 was the ultimate sample size.

6.3 Data and Measurement

Data acquisition for the inquiry was heavily based on quantitative analysis. Respondents were asked to rate their ideas on a five-point Likert scale in order to get numerical data. Secondary data was mostly gathered from online sources by the researcher.
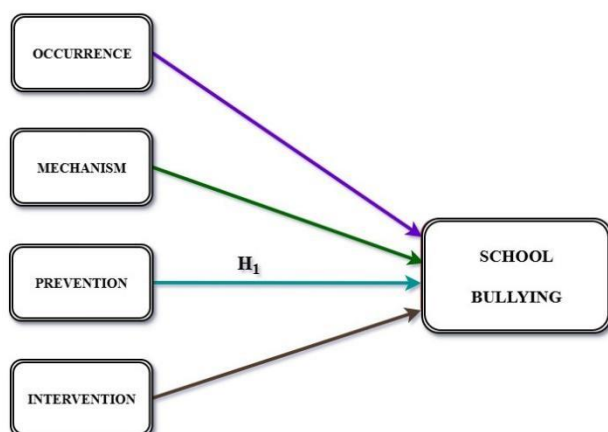
6.4 Statistical Software

In order to examine the study's data, the researcher used SPSS 25 and Excel.

6.5 Statistical Tools

The descriptive data extraction process shed light on the various program-specific demographics and levelspecific features. Some of the statistical tools used in inductive statistical studies were analysis of variance (ANOVA), factor analysis (to verify the theoretical validity and reliability) and 95% confidence intervals (for odds ratios).

6. CONCEPTUAL FRAMEWORK

7. RESULT ● Factor Analysis

Factor analysis (FA) is a popular use case for confirming the basic constituent structure for a collection of measurements. The values of the variables under study are thought to be directly impacted by unseen forces. Reliability assessment is one example of a model-based method. Finding links between overt events, their covert causes, and measurement errors is the goal of this field of study. The Kaiser-Meyer-Olkin (KMO) Method may be used to understand if the data is suitable for factor analysis. Researchers check to see whether the sample is enough for each element independently and for all model components. The percentage of shared variation across many variables may be measured by using statistics. Factor analysis works better with data sets that have lower percentages.

Kaiser considers that these values are suitable: According to Kaiser's rules, the following requirements must be met to be approved:

An appalling 0.050 to 0.059, much lower than the typical range of 0.60 to 0.69. For middle grades, the usual range is 0.70 to 0.79.

A quality point rating in the range of 0.80 to 0.89. They are amazed at the range of 0.90 to 1.00.

Table 1: Examination of KMO and Bartlett's Sampling Adequacy

According to the Kaiser-Meyer-Olkin scale: 0.983 The results of Bartlett's test of Sphericity are as follows: 942 is the approximate chi-square value 190 is degrees of freedom (df); sig = 0.000.

Table 1: KMO and Bartlett's Test

KMO and Bartlett's Test[a]		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.983
Bartlett's Test of Sphericity	Approx. Chi-Square	942
	df	190
	Sig.	.000
a. Based on Correlations		

Researchers discovered a substantial correlation between the matrix topologies using Bartlett's sphericity test. Kaiser-Meyer-Olkin indicates that the sample adequacy level is 0.983. A p-value of 0.00 was obtained by the researchers using Bartlett's sphericity test. The connection matrix was incorrect, according to researchers who used Bartlett's sphericity analysis.

❖ INDEPENDENT VARIABLE ● Prevention

It is critical to support initiatives that aim to end bullying and encourage positive health outcomes for individuals at all stages of life. It is believed that bullying is among the several dangers that might stunt development. To reduce bullying, it is preferable to have a school-wide strategy. A decrease in the frequency of bullying incidents in school settings might be achieved by the implementation of explicit policies against bullying and the launch of awareness and education initiatives. Having a secure environment in which to talk about traumatic events may help people heal more quickly from such events. In addition to this, the act of reaching out to friends and family members may have a positive effect on a person's emotional state. School officials should expand the resources now provided to help harassed teens learn how to regulate their emotions. Students who threaten or physically harm others must also face punishment. The school administration may still say "no" to bullying and other forms of abuse (Baraldsnes, 2021).

❖ DEPENDENT VARIABLE ● School Bullying

In a school setting, "bullying" is aggressive behaviour amongst students. It was not until the 1970s that the issue of bullying in schools began to get any significant attention from either the general public or specialists. Psychological, emotional, and social harm are only some of the many bad outcomes that may arise from bullying in schools. A student's attendance, grade point average, and school spirit are all negatively affected by bullying. An individual's physical health, emotional health, and ability to fit in with others are all negatively impacted by peer pressure. The kids spend out with affect how they feel about themselves and their safety, which in turn affects how they deal with bullies. There appears to be an

association between the occurrence of bullying and grade level. Bullying will happen to practically every kid at some time in their school experience. Most individuals will fit into one of three groups: bully, victim, or bystander. The results of many studies demonstrate that it takes place all over the world; nevertheless, the specific behaviours that it may entail and the diverse meanings that it may have in various countries are also factors. Although notifying an individual is beneficial in the majority of instances, the school's reaction will determine the degree to which this is helpful (Candrawati & Setyawan, 2023).

- **Relationship between Prevention and School Bullying**

Schools in China should pay attention to the prevention of classroom bullying. Potentially useful in the combat against bullying are initiatives aimed at preventing it. It is crucial to promote favourable adolescent and life course outcomes via bullying prevention programs because bullying is believed to be part of a chain reaction of hazards associated with poor developmental consequences. A school-wide strategy is the most effective way to decrease bullying. As part of this strategy, everybody will conduct an assessment, set up school conference days, improve playtime supervision, create a group to coordinate efforts to prevent bullying, encourage parent-teacher conferences, create classroom rules to fight bullying, have regular class meetings to discuss the issue, have mandatory conversations with bullies and victims and arrange meetings with guardians of students who are involved. The safety of schools and their pupils is something that students, parents and school employees are all increasingly committed to improving. Nevertheless, the issue of how to recognise the many components that lead to bullying and to establish and carry out effective programs to put a stop to it continues to be a challenge for many educators. The prevention of bullying in Chinese schools may be a very successful strategy for the victims of this social scourge to recover their development in terms of mental health (Fischer et al., 2021).

The researcher acquired the hypothesis that follows to assess the effect of prevention on school bullying in light of the first discussion:

- *H_{01}: There is no significant relationship between Prevention and School Bullying.*
- *H_1: There is a significant relationship between Prevention and School Bullying.*

Table 2: H_1 ANOVA

Significant results are induced by this study. There is a statistically significant difference with a p-value of .000, which is within the .05 alpha level; the coefficient of determination (F) statistic is 147.011. Researchers deny the null hypothesis and approve the alternative, *"H_1: There is a significant relationship between Prevention and School Bullying"* as real.

8. DISCUSSION

According to the study bullying in Chinese schools was caused by three things: social, family and personal factors. The process of frequency was affected by more than just psychological traits like low empathy or violent tendencies. Peer group dynamics, academic pressure and unfair power relations in the school setting were some of the external factors that have been shown to have an effect. While anti-bullying committees, moral education programs and campus surveillance systems were all introduced to schools as preventative measures, the discussion went on to show that their execution differed greatly between locations. Different schools had different types of commitment from the administration to eradicate bullying. Some schools had enough funding, training and tracking systems in place, while others fell far short. This difference was more proof that national ideas were not enough because they did not include both local change and ongoing review. The research article also discovered that psychological counselling and family involvement played a significant role in determining the strategy's outcomes. Chinese schools that encouraged parental involvement and provided mental health services observed improvements in offenders' conduct and victim healing rates. However, the study's writers admitted that mental illness shame and a lack of psychological tools dropped therapy success rates. The discussion centred on neighbourhood, school and government cooperation to end abuse. As suggested by the data, changing educational conditions needed a long-term method of tracking, teaching, policy enforcement and psychological support.

9. CONCLUSION

According to the research article classroom bullying was a complex problem with no easy answers. It was created by mental, social and cultural influences. According to the findings of the study, the success of national preventative measures and school-based programs was contingent in China upon the sustained performance of the participants, the provision of suitable training and the active involvement of children, parents and teachers. Results showed that despite ongoing gaps in mental health care and access, bullying was reduced by the use of psychological treatment, moral education and increased campus tracking. To achieve success in the long run, the study's general findings stressed the

importance of a joint approach that included community involvement, educational changes and policy enforcement. To create better and more helpful learning settings for every student the study showed that anti-bullying programs should be reviewed and changed on a regular basis...

ANOVA					
Sum					
	Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
Between Groups	74568.126	516	144.512	147.011	.000
Within Groups	879.134	894	0.983		
Total	75447.260	1410			

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