Original Researcher Article

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

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ABSTRACT

This research looked at the frequency and processes of bullying in schools as well as the efficacy of intervention and preventive measures in Chinese educational environments. Bullying had remained to be an issue that had an impact on kids' academic achievement to social adjustment and psychological health. The study evaluated how individual, family, school, and societal variables led to bullying behaviours and how structured intervention methods decreased their prevalence. A quantitative study approach was adopted, and data were obtained via a large-scale survey sent to students. 1411 valid replies were eventually included in the study. Descriptive statistics and inferential tests were employed to understand the connections among variables and assess the effect of intervention measures. The findings suggested that students' bullying behaviour was significantly affected by their level of understanding about harassment including the school climate and interpersonal dynamics. Schools had seen a significant decrease in bullying incidents after implementing measures such as anti-bullying policies to training for teachers with peer support networks, reporting systems, and counselling services. Students' levels of empathy to emotional regulation and bad conduct were all shown to be higher among those who took part in structured intervention programs. Preventative education and supportive relationships strengthened school environments and increased students' perceptions of safety, according to the results. The research demonstrated that multi-level, comprehensive, and culturally appropriate intervention strategies significantly reduced bullying in Chinese schools. These revelations provided useful takeaways for legislators to educators and families in order to make classrooms safer and more positive places for learning

Keywords: School Bullying; Intervention; Prevention; Quantitative research; China; Student well-being...

1. INTRODUCTION:

Bullying is a complex phenomenon that becoming more widely acknowledged on a global scale. It is marked by aggressive to domineering and repetitious behaviours. This multifaceted problem has a huge influence on children and teenagers in permeating educational settings as well as several other social circumstances. Bullying is a common issue that causes worry on a global scale. Academic studies have identified a range of bullying activities that go beyond overt physical hostility to include more subtle forms including verbal and psychological assault. These more subtle types including actions like taunting and other kinds of manipulation are just as harmful and damage the mental and self-esteem of their victims (Fauzan & Sulaeman, 2024). Bullying has very substantial and damaging impacts on juveniles' mental health. Sufferers often experience a variety of psychological anguish. Victims with post-traumatic stress disorder and depression diagnoses. These negative consequences often include low self-esteem and difficulty establishing social relationships. There were suicidal thoughts or actions in some cases. Bullying clearly has diminished the quality of one's scholarly work. Victims often have focus issues to increase absenteeism with a general deterioration in their academic performance. Bullying greatly hinders both the learning process and the realisation of students' academic potential by creating an atmosphere of dread and insecurity in educational environments (Rasyid & Baharuddin, 2025). Promoting the finest achievable scholarly outcomes to ensure the educational wellness of children depend heavily on a creating secure and protective academic settings. Bullying in schools has become a recurring worldwide issue that has an impact on children' intellectual, emotional, and physical health. Understanding its occurrence mechanism is vital for creating effective preventative and intervention measures. A complicated interplay between personal characteristics and familial relationships leads to bullying. it may also have an impact on peer relationships and the atmosphere at school by fostering conditions that encourage hostility (Gong et al., 2025). Finding the underlying causes of bullying in schools and identifying susceptible populations are the main goals of research on the subject. Evidence-based therapies are also evaluated. All children may benefit from safer, more encouraging learning environments created by bolstering preventative and response mechanisms.

BACKGROUND OF THE STUDY

According to a 2019 research by UNESCO titled "Behind the Numbers: Ending School Violence and Bullying," bullying in schools is described as "an aggressive behaviour that occurs among school-age children and violates the will of others". The frequency of traditional bullying throughout the world varied between 22.8 and

48.2%. The frequency of cyberbullying throughout youth and adolescence varied between 10 and 57%. The frequency of 26.1% of traditional bullying occurred in metropolitan areas in China and was more common among children who were left behind in rural regions (Qian et al., 2022). There, the frequency might reach 31.6%. An investigation conducted in Taiwan, Hong Kong, and mainland China revealed that 16.7% of cases of bullying and 29.7% of victims of cybercrime, respectively. As junior Students in high school are going through a crucial phase of quick growth of the body and mind, both conventional and cyberbullying may have serious negative effects impact the adolescents' physical and mental well-being. These consist of anxiety to sadness that result in decreased life pleasure and self-worth (Cheng, 2024). These increase school drug misuse to self-harm, and absenteeism, as well as suicide. It was shown that bullying was fairly widespread, with 32.8% of pupils having experienced it and 16.2% having bullied their classmates. The percentage showed that 24.2% had been bullied and 8.7% had cyberbullied someone. Concurrently, kids' understanding of harassment was lacking. Only 26.3% had a complete understanding of bullying and 48.6% had a partial understanding of bullying perception (Zhang & Jiang, 2022). 25.1% kids had no idea what bullying was. 53.9% of students said they had never attended a bullying prevention-related class or workshop. They did not attend any conference or other kind of formal educational event about bullying intervention (Chen et al., 2025). Reducing bullying and promoting a safer, healthier learning atmosphere requires research on intervention measures in addition to successful educational practices that include training for teachers and encouraging peer situations. There had been a research gap about the school bullying and how intervention impact bullying in the context of China. This study focused on the intervention and how it impacted on School bullying. **3.PURPOSE OF THE RESEARCH**

The researchers aimed to ascertain the variables that contribute to the majority harassment in Chinese educational institutions as well as the effectiveness of the present programs for bullying avoidance and intervention in Chinese schools. The study aimed to authenticate the contribution of individual, family, school, and sociocultural factors in bullying behaviours. The study took into account the unique conditions influenced by China's fast-paced social milieu and also academic expectations in the evolving digital landscape. The study sought to shed light on how bullying started and continued to impact kids' well-being by looking at those complex factors. The study also sought to figure out the significance in current combating act of bullying policies on school-based programs with instructional strategies around the globe. It also aimed to determine if these methods satisfied the needs of different student populations and whether they adhered to the national standards established by the Ministry of Education. The impact of peer relationships on classroom management and mental health support on the intervention's outcomes was the main focus. More comprehensive to culturally relevant with long-lasting prevention and intervention models might have been directed to their development by the evidence-based insights provided by this study. The

research sought to aid lawmakers in schools with families in creating safer and more accepting with mentally beneficial learning settings for Chinese children.

4. LITERATURE REVIEW

There have been a several literature accounted the occurrence mechanism and prevention to intervention of school bullying. A study explored the bullying was a major problem that required innovative solutions on a worldwide basis. This involved creating successful social models for bullying prevention and enshrining these models in law by using the results of modern psychology and social scientific research (Menestrel, 2020). Another study analysed that Bullying victimisation is a severe contributor to mental health disorders in juvenile. School bullying prevention efforts achieved modest to moderate decreases victimisation and perpetrators. Those initiatives might not always benefit all kids afflicted by bullying. Paradoxically school-wide programs led to greater levels of despair and decreased self-esteem for pupils who continued to be victimised following program implementation. They concluded because certain features of educational programs make sufferers highly apparent to classmates, thus further eroded their peer social status (Healy et al., 2022). A previous study analysed that the complex phenomenon as well as its immediate and enduring mental as well as societal consequences for every stakeholders who engaged and analysing the potential hazards as well as safeguards through Bronfenbrenner's ecological systems theory. It was focussing to the educational institution as a principal system during adolescents. The cultivation of interpersonal competencies and a consistently positive school environment represented significant protective factors against bullying. The study concluded that Peer support programs' shown effectiveness required more evidence because of their complexity and variety and which needed methodical to long-term deployment before final assessment (Papamichalaki, 2021). A previous study investigated that onlookers took protective action against bullied individuals, and they might be able to take prevention of other incidents of bullying from occurring. However, because of the influence of peer group behaviour and certain contextual factors, bystanders often did not defend themselves when they were the targets of bullying. The study's findings had shown that bullying types and social norms had a significant interaction influence even after controlling for age and gender. The quantity of protective intentions in verbal and cyberbullying situations was much higher than in physical bullying cases when both descriptive and injunctive norms were applied simultaneously. The study concluded that social norms and the types of bullying had an impact on bystanders' intentions to defend themselves. Examining the mechanisms behind bystanders' defensive intents in bullying situations might help researcher better understand and address those intentions (Wu et al., 2024). These literatures helped to get the information about the occurrence mechanism and prevention to intervention of school bullying. These research papers gave an insight of the topic and helped to get the appropriate information.

5. RESEARCH QUESTION

How does Intervention influence on School bullying?

6. RESEARCH METHODOLOGY

Research Design

The researchers quantitatively analysed the data they had gathered using SPSS version 25. The researchers used descriptive statistics to arrange the findings. The descriptive analysis used odds ratios and 95% confidence intervals to look for relationships. If the p-value was less than 0.05, the results were deemed statistically significant. To determine if there were any differences between the groups, analysis of variance (ANOVA) was used. They verified the validity of the notions using factor analysis. All statistical analyses were conducted using Excel and SPSS.

Sampling

A random sampling method was adopted by the investigator. The researcher confirmed that 1365 people were intended to be included in the sample. Participants in the research were given a total of 1437 questionnaires. However, 1424 questionnaire sets were obtained, and 13 sets were not included owing to being incomplete. As a result, 1411 samples were selected.

Data and Measurement

Initially, simply fundamental demographic information was requested in this survey. Respondents were asked to assess several relevant characteristics using a 5-point Likert scale in Section B of the survey. Quantitative secondary data points selected from reliable online and offline sources were added to the core data collection.

Statistical Software

SPSS version 25 and Microsoft Excel were used for all statistical analyses.

Statistical Tools

The researchers started with a descriptive statistics-based data analysis. Researchers used factor analysis to make sure the constructs were dependable and valid. Analysis of variance (ANOVA) was employed to assess each dataset. They used probability ratios and 95% confidence intervals to examine the relationships between the variables. The threshold for statistical significance was set at a p-value of less than 0.05.

CONCEPTUAL FRAMEWORK
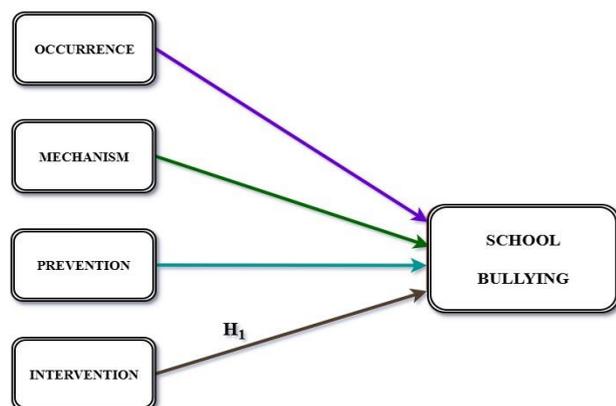
RESULT

Factor Analysis

Factor Analysis (FA) seemed to identify new components by using open-source information. Doctors often used regression coefficients to narrow down diagnoses in situations when there were no symptoms. Finding discernible patterns, anomalies, and flaws was the primary goal of using mathematical models. Certain academics used the Kaiser-Meyer-Olkin (KMO) test to assess the results of regression analysis. The dependent variables of the model and the inductive definition were supported by this study. There seemed to be some duplication based on the data. Scientists might try to reduce the size of the image to make it easier to understand. If they used MO, their number might be anything between 0 and 1. A KMO score of 0.8 to 1 indicated a sufficient quantity of samples. According to Kaiser, in order to go forward, the following had to be completed: Kaiser confirmed that each of these conditions had been met: The average fall between sixty-nine and sixty-nine due to the small range of 0.050 to 0.059. For intermediate purposes, ground grades typically fall between 0.70 and 0.79. Had an HPS between 0.80 and 0.89.

They marvel at the range of 0.90 to 1.00.

Table 1: KMO and Bartlett's Test

Testing for KMO and Bartlett's

Sampling Adequacy Measured by Kaiser-Meyer-Olkin .983

The results of Bartlett's test of Sphericity are as follows:

approx. chi-square = 942

df = 190; sig =.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		

This was how many people arrive at the claims in their samples. The researchers verified the statistical significance of the correlation matrices using Bartlett's Test of Sphericity. The sample size's Kaiser-Meyer-Olkin scored of .983 suggested that the study might proceed with confidence. The Bartlett sphericity test yielded no positive findings, as shown by a p-value of 0.00. Researchers might conclude that the correlation matrix was not an identity matrix if it passes Bartlett's Sphericity test.

INDEPENDENT VARIABLE

Intervention

Institutions of higher learning use systematic with evidence-based approaches to address and reduce bullying behaviours among students. A variety of strategies aimed at preventing and responding to cyber, verbal, and physical forms of bullying are part of it. The primary objective is to promote a safe, friendly, and supportive academic environment. Punishing perpetrators is only one part of an effective intervention that also includes prevention and early detection. To make sure all the students who took part in the event are okay, it provides support after it has ended (Menestrel, 2020). School-wide rules that set clear behavioural standards and conduct awareness campaigns are part of bullying intervention. Interventions are social-emotional learning exercises that improve students' communication and empathy skills as well as their capacity to resolve conflicts. Teachers and other school personnel are educated to recognise early warning indicators to act quickly and record incidents in an organised way. Peer-support networks are set up with counselling services and reporting procedures to encourage victims and onlookers to seek assistance. Counselling and mediation with restorative techniques are examples of intervention techniques (Eldridge & Jenkins, 2020). Individual or group counselling is an option. Behavioural monitoring and collaborating with parents are two strategies to address the underlying reasons for bullying conduct. Interventions also seek to safeguard victims by guaranteeing their immediate protection and offering them psychological assistance to help them regain confidence. Schools attempt to rehabilitate offenders by addressing behavioural or emotional issues that may be fuelling violent behaviour. Bullying is a complex social issue influenced by individual traits to classroom dynamics and it also depends on school culture. Peer connections are essential for developing an effective strategy to combat the problem. It must be a school-wide plan that consistently includes students with instructors and involves parents for an effective intervention team (Jeffrey & Stuart, 2020). The long-term objectives of combating the act of bullying programs are able to decrease bad behaviours to increase student resilience. The interventions aim to create a welcoming and mutually supportive school environment.

DEPENDENT VARIABLE

School Bullying

There are many different contexts in which bullying may occur and making it an ongoing worldwide health concern. Bullying is a big problem that may be easily avoided and contributes to mental health difficulties. There is growing evidence that anti-bullying therapies are effective and affordable. The incidence rates are greater and associated with a larger lifetime prevalence of mental health disorders. It is well recognised that bullying must be eradicated. The mental health of kids and juvenile who are bullied tends to decline throughout the course of those years (Waseem & Nickerson, 2024). The negative consequences of bullying are multi-faceted. Being bullied as a youngster is associated with poor physical and mental health. A poorer quality of living and financial troubles are associated with a lack of social relationships in early adulthood and midlife. Offenders of bullying often exhibit worse mental and physical health throughout their lives. They were socially disadvantaged even after reaching adulthood. Making fun of students and circulating lies about them to isolating and intimidating them, or even physically attacking them are some examples of bullying that children may encounter (Fraguas et al., 2021). Students participated in a variety of bullying behaviours at school. Verbal bullying may take many different forms, such as calling someone a derogatory name, making up stories about them, or making them feel uncomfortable in public. Physical bullying includes the use of force, as well as pushing, punching, clutching with grabbing. Threat-based bullying includes the use of threatening messages or gestures. Cyberbullying, or sharing humiliating material with other users, is the second kind of online harassment. Bullying causes students to feel negative emotions like rage, hopelessness, and retaliation, which makes them want to withdraw (Yosep et al., 2023). Children who are bullied suffer terrible consequences, such as a higher chance of despair and suicide thoughts. Bullies might lose their future chances and suffer legal ramifications, among other disadvantages. Students who are bullied struggle to make friends, maintain positive relationships with adults, and do badly academically. Because bullying makes it difficult for victims to speak and concentrate on their studies, it has detrimental both immediate and long-term repercussions on their physical and mental health. The most severe consequence bullying may have on victims is the risk of becoming suicidal (Smith & Norman, 2021).

Relationship between Intervention and School Bullying:

Bullying in school is defined as the intentional and persistent display of hostile conduct against a victim by one or more bullies. Bullying set apart from teasing or disagreements between peers. It can encounter with a clear disparity of power characterise. It may take the form of physical contact or include interactions between the victim and the offender(s). Intervention can successfully reduce and prevent bullying in schools. Effective interventions operate on several levels. These can include the individual to peer group or also involve classroom students to reduce the bad behaviour. It can be school-wide in order to break the pattern of violent conduct (Rean & Stavtsev, 2020). The occurrence and impact with severity of bullying events are all decreased when schools use response strategies that are structured and backed by evidence. The elements of a successful response include a safe school environment to early detection of bullying behaviours. It can be successful by giving the victim support and correcting harmful conduct by offenders. Students who take part in programs that foster empathy with conflict resolution skills and emotional control are less likely to act in ways that constitute bullying (Ng et al., 2022). Bullies and their victims may benefit from counselling to peer mentoring with therapeutic approaches to address the mental and emotional problems that underlie violent conduct. Student bullying is a severe problem with far-reaching consequences. There is a need to find solutions urgently. The adoption of anti-bullying

legislation and school-based initiatives allows for better control and prevention of bullying. Chinese schools have taken systematic preventive and reaction actions in response to government instructions and increased public awareness. Improved student-teacher relationships with less reporting anxiety and increased accountability are all outcomes of consistent to culturally relevant therapy. Schools may foster a more welcoming environment for all students and significantly decrease bullying incidents via the use of effective treatments (Peng et al., 2022).

Researchers have constructed their whole comprehension of the correlation between Intervention and School Bullying based on Sleep patterns in school-aged children's fundamental assumptions:

"H_{01}: There is no significant relationship between Intervention and School Bullying."

"H_1: There is a significant relationship between Intervention and School Bullying."

Table 2: H_1 ANOVA Test

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	84657.489	671	126.167	113.053	.000
Within Groups	824.369	739	1.116		
Total	85481.858	1410			

Notable outcomes were produced by this inquiry. Researchers have achieved statistical significance when the p-value is less than.000 and the F-value is 113.053. Scientists reject the null hypothesis and accept *"H_1: There is a significant relationship between Intervention and School Bullying "* considering these findings.

DISCUSSION

According to the study's results that school bullying dropped considerably after the intervention. Results from the analysis of variance showed strong statistical connections and suggesting that structured to evidence-based strategies were

effective in reducing bullying incidents. Students were far safer and healthier in schools that have peer support networks with professional development for teachers and clear procedures in place. The results corroborated previous studies that demonstrated how therapies enhanced students' abilities to empathise to communicate and resolve conflicts. Restorative practices and treatment seemed to assist both offenders and victims in addressing underlying emotional issues and regaining self-confidence. The study found that both the school climate and students' levels of anxiety were positively affected by early diagnosis and continuous monitoring. The findings did suggest that without continuous reinforcement and implementation, the benefits of treatments waned with time. Culturally appropriate approaches and a commitment to the long term were necessary for the decrease of chronic bullying.

2. CONCLUSION

The study found that the interaction of peer to school-level with familial and personal factors made teenagers more vulnerable to bullying at school. The findings demonstrated that anti-bullying initiatives strengthened good school climates to reduce bullying behaviours and improved school safety. Programs that incorporated peer support networks and teacher training to counselling with awareness campaigns performed better than those that solely employed punishment. The statistical study showed a substantial correlation between intervention and a reduction in bullying incidents. Overall, the findings demonstrated that structured to culturally relevant and evidence-based interventions decreased bullying and enhanced children's emotional and academic well-being.

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