

Research on the Influence Mechanism of Campus Atmosphere on school bullying Phenomenon of Teenagers

Yimei Liu

Rosedale Academy, Shenzhen 518038, China

1022596016@qq.com

Abstract. School bullying does harm to the physical and mental health of bullied students, which cannot be ignored. It not only leads to a significant decline in the academic performance of bullied students and difficulties in academic adaptation, but also reduces their sense of self-worth and easily leads to emotional depression. In this paper, the influence mechanism of campus atmosphere on the phenomenon of school bullying among teenagers is studied, and the research adopts the way of questionnaire survey, taking teenagers as the research object. School bullying questionnaire, Campus Atmosphere Questionnaire and Self-esteem Scale were used to investigate the relationship among adolescents' perception of campus atmosphere, self-esteem and school bullying's behavior. The results show that there is a significant negative correlation between school bullying and the perception of campus atmosphere, that is, the more negative the perception of campus atmosphere, the higher the involvement of students in bullying and bullying others in school bullying. The sampling results based on Bootstrap show that school atmosphere has a negative predictive effect on school bullying of teenagers, and the direct effect is significant, with the intermediary effect accounting for 42.038% of the total effect. The results show that school administrators should create a supportive school atmosphere, so as to improve teenagers' social emotional ability and reduce their possibility of suffering from school bullying.

Keywords: Campus atmosphere; Teenagers; School bullying.

1. Introduction

As the main place of school bullying, schools play a vital role in the prevention and treatment of school bullying. The influence of violence in school bullying on the healthy growth and development of teenagers is a hot topic in recent years. Establishing a long-term mechanism for prevention and treatment in school bullying is the most urgent problem to be solved in the construction of campus security risk prevention and control system [1]. However, at present, the investigation and research on school bullying problem of teenagers in China is relatively weak.

School bullying's harm to the physical and mental health of bullied students can't be ignored. It will not only cause the bullied students' academic performance to drop significantly and their academic adaptation difficulties, but also reduce their sense of self-worth and easily lead to emotional depression, which will directly affect their normal social development [2-4]. Positive school atmosphere can reduce school bullying, which has become the consensus of government management and academic research. Therefore, this study attempts to analyze the influence mechanism of school atmosphere on school bullying from the perspective of teenagers, a special group, and provide policy suggestions for schools to prevent and treat teenagers' school bullying.

2. Expounding related concepts

The word "school violence" often appears with the word "school bullying", and even the latter appears more frequently. These two nouns are often regarded as the same concept, but in fact their connotations are different. A student is repeatedly and persistently bullied by one or more students who adopt negative behaviors. Negative behavior can be physical, verbal or other. In addition, the power of both sides in school bullying is unbalanced, and it is difficult for bullied students to resist bullies [5]. In this paper, school bullying is defined as: in the campus and the radiation range of the campus, one or more students use physical, verbal or other forms of negative aggression against a

certain student for intentional purposes. These behaviors are often long-term and repetitive, and the power of the two sides in the relationship is unbalanced. The bullied party can't resist by its own ability, and these behaviors will cause long-term and far-reaching physical and mental trauma to the bullied party [6-7].

The definition of campus atmosphere is different due to the theoretical basis of research, the variables studied, how to measure the variables and the relationships among them. Many researchers and educational administrators believe that campus atmosphere has a significant impact on students and learning environment [8-9]. As the center of the school, it has the most direct interaction with the school. The purpose of the school's existence is to exist because of the students, and all the environment and characteristics of the school ultimately serve the students. Therefore, the campus atmosphere should mainly focus on students' perception and take students as the main body for research. In this study, the perception of campus atmosphere is defined as the school members' perception of school social relations, emotional support, identity and sense of belonging.

3. Research method

3.1 Research objects

By stratified cluster sampling, questionnaires were distributed in three grades of three middle schools, one of which was a town primary school and two were rural primary schools. A total of 580 questionnaires were distributed, and 546 were collected, with a recovery rate of 94.1%. After the invalid questionnaires were eliminated, there were 487 valid subjects with an effective rate of 89.2%.

3.2 Research tool

School atmosphere questionnaire. The school environment and atmosphere questionnaire was used to test. The indicators of this questionnaire were adapted from SEAL's school outcome indicators, and these indicators were divided into four parts of school atmosphere to be applied to the improvement and development of SEL project schools in China. These four parts are four dimensions: physical environment, learning environment, peer relationship and external environment. Each dimension has 4 ~ 5 items, totaling 18 items. The overall reliability coefficient of the questionnaire is 0.86. Meet the model fitting standard of confirmatory factor analysis.

School bullying questionnaire. This study adopts the revised Olweus school bullying Questionnaire [10]. The scoring standard is four points, 0 for "it didn't happen", 1 for "one or two times", 2 for "about three or four times" and 3 for "more than four times". The indicators of bullying behavior and bullying behavior are respectively expressed by the sum of the scores of the two sub-questionnaires, with scores ranging from 0 to 18. The total scores of the two sub-questionnaires represent the overall involvement degree of students in school bullying. The Cronbach coefficient of bullying questionnaire is 0.81, and that of split-half reliability is 0.82.

Questionnaire of belonging. School belonging scale was adopted. The scale adopts a 6-point scoring method, from 1 (totally disagree) to 6 (totally agree) to standardize 18 items of school sense of belonging, and then carries out factor analysis, which also generates two indicators of sense of belonging and sense of resistance. Cronbach 'a value of this scale is 0.8570, and KMO value is 0.9332.

3.3 Data processing

Bind the questionnaires used in this research and distribute them in each class, one for each person. This study is completed anonymously to ensure that students' privacy will not be revealed. The collected questionnaires are sorted and entered, invalid data are eliminated, and SPSS statistical analysis software is used to carry out descriptive statistics, difference test, correlation analysis and regression analysis.

4. Research results

4.1 Affected by the overall situation of teenagers in school bullying

The overall situation of teenagers suffering from school bullying is relatively good, with an average of 1.3997, which is between "existing but not serious" and "average", and tends to be less serious. Among them, the most serious bullying is relationship bullying, with an average of 1.0223. More than half of teenagers have suffered from school bullying in different degrees, as shown in Table 1.

Table 1. Teenagers suffer from the current situation of school bullying

Category	Average number	Minimum	Maximum	Standard deviation
Overall situation	1.3997	1	5	0.4368
Physical bullying	1.3264	1	5	0.3463
Verbal bullying	1.3776	1	5	0.4053
Relationship bullying	1.0223	1	5	0.4236
Cyber-bullying	1.0493	1	5	0.3121

4.2 Correlation analysis between teenagers' perception of campus atmosphere and school bullying's behavior

The campus atmosphere perception and its factors are correlated with school bullying and its dimensions. From Table 2, it can be seen that teenagers' school bullying, bullying and bullying involvement are negatively correlated with campus atmosphere perception, which is mainly related to the dimensions of teacher support and peer support.

Table 2. Correlation analysis between campus atmosphere perception and school bullying

	Teacher support	Students' support	Autonomous opportunity	Campus atmosphere perception
Be bullied	-0.183***	-0.501***	-0.057	-0.389***
Bullying behavior	-0.142**	-0.368***	-0.021	-0.271***
school bullying	-0.188***	-0.527***	-0.026	-0.382***

Note: "*" means $p < 0.01$, "***" means $p < 0.001$.

4.3 The relationship between school atmosphere and school bullying: the mediating role of social emotional ability

In this study, the nonparametric percentile bootstrap program with deviation correction is used to test the significance of mediation effect, and the 95% confidence interval is derived from the estimated value. The sampling results based on Bootstrap show that school atmosphere has a negative predictive effect on school bullying by influencing teenagers' social and emotional abilities, and the indirect effect is significant. School atmosphere has a negative predictive effect on school bullying of teenagers, and the direct effect is significant, with the intermediary effect accounting for 42.038% of the total effect. The above results show that teenagers' social emotional ability plays a part of mediating role between school atmosphere and school bullying.

5. Discussion

Among all the students surveyed, the score of autonomy opportunity is generally not high, which indicates that teachers and schools generally don't pay enough attention to cultivating students' sense of autonomy, which will also reduce students' sense of belonging and identity to schools and classes. The results show that there is a significant negative correlation between school bullying and the perception of campus atmosphere, that is, the more negative the perception of campus atmosphere, the higher the involvement of students in bullying and bullying others in school bullying.

The sampling results based on Bootstrap show that school atmosphere has a negative predictive effect on school bullying by influencing teenagers' social and emotional abilities, and the indirect effect is significant. School atmosphere has a negative predictive effect on school bullying of teenagers, and the direct effect is significant, with the intermediary effect accounting for 42.038% of the total effect. It shows that the more positive students' perception of campus atmosphere, especially the students' and teachers' support, the lower their involvement in school bullying. Have a sense of security and belonging in school, and think that teachers can provide support and classmates get along harmoniously. The difference between students with high degree of involvement and those with low degree of involvement indicates that their experiences and feelings in school are different.

In view of the research result that social emotional ability plays an intermediary role between school atmosphere and school bullying, the research thinks that schools should cultivate teenagers' social emotional ability through multiple channels, and puts forward some suggestions as follows:

First of all, schools can focus on those teenagers who have problems in social interaction, emotional management and problem solving, and offer special courses on social and emotional learning.

Secondly, cultivate a harmonious relationship between teachers and students. Because teenagers lack the care of their parents, harmonious teacher-student relationship is very important to prevent teenagers from bullying. Teachers should respect the diversity of teenagers and accept their behaviors. Pay attention to the problems and difficulties encountered by teenagers at school, and provide them with timely help.

Once again, establish an early warning mechanism in school bullying, focusing on prevention, and pay attention to the monitoring and precise intervention of school bullying's behavior. In view of this, school administrators should establish an effective early warning mechanism for school bullying, and fully grasp and analyze the family growth environment and parents' educational concepts of bullies during counseling and intervention, so as to provide more emotional care and behavior demonstration for these students.

Finally, to improve students' positive perception of the campus atmosphere, from the class level, teachers should pay attention to the communication and teaching methods for students, communicate sincerely, and create a good relationship between teachers and students. Besides, students should be given some independent opportunities, so that they can participate in some affairs in the class or campus to a certain extent, so that they can have a certain sense of autonomy and guide them to get along well.

6. Conclusions

The results show that there is a significant negative correlation between school bullying and the perception of campus atmosphere, that is, the more negative the perception of campus atmosphere, the higher the involvement of students in bullying and bullying others in school bullying. The sampling results based on Bootstrap show that school atmosphere has a negative predictive effect on school bullying by influencing teenagers' social and emotional abilities, and the indirect effect is significant. School atmosphere has a negative predictive effect on school bullying of teenagers, and the direct effect is significant, with the intermediary effect accounting for 42.038% of the total effect.

References

- [1] Lin Kesong, Shen Jiale, & Yang Lei. (2020). The "truth" of school bullying in secondary vocational schools-a survey of the actual situation and influencing factors of secondary vocational students suffering from school bullying in China. *Vocational Education Forum*, 2020(2), 9.
- [2] Huang Liang, & Zhao Decheng. (2020). Evaluation of school bullying's influence on students' educational performance-Evidence from four provinces and cities in China in pisa2015. *Education and Economy*, 36(1), 12.

- [3] Zhan Wei, & Huang Han. (2018). Friendly education: an important way to prevent teenagers from school bullying. *Teaching and Management*, 2018(36), 3.
- [4] Wang Yuxiang. (2016). Qualitative Research on school bullying Problem of Rural Left-behind Teenagers. *China Youth Research*, 2016(12), 6.
- [5] Wang Qiran, & Xiao Jianguo. (2019). Research on the cognitive status of teachers and students of school bullying behavior in primary and secondary schools and the promotion path. *Educational Science Research*, 2019(6), 7.
- [6] Liu Xiaoning, Xiao Yongcheng, Qu Lingxin, Tang Qianwan, Yao Zhiying, & Liu Zhenzhen, etc. (2018). Analysis of violence behavior and influencing factors of middle school students in school. *China Public Health*, 034(008), 1129-1133.
- [7] Sun Shijin Shi Zeyi. (2017). school bullying's Psychological Factors and Governance Methods: A Psychological Perspective. *Journal of East China Normal University: Educational Science Edition*, 35(2), 51-56.
- [8] Yang Shuping, & Xin Xukun. (2022). The bystander effect in school bullying from the micro-ecological perspective. *Education Review* (9), 9.
- [9] Jie Chen, wangxin, & Guo Xin. (2021). The influence of parents' absence on adolescents' suffering from school bullying in big cities. *Youth Research*, 2021(2), 13.
- [10] Chen Chunjin, & Zhi Tingjin. (2017). The influencing factors of school bullying and the construction of long-term prevention and control mechanism-based on the analysis of 2015 adolescent school bullying behavior measurement data. *Educational Development Research*, 2017(20), 11.