

Discussion on the Causes and Solutions of Juvenile Bullying Behavior in Rural Schools

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Abstract: As a serious social problem, campus bullying has brought far-reaching negative impact on the victims. Victims not only suffer from impaired physical and mental health, but are more likely to face social difficulties and psychological distress. This study deeply discusses the specific causes and intervention strategies of school bullying behavior. The reasons for the frequent occurrence of school bullying involve many aspects such as family, school, peer relationship and social culture. In response to this problem, this study proposes to construct the "trinity" education model of family, school and community to deal with the school bullying phenomenon of rural teenagers. Through strengthening family education guidance, optimizing school education environment, and strengthening community construction, we can jointly promote the effective solution of school bullying. This study provides a useful reference for building a more perfect school bullying prevention and control system, which is helpful to reduce the occurrence of school bullying and protect the healthy growth of teenagers.

Keywords: School Bullying; Rural Youth; Intervention Strategy.

1. Introduction

With the vicious effect of the school bullying incident, in recent years, the relevant departments of our country have also begun to increase the attention to the school bullying incident. In response to the gaps in the prevention and management of school bullying, the Education Steering Committee of The State Council issued the Notice on the Special Management of School Bullying in 2016, which clearly pointed out that schools need to focus on the management of bullying as the theme of educational activities, from the three dimensions of punishment, education and response. Standardize students' daily behaviors and build a civilized, safe and orderly campus [1]. According to the data from 2016 to 2022 of the China Judicial Documents Network, there were 374 judicial decisions involving "school bullying", which is a high-incidence case [2]. In the revised Law on the Protection of Minors in 2020, Article 39 of Chapter 3 of the law, "School Protection", has also clearly deployed the prevention and control of bullying [3]. Judging from the promulgation of various legal provisions and related policy documents in this regard, the state has gradually improved and tightened the control over juvenile bullying, providing a basis for judging and punishing the current campus bullying cases, and increasing the attention of the society on the prevention and management of this problem.

2. Cause Analysis

This study selected a group of random sample survey data of primary and secondary school students in 15 provinces (municipalities) in 2023. The respondents included students in the upper grades of primary school, middle school and high school. According to the data analysis results of the final valid sample, 65.83% of primary and secondary school students have suffered campus bullying, and the proportion of rural primary and secondary school students who have suffered campus bullying (69.14%) is higher than that of urban primary and secondary school students (63.66%)[4]. Through a large number of literature review and data comparison, the

occurrence of campus bullying has been relatively common in general, and the campus bullying behavior of young people in rural areas is slightly higher than that in urban areas. As early as 2017, a sample survey of more than 17,000 students in rural primary and secondary schools in China showed that the bullying rate in rural boarding primary and secondary schools was as high as 31.5%, which was higher than the bullying rate in urban primary and secondary schools [5]. This study will analyze the causes of bullying behavior of rural adolescents from the following aspects:

2.1. Micro-level ---- Students Themselves and the Surrounding Groups

(1) vulnerable cognition of the bullied

According to literature investigation and research, most of the young students who have been bullied for a long time tend to have a weak mentality of honesty, inferiority and easy to compromise because they are in a weak position in the power relationship, or because of their external conditions, personality and other factors in the interpersonal relationship of the surrounding group. From the perspective of the bullies, the bullies are often different, psychologically disadvantaged, less accepted by their peers, less confident, not accepted by society and excluded objects [6]. This mentality shows that under the threat and request of the bullies, they do not go to teachers, parents or adults around them to seek solutions to their problems. At the same time, in order to protect themselves, they blindly compromise with the bully, but this kind of practice often leads to the aggravation of the bully's behavior, which brings greater physical or mental harm to the bully. A vicious circle may even be formed, in which the victim is violated and oppressed by the bully for a long time, causing frustration, which will change the original role of the victim and evolve into a bully [7].

(2) Bully's strong cognition

According to research, the reason why bullies make bullying behavior is often because they have wrong cognition in psychological cognition. From the perspective of bullies, some students with strong self-esteem, high anxiety level and vengeful psychology are prone to bullying behavior when

they encounter blows and setbacks [8]. The first is the vanity in group relations, through bullying others to show their own sense of power, or for the so-called emotional disputes, brotherhood, in the process of the bully to enjoy as the weak and bystander of the fear, to satisfy their own as a "strong" state; Secondly, teenagers are already in the cognitive stage of the world, and are easily affected by negative information to produce rebellious psychology, and it is easy to regard bullying as a heroic side, and they do not have a correct cognition of their own behavior and its consequences. Finally, it may also be due to the immature psychological state of the bully, such as when the bully has a big gap with others in school or family, they bully others to force them to be hurt or give in to the bully, so as to obtain psychological balance in this distorted way.

(3) Passive intervention by bystanders or accomplice mentality

According to the survey, although most students are opposed to campus bullying, when the real bullying happens, most students will not help to stop it. The adolescent stage has initially formed the judgment of things, and will make the corresponding behavior according to the judgment. When bullying occurs, why does the passive intervention, the blind eye and even the accomplice mentality such as cheering occur in the examples above? From the perspective of physiological conditions or strength comparison, the bystander is in a relatively inferior state, and if he resists rashly, he may cause harm to himself. From the perspective of psychology and cognition, adolescents are in a stage of valuing group norms in adolescence. When bullying occurs, most students make moral judgments based on the occurrence of bullying, but at the same time, they are afraid that such behavior will be transferred to themselves or isolated by peers, so they will conduct avoidance behaviors[9].

2.2. Middle Level - School and Family Relations

(1) School administrators pay little attention to the problem

School leaders and teachers in rural areas do not pay enough attention to school bullying behavior, many administrators simply attributed the bullying behavior to the normal adolescence, the physical and mental development of teenagers at this stage are immature, friction, conflict and fighting between classmates is a common phenomenon. At the same time, some managers will have the attitude of shirking responsibility, that the occurrence of bullying behavior begins with the bully's personal personality reasons or the family's parenting style problems, and the educator itself has little to do with it, so when dealing with such incidents, they often take the attitude of minimizing and minimizing. The absence and inaction of the manager often make the bully more rampant, the bully is more and more in a passive position, and the bystander cannot receive the correct cognition, which is harmful and beneficial.

(2) Imperfect Campus management system

Due to backward economic conditions, shortage of teaching staff, heavy curriculum tasks and other reasons, many rural schools lack a perfect management system to prevent and control campus bullying. If a special bullying prevention team is established, professionals should be asked to conduct special education and counseling for the subjects involved in the bullying incident. In the face of bullying, the school also lacks the regulations on the management and

treatment of bullying under the guidance of professional personnel. At the same time, due to the hidden nature of bullying behavior, the campus monitoring system should not be improved, and the campus manager can control the overall trend of the entire campus. Therefore, the management regulations of the campus itself and the configuration of hardware facilities have also become a major problem in preventing and treating campus bullying.

(3) Inappropriate parenting style

In addition to school education, family education is also an important factor affecting the development and growth of adolescents, such as family parenting style. When there are often conflicts in a family or parents always solve problems in a violent way, it will make the personality, behavior and way of doing things of teenagers often tend to be violent. At the same time, parents' indulgence and spoiling of children are also one of the important reasons for school bullying in families with over-loving parenting styles [10]. This kind of teenagers bring this way of thinking to the campus, it is easy to cause school bullying or become an accomplice. Due to the relatively backward economy in rural areas, many people go out for work, resulting in a large number of left-behind teenagers. This kind of situation is more common in rural areas, because parents lack of external conditions for children's attention and education, or only pay attention to children's achievements and academic results, and ignore the psychological and physical state of children and other aspects of the problem, the attention to school bullying behavior is low.

2.3. Macro-level -- Social Level

(1) Rural community is not fully functioning

Rural community is a kind of group organization community between villages and towns, mainly to solve the difficulties and problems encountered by villagers in the actual life. Faced with the problem of school bullying, rural communities can provide professional capabilities, and work with schools to provide solutions to the problem of juvenile bullying, and help students out of the dilemma through multi-party interaction and professional methods and strategies. However, in most rural areas, especially in relatively backward areas, the function of the community is not able to give professional protection and assistance to teenagers in bullying cases due to relatively poor material conditions, lack of professionals, and heavy tasks in other rural areas.

3. In Order to Prevent the Occurrence of School Bullying

we should adhere to the principle of prevention first, cooperation and management, combined with the characteristics of the school's own development, to develop operational and targeted preventive measures.

3.1. At the School Level

(1) Establish a sound mechanism for preventing bullying at school

schools need to establish a working mechanism for preventing and controlling bullying at school, adopt the principle of intervention and intervention, and take crisis intervention when necessary, eliminate unsafe factors in school in a timely manner, clarify the main body of responsibility, and effectively protect the safety of students at school. According to the development situation of the school

and the development situation of students, the school safety management system should be established, and the source investigation of campus bullying should be carried out in a timely manner to ensure that the safety management work is implemented in place. When bullying really occurs, students should be stopped in time, appropriate punitive measures should be taken if necessary, to avoid the recurrence of bullying, reduce the harm of bullying to students, and do a good job in the prevention and treatment of bullying work, improve the ability of teachers to deal with relevant issues.

(2) Improve the comprehensive campus daily behavior code

Campus code of conduct is a code of conduct that students should abide by when participating in campus activities and is a universally recognized standard of conduct on campus. The school can display the school code of conduct in different forms through publicity boards, class newspapers, hand-copied newspapers, slogans, brochures, etc. Cultivate all teachers and students to consciously abide by the campus code of conduct, play a normative and guiding role for teachers and students. There are few safety assistance channels in rural schools, and bullied students often have nowhere to complain after bullying. By setting up campus counseling rooms, setting up teachers specifically responsible for students' mental health, increasing campus safety assistance channels, timely understanding of students' psychological trends, paying attention to students' early behavioral changes, and cultivating students' courage to face bullying and speak out bravely. Protect students' rights and interests in school.

3.2. Family Level

(1) Change the way of family education

Parents play an important role in the life of students. For parents of rural students, it is their unshirkable responsibility to cultivate and educate their children through correct family education methods, improve their children's intellectual, physical and psychological abilities, and strive to create a harmonious, warm and happy family environment. For the things that need to be solved, parents should communicate calmly with their children, and gradually develop the ability to solve problems independently in the communication. Finally, parents should take more time to accompany their children, try not to use material to make up for the lack of children's companionship, attach importance to the spiritual companionship of children, often communicate with children, and promote the establishment of a good parent-child relationship between parents and children.

(2) Create a positive family atmosphere

A positive family atmosphere helps to cultivate children's tolerance, empathy and ability to get along with others in a friendly way. First of all, parents should train their children to establish correct daily behavior habits, including eating habits, learning habits, healthy lifestyle, and behavioral ways of interacting with people, focusing on the training of children's discipline. Secondly, parents should communicate with their children as friends, put an end to the use of parental authority to suppress the growth of children, and education in a way that children can accept, take the initiative to ask children about what happened during school, respect the opinions expressed by children, and strive to enter the heart of the child, create a positive family atmosphere, stimulate the child's potential, and promote its physical and mental health.

3.3. Social Level

(1) Strengthen the publicity of bullying in the community and enhance the public's ideological awareness.

The community should play a role in providing a safe social environment and protecting the healthy growth of students. It is suggested that rural communities can strengthen the advocacy of students to establish correct behavior, correct students' cognition of campus bullying, popularize the relevant knowledge of campus bullying within the community, adopt the way accepted by community residents, publicize the knowledge of preventing bullying, help residents understand the harm of bullying, and create a good and harmonious rural community environment.

(2) Organize community students to participate in activities to enrich students' spare time life

It is the responsibility and obligation of community development to organize community activities, drive students to actively participate in community activities, and enrich students' spare time life. It is suggested to make full use of community resources, assist schools to complete educational tasks, and provide activities to meet the needs of students' growth, among which the activities should be diversified, including parent-child relationship, hobbies, physical exercise, traditional customs, agriculture assistance, care for lonely elderly and other activities. During the activity, we should pay attention to the behavior changes of the students participating in the activity, and comparative analysis of the data in the activity process by using measurable indicators; After the end of the activity, attention should be paid to the results of the students involved in the activity, and the results should be evaluated in time to provide experience for the organization of future community activities.

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