A STUDY ON THE OCCURRENCE MECHANISM AND PREVENTION AND INTERVENTION OF SCHOOL BULLYING

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ABSTRACT

Bullying at schools is a widespread societal problem that adversely affects the mental health, academic performance, and personal development of children. This study investigated the dynamics of bullying by exploring its causes, its impact on victims and perpetrators, and the most effective strategies for its prevention in school settings. A quantitative approach was adopted for the research through which data from multiple academic sources were synthesised to provide a comprehensive picture of bullying within schools. Results identified various interconnected factors such as behavioural traits, upbringing, social pressure, and organisational policies and procedures contributing to bullying. Bullying may make victims lose their drive for education and social disinterest due to long-term psychological effects such as worry, hopelessness, and low self-esteem. Offenders who possess aggressive tendencies continuing into adult life are more likely to result in antisocial acts. The overall influence of bullying is to make the school atmosphere unconducive for learning and disrupt the educational experience of students. The problem needs to be addressed with anti-bullying programs, training for teachers, family involvement, and education. It is particularly important to maintain an inclusive, friendly school climate so that the incidences of bullying are reduced, and healthy relationships among students can be developed. Such tactics may help improve the health of students attending educational facilities and contribute to improving academic success that will eventually result in a more learning-conducive environment.

KEYWORDS: *School Bullying; Mental Health; School Environment; Well-being; Occurrence.*

1. INTRODUCTION

Education is a powerful tool for social change on a global level, promotes personal development and has an exponential effect on country advancement and wealth. Its influence extends far beyond assisting individuals in developing employable skills. Bullying and other issues may come up during regular school activities. Bullying in schools is a complicated social interaction problem that often has an ongoing desire to abuse power imbalances to harm or terrify others. Bullying often occurs continuously in both frequency and duration. Bullying is the most significant problem in many schools nowadays. Bias, prejudice, and verbal or physical aggression are all aspects of bullying. Hence, the teachers, parents, and family members are concerned about this problem. In addition to the schools themselves, bullying in schools may happen in the neighbourhoods around them. The mental health issues that might develop as a result of bullying have not been adequately addressed in the past when policies aimed at addressing bullying in schools have concentrated on the physical damage that victims suffer. As a result, bullying in schools is still a big issue that hurts children's learning and well-being all over the globe (Yuhbaba et al., 2023). Victims often experience extreme psychological suffering, anxiety, hopelessness, and low self-esteem, which may lead to self-disconnection and academic difficulties. Children who experience bullying often act out by skipping class, refusing to learn or even dropping out of school entirely. Suicidal or self-harming ideas have been linked in extreme cases to ongoing bullying. Moreover, children who have experienced bullying are more likely to have antisocial traits including aggression, drug abuse, and crime as adults. Additionally, when bullying is prevalent, it has a detrimental effect on the school environment overall because kids become less engaged, are more likely to miss class, and the overall academic atmosphere worsens. Effective treatments must take into account the complexity of this phenomenon that differs between cultural and geographical environments (Zhao et al., 2024). Since bullying has wide-ranging effects, it is crucial to identify solutions to prevent it and assist individuals who are impacted. Establishing an atmosphere where kids admire, accept, and encourage one another may help schools make significant advancements in the battle against bullying.

2. BACKGROUND OF THE STUDY

School bullying has been a worldwide phenomenon since the late 1960s and it is still a relatively recent area of research with many obstacles. Demographic and socioeconomic factors, family-related characteristics like changes in family structure, parent-child interactions, and parental violence, school climate including students' relationships with each other and teachers, and community and societal influences like media violence, neighbourhood environment, societal expectations and beliefs, and religion are common risk factors for bullying (Xing et al., 2023). The whole school climate declines when bullying is prevalent. Bullying in schools is characterised by lower student spirits, severe disciplinary issues, and a lack of trust between students and teachers. A hostile school environment hampers collaboration and inclusion, making it hard for children to feel supported and at ease on their educational journey. Bullying has a detrimental effect on the effectiveness of the educational system because it makes it more difficult for educators and administrators to maintain order and foster a positive learning environment. Since the emergence of adverse effects of school bullying, the Chinese government's law and education ministries have passed many anti-school violence and anti-bullying laws and made significant steps to stop bullying and violence in schools. Despite widespread concern and the urgent need for legislative reforms, relatively little is known about school bullying and violence in Chinese schools. Parents' involvement in security measures, the establishment of teacher training programs, the adoption of specific anti-bullying laws and the encouragement of social-emotional development may all contribute to a safer school environment. Early identification and intervention strategies are essential to addressing bullying before it becomes a more severe issue (Madsen et al., 2024).

3. PURPOSE OF THE RESEARCH

The study explored the reasons why school bullying occurs among Chinese students. It examined psychological, social, and environmental factors that shape the bullying behaviours. It also looked at how schools, cultural norms and their peers affect the bullying behaviours of students. Another focus was on how Chinese schools try to prevent and intervene in bullying, and which basic ideas helped improve the behaviours of students and why some methods failed. The study considered school rules as well as teachers' response to aggressive students. It also tried to understand the importance of the relationships between students and teachers since the majority of their time is spent with their peers and the daily interactions greatly influence behaviour. The study asked how bullying is influenced by social status, peer pressure, and types of friendships. It also explored whether bystander responses reduce or worsen the suffering of the victim. Finally, the effects of bullying on Chinese schoolchildren were looked into for the long run. Primarily, it sought to determine how bullying influenced the grades, social skills, mental health, and self-esteem of the students. The study also checked whether early prevention could minimise long-term harm and help students cope as they grow older.

4. LITERATURE REVIEW

Bullying at school has been seen as a major social and public health issue for teens in many areas of the world. In addition to distressing teens and perhaps contributing to depression and other mental health difficulties, school bullying has a critical influence on social stability. Bullying in school has been shown to have a harmful impact on kids' attendance, academics, and chance of dropping out. Therefore, more time and effort must be dedicated by academics and educators in tackling this public health concern. Successful school bullying prevention programs should be prioritised (Peng et al.,

2022). To determine the regularity of bullying in schools and demonstrate that depression controlled the relationship between bullying in schools and childhood abuse, a prior study employed a large number of sample of Chinese secondary school students. The study also confirmed that there are significant gender disparities in school bullying and the function that depression plays as a mediator in this pandemic. These findings broaden the knowledge of the subject of school bullying and its causes, but they also highlight the need for more research grounded in empirical data and school-provided interventions to close this knowledge gap (Liu et al., 2022). The significance of conducting additional studies into bullying that is biased or racist has been emphasised by several reviews that have been published in the last several months. According to several different studies, students who are overweight or handicapped or who identify as a sexual or ethnic minority are more likely to be the victim of bullying than students who do not have these characteristics. When compared to their peers who did not have impairments, female students who were specifically academically qualified had a 3.9-times greater chance of being bullied and a 4.8-times greater chance of being the target of bullying (Nugroho et al., 2021). Numerous risk factors are linked to bullying when considering the intentions and personality traits of the bullies. Children who lack confidence and autonomy may behave aggressively, which may cause others to consider bullying. Children with similar characteristics could likewise be a tempting target for someone looking to raise their status. If the bully chooses victims who are weak, submissive and insecure or abandoned by their peers, they may demonstrate their power to the group without worrying about punishment or rejection (Yao, 2023).

5. RESEARCH QUESTION

- What are the factors that influence the Occurrence of School Bullying?

6. RESEARCH METHODOLOGY

6.1 RESEARCH DESIGN

The research used a quantitative research analysis approach. The quantitative data were evaluated by the researcher using SPSS 25. The odds ratio and 95% confidence interval were applied to measure the potential and exposure of the statistical relationship. Results are considered statistically significant when the p-value is less than 0.05. A better comprehension of the inherent makeup of the data was achieved via the use of descriptive analysis.

6.2 SAMPLING

A random sampling method was used by the researcher. The researcher employed the Rao-soft tool to make sure that 1365 individuals were included in the sample. In total, 1437 participants completed questionnaires to participate in the study. Nevertheless, 13 sets of incomplete questionnaires were removed from the 1424 sets that were gathered. Therefore, the final sample size was 1411.

6.3 DATA AND MEASUREMENT:

The study was conducted with the help of quantitative analysis for its data collection. The surveys prompted respondents to rate their choices on a five point Likert scale to collect quantifiable data. Internet sources were used extensively for the researcher's secondary data collection.
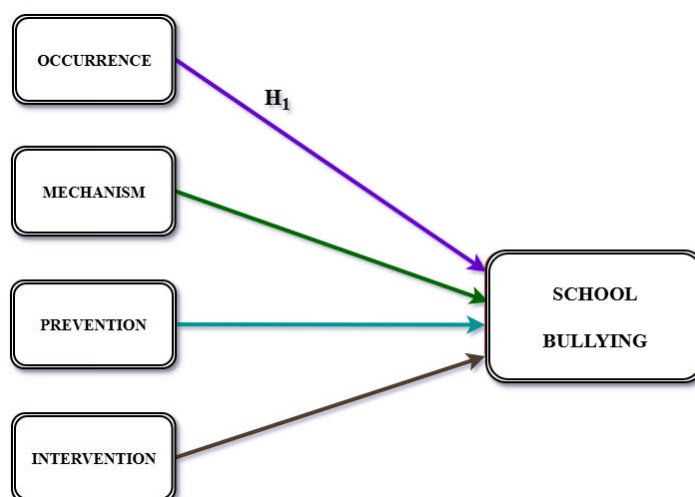
6.4 STATISTICAL SOFTWARE

The researcher used SPSS 25 and Microsoft Excel to conduct the statistical analysis.

6.5 STATISTICAL TOOLS

Several demographic and level-specific aspects of different programs were illuminated by an examination of descriptive data. For determining theoretical dependability and validity as well as to calculate odds ratios with 95% confidence intervals and other statistical tools, inductive statistical investigations use a wide variety of methodologies.

7. CONCEPTUAL FRAMEWORK

8. RESULT

❖ FACTOR ANALYSIS

Factor Analysis (FA) may be used to find hidden factors using publicly accessible data. Evaluations may depend on regression outcomes when there are no overt psychological or physical symptoms. Simulations may be used to identify potential weak areas, clear links, and gaps. Several regression studies' results are examined using Kaiser-Meyer-Olkin (KMO) tests. The statistical model and its dependent variables produce a precise approximation of the dependent variable. There may be distinct cases of duplicate data. Data is easier to comprehend when it is less disproportionate. One can rely on KMO to provide researchers any integer between 0 and 1. When the KMO score falls between 0.8 and 1, the sample is considered sufficiently big. Kaiser claims that it must meet some criteria in order to be accredited: It is much lower than the typical range of 0.60 to 0.69 at 0.050 to 0.059. A typical middle school score would be between 0.70 and 0.79. Its impressive range includes values ranging from 0.90 to 1.00.

Table1: 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		

Given this, sampling comments is possible. For determining the statistical significance of correlation matrices, the researcher used Bartlett's Test of Sphericity. With a value of 0.983, the sample size was determined to be within acceptable limits according to the Kaiser-Meyer-Olkin statistic. A p-value of 0.00 was the result of Bartlett's Sphericity test. The correlation matrix is not an identity matrix according to the positive results of Bartlett's Sphericity test.

❖ **INDEPENDENT VARIABLE**
- **OCCURRENCE:**

In this article, "occurrence" refers to the real circumstance, occurrence, or incidence of something. There are many reasons why a certain event or occurrence could occur in the world, such as accidents, natural disasters, and deliberate human actions. This phrase is often used to characterise the conditions or frequency of an event's occurrence within a certain context or time period. As a noun, "occurrence" may refer to both typical and uncommon occurrences. School bullying occurs when a victim has an inequality of power and the attacker behaves negatively on a daily basis. Many variables contribute to the occurrence of violent conduct in schools, such as students' natural personalities, peer pressure, the general school atmosphere, teacher engagement, and cultural norms that accept violence (Yu & Zhao, 2021). Understanding school bullying frequency helps parents, teachers, and politicians see warning signals before problems escalate. Besides additional acts of violence, "occurrence" may also refer to less obvious symptoms of bullying, such as changes in student behaviour, classroom dynamics, or exclusionary attitudes that have not yet developed.

❖ **DEPENDENT VARIABLE**
- **SCHOOL Bullying:**

Bullying at school is a harassment that is conducted inside schools and is characterised by dangerous behaviour that is repeated and aimed at the students who are considered weaker. Bullying has been a common practice for a very long time. Bullying in schools may take various forms including the ongoing and explicit use of physical force, threats of physical harm and the use of abusive language. When people or groups engage in bullying behaviours, they intentionally disrespect and embarrass others. This creates a negative atmosphere in the classroom that is hard to handle and can lead to psychological or physical harm. As a result, normal learning activities are disrupted (Huang, 2023). Approximately one-third of students have experienced bullying from other students at least once in the last month, and an estimated 246 million children and adolescents worldwide experience bullying and violence in the school each year (UNESCO, 2022). It has only recently been shown how common and severe bullying is in Chinese classrooms. Social work treatments and school counselling services are often recommended to enhance the mental health of Chinese secondary school students and reduce the likelihood that they will participate in bullying. This is especially true for children who have experienced psychological or physical abuse.

❖ **RELATIONSHIP BETWEEN OCCURRENCE AND SCHOOL BULLYING:**

In China, the incidence of bullying in schools results from institutional, social, family, and psychological factors all coming together. Most of the time, psychologists can spot that in addition to bullying others, children who bully show a strong need to control others, extreme aggression, and a lack of empathy. The motives for bullying might include narcissism or the urge to maintain control over their issues or anxieties of the perpetrator. Moreover, the society also play a significant role in the sustainability of bullying. Students are frequently compelled by peer pressure to conform to group norms, which may endorse aggressive or exclusionary behaviours. Bullying is one of the common tactics children adopt to please their powerful peers, become influential in their peer groups, or advance their social hierarchy (Green et al., 2023). Other than this, the dynamics in their homes bear great importance as far as the possibility of children bullying others or becoming bullied themselves. Children tend to internalise the harsh punishments their parents apply to them as part of their disciplinary measures and carry them into their school life. Children are more likely to have issues socialising, and the tendency to bully goes higher among children who face parental negligence or an absence of monitoring. The institutional factors of schools also affect the occurrence of bullying. Schools with no policies against bullying or ineffective anti-bullying policies tend to endorse aggressive behaviour. As there is no supervision of an adult in public places such as cafes, playgrounds, and corridors, bullying also remains unpunished in the premises of schools (Jin, 2023).

After examining the above discussion, the researcher arrived at the following hypothesis to examine the role of Occurrence in School Bullying:

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

Table 2: H_1 ANOVA Test

ANOVA					
Sum					
	Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
Between Groups	85321.545	632	135.002	133.138	.000
Within Groups	789.237	778	1.014		
Total	86110.782	1410			

Significant findings were obtained from the examination. An F-value of 133.138 is considered statistically significant when the p-value is less than 0.05. This indicates that the *"H₁: There is a significant relationship between Occurrence and School Bullying"* is accepted, and the null hypothesis is rejected.

9. DISCUSSION

Bullying is not a singular occurrence but rather a signal of more significant psychological and social issues. According to research, societal norms, individual variations, and upbringing are some of the reasons why bullies behave in certain ways. Due to internalised formation, exposure to violent mediator the need to establish control among other children, particularly some kids may exhibit aggressive tendencies. The social learning hypothesis states that individuals tend to imitate the aggressive behaviours of others around them. This idea is supported by these findings. The study showed that bullying in Chinese schools was impacted by several related factors. The behaviour that causes bullying is generally influenced by social, emotional, and environmental variables. The findings also showed that bullies needed to address their own issues. Many individuals struggle to regulate their impulses, temper, and social skills. As they grow older, these behaviours also stay with them. Without help, they were more vulnerable to adult behavioural problems. As a result, it became evident that both bullies and victims need help and support.

10. CONCLUSION

Bullying in schools is an ongoing problem that requires more scholarly research. Children's social surroundings push their behaviour, and bullying affects victims a lot. The bullied students often feel depressed and have low self-esteem. Moreover, bullies often struggle to control their anger and actions, even as adults. This study aimed to indicate the actual causes of bullying and to suggest solutions. Every student deserves a safe and supportive place to learn. The results support several ideas for strengthening policies for anti-bullying. Schools should bring policy changes, student learning, teacher training and parental involvement into a unified plan. Students must be able to report bullying without fear of retaliation. Hence, there is a great need for an effective and trustworthy reporting system. However, the research pointed out that more research needs to be conducted on the problem to develop effective educational programs to reduce it. In fighting bullying, children, parents and policymakers have to act together. Schools that focus on prevention and kindness have less bullying. By building an environment where everyone takes responsibility and treats others with respect, schools help all students grow academically and socially.

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