AN ANALYSIS OF THE OCCURRENCE MECHANISM AND PREVENTION AND INTERVENTION OF BULLYING IN SCHOOL

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ABSTRACT

This study examined the causes of bullying in Chinese schools and evaluated the effectiveness of programs designed to stop it. Individual, psychological, familial, peer-group, and school-level factors were examined in relation to bullying behaviours and victimisation patterns. Social structures, power imbalances, emotional regulation, and empathy were the variables that were investigated in relation to the onset and maintenance of bullying. Classroom dynamics, disciplinary practices, cultural norms, and group expectations were also included in the analysis of students' aggressive and nonviolent responses. Utilising a quantitative research technique and standardised questionnaires, a total of 1411 people were included in the final sample. Statistical analyses were carried out to determine the relationships between the recognised systems and bullying behaviours. The findings demonstrated that bullying resulted from a multi-faceted interplay between intrinsic personality traits, interpersonal dynamics among peers, and environmental influences. Bullying was more common among students who internalised strict hierarchical rules, had trouble controlling their emotions, or lacked a social support network. The maintenance of aggressive conduct was facilitated by competing school settings, uneven teacher actions, and peer reinforcement. The findings also demonstrated that organised guidelines for schools, mental health education, and community involvement were important contributors to the decline in bullying. Researchers discovered that intervention options that included psychological support, better teacher training, family participation, and explicit school regulations performed better than those that were implemented alone. The study's conclusions ultimately showed that creating culturally relevant and long-lasting anti-bullying programs in Chinese schools required a knowledge of the mechanics of bullying.

KEYWORDS: *School Bullying; Mechanisms; Intervention; Prevention; Peer dynamics; China.*

1. INTRODUCTION

The complexity of bullying is becoming more acknowledged on a worldwide scale. Actions that are domineering to aggressive and repetitive define it. This multifaceted issue is predominant in many social settings and has a disproportionately negative effect on children and teenagers. The global prevalence of bullying is a major cause for concern. Many forms of bullying have been identified by academic studies, including verbal and psychological abuse in addition to more obvious forms of physical violence. Subtle types of bullying, including teasing and other manipulations, are just as harmful since they erode victims' self-esteem and mental health. Negative effects on children's mental health from bullying are substantial. Survivors often endure a wide range of psychological stresses. Sufferers are dealing with issues regarding mental health such as depression and stress disorder caused by trauma (Han & Sun, 2024). A lack of confidence and an inability to form friendships are common negative outcomes. Suicidal ideation or conduct was present in many cases. The adverse impact of bullying on academic performance is self-evident. Many victims have difficulty focusing, which in turn lowers their overall academic performance and increases their absenteeism. Bullying greatly hinders students' ability to study and reach their academic potential because it creates an environment of fear and insecurity in educational environments. Establishing a safe and encouraging school atmosphere is crucial to fostering the finest educational outcomes and guaranteeing children's academic well-being. Bullying in classroom has become a persistent global problem that harms children's mental, emotional, as well as physical well-being (Gong et al., 2025). An understanding of bullying mechanism demands successful development of strategies for prevention and intervention. Bullying results from a complex interaction between individual traits and family ties. By creating environments that promote animosity, it might potentially affect peer relationships and the school climate.

2. BACKGROUND OF THE STUDY

In current years, there has been an alarming rise in the prevalence of bullying among Chinese communities, despite the fact that the phenomenon is widespread in Western countries. The degree to which bullying impacts Chinese adolescents is either similar to or different from the degree to which it impacts children in Western nations. During childhood and adolescence, the prevalence of cyberbullying ranged from 10% to 57%, whereas the frequency of traditional bullying varied from 22.8% to 48.2% globally. Children abandoned in rural areas of China are more likely to be victims of traditional bullying, which occurs at a rate of up to 31.6% in China's urban districts (Qian et al., 2022). To combat bullying in Chinese classrooms, the government, NGOs, schools, and parents should all collaborate closely. Bullying at schools is a serious issue in China's educational institutions, and the first thing anybody can do to help is to educate pupils about the issue. The Chinese government has mandated that the school's administration take several measures to prevent bullying on campus. These include conducting regular inspections, stepping up monitoring in high-risk areas, installing surveillance cameras and improving campus safety management. Furthermore, a policy was put in place by the Chinese government to punish aggressive students. These students would face harsh fines and would not be allowed to get their degrees. These sanctions would be imposed because these pupils were causing disturbances at school and bothering other students (Zhu & Wang, 2024). In order to prevent violence, react to major situations, educate students about safety and protect their rights, the Chinese government also suggested that school officials be in touch with the local police station to avoid any unwanted circumstances. In conclusion, it is clear that Chinese communities desperately need bullying prevention and intervention programs.

3. PURPOSE OF THE RESEARCH

The study investigated the reasons behind bullying in Chinese schools. With the focus on how psychological processes, social interactions, and environmental factors contribute to bullying and its effects, it examined internal factors such as students' personalities, levels of kindness, and ability to handle emotions in relation to being a bully or a victim. Other influences considered are group dynamics, classroom atmosphere, and school culture. Another objective was to understand how power differences are created and maintained in schools by looking into peer pressure, group structures, and social status that enable bullying to commence and continue. The study described how bullying habits are maintained through frequent exposure, learned behaviour, and reinforcement. Furthermore, in analysing how cultural norms and community expectations affect these processes, students' reactions to violent acts have been considered. The attempts by schools to hinder these processes through intervention and prevention, including teachers' reactions to bullying have been examined. Lastly, it explored how public reactions serve to help or hinder bullying in schools.

4. LITERATURE REVIEW

Bullying at school is considered a serious social and public health issue for children in many areas of the world. School bullying is not only difficult for students and can lead to mental health conditions like depression, but it also has a substantial effect on social stability. Bullying in the classroom has impacts on students' attendance, grades, and chances of dropping out. As a result, greater resources must be allocated by academics and educators to this public health concern. One of the main priorities should be to prioritise successful programs that reduce bullying in schools. Children acquire bullying behaviour via observation and repetition when they succeed, according to the social learning theory, which is a critical mechanism (Zhang & Jiang, 2022). When they see classmates or adults use violence to gain control or status, adolescents start engaging in it themselves. They are more inclined to repeat the conduct if they obtain laughter or social

praise later. Moral disengagement theory explains the psychological mechanisms bullies use to justify their behaviour. When students minimise injury, assign blame to the victim, or divide the blame, they lose sight of their moral pride and behave violently without feeling guilty. There is substantial evidence that bullying and moral disengagement are related. Teenagers with significant moral disengagement are more likely to be bullied and bullies may feel more morally isolated from society (Li & Hesketh, 2021). The consequences of bullying are not just negative but also severe when they do occur. Among the various psychological impacts that survivors of traumatic experiences often experience are stress, worry, concern, and a negative perception of oneself. In the results of a large-scale research that included over 95,000 participants, it was discovered that children who were subjected to severe bullying were inclined to experience depression, web addiction, and anxiety after trauma, in addition to other negative effects. According to the research outcome, bullying was shown to have a significant link with an extensive range of mental health disorders. Additionally, the frequency of bullying occurrences may be directly impacted by the school atmosphere. Students may mistakenly think that violent behaviour is socially acceptable when school disciplinary processes are ambiguous, unjust, or inconsistently implemented (Gong et al., 2022). The findings of another research revealed that the association between a decrease in the rates of peer aggression and an authoritative school atmosphere is the result of students' dissociation from ethics and a reduction in conflict that occurs in the classroom. Hence, it is evident that there is an ecological relationship between bullying and surrounding variables (Fang et al., 2022).

5. RESEARCH QUESTION

- What is the Mechanism involved in Bullying in School?

6. RESEARCH METHODOLOGY

6.1 RESEARCH DESIGN

A method of quantitative research analysis was implemented in the study. The researcher used SPSS 25 to analyse the quantitative data. The researcher evaluated the statistical relationship's potential and exposure using the odds ratio and a 95% confidence interval. A p-value of less than 0.05 indicates statistical significance. The use of descriptive analysis helped to generate a better understanding of the data's natural composition.

6.2 SAMPLING

The examiner used a mechanism of random sampling. The researcher ensured that 1365 people were included in the sample by using the Rao-soft tool. Participants in the research were 1437 in number, and all of them filled out the questionnaire. Despite this, out of 1424 sets of questionnaires, 13 were considered incomplete and eliminated. Hence, 1411 people made up the final sample.

6.3 DATA AND MEASUREMENT

The research used quantitative analysis for data collection. The surveys requested people to rate their selections on a five-point Likert scale so that they could have identifiable statistics. The researcher relied extensively on internet sources for secondary data collection.
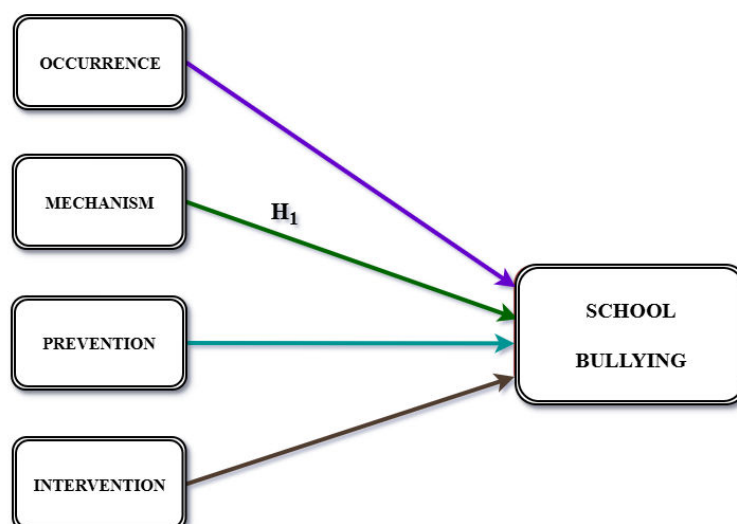
6.4 STATISTICAL SOFTWARE

For the statistical study, the researcher used SPSS 25 and Microsoft Excel.

6.5 STATISTICAL TOOLS

An analysis of descriptive statistics revealed information on various demographic and level-specific characteristics of various programs. Inductive statistical studies use a variety of approaches to determine the reliability and validity of theoretical frameworks, compute odds ratios with 95% confidence intervals, and employ other statistical tools.

7. CONCEPTUAL FRAMEWORK

8. RESULT

• FACTOR ANALYSIS

With the use of publicly available data, Factor Analysis (FA) may be utilised to uncover hidden elements. Regression results may be used for evaluations in the absence of obvious physical or psychological symptoms. Simulations may be utilised to find gaps, obvious connections, and possible weak points. Kaiser-Meyer-Olkin (KMO) tests are used to analyse the findings of a number of regression investigations. The dependent variable is effectively approximated by the statistical model and its dependent variables. Different instances of duplicate data may exist. Less unequal data is simpler to understand. Researchers may depend on KMO to provide any integer between 0 and 1. The sample is deemed sufficiently large when the KMO score is between 0.8 and 1. According to Kaiser, it has to fulfil certain requirements in order to get accreditation: At 0.050 to 0.059, it is much lower than the usual range of 0.60 to 0.69. The range of a normal middle school score is 0.70 to 0.79. Its remarkable range encompasses values between 0.90 and 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		

Considering this, it is reasonable to examine comments. The researcher used Bartlett's Test of Sphericity to determine if the correlation matrices were statistically significant. The Kaiser-Meyer-Olkin statistic indicated that the sample size was within acceptable limits with a value of 0.983. When Bartlett's Sphericity test was executed, the p-value came out to be 0.00. Positive findings from Bartlett's Sphericity test indicate that the correlation matrix is not an identity matrix.

❖ INDEPENDENT VARIABLE

• MECHANISM:

The way a process functions via phases that include cause and effect is referred to as a mechanism. In other words, it considers not just the action itself but also the underlying structure and relationships that result in a certain outcome. It explains how a system's constituent parts work together to produce change or behaviour in the domains of philosophy and

science. The mechanism of bullying in schools involves an ongoing interaction of environmental, social, and psychological elements that support the growth and repetition of aggressive activity. The primary goal is to create a power imbalance in which one group or student dominates another. This imbalance may result from physical strength, social influence or emotional manipulation. It gives the aggressor the ability to dominate or injure the targeted student (Andrews et al., 2023). The act of bullying occurs when an imbalance in authority is established and maintained via ongoing activity that is designed to frighten or isolate a student who is being targeted. The mechanism encompasses the mental and emotional processes that have an impact on the attitudes and reactions of individuals in relation to social situations. Potential attackers may exhibit a lack of empathy, prioritise their own advantages above the benefits of others or misunderstand unclear social signals as threats (Bäker et al., 2023).

❖ **DEPENDENT VARIABLE**

• **BULLYING IN SCHOOL:**

Bullying in school is a form of harassment that happens in schools. It is demonstrated by the constant use of acts that cause harm to students in a disadvantaged position. Bullying has always been a concern throughout history. There are many different ways that bullying may happen at school. Some examples include using physical force on purpose and repeatedly, threatening to hurt others, and using abusive speech. People or organisations that bully know that they are hurting other people and disgracing themselves. The result is a classroom that is hard to regulate and not particularly pleasant, and it might hurt students emotionally or physically. This disrupts the normal flow of classroom activities (Fan, 2025). Bullying gets increasingly acceptable as a part of school culture when students find out that school administrators are hesitant to take action. Since the current social hierarchies of the present day promote the use of antagonism as a means of earning and maintaining status, peer dynamics give rise to circumstances that make bullying more likely to occur. Some students use bullying as a means of asserting their dominance whereas other students either remain quiet or participate in bullying activity as a response to being intimidated by the threats of those who hold positions of power within the school's hierarchy (Huang et al., 2024).

• **RELATIONSHIP BETWEEN MECHANISM AND BULLYING AT SCHOOL:**

The understanding of how bullying works in schools helps explain its causes, its duration, and why some children become involved. In this case, "mechanisms" denotes the emotional, cultural, and environmental processes that occur with bullying and its effects. The interrelated systems affect a child's world on many levels. Researchers now conceptualise bullying as an acquired, organised, and socially rooted practice, not an isolated act of aggression. The relationship between bullying and such processes explains how bullying begins, how it endures in the system, and what happens to students who are victimised at school (He et al., 2023). Some of the psychological factors that have been linked to bullying are impulsiveness, poor self-regulation, lack of empathy, and weak moral engagement. People who have problems regulating their feelings are prone to react either in anger or in violence. Children with little or no empathy, or children showing too little emotion, tend to inflict more harm on others due to their inability to understand or care about hurting people's feelings. Another important factor is the interaction of various social groups. Most bullying incidents occur in the presence of peers who may either support or oppose the aggressive behaviour. Power dynamics, following group norms, and social incentives are part of the bullying too (Chen et al., 2022).

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

• *"H_{01}: There is no significant relationship between Mechanism and Bullying in School."*
• *"H_1: There is a significant relationship between Mechanism and Bullying in School."*

Table 2: H_1 ANOVA Test

ANOVA					
Sum					
	Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
Between Groups	78945.145	589	134.033	139.909	.000
Within Groups	786.364	821	0.958		
Total	79731.509	1410			

Significant results have emerged from the study. With a p-value lower than 0.05, an F-value of 139.909 is considered statistically significant. This indicates that the *"H_1: There is a significant relationship between Mechanism and Bullying in School"* is accepted, and the null hypothesis is rejected.

9. DISCUSSION

The research article showed that individual, family, school and societal factors influence bullying in Chinese schools. The findings demonstrated that bullying actions were impacted by peer group power dynamics, social hierarchies and other factors. Chinese schools that emphasise academics, discipline and collectivism are the source of these techniques. Previous theories on aggressive development were supported by the fact that bullies were pupils who had strict parents, lacked social support or battled with emotional management. Bullying in schools increased as a result of instructors' lack of preparation and disregard for the regulations. Because children repeatedly committed unsafe things to advance in school or fit in with their friends, peer groups were crucial. Researchers have found that bullied kids are stuck in loops of fear, silence and praise. The results of this study back up this idea. The study also found that Chinese methods for prevention and management promoted good behaviour, mental health education and teaching knowledge in order to deal with these issues. Youth and family participation in the community had stopped the cycle of bullying, and new laws had made it clearer what schools were supposed to do. Even with all of these efforts it was decided that for long-term success, the interventions need to be changed all the time, especially when it comes to group relations and mental growth. The study found that knowing the steps was needed to come up with a regionally appropriate anti-bullying tactic.

10. CONCLUSION

The results showed that bullying in Chinese schools was caused by a complicated mix of group relations, family life, personal traits and larger social factors. The results showed that bullying started and stayed around because of regular patterns of social control, a lack of mental support and an excess of power. Understanding these processes helped explain why some pupils became bullies and why many schools retained bullying. The research also found that reducing and intervening in bullying only succeeded when they addressed its causes. Policies that support psychological education, stricter tracking, teacher training and family involvement had broken some of the loops that let bad habits happen. However, towns, families and schools had to always work together for things to go well in the long run. Now that people in China understand the root causes of bullying, it had become much simpler to develop effective and culturally sensitive strategies to combat the problem.

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