

School Bullying: The Intolerable Evil in Children's Growth

Longjun Zhou

Jiangsu Second Normal University, Nanjing 211200, Jiangsu, China

"We are only as strong as we are united, as weak as we are divided."

—Albus Dumbledore

AS a result of the fundamental economic, cultural, and social transformations of the past several years, the structure and order of society face the challenge of a perpetually growing anomie. In education, the growing occurrence of school bullying is exemplified by the perpetrators' younger ages and use of violence, as well as the aggravated consequences. The alarming prevalence of school bullying has not only aroused attention of the public and the media, but also prompted increased academic debate and study on the subject.

School bullying, in its broadest sense, refers to harmful behavior on campus committed by teachers, students, or people from outside the school against any individual who violates social norms. School bullying is a term used to describe the physically and mentally harmful behaviors inflicted on students by their school peers or outsiders on campus or occasionally outside of school. School bullying is defined in Zhang's (2011) study as harmful behaviors among students or a student's long-term exposure to violence imposed by one or more schoolmates; it can take many forms, including physical, verbal, social, online, and sexual bullying on campus. Whatever definition you use, school bullying causes varying degrees of harm to students, families, and schools. Individually, it could cause severe physical and mental

© 2022 Insights Publisher. All rights reserved.



Creative Commons Non Commercial CC BY-NC: This article is distributed under the terms of the Creative Commons Attribution-NonCommercial 4.0 License

(<http://www.creativecommons.org/licenses/by-nc/4.0/>) which permits non-commercial use, reproduction and distribution of the work without further permission provided the original work is attributed by the Insights Publisher.

trauma to victims. Some of them may be beaten so severely by their classmates that they must be hospitalized for treatment; others may become mentally ill because of the constant fear; and still others may undergo irreversible personality changes. As a result, bullying victimization can have a significant negative impact on the bullied student's long-term development. When school bullies become addicted to violence, they may believe they are the "bosses" on their campus and end up as juvenile criminals. Bullying victimization incidents in schools disrupt normal school operations. When there is an incident of vicious school bullying, school leaders and teachers must devote a significant amount of time and energy to dealing with it. With the speed of the internet, once it's out there, it can spread quickly and hurt the school's reputation.

How to prevent and reduce bullying in schools has become a major topic in the educational world. Numerous nations have developed effective prevention techniques to combat this problem. Norway, for instance, implemented a zero-tolerance program for bullying and released the Anti-Bullying Declaration. Australia established a specific government institution to assist schools in addressing bullying victimization and annually observes "Anti-Bullying Day" on the third Friday of March. The United States and Japan have passed anti-bullying legislation to execute comprehensive anti-bullying tactics (Hu & Li, 2019). In the two 2017 sessions (the National People's Congress, NPC, and the Chinese People's Political Consultative Conference, CPPCC), legislators and deputies in China have introduced a series of motions on the prevention of school bullying, with a focus on optimizing the school moral education program, enacting specialized laws, adjusting the age of criminal responsibility, reinforcing punishment, and constructing a third-party coping mechanism (Zhang, 2017). These motions propose to: strengthen moral education and integrate it into intellectual education on a daily basis; maximize the school's monitoring coverage, as any hidden location on campus could be the site of bullying victimization; and coordinate the school security management and the public security management of the surrounding communities in order to improve the internal and external environment of the school and construct a bullying-free campus. In addition, it is underlined that parents should share responsibilities for the prevention and management of school bullying. They should embrace a democratic approach to parenting and set a good example for their children by exhibiting moral behavior. When children experience issues in their peer connections, parents should be available to talk with them and offer advice on how to develop harmonic and amicable relationships as well as how to defend themselves.

It is vital to understand the various elements impacting school bullying and bullying victimization through evidence-based inquiry to design appropriate preventative and intervention approaches. The *Influences of Teachers, Students, and School Climate on Bullying Victimization: Evidence from China* in this issue adds to the empirical experience by examining the relationship between bullying victimization and intervention factors like teacher support, students' sense of belonging, classroom disciplinary climate, and

cooperation and competition in the Chinese context using PISA 2018 China data and binary logit regression analyses (Zhu & Teng, 2022). According to the research, a student's sense of belonging significantly lessens the negative effects of bullying victimization; teacher emotional, informational, and instrumental support moderates school bullying; and a disciplinary, cooperative school environment is a strong support for anti-bullying initiatives. From an educational setting's point of view, it has implications for making bullying less harmful and coming up with different ways to help victims.

References

- Byun, S. Y. (2014). Shadow education and academic success in Republic of Korea. In Korean education in changing economic and demographic contexts (pp. 39-58). Springer, Singapore.
- Hu, Y. & Li, J. (2019). Who are being bullied? An empirical study on the influence factors of school bullying among Chinese middle school students. *Best Evidence in Chinese Education*, 2(1):171-192. DOI: <https://doi.org/10.15354/bece.19.ar1039>
- Zhang, G. P. (2011). A sociological analysis of school bullying. *Contemporary Youth Research*, 2011(08):73-76+66.
- Zhang, Y. (2017). The status quo, causes, and prevention of school bullying. *Journal of Guangxi Young Cadre College*, 2017(5):76-79.
- Zhu, Y., & Teng, Y. (2022). Influences of teachers, students and school climate on bullying victimization: Evidence from China. *Best Evidence in Chinese Education*, 12(1):1547-1571. Doi: <https://doi.org/10.15354/bece.22.or065>

Correspondence to:
Longjun Zhou, Ph.D.
Jiangsu Second Normal University
Nanjing 211200
Jiangsu
China
E-mail: E-mail: 294437034@qq.com
Conflict of Interests: None.
Doi: 10.15354/bece.22.co015