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A Review of School Bullying Type ——Influence Factors and Intervention Strategies to Protect Teenagers

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Abstract: In recent years, school bullying incident has occurred from time to time, seriously affected the physical and mental health of teenagers and the stable development of the society, which has attracted great attention from the Ministry of Education, the public security department and all sectors of society. This paper focuses on the types of bullying behavior, intervention factors of bullying behavior and the influence of bullying behavior on the students, and puts forward some countermeasures to deal with bullying behavior intervention, so as to solve the bullying behavior, serve as the voice of protecting child and adolescents from the source, and make suggestions for building a harmonious campus security!

Keywords: School bullying   Types of school bullying   Intervention factors   School bullying consequences

Bullying in schools has become a social problem affecting the well-being of students all over the world. School bullying is a specific form of school bullying, which has appeared all over the world and has different forms and strengths in different countries [1,2].

15% to 30% of students in the world are influenced by school bullying, which has been proved by most school studies on this subject [2]. In the past few decades, research on school bullying has mainly been conducted in North America and Europe [3,4].

And cultural background in China, how about bullying affects students' psychological health of the empirical evidence is still relatively limited [5,6], for bullying how to vary with gender and the influence of the empirical evidence also very few, for the family socioeconomic status and school social power, such as school peer support and the relationship between teachers and students how to buffer between the two negative results brought by the bullying, we also know very little about.

Therefore, this paper will discuss the types, causes and results of school bullying from three aspects, elaborate the current research content and achievements of school bullying, and on this basis, put forward the anti-school bullying project construction plans and implementation standards.

1. Types of school bullying

Up to now, most of the studies on bullying in schools define and measure different situations of bullying according to the type or frequency of victim [7].

Nowadays, school bullying is defined as a negative process of being victimized by various ways, such as physical abuse, verbal abuse, social abuse and sexual abuse.

Verbal bullying includes repeated derogatory remarks, name-calling, intimidation, verbal threats, and teasing.

Examples of relationship or social bullying include social exclusion, social control and disinformation. I refers to the harm of internalized bullying which is difficult to distinguish among schools, teachers and parents. This kind of behavior seriously damages the establishment of the peer relationship of the bullied person, restricts the right of the bullied person to integrate into the peer group, and makes them suffer mental pain and torture [8].

Physical bullying is usually regarded as a direct form of bullying because it involves face-to-face physical or verbal confrontation, while relational bullying refers to an indirect form of bullying because it usually occurs through third-party channels [9].

As the most specific type of bullying, sexual bullying is defined as harmful or intentional physical or verbal behavior against bullying victims.

Sexual bullying can range in severity from name-calling and teasing to physical assault. Existing studies have listed sexual bullying behaviors among adolescents, including unnecessary sexual jokes, sexually suggestive gestures, abuse or humiliation with sexual organs, pinching or grabbing the sensitive parts of the bullied, sending pornographic pictures on social networks, spreading sexual rumors and unwanted sexual contact [10]. Nowadays, school bullying incidents has not only increased in frequency, but also increased in manifestation.

In recent years, traditional forms of sexual bullying - physical, verbal and relational bullying - have been replaced by cybersquatting. This new phenomenon reflects the increasingly extensive use of digital devices by adolescents and young adults in peer interaction [11]. Participating in bullying can lead to serious short-term and long-term consequences and affect the social and

emotional health of offender and the victim [11].

2. Factors influencing school bullying

2.1 Family impact Research

Research shows that bullying is determined by many factors. However, this type of performance was statistically significantly related to age group, race, school type and parental violence.

First of all, students who have experienced violence from their parents are more likely to become bullies at school [12].

Secondly, the opposite research shows the importance of family support for the bullied person.

Finally, some research results show that the bullied with good relationships with parents, teachers and peers have higher psychological resilience than the bullied with poor relationships [13].

Davidson et al. 's study in 2007 showed that bullying may have a greater impact on students' self-esteem and depression in poor families, because there are relatively few family resources to help them cope with bullying and psychological pressure [14].

However, some studies have shown that the amount of family resources of students has nothing to do with the frequency of bullying in schools [15].

2.2 Gender Impact

How school bullying affects boys and girls differently is not clear from the current empirical literature. However, existing studies show that boys are more likely than girls to be involved in school bullying [16], and girls are more likely than boys to suffer from depression [17] and low self-esteem [18].

However, the influence of gender-driven school bullying on bullying victims is still unclear.

2.3 Peer Support and Teacher-student Relationship

Lakey (2000) showed that high-quality social support and positive interpersonal relationships can be used as a buffer to reduce the negative impact of school bullying on the victims [19].

Graham et al. 's study in 2007 showed that school bullying is one of the major life pressures affecting students' mental health [20], and teachers and peers are the main social support resources available to students.

It is believed that strong peer support and positive teacher-student relationship can enhance the sense of security and coping ability, as well as reduce or even overcome negative emotions [21].

Nowadays, school bullying is a more and more popular phenomenon. In addition, the frequency of different forms of school bullying is alarming, and its far-reaching impact and adverse consequences can not be ignored, because it is known that the bullying suffered by students not only affects their academic life, but even affects their whole life, and may lead to irreparable trauma [22].

In addition, in most cases, school bullying can lead to the fragility of a certain relationship. These fragile relationships are mechanisms that affects conflict, violence, truancy and poor academic performance.

The most serious result of bullying in schools is suicide, which has become the most common cause of death among Chinese teenagers. Therefore, the phenomenon of adolescent suicide caused by bullying in schools has aroused great concern in academic circles [23]. Many problems in school, such as bullying, are the biggest catalysts for Chinese teenagers to commit suicide.

Because school bullying [24] is considered to be the main source of the stress of the bullied, great stress is more likely to lead to the depressive situation of the students. School bullying can be regarded as the most common risk factor for young people's problems at school. Generally speaking, the relationship with peers in school provides an important emotional foundation for teenagers.

However, interpersonal relationships, including bullying at school, often create an atmosphere of fear for the victims of bullying, which leads to severe pressure and pain for the victims, thus contributing to suicide and other undesirable behaviors [25].

For students who are victims of school bullying, both the degree of depression and the possibility of suicide are high [26]. Literature studies on school bullying in western countries have shown that frequent participation in or exposure to school bullying can negatively affect students' mental health and lead to the generation of psychological stress, such as short and long-term depression and persistent learned helplessness. Under the background of Chinese culture, there is no empirical evidence on the consequences of bullying in schools.

However, some researchers categorize Chinese culture as collectivism emphasizing interpersonal harmony, interdependence and caring for others. Once students are involved in conflict or violence, they are less liked by their peers and more likely to suffer from psychological distress [27].

In contrast, some people believe that students in Chinese society have been educated in Confucianism, Taoism and philosophy from an early age, which enables them to cope with unexpected disasters or setbacks, including different types of violence and injuries [28]. It includes a series of teachings to promote tolerance and self-control in the face of violence, and thus adapt to victimization and aggression. This socialization process may help the victims or implementers of bullying in schools to adjust their experiences or reflect on their violent behaviors. Therefore, students who are victims or offenders can recover from victimization and crime, and prevent further development of depression and low self-esteem. In fact, some empirical studies have shown that compared with people in western culture, Chinese people are more capable of regulating and controlling their emotions when facing conflict. In view of these cultural norms and the results of these studies, the influence of school bullying on self-esteem and depression may be very weak in the Chinese cultural background. An empirical study of the consequences of school bullying in other Asian countries found different results [29].

For example, Yang et al. (2006) proposed a link between depression and poor self-esteem and school bullying (students harming students and students committing violence against students), but Jin (2006) did not find such a link. The impact of bullying on self-esteem and depression in Chinese society or in other Asian countries has not been definitively established.

3. School bullies intervention

The most effective way to intervene bullying in schools is to carefully design and plan anti-bullying programs based on schools. An effective anti-bullying project in schools should be based on the theory of bullying crimes and victimization, and include empathy training for students [30]; Social perspective-taking thinking training; Multi-dimensional help and improvement such as emotional control and improvement courses.

Howard et al. proposed in 1999 that anti-bullying programs in schools should use multiple modes of social communication, such as media communication (e.g., video) and other diverse propaganda modes. In this way, we can show the public the seriousness of campus violence through intuitive communication, and awaken the correct consciousness of protecting vulnerable students and opposing campus violence.

Ttofi (2011) suggest that the family should be an important part of anti-bullying project and create a "warm umbrella" for the victims of bullying. Parents of bullying victims should respond to their children's abnormal behaviors in a timely and sensitive manner, and actively cooperate with their children to carry out psychological intervention and psychological rehabilitation programs.

They should pay attention to teaching children the application of anti-bullying knowledge and skills, and constantly enhance their ability to cope with bullying independently.

According to Farrington (2011), we need to add popular science courses for different age groups in school bullying to help students understand how to properly protect their personal safety. It teaches bystanders how to help the victims and what they need to do in the face of violence in schools. At the same time, it sets up students' positive and sunny health attitude, thus saying "no" to campus violence.

At the same time, Whitaker and others. It is suggested that mass media should lead by example, give full play to its guiding role, and make appropriate adjustments according to the cultural characteristics and age needs of target audiences.

Excellent guiding media should make use of media transmission, through peer education and drama activities, to help teenagers realize the legislation and consequences of bullying, establish healthy campus relations, establish a correct awareness of the role of bystanders, and impart appropriate practices.

On the basis of existing literature at home and abroad, this study summarizes the types, influencing factors and intervention strategies of school bullying, aiming to arouse the attention of the society to the important practical problem of adolescent school bullying. Due to the particularity and extensive influence of bullying, it has a profound negative impact and a strong impact on students' ideas, ways of thinking, value orientation, behavior patterns, personality psychology, etc. At the stage of rapid physical and mental development. Therefore, paying attention to the theme of bullying and curbing bullying from the source will play a decisive and key role in the healthy growth and future development of adolescents.

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