

Coping Strategies for Adolescent School Bullying

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Abstract: Teenagers are in the golden age of life development, which will not only have various physical changes, but also have more thoughts. At the same time, they are also easy to be attracted by various things, forming bad behavior or habits, school bullying mostly occurs in this period. Through the analysis of the causes of adolescent school bullying, explore feasible countermeasures, and put forward feasible suggestions for the healthy growth of adolescent body and mind.

Keywords: Youth School Bullying Reasons and Countermeasures; Adolescent Physical and Mental Health; School.

1. Research Status at Home and Abroad

1.1. Status of Foreign Research

Foreign studies on school bullying are earlier than those in China. Norwegian psychologist Dan Olweus (D), who gave a definition of school bullying for the first time. The United States does not pay attention to school bullying, more than 20 years. Until 1999 Byrnes high school shootings, to cause the attention of relevant scholars to student bullying, because the information technology is developed, bullying in the development of the network, which makes the American experts and scholars study of cyberbullying generally increased, the sensation "network mei gan girl suicide", the United States also introduced cyberbullying related laws and regulations. Japan also paid close attention to school bullying earlier, but it remained in a relatively scattered research stage until the 2006 Education regeneration Conference released the Bullying Problem Emergency Suggestions for Educators and Nationals, which played a certain role in guiding school regulation and prevention of bullying. There are also serious bullying problems in primary and secondary schools in Australia. To this end, the Australian government formulated and issued the National Security School Framework, which established the objectives and implementation principles of school bullying prevention and control at the federal level, and provided macro guidance for the state and territorial governments to formulate and introduce anti-school bullying policies and regulations. British, Nordic and other countries in each big school established many peer mutual organizations, led by professional anti-bullying team, aims to carry out "peer support" activities, the activity will be divided into multiple groups, different age students by the school regularly group training, group senior students become led and responsible for the junior study and life education, mutual supervision in order to improve team members. "Partners" also will hold regular fellowship activities with other schools to exchange anti-bullying experiences.

In addition, James identified identity in the UK as a key target of school bullying (James et al., 2022). In a UNESCO study, 25 percent of bullies in Europe say they are because of their appearance, 8.2 percent say they are because of race, nationality, or color, and 3.6 percent say they are bullied because of their religion (UNESCO, 2019). Other scholars such as Andrew have changed the class style of COVID-19

students to compare the incidence of bullying before and after the pandemic (Andrew, 2022). Vered focuses on the influence of teachers in three specific situations: teacher-student relationship, the teacher is a bully, and support relationship on students' role shifts in the face of school bullying (Vered et al., 2022). Oxana, in the effects of home environment on bullying and anorexia, noted that girls are at higher risk of being victim to bullying, especially if their family environment is abnormal (Oxana et al., 2022). Joakim In the influence of school atmosphere and friendship on school bullying, school bullying cannot be separated from the social and institutional background of the school, and they also draw attention to the importance of friendship to students (Joakim et al., 2022). Pamela Define cyberbullying and propose interventions for cyberbullying from family levels (Pamela et al., 2022). It can be seen that the foreign research on school bullying is in depth and rich results. The research involves a wide range of content, from the perspective of family, school, friends, society, and even to deal with school bullying related policies, showing the importance of school bullying.

1.2. Status of Domestic Research

Domestic school bullying is studied later than abroad. Search for "school bullying" as the keyword on CNKI, with 4,853 related articles by 2022. China's bullying research from 1999 Zhang Wenxin et al. The bullying behavior empirical research. Zhang Wenxin used the revised Chinese version of the questionnaire to conduct a special questionnaire survey on 9,235 urban and rural primary and middle school students in Shandong and Hebei provinces. In junior middle school, the proportion of bullies and bullies was 12.4% and 2.6%, respectively (Zhang Wenxin, 2002). The initial study of school bullying in China is not comprehensive, but the exploratory research also lays a foundation for the later research. Wang Yuxiang, from the perspective of the ontology of left-behind teenagers, classified the school bullying of left-behind teenagers, analyzed the causes of school bullying of left-behind teenagers, and gave coping strategies (Wang Yuxiang, 2016). Li Weiqing et al. Using a variety of research methods, combined with the American governance method of school bullying methods, put forward the countermeasures of school bullying in China (Li Weiqing et al., 2017). Liu Feifei et al. intervened in primary school bullying through educational intervention and training, and improved students' empathy ability and cognitive ability of the consequences of bullying, so as to reduce bullying behavior (Liu Feifei et al.,

2017). Yi Ying et al. studied school bullying from the perspective of school bullying bystanders, pointing out that the process of school bullying will have an impact on the psychology of onlookers (Yi Ying et al., 2019). Yang Bin et al. explored the impact of traditional bullying and cyberbullying on the mental health of adolescents, and showed that the impact of traditional bullying was higher than that of cyberbullying, thus proposing coping strategies to promote the healthy mental growth of adolescents (Yang Bin et al., 2020). With the rapid development of the information age, cyber bullying has also become the focus of scholars' research. Wang Yuxiang et al. studied the characteristics of cyber bullying among teenagers and the causes of cyber bullying, and put forward intervention suggestions (Wang Yuxiang et al., 2021). From the perspective of obesity, Conley et al. show the harm of adolescent school bullying, pointing out that teenagers who are not overweight and obese but bullied by school and those who are overweight and obese and school bullying are more likely to suffer from depression (Conley et al., 2022). Chen Yi, from the perspective of family, studies the influence of family on students' bullying behavior (Chen Yi, 2022). To sum up, Chinese scholars' families, methods, participants and other research perspectives have analyzed the causes of school bullying, and how to deal with school bullying, put forward corresponding intervention measures, and offered suggestions for the healthy development of adolescents.

2. Characteristics of Adolescent School Bullying

2.1. Variety of Means

In the early years of the study of school bullying, some scholars have mentioned the means of school bullying. It is common to have direct physical contact with the bullied person, such as pushing and shoving, slapping, or even direct kicking, especially for girls kicking in the stomach. There is also language bullying, which Lin divides in his research into ten categories (Lin Ruiqing, 2007), and the most common one is abuse, ridicule, insult and even intimidation. In addition, there is relationship bullying, often using the friendship between classmates, the bullied isolation, sometimes a few people, sometimes the whole class. With the development of the information age, cyberbullying began to become popular, spreading bad comments through the Internet and causing harm to others.

2.2. Continuous Recurrence

In his definition of school bullying, Dan Oves mentioned that bullying is a long-standing, repeated response, and an attack from one or more people. Because the bully is too strong, or the bully is too timid to tell parents or teachers about the bullying, bullying will occur repeatedly over a period of time, they will repeatedly bully the bully, so as to get pleasure. There are also bullies who protect themselves by bullying others, so that they will constantly bully others.

2.3. Currently Widespread

Bullying is widespread, and a recent study examining the prevalence of bullying from an international comparison perspective found that nearly one-third of adolescent students have experienced bullying (Man Xiaoou et al., 2022). In OECD countries, 23% of students experience bullying at school at least several times a month (OECD, 2022).

Teenagers in adolescence, mental and psychological are not mature and stable, their understanding of their own behavior is not comprehensive enough, full of curiosity about new things, plus people do not pay enough attention to this. Some students have character defects, dissatisfaction with others' speech or behavior, start or take extreme measures, resulting in the campus to become a high incidence of bullying zone.

2.4. Unbalance of Power

There is a serious power imbalance between the bully and the bullied person, showing the characteristics of the big bullying the small (Barbara Coloroso, 2003). Compared with the bully, the bully, the general bully is older than the bully, or the students who carry out bullying are composed of many people, forming the advantage of strength or force, so that the bullied students are psychologically afraid and dare not resist, forming a situation of bullying, bullying.

2.5. Behavior Concealment is Difficult to Find

Bullying occurs not only at schools, but also within the radiation area around the school without attracting attention. Because bullying is only physical contact and verbal abuse, these are not easy to be found by parents and teachers, students are afraid and will not take the initiative to tell parents and teachers. The rise of cyberbullying makes school bullying behavior more hidden, spread quickly, and cause physical and mental harm to the bullied.

3. Coping Strategies for Adolescent School Bullying

3.1. Personal Level

Teenagers are a vulnerable group, so they should start from themselves, enhance their self-protection awareness, maintain a positive and optimistic attitude, improve their self-cultivation, enhance their legal awareness, so as to avoid the occurrence of school bullying, one. Enhance the awareness of self-protection. Many teenagers do not know what school bullying is, and they have a weak awareness of self-protection. Schools should vigorously promote school bullying, so that teenagers have an understanding of school bullying, accurately identify the potential school bullying around them, and learn to take effective measures to protect themselves. In daily study and life should also learn to protect themselves, after school should go home immediately, it is best to go with classmates, do not stay around the school, do not go to Internet cafes, game halls and billiards room and other leisure and entertainment places. When encountering school bullying behavior, do not be afraid, and try to seek help from teachers immediately while protecting yourself. All the teachers and students form a positive force to resist school bullying together. two. Keep a positive and optimistic attitude. There are a lot of teenagers in the school bullying, become low self-esteem, form negative personality characteristics, psychological harm, can not heal for a long time. Teenagers keep an optimistic attitude and actively respond to school bullying. For teenagers, especially to have a sunny and optimistic attitude in the face of sudden setbacks, improve the ability to resist pressure and frustration. three. Improve their own self-cultivation, enhance the legal awareness. The continuous occurrence of school bullying incidents reflects the many problems in the moral quality of bullies. In order to effectively prevent and control school bullying, bullies should start from themselves and improve their own moral

cultivation. Set up a correct outlook on life and values, strictly regulate their own words and deeds, far away from the campus contradiction and conflict prone area. Carry forward the traditional virtues of the Chinese nation, and resolutely resist school bullying behavior.

3.2. Family Level

Parents' behaviors and habits subtly influence the formation of children's thoughts and personalities. Therefore, in order to let children develop good behavior habits, parents should establish a good attachment to the family atmosphere with teenagers, pay attention to the role models, strengthen the guidance of teenagers, and give children enough care and love. one. Establish a good family attachment atmosphere. According to John Bowlby attachment theory, children are more likely to cause personality disorders in chronic maternal separation or "missing" situations. Parents play an important role in the family, and teenagers need their parents in their growth. When teenagers encounter problems, parents should timely understand the situation, give teenagers emotional support, unconditionally trust teenagers, often communicate with teenagers, and understand their real inner needs. two. Pay attention to the role of example. Strengthen the guidance of teenagers. Parents are their children's first teachers, and parents will have a subtle influence on teenagers in their daily life. If some families are violent, fathers or mothers are good at solving problems, especially after teenagers make mistakes, directly beat and scold, do not listen to the explanation. Teenagers in such an environment for a long time, will advocate violence to solve problems. Parents should pay attention to their own words and deeds, and regulate their own words and deeds at home. In addition, in finding that the teenagers have bullying behavior or other bad behavior, the teenagers should tell the consequences of the behavior, and tell the teenagers how to do it is right, and give the teenagers a correct and positive guidance. three. Give enough care and love. According to Maslow's hierarchy of needs theory, belonging and love are the most basic needs. Teenagers in the process of growing up, need parents' care and love, to get the most basic needs to meet, therefore, parents should care about teenagers, they are very sensitive, if this demand is not met, will think of other ways, even through bad behavior to win care.

3.3. School Level

Schools should strengthen the management of school bullying, carry out comprehensive mental health education, improve students' understanding of school bullying behavior, and strengthen the special training for teachers, so as to curb school bullying from the source. one. Strengthen campus management. Studies have shown that more structured schools, such as developing fair and just norms and strengthening them through rewards and punishments, or school rules are clear and clear, respect diversity and students asking for differences, have a lower incidence of bullying (Konishi C, 2021, Laftman S B, 2017, Montero- -Carretero C, 2021). Schools should strengthen management, formulate special punishment measures for school bullying, to play the school is the guardian of the obligation, so as to enhance the confidence of the bullied to the school for help, rather than feel that the school does nothing to choose silently endure or violence against violence. two. Carry out comprehensive mental health education. Teenagers are in a period of role identity and role confusion. Students' self-control ability is

weak, so they cannot rationally and comprehensively understand the relationship with others and the consequences of their own behavior. Due to the psychological immaturity, some students will vent their bad emotions in their studies and life through bullying. Therefore, the school should pay attention to the mental health education of students, through the form of group counseling and special lectures, guide students to correctly look at the problems in life, bravely face their own heart, master the ability of emotional regulation. three. Improve students' awareness of school bullying and strengthen special training for teachers. About the connotation, type, forms of bullying and the causes of bullying and harm knowledge, many teachers are not clear, they think teenagers easy to impulse friction is normal behavior, nickname, abuse is fun between students, so must organize teacher training, strengthen their attention to student bullying. At the same time, teachers should also treat every student fairly, and often publicize school bullying in the class, such as the theme class meeting, school bullying simulation, so that students can have an understanding of school bullying.

3.4. Social Level

Various social factors can also lead to school bullying. Therefore, the prevention and management of school bullying should be based on the comprehensive vision of society, improve relevant laws and regulations, and control all kinds of mass media communication that is harmful to physical and mental health. one. Improve the relevant laws and regulations. At present, many countries around the world have established systems related to the prevention and control of school bullying, and provide legal support for the prevention and control of school bullying at the legislative level. There are shortcomings in the construction of laws and regulations on school bullying in China, which need to re-examine and improve the judicial system of school bullying. Many bullies will restrain their actions for fear of being punished by the law. To some extent, the incidence of school bullying incidents can be greatly reduced. At the same time, the country learns from the legislation and implementation of school bullying in developed countries, improve the awareness of the harm and consequences of school bullying, and enhance the awareness of anti-school bullying. two. Increase the supervision of the mass media. The state and the government should timely strengthen the monitoring, identification and processing of online pornography, murder, crime and other illegal information, and prohibit the dissemination of such bad information. At the same time, the media should also strengthen the monitoring of online violent videos and violent games, strictly control the dissemination of such videos, limit the broadcast of film and television programs that are not suitable for teenagers, and specifically prevent and control the dissemination of bad information.

4. Conclusion

The problem of youth school bullying is not only the responsibility of the family, the school, but also the society. It requires the joint efforts of all parties to strengthen the control of school bullying and create a good atmosphere for teenagers. Although China has made a lot of efforts on school bullying, there are still school bullying incidents in China, which requires more efforts, the reasons need to be more profound reflection, and summarize more effective coping strategies to control adolescent school bullying.

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