

School Bullying in Fujian, China: Its Governance and Prevention

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Abstract: In recent years, with the continuous emergence of teenage school bullying incidents in China, this is undoubtedly an indication that the phenomenon of teenage school bullying has become a serious social problem. The various environments in which adolescents live and grow up may be the reason why they gradually become the bully or the victim of school bullying. Therefore, this paper analyzes the current situation of school bullying in Fujian and its causes, and focus on the existing legal regulation in China, so as to put forward corresponding suggestions to prevent the phenomenon of school bullying among teenagers. It is hoped that the school bullying governance system in China can be improved as soon as possible, so as to reduce and prevent the occurrence of school bullying and build a more harmonious and better socialist country under the rule of law.

Keywords: School Bullying, Fujian, Governance and prevention, Legal regulation, Rule of law.

1. Introduction

In recent years, campus bullying has occurred from time to time. It has a great negative impact on students' physical and mental health and their future growth. Campus bullying has its particularity and complexity. The phenomenon of bullying on campus is emerging one after another and is showing a trend of growing day by day. Various kinds of campus bullying incidents occurred frequently. Bullying on campus is an important problem that endangers campus safety and seriously affects students' physical and mental health (Pichel, 2022). Over the years, it has received more and more attention from all walks of life. In order to reduce and avoid the occurrence of bullying on campus and provide students with a safe and comfortable learning and living environment, it is one of the most urgent issues at present. Therefore, strengthening the research and analysis of bullying on campus has very important theoretical and practical significance for "greening" the campus environment, strengthening the learning atmosphere on campus and improving the quality of education.

1.1. Literature review

In recent years, videos such as "a student in a school was beaten by his classmates in various ways" and "a group of students in a school fought in a group outside the school" on the major online social media platforms commonly used by the people have instantly brought to light the existence of youth bullying in China. The social problem of school bullying has been brought to the forefront of public opinion. In today's school teaching, social education, and family education in China, an education aimed at coping with higher education can be considered deep-rooted. Thus, education departments, school authorities, and parents are more concerned with issues that are obviously related to grades, while the degree of concern for the psychological health of primary and secondary school students and the internal safety of primary and secondary schools is not paid attention to. This is especially in some of the "minor fights and conflicts" that occur between primary and secondary schools. It is only

when ordinary bullying behavior gradually escalates into school violence that is inherently bad, or even violates criminal law, that the education administration, school authorities, parents, the media and the community begin to pay attention to it after the fact. As a result, some media outlets have been reckless in their efforts to create "public outrage" on various media platforms, without realizing the "second degree of damage" that has been done to the victims. Because this article is about school bullying among young people in Chinese primary and secondary school campuses and among secondary school students, it analyzes and draws on some data to compare the current development of school violence in China (Zulfıqar, 2022). In 2017, UNESCO released statistics that indicate approximately 2.46 billion young children and adolescents worldwide each year - the equivalent of approximately one in three students - experience bullying in schools. Inevitably, the situation is equally serious in China, and earlier in 2015, the China Youth Research Center surveyed more than 5,000 primary and secondary school students in more than 10 provinces across China. Of these students, 32.5% of primary and secondary school students reported that they were "often bullied" and 6.1% of primary and secondary school students reported that they were often bullied by senior students. In 2017, the results of the "China School Bullying Survey Report" showed that of the 36,000+ respondents, over 50% of China's minors had personally experienced bullying at school, about a quarter of China's minors had bullied others, and the vast majority of their bullies had also been bullied by others. The Supreme Court statistically analyzed the cases concluded in the first instance of criminal trials in China's courts during the three years from 2015 to 2017 and found that 57.5% of school violence cases were suspected of intentional injury, and 11.59% of them even resulted in the death of the victim due to school bullying. In 2019, a survey of more than 8,000 secondary school students in 12 provinces showed that 17.40 percent of secondary school students had been verbally, relationally and physically abused repeatedly in the past month. In 2010, the Child Welfare League of Taiwan conducted a study on bullying in schools, which showed that 60 percent of

elementary and middle school students had experienced bullying, and 7 percent of elementary and middle school students admitted to experiencing bullying on a regular basis. While many developed countries began to pay attention to the social problem of domestic violence in schools as early as the end of the last century and quickly began to develop specific legislation and corresponding initiatives, China has only recently begun to pay attention to the social problem of domestic violence in schools, even though the State Council and government departments throughout China have issued several documents to improve school safety, and Although the State Council and government departments across China have issued a number of documents to improve school safety, and the safety of students in schools has been a major topic of discussion at the National People's Congress, it is still questionable whether the initiatives to address the social problem of domestic violence in schools can be rationalized, targeted, practicable, and sustainable if only based on the policy documents of local governments. (Hwang, 2020). It is undoubtedly true that although the issue of school safety is gaining social attention, it has been managed at the administrative level by the government rather than at the legislative level, which shows that society as a whole is still lacking awareness of the need to explicitly combat bullying in schools.

When young people face bullying in schools, not only their rights are not protected, but also their lives and health are not protected in serious cases. In the near future, today's children will become the mainstay of the country, which cannot be ignored and is indispensable. In this regard, the first and foremost is the improvement of laws and regulations. The law originates from the society we live in and is determined by the current economic base of the society, and the law also spares no effort to maintain the current social relations and order. Therefore, the importance of building a sound legal system for the rights of minors cannot be overstated.

1.2. Conceptual Framework

1.2.1. School bullying

The term bullying is derived from the English word bully, which can also be called "schoolyard bullying", and is a type of intentional aggressive behavior. It usually occurs between students with disproportionate power, and is defined by Norwegian scholar Dan Oves as a student who is exposed to one or more student-led negative behaviors over a long period of time and repeatedly. This is also the international definition of bullying in schools.

Some scholars believe that school bullying is an act in which one or more students intentionally hurt or oppress other students in a concentrated and persistent manner, causing physical or emotional pain to the victimized student, by using the strong over the weak or the many over the few. It is also argued that school bullying also includes acts of harm committed by school personnel, such as teachers, as well as by people outside the school, against students; or any kind of extra attention that causes discomfort. It is also argued that defining bullying can be accomplished by enumerating specific ways of behaving.

School bullying is actually bullying and oppressing the unequal power among children, and it has been present in schools for a long time. In fact, it is not a bullying behavior that causes certain serious consequences; many behaviors that are considered as jokes or frolics are also a bullying behavior (Pontes, 2021). So it is easy to be ignored by students,

teachers and parents. There are a variety of manifestations, according to the different means and ways of bullying, that can be broadly distinguished into six categories. The first category, relational bullying, usually involves persuading classmates to ostracize someone collectively, so that the vulnerable classmate is excluded from the group or is made to feel ostracized by cutting off his or her social connections. The second category, verbal bullying, is mainly through the use of words to stab or ridicule others, such as nicknames or name calling. The third category, physical bullying, usually leaves visible injuries on the victim's body, including kicking and punching vulnerable students and grabbing their belongings. The fourth category, sexual bullying usually refers to things like sexual harassment, sexual bullying, or harmful jokes, comments, or ridicule about sex or body parts (Xu, 2022). The fifth category, backlash bullying refers to the behavior of the victimized student who fights back after a long period of bullying. The sixth category, cyberbullying behavior includes using the Internet to spread rumors, leave abusive or ridiculing words, etc.

1.3. Research Objectives

Through literature analysis and case study, this paper:

- a) analyzes the current bullying incident in a middle school in Fujian Province,
- b) determines the root causes of bullying; and
- c) puts forward targeted preventive measures to strengthen the learning atmosphere on campus and improve the quality of education.

1.4. Research hypothesis

With the advent of the Internet information age, more and more social phenomena are being brought to people's attention. In recent years, videos, news and other information about school bullying incidents have been brought to people's attention. In order to better understand bullying behavior, the paper briefly introduces the concept, current situation, and causes of school bullying. The paper briefly introduces the concept of school bullying, its current situation, causes and its corresponding solutions. (Lee, 2021). It is hoped that more people will pay attention to this problem and pay attention to the development of physical and mental health of minors and the cultivation of legal awareness. We hope to have better measures and suggestions on the protection of minors and the correction of their bad behaviors.

1.5. Research significance

Minors – the youth - are the hope and future of our country and hold the dream of every family. In recent years, the number of school bullying incidents has been on the rise around the world, which has become a major threat to school safety and has been widely discussed by all sectors of society. Bullying in schools is closely related to the individual student, family, school and society, and brings serious harm to us. In this paper, we analyze school bullying incidents to understand the real reasons behind them, so that we can propose recommendations to prevent school bullying, which will help to promote the solution of school bullying problem and also provide reference for people who need to deal with school bullying problems.

1.6. Methodology

1.6.1. Case study analysis

Through the case analysis of a middle school bullying

incident in Fujian Province, we can understand the relevant factors of current campus bullying, so as to know the reasons behind it and put forward countermeasures to prevent campus bullying.

1.6.2. Literature research method

Through researching relevant theoretical works, journals and magazines, academic research results, and through electronic networks, we completed a comprehensive collection and arrangement of existing research materials on school bullying to fully understand the current overall thinking on the topic and apply it to the writing of this paper.

1.7. Population of the study

The research population of this paper is those involved in school bullying in a secondary school in Fujian Province. Firstly, a case study on issues related to bullying in schools was conducted with the students of this secondary school. The grade level in the case study where school bullying was most likely to occur was combined with an analysis of the teachers in that grade in order to elicit teachers' views on school bullying in the case study and to present their own responses.

1.8. Data collection tools and data processing

Data collection

The investigation tools consisted mainly of a certain number of cases and communication between the researcher and the people involved in the cases to generate the reasons for their production.

1.8.1. Data processing

The causes, influences and consequences of the cases were analyzed and responses to school bullying incidents were drawn.

1.9. Ethical considerations

In terms of morality and ethics, the issue of bullying in schools is a sensitive topic, therefore the issue of bullying in schools should be combined with moral and ethical norms, and the analysis and treatment of bullying in schools should be in line with moral and ethical norms as far as possible. Information about students involved in the topic of school bullying was kept confidential so that students avoid ethical and moral condemnation.

2. Result and Discussions

2.1. The present situation of bullying of minors in China

There are many different forms of bullying in schools. Currently, the most common forms of violence are verbal abuse, shoving, slapping, punching, kicking, hair pulling and so on. (Mittal, 2020). Compared to the physical damage, the psychological damage suffered by the bully is undoubtedly more enormous and immeasurable, and the more serious is that these psychological traumas may accompany the bully for the rest of his or her life. Because of the disparity between the bully and the bullied in terms of strength or certain conditions, when the bully is being bullied or insulted, most of them do not dare to resist, which undoubtedly fuels the bully's temper and leads to more bullying phenomena.

In recent years, school bullying incidents have occurred frequently, and according to relevant data, the overall trend of school bullying incidents is increasing year by year. Given the complexity and diversity of school bullying incidents. At this

stage, school bullying incidents in both primary and secondary schools in China have become the norm. The problem of school bullying is becoming more and more serious, and due to the diversity and complexity of school bullying incidents, the location and behavior of the incidents are mostly hidden, which is extremely detrimental to the growth of minors and can easily cause great harm to their bodies and minds, bringing lingering shadows to their future studies and lives.

2.2. Campus bullying cases

The campus bullying incident is not a unique product of China. Campus bullying is a problem that cannot be ignored in every country in the world. The cases that have occurred in China and the recent campus bullying incidents that have attracted everyone's attention have shocked us.

Example 1: the "Yunxiu bullying" incident in Fuzhou, Fujian Province. A mobile phone video lasting 9 minutes and 46 seconds was wildly circulated in the school. In the video, 11 boys bullied and beat Xu Tingting (not her real name), a girl in grade two of junior high school, and made a video. The victim was pressed on the ground, and a dozen boys took turns to trample on it. He was covered by a ragged dustpan. He was kicked into the cold water of Baoxiang river twice and other bullying behaviors were recorded by his mobile phone. However, the purpose of shooting by the abuser claimed to be "pure entertainment".

Example 2: a senior girl from Huangjiabing experimental middle school in Huangshan, Anhui Province, disclosed on the Internet that she had been given "Aphrodisiac" by three boys in her class, and then threatened to poison her with "arsenic" if she found a teacher or called the police. As a result of the incident, the three male students were only given a demerit warning.

The above two cases of campus bullying are just the tip of the iceberg of campus bullying in China. A survey report from the new generation of Baidu tieba users shows that 26% of the post-90s and post-00s respondents have more or less experienced campus bullying. Among them, "physical attack" occupies the first place in bullying behavior on campus with a proportion of 41.2%. In the face of this situation, only 11.5% chose to tell teachers and parents, and 52.9% chose to bear it silently. (Lytvynenko, 2020) From this, it can be seen that the incident of bullying on campus by minors is an issue that we can no longer ignore.

2.3. Causes of school bullying

2.3.1. Adolescents' own factors

During this period, the adolescent's mind is not yet well developed, lacking knowledge of external social rules, and there is a strong sense of self-esteem, jealousy and their own self-protection ability. So much so that when they leave home to go to campus, among their peers, they tend to see others' dissatisfaction, accusations, etc., as a person's deliberate slander, thus forming a distorted mindset of revenge, or the idea of a violent solution, to the point where bullying incidents occur.

2.3.2. Family Factors

The relationship between children and their parents starts from the moment they are born and continues to this day, so family education can play a decisive role in how children behave in social relationships in the future. How parents educate their children in real life directly affects their children's psychological and interpersonal relationships. In

today's society, some parents put a lot of value on face and focus only on their children's academic performance, while their mental health will have problems with their children's psychology regardless of the long term (Turhan, 2020). Some parents always use domestic violence in front of their children to solve also often scold others, so that the children will form such a is normal and correct psychology. In addition, some parents over-indulge their children, so that the children develop a kind of self-first vices, no respect for others to others to make the call. In order to maintain the family's livelihood, some families choose to leave their homes and let their children stay at home so that the family's elderly can take them to study, becoming a veritable left-behind children. This part of the children in the long-term lack of communication with their parents, the lack of parental care, so that for the original character is somewhat rebellious children are prone to form a style of dealing with people without regard for others, long-term will form a distorted view of life values. In this way, family parenting style also has a very important influence on children and is an important factor in the formation of bullying in schools.

2.3.3. School Factors

The most harmful factor for children in school is teacher-student disharmony. In these secondary schools, due to the prevalence of test-based education, teachers overly demand students' grades and the educational goals of moral, intellectual, physical and aesthetic education are often neglected. Some teachers do not pay attention to students, especially to students with poor grades, and even belittle and punish them, so that students form a fearful and resistant mentality, which may cause sexual violence, and therefore lack legal education. For students with relatively good grades, some teachers choose to favor these students, often when two students make mistakes at the same time, if one of the two students has relatively good grades and the other student has bad grades, some teachers will defend the student with good grades without asking the right or wrong, without asking the reason, and choose not to punish, but all blame on the student with poor grades, and they will instead blame the poor performers and punish them. This tends to make students feel psychologically treated differently, believing that if they get good grades, they are right and can be forgiven for anything they do wrong, while if they get bad grades, they are wrong for everything they do. In the long run, these students may choose to break the pot and put themselves at the center. Because at this point in their minds, the image of the ivory tower in the student's mind will be smeared with the dark shadow of favoritism, its scales are not impartial to all, and not all students are worth teaching in the teacher's mind. On such a psychological basis, these students choose to gang up on each other, and students with bad grades mingle together all year round, and bad ideas keep colliding and keep making mistakes slowly going down the wrong path. At the same time, the school ignores the necessary legal education. (Nelyubova, 2020). Students are not very familiar with the law and are not clear about what they can and should not do, because these can harm the interests of others and even harm the lives of others. These misconceptions cannot be corrected in a timely manner and also cannot judge the results that their actions can lead to. As a result, it is impossible to predict the potential timing and extent of harm that could result from teenage school bullying.

2.3.4. Social Factors

Nowadays, most people are only children, and children are

alone a lot of the time and have no chance to live with their peers. Therefore, in school, it will be easy to make mistakes when interacting with peers, and they cannot handle interpersonal relationships with their peers well. At the same time, there is a lot of violent and negative information everywhere, including movies and online games, which will increase the aggressiveness of teenagers to the outside world. However, for teenagers, this is also an important time to form their outlook on life, worldview and values. Lack of positive influence from parents and peers, and overly receive the influence of negative ideas. For example, in the game, often are either you die, or I die. In the early years, there was a series of films that were popular among teenagers, namely the "kooky" series of movies, in which teenagers learned all about fighting and killing, and the love of the jungle. And because of the presence of the socialites in these films, teenagers feel that their behavior is cool to do, they tend to be attracted to them and take pride in knowing them, to learn their deeds, and to have fun by engaging in school bullying in schools because it makes them feel manly. This in turn causes school bullying to occur.

2.3.5. The Legal System Factor

The legal system is not only an important weapon to safeguard the basic rights of citizens, but also a basic foundation for the rule of schools according to law. Currently, there are three Chinese laws and regulations concerning the protection of minors: the Law of the People's Republic of China on the Protection of Minors, the Law of the People's Republic of China on the Prevention of Criminal Offenses against Minors, and the Law of the People's Republic of China on Compulsory Education, but they all fail to specifically define the specific imputed acts of school bullying. With the development of society and the emergence of new events that have never happened before, these laws and regulations indirectly reflect the lagging nature of the Law on the Protection of Minors, which inevitably leads to the inability to keep up with the times in the true sense. But laws and regulations should play the role of guiding, regulating, evaluating, educating, preventing, and enforcing. If the legal norms are not continuously improved and refined, then the incidents of school bullying among youths can never be truly and effectively prevented.

2.4. Measures to prevent bullying in schools

Establishing students' correct values

To prevent campus bullying, we should first start from the main subjects involved in campus bullying. Students should be guided to establish the correct outlook and values of life, enhance the safety awareness and prevention awareness of adolescents, and strengthen self-protection. In addition, school bullying behavior may be caused by the heart of young people. For students with anxiety, tension and restlessness, they should be listed as a key concern to deeply understand the causes of such problems and propose personalized, humanized and specialized solutions, so as to promote the healthy physical and mental growth of students.

2.4.1. Strengthen family emotional communication

The family is the main place for children's growth and development, and plays a pivotal role in children's physical and mental health. In the family, we should strengthen communication with children, understand their true inner thoughts, and channel them correctly, fully respect their choices, provide them with a harmonious and warm family atmosphere, and do not let them pay for adults' faults.

2.4.2. Strengthen legislation and publicity and education

Law is an effective guideline to restrain unlawful behavior. In order to strengthen the effective control of campus bullying, we should give full play to the mandatory role of law and make clear regulations and appropriate punishment for campus bullying. When legislating against school bullying, we should adhere to the principles of “education”, “subjectivity” and “targeting”, and provide genuine help and sincere sentiment to students. The law's educational and warning effects should be effectively brought into play.

2.4.3. Clarify relevant concepts

Clarify the concept of school bullying. In order to enable education staff and parents to effectively grasp the characteristics of various bullying methods and target the management of school bullying. The definition of the concept of campus bullying should be clarified in terms of elements such as the subject of the implementation of campus bullying, the object of infringement, the subjective state, the characteristics of the behavior and the consequences resulting from the implementation of the behavior. In the existing policy documents, some adopt the concept of campus bullying and some adopt the concept of student bullying. In the future legislation, whether to adopt campus bullying or student bullying should be clarified by the relevant departments to maintain the consistency of the concept. In addition, it can be noted through foreign experience that some foreign school bullying laws include higher education schools in the scope of the school level, because in practice, there are minors in higher education schools, and the phenomenon of campus bullying also exists in higher education schools. (Cross, 2021) However, the existing policy documents in China clearly limit the scope of school bullying to primary and secondary schools. In the future, it is worth considering whether we need to remove the limitation and include higher education schools in the scope of campus bullying schools when formulating a special law on campus bullying.

2.4.4. Clarifying the legal responsibilities of school bullying

(1) Bullying and its guardians should bear civil liability

In bullying cases, the bullying behavior often causes property and personal losses to the victims, resulting in the corresponding civil liability. Since most of the bullies do not have the financial ability yet, the liability should be borne by their guardians according to the provisions of China's civil law.

(2) The bully should bear criminal liability

China's current criminal law does not directly provide for the direct criminal liability of the bully, but is scattered in various articles according to the type of school bullying, and due to the limitation of the age of criminal responsibility, the bully cannot apply the relevant provisions of the criminal law. The author suggests that special provisions be made in the current criminal law itself for school bullying to achieve deterrence and protect the legitimate rights and interests of victims.

(3) Schools should bear civil liability

As the main place of occurrence and prevention of school bullying, schools have the responsibility to educate and correct students' bad behavior and protect the legitimate rights and interests of victims in a timely manner. If a school is negligent in handling school bullying incidents or intentionally conceals school bullying incidents, which subsequently leads to the escalation of school bullying incidents and expands the impact of school bullying on

victims, the school shall be liable for civil compensation for the damages caused by its fault.

(4) Legal Liability for Negligence of Management Subjects

In school bullying incidents, parents and teachers who do not pay attention to school bullying and those who deliberately conceal it should also bear the corresponding legal responsibility (Nanwani, 2020). Parents who ignore their children's bullying behaviors and do not correct them in a timely manner should be ordered to attend “parental study classes” and to pay more civil compensation for their children's bullying behaviors due to their educational negligence. Teachers who deliberately conceal or fail to deal with school bullying in a timely and appropriate manner in accordance with their duties should be criticized and educated, or even dismissed in serious cases.

2.4.5. Clarify the rights and responsibilities of educational administrative units

In the process of strengthening the formulation of anti-bullying law, it is possible to actively draw on foreign experience and formulate anti-bullying law standards in the light of China's actual situation, so as to completely and clearly define school bullying and its illegal characteristics. The phenomenon of school bullying is characterized by diversity and concealment. Therefore, the scope of the definition should be extended to all areas of concern, and the illegal nature of bullying should be limited to the responsibility of bullying. In addition, coercive measures are one of the effective strategies to control school bullying, and effective disciplinary mechanisms and accountability for students, parents, and schools should be established and continuously improved as soon as possible.

At the same time, one can actively study the powers and responsibilities of school districts and schools in the United States to understand the definition of the powers and responsibilities of educational unit (Bn et al, 2020). In the New York area, as school districts and charter schools develop prevention policies, they are required to send them to the community education department. Within schools, this prevention policy will be sent to school staff and students. Schools and school districts are exploring ways to prevent bullying by developing, documenting and evaluating anti-bullying plans and procedures. Following our introduction, the Department of Education has instructed communities and schools to develop strict prohibitions to prevent and eliminate bullying in schools, and to copy the Department of Education for review to help prevent bullying. Evaluate school bullying behaviors and programs for reasonableness. (Eisenberg, 2021). In addition, legislation must be enacted to make the school or school district primarily responsible for the progress of incidents in the Barringer School District. In the event of such an incident, the responsible parties can be identified.

3. Raise Legal Awareness Among Minors

To improve the legal awareness of minors, on the family side, parents should pay attention to the little changes of their children at the right time. When a child may face the problem of school bullying, both the perpetrator and the victim should be given timely, effective and correct help and guidance education. Make them aware of the seriousness of the situation. In schools, additional or more legal classroom knowledge should be educated and cultivated (Alketbi, 2021). Enhance the students' awareness of self-protection and use

legal weapons to protect their legitimate rights and interests. On the social side, increase the propaganda of legal knowledge and regularly give compulsory lectures to school classrooms to establish the authority of the law. Regarding cases that can be heard in public, school classes of minors are invited to see and hear the trial. Understand the legal process and appreciate the solemnity of the law. (Wang, 2021). It is wise to change the juvenile court that specialize in cases involving minors and juvenile delinquency, and raising the status of juvenile delinquency in the administration of justice. In many cases, the public security do not file cases or the court does not accept them. In such cases, the legal procedures should be strictly followed so that the bully can experience the majesty of the law and realize the harshness and harm of his or her behavior.

4. Conclusions

Based on the findings, the following conclusions can be drawn:

1. The prevention and control of “school bullying” requires not only the power of the government.

2. The root causes of bullying are deeply ingrained in the students’ minds.

3. The following are the preventive measures to strengthen the learning atmosphere on campus: In the class, create a class community and strengthen the class atmosphere, encourage students to group according to their interests

5. Recommendations

Based on the foregoing findings and conclusions, the following recommendations are forwarded:

1. School bullying must consider the forces of the media, the public, the community, schools, families, and other parties.

2. There must be more adjustment and regulation of legislation and also law enforcement, justice, social mechanisms, and education systems.

3. There is a need to pay attention to the healthy growth of young people, prevent and control young people's crimes, and maintain the stable development of society.

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