

Analysis of the Causes and Countermeasures of Bullying in Schools from the Perspective of Class Management

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Abstract: *According to a survey, nearly one-third of adolescents worldwide have suffered from bullying in schools. The frequent occurrence of school violence and bullying in primary and secondary school campuses poses a great threat to adolescents' sense of security, and in serious cases, even jeopardizes their lives. The class, as a long-term living and learning field for teenagers, has become the smallest unit of intervention and management of bullying in schools, and it is especially important to start from the perspective of class management from a small to a large scale, to guide teenagers to be positive and healthy in their mentality, to be courteous and ethical in their behaviors, and to block the occurrence of bullying in schools at the root of the development of teaching and learning multi-subjects.*

Keywords: *Classroom management; school bullying; school violence*

1. Introduction

In recent years, bullying incidents in schools have occurred frequently, and the means and methods of bullying have exceeded the previous perception of young minds. The publication of online videos has made more people aware of the irreversible damage that bullying in schools can do to the psychological development of young people. Strengthening the strong source of guidance and management in the classroom, one of the main places where bullying occurs in schools, can effectively prevent the excessive fermentation of bullying incidents in schools.

2. Concept of bullying in schools

The study of bullying in schools first began with the publication of *Aggression in Schools: Bullies and Scapegoats* by Professor Orvis in 1978. Orvis highlighted three key elements that define bullying in schools: the subjective malice or aggressiveness of the bully; the theoretical imbalance between the bully and the bullied; and the repetitive nature of the malicious behaviour. Since then, bullying in schools has begun to be truly researched and discussed as a social problem. The Modern Chinese Dictionary defines the word "deceit" as fraud or obfuscation, and the other as oppression or insult, i.e., "to violate, oppress or humiliate" a person by brutal and unreasonable means; and the word "abuse" has the meaning of violation or oppression. The other word has the meaning of oppression, insult, "to violate, oppress or humiliate" someone by brutal and unreasonable means. Bullying is defined as malicious behaviour by the perpetrator against the victim on a regular basis or over a sustained period of time. This malicious behaviour includes physical, verbal or non-verbal harm.

School bullying is defined as repeated acts of intentional aggression by individuals or groups in and around schools against victims who are unable to defend themselves, causing physical as well as emotional harm to the victim.^[1] Globally, nearly one-third of young people have now experienced bullying in schools, according to a report released by UNESCO in 2017, and the representative of the United Nations Secretary General noted in a 2012 report that more than a billion children worldwide attend school, and that while most are able to receive an education in a safe and stimulating environment, at the same time there are many children who do not enjoy such rights and who may be at risk of facing bullying, sexual and gender-based violence, corporal punishment, or other types of violence.

3. Types of manifestations and dangers of bullying in schools

3.1 Types of bullying

According to UNESCO, bullying in schools can be divided into physical bullying, which is when the bullies show physical aggression to the bullied, including kicking, hitting and damaging property; psychological bullying, which is when the bullies bully the bullied by giving psychological pressure, including teasing, insulting and threatening; and relational bullying, also known as indirect bullying, which is when the bullies make use of peer relations and social manipulation to exclude the bullied from the group or cut off social ties, such as what we often call the "black sheep effect". Relational bullying, also known as indirect bullying, is when bullies use peer relationships and social manipulation to exclude the bullied from the group or cut off their social ties, such as what we often call the "black sheep effect". This includes spreading rumours and isolation; sexual bullying can range from sexual comments, gestures, inappropriate touching and excessive attention to the body to sexual assault. Sexism and sexuality have the potential to cause bullying, and sexual bullying is less because of sex and more like all bullying - because of contempt. Cyberbullying is a form of psychological or sexual bullying that occurs online. Examples of cyberbullying include posting or sending messages, pictures, or videos intended to harass, threaten, or target others through various media and social media platforms. Cyberbullying may also include spreading rumours, posting false information, hurtful messages, embarrassing comments or photos, or ostracising someone in online networks or other communications.

3.2 Dual-subject harm from bullying incidents

According to the generalization of the portrait characteristics of the image of school bullies, bullies tend to have a particular temperament and emotional characteristics. For example, their impulsiveness is higher than that of children in general, their emotional characteristics are more obvious, and they lack the ability of self-control, etc. In this emotional characteristic, it is easy for them to commit acts of violence in daily social interactions in school classes, which constitutes an incident of bullying and hinders the normal social interaction with their classmates, and at the same time, the bullies also tend to be accompanied by the appearance of low academic performance and weak academic ability, which results in a high level of learning anxiety and learning Problems. In the long run, regular bullying and other oppressive behaviours towards others, as well as the lack of reasonable help and relief for poor social relationships, will aggravate the temperamental characteristics of bullies, and make them prone to form antisocial and aggressive personalities.

For the victims of bullying, the occurrence of bullying in schools is an event that threatens the physical and mental health and development of growing adolescents. At the psychological level, suffering from bullying can cause adolescents to lack a sense of security in violent behaviours and trust in their surroundings, have a negative self-perception and self-concept, and develop serious emotional adjustment problems, i.e., extreme introversion and low self-esteem or aggressive behaviours or self-injurious behaviours. At the physical level, the bullied person is made to suffer damage or irreversible injury to his/her bodily functions. Under such physically and mentally damaging circumstances, adolescents are prone to gradually develop negative personality traits, which not only constrain their attitudes towards peer interactions and difficulties, making them targets of bullying by others, but also, in turn, contribute to the formation of a negative personality, limiting their own healthy development and the fulfilment of their potentials.

3.3 The Impact of School Bullying on Classroom Climate

First of all, teenagers are in the important moment of value formation, school bullying as an undesirable event happened around, if not given the correct way to deal with the situation and value guidance, there will be some students because they see the bullies due to the violence and get some special support or power, and unconsciously influence themselves to follow the practices of bullies, thus forming a vicious circle or due to the lack of some students to face bullying events reasonable solution, making more bystanders and causing bad value transmission. This creates a vicious circle, or because some students lack a reasonable solution to bullying, more bystander roles are created, resulting in the transmission of bad values. Secondly, as a class is the basic unit of school education and teaching activities, the occurrence of bullying in a class will affect the safety of the rest of the students in the class, as well as the teaching status and learning activities of the class as a whole, and even affect

the management of school teaching and normal teaching activities. Lastly, the classroom community at the primary and secondary school levels is one of the most important arenas for students to exercise their socialisation. The bioecological theory proposed by Bronfenbrenner suggests that the developing individual is in the middle of or nested within several environmental systems ranging from the direct environment (e.g., classroom) to the indirect environment (e.g., sociocultural). Each system is interconnected and interacts with other systems. Therefore, giving adolescents a comfortable and secure environment helps them to establish good social relationships with their peers. It is important for students to live in a pleasant and secure environment, to form good interactive relationships with their peers, to go through their socialisation process in an orderly manner, and to develop a positive and healthy mindset for their own growth. On the contrary, the occurrence of bullying incidents makes students in the classroom see that there is such a bad relationship behind the harmonious and friendly peer relationships, especially when the bully or the bullied, bystanders, the three main objects of bullying in a classroom, it will make the students less inclined to take the initiative to establish good peer relationships, but rather fear, and in the long run, the peer relationships in the classroom will be gradually estranged.

4. An analysis of the causes of bullying from a classroom management perspective

4.1 lack of peer support in peer groups

In the social group in which they live, students are in a triple society consisting of family, society and peer groups. Outside of the family and society, the student, as a part of the social human being, obtains fulfilment within the society (the school campus) by means of peer support in the peer group. In his book "Sociology of Education", Professor Wu Kangning shows that peer groups are formed with a protective function to protect the peers in the group from or reduce the harm of the adult world; therefore, peers have a special role for adolescents that cannot be replaced by the other two societies. As adolescents grow older, they begin to gradually break away from the constraints of their families and pursue independence, and the influence of their peer groups gradually increases. In analysing the many incidents of bullying in schools, the deep-seated needs of the bullies only lie in the expectation of gaining attention from their peers at the beginning, and when they have gained a certain amount of attention and support through the use of force and acts of violence, they will intensify the bullying behaviour in order to reflect their own charisma and to show their important position in the peer group. The low self-esteem, inarticulate and solitary nature of the bullied makes it more difficult to establish healthy and friendly peer relationships in the classroom, and the lack of good peer relationships makes most classroom peers bystanders in the event of a bullying incident.

4.2 Imbalance in the management of teacher teaching education

Teachers have the responsibility of educating, teaching and managing students, and as the backbone of bullying management in schools, their perception of bullying behaviours and management and education largely affect whether bullying occurs and the subsequent direction of the incident. In the publication of our document "Rules of Discipline in Primary and Secondary Education", the strict management and disciplinary powers of teachers regarding bullying behavior in educational activities are also described. However, the lack of detailed and specific operational regulations at the micro level has led to many difficult problems for teachers to deal with in bullying prevention and control, such as worrying about whether the students' psychological condition is good, the influence of parents' dissatisfaction, and the pressure of social public opinion, as well as other problems such as the lack of role positioning and the blurring of roles. Many policy documents issued since 2016 have emphasised that teachers can treat bullying in schools as an important part of education and teaching, and in daily education and teaching, they can continuously improve their identification and understanding of bullying behaviour in the classroom and in the school, and accumulate experience in dealing with bullying through positive guidance and problem solving, in order to prevent bullying from occurring to the greatest extent possible and thus achieve a good governance effect in the end. However, in reality, most primary and secondary schools still focus on improving students' academic performance, and the expectations of teachers are still based on their teaching performance, so bullying prevention and treatment are neglected. The existing assessment system in primary and secondary schools is still centred on students' academic performance, with teaching as the primary requirement of teachers' duties. Under the pressure of dual teaching and educational management, teachers' lack of knowledge of the ontology of educational discipline and the catching up of teaching performance will gradually

affect or change the value orientation and source search of school bullying discipline, and the intervention and intellect of school bullying will be exempted from becoming more and more difficult.

4.3 Imbalance in the philosophy of school education

The essence of bullying in schools is the undesirable interaction between students in the school environment. Schools, as the main position of education, should take up the main responsibility of bullying management in schools, and provide students with useful assistance in terms of perfecting the system, fostering the concept of parenting, and creating a harmonious atmosphere.^[2] However, the school education system has been unequal from the outset, using achievement standards to differentiate between people to impose discipline, and according to a survey, the lower the academic performance of students, the higher the risk of bullying in schools. From the goal of "cultivating real human beings and healthy development of human beings", the school should build "nurturing" attributes based on the perspective of promoting the development of students, but under the current fierce competition for high-quality students, some schools are trying to guarantee the promotion rate of students by tightening the quality of teaching and the order of management, which is not only to ensure the quality of education, but also to guarantee the quality of education. However, in the current pursuit of a high rate of pressure, the schools first from the source strive to get the best local students, to ensure the quality of education, and then through the strict control of the quality of teaching and teaching management of the order to achieve better educational results. This practice, although to a certain extent ensure the rate of advancement of higher education, but the school's fervent pursuit of results has also neglected the students as a rich emotionally sound personality of the emotional cultivation, and instead of the cultivation of the students are completely integrated into the cold box, and even to the harsh militarization of the management of the enrollment of the highlights. As a result, the value of nurturing between schools and students is gradually extinguished in the ups and downs of promotion data, students in the lack of correct educational concepts of nourishment, it is easy to cause self-generated violent behavior and the birth of bullying behavior, and a simple and brutal rules and regulations are also easy to make the students subject to the influence of the subtle, to become a follower under the rules of the unquestionable, and conversely, become a living demonstration of the violence of the act.

5. An analysis of the response to bullying from a classroom management perspective

5.1 Shaping a positive peer group climate

Teenagers are still in the stage of worldview formation, both the bullies and the bullied in bullying incidents are individuals who are eager to get peer support. A positive peer group atmosphere can influence the individuals in the group, strengthen the self-education consciousness of the peer group, guide the peer group to uphold the correct values, and make clear the bottom line of the behaviour, so as to promote the sustainable development of the group, and vice versa, it will make the group and the individual. Otherwise, the group and individuals will continue to disregard rules and discipline and deviate from the right track. The root cause of bullying in schools is related to the misconceptions of the peer group about bullying in schools. Therefore, the first step is to help students to find a reasonable and legal way to resolve conflicts, and to reach a balance of harmony and differences, seeking common ground while reserving differences. Refuse to submit to violence, express the feelings and demands of both sides through non-violent communication, and seek mediation from trusted peers or teachers as third-party intermediaries when necessary. Secondly, students should be trained to empathise and think differently, to overcome their impulsive behaviours rationally and emotionally, and to transform their identities to understand and help others. Finally, the positive effects and probationary role of informal groups should be brought into play to promote the transformation of bullying groups into positive groups, helping them to find their own merits and values with love and patience, and to build up their confidence and goodwill and focusing on the indoctrination and guidance of the "important figures" in the bullying groups to disintegrate the negative effects of separating the existing groups and the solid force.

5.2 Harnessing the power of the "significant other" teacher

Teachers, as influential actors in the classroom, are often referred to as a source of "significant others" during the student's school years, i.e. specific people who have a significant influence on the student as he or she socialises and develops his or her psychological personality. As students'

significant others, teachers' support and modelling can play a positive role in curbing bullying in schools and guiding students to establish good peer relationships. Firstly, the teacher's concern and impression of the student will be unconsciously expressed in daily interactions, and become an important influence on the evaluation of the student by the rest of the students. Therefore, teachers, as significant others, need to maintain a cautious and moderate approach to teacher-student relationships, paying attention to the individual growth of each student. Secondly, the degree of understanding and care that teachers have for their students can to a large extent guide the positive or negative development of students' peer relationships. When teachers are actively integrated into the student body, they can detect marginalised students who are rejected or ignored by their peers, and by creating suitable educational opportunities, they can give marginalised students more opportunities to show their talents and guide the rest of the students to pay attention to their shining points, thus enhancing the acceptance of their peers and integrating them into the classroom community better.

5.3 Building a sense of safety and belonging in schools

Safety is the cornerstone of the school environment, not only in terms of protecting the physical safety of students, but also in creating and maintaining psychological safety. Strong school management by the school and the school headmaster, school regulations against violence and bullying and relevant codes of conduct for teachers and students are the basis for creating a safe, secure and inclusive learning environment and a friendly school environment. It is the responsibility of the school authorities and management to look after and send a clear message to the whole school community that violence and bullying are unacceptable.^[3] Building a sense of safety in schools is a matter for school management to ensure that not only are there rules and codes of conduct in place, but that they are also enforced. In recent years, there has been a proliferation of programmes on building psychological safety in schools, with the aim of not only building a sense of safety among students, but also, and more urgently, to make students more actively involved in school life, and to create a sense of honour and belonging to the school by making them feel more attached to the school. A sense of belonging is an important motivation for students to integrate into peer groups. When students have a strong emotional commitment and identity to their school, they are more likely to consciously accept the school's norms and abide by the school's rules and regulations, which will reduce bullying in schools; and secondly, students with a strong sense of belonging to the school are better able to integrate into the classroom community. Therefore, as one of the important ecosystems of students' peer support system, schools need to change their traditional teaching concepts and focus more on the five major aspects of ethics, intellect, physicality, aesthetics and labour, not narrowing down the evaluation of students' scores, allowing students to get more development and growth, respecting students' personal values and life values, creating a diversified and tolerant school culture, and experiencing the differences in the development of human beings, as well as learning to respect and understand the differences. We will also create a diversified and inclusive campus culture where students can feel the differences between people and learn to respect and understand each other.

6. Conclusions

Class is the smallest link in education management, with the most detailed, the most specific, and the most closely related to students, and to do a good job in class management to a large extent can do a good job in education management. For students in the critical period of growth, building a classroom environment that allows students to develop harmoniously and thrive has become a particularly important part of classroom management, and correct classroom management as well as perfect education management interconnected with the complete system will also play a unique and important role in guiding their healthy development. Therefore, exploring the origins, causes and countermeasures of bullying in schools from the perspective of classroom management is a deep reflection that we should make in the face of the endless bullying phenomenon in the new era, and a practical trend that should be changed without delay.

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