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"School bullying": How the middle school system affects school bullying

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Abstract. In recent years, school bullying incidents have occurred frequently, and with the development of information networks, many vicious incidents of school bullying have also appeared from time to time. Whether for the bully or the bullied, school bullying will bring bad effects. From the perspective of sociological institutionalism, this study takes high school students in H city as the research object, collects data through literature research method and questionnaire survey method, and pays attention to the relationship between middle school system and campus bullying. The study found that verbal bullying is the most common form of bullying in middle schools, physical bullying is the least common, but middle school students are most disgusted with it. In general, although the school system has had a certain impact on the various stages of school bullying from generation to development and treatment, it has not played a full role and there is still room for improvement.

Keywords: campus bullying; scholastic institutions; new institutionalism in sociology.

1. Introduction

1.1 Research background

Middle school students are the hope of the country's future. Their physical and mental health is not only related to the improvement of the overall quality of the country, but also affects the construction of a harmonious and healthy society. Therefore, it is very important to build and maintain a good campus ecology, improve the level of school moral education and build a civilized campus in the stage of elementary education. Bullying has a series of bad effects on both the bully and the bullied. Bullying behavior will also have a non-negligible impact on the psychological and behavioral aspects of the bully, which may lead to the formation of a bully 's weak and sensitive bad personality, and will affect the bully 's social behavior and make it difficult to get along with other students.[2] Bullying can affect their academic performance and even make them drop out of school.[3] In addition, the bullied will form a negative personality, and it is difficult for them to adapt to school life, there are social barriers.[2] In summary, effective governance of school bullying has become an important part of purifying the campus environment, maintaining school order, and protecting the healthy growth of young people. In addition to intervening in school bullying at the psychological level, starting from the external system and giving more support to the bullied through the power of the social structure will help to provide a systematic and operable solution to the problem of school bullying.

2. Literature review

Olweus, a Norwegian scholar, is the earliest researcher on the connotation of school bullying. He proposed that bullying is "the act of repeatedly bullying or victimizing a student by one or more other students".[1] He later pointed out that bullying is a repetitive, negative behavior that can maliciously

cause harm to others in the case of unbalanced power, and includes direct bullying (physical attacks, or verbal attacks, etc.) and indirect bullying (i.e. indirect ways, such as exclusion). [11] In 2020, China 's revised " Law on the Protection of Minors " considers that student bullying refers to the behavior that occurs among students, one party deliberately or maliciously uses physical, language and network means to bully or insult, causing physical injury, property damage or mental damage to the other party. [8] According to the " Strengthening the Comprehensive Management Program for Bullying of Primary and Secondary School Students, " school bullying is " intentional injury caused by multiple or single physical and mental injuries between students on campus. "[9] In summary, this study believes that school bullying is a single or multiple intentional injury behavior carried out by one or more students through physical, verbal, relationship, financial and other means within the school, resulting in the injury of the other party.

The new institutionalism of sociology emerged in the United States in the 1970s. David Silverman first introduced the theory of new institutionalism into the study of sociological organizations, and this theoretical context was subsequently developed in depth. Meyer and Ron proposed that the cultural concepts in organizations often do not appear in the form of artificial chiseling, but form a “rational myth” accepted by members of the organization. This myth as a legitimacy mechanism promotes the emergence of organizational convergence.[9] Zhuker believes that once social knowledge is institutionalized, it will exist as an objective fact, and it can spread directly on this basis.[10] DiMarchio and Powell distinguish three main mechanisms of institutional diffusion in the organization or organizational field: compulsive mechanism, imitation mechanism and normative mechanism, and point out that organizational convergence is the common result of competitive process and institutionalization process.[11] According to Meyer and Scott, although all organizations are shaped by the technological environment and the institutional environment, some organizations are more vulnerable to the technological environment, while others are more vulnerable to the institutional environment. [12]

The system is more or less a relatively persistent and established social facility, and it is also an organized and established procedure. This paper argues that the school system is a relatively persistent symbol system in schools, and it is a structural factor that is established through text or taken for granted by people in school life. From the perspective of new institutionalism in sociology, the system includes three elements: “regulatory elements, normative elements and cultural-cognitive elements”, which are hierarchically structured. [13]

3. Research methods

This research mainly carries out research through literature method and questionnaire method. In the course of all research, the researcher made a statement with the participants about the purpose of the research in advance, and carried out the research on the basis of their informed consent. At the same time, the researchers do not intentionally offend and spy on the privacy information of the research object during the research process. They are all consented and informed by the school and conform to the research ethics. Regarding the formulation of the content of the questionnaire, the group asked the instructor 's suggestions and referred to the content of the previous questionnaire. On this basis, the Middle School Students School Bullying Level Questionnaire was developed for this study.

3.1 Literature research method

Through searching keywords such as “campus bullying”, “campus system”, “middle school students campus bullying” “campus system and campus bullying”, “system and campus bullying” and so on, we can read and fully understand the previous studies, and collate, summarize and summarize the literature, so as to provide theoretical basis for the definition of core concepts and the development of research in this paper.

3.2 Questionnaire survey method

Based on the bullying theory and the theoretical framework of the new institutionalism of sociology, the researchers designed the questionnaire in the process of summarizing the previous research methods. The scope of this questionnaire survey is junior high school and high school in H city and its neighboring cities, and the questionnaire survey object is junior high school and high school students in Hangzhou and its neighboring cities. The questionnaire mainly investigates the participants 'participation and hearing in the four dimensions of verbal bullying, physical bullying, relationship bullying and cyberbullying. The questionnaire was distributed through online questionnaires. A total of 52 online questionnaires were collected, with a total of 52 questionnaire results. After the questionnaire data is collected, the data is processed and analyzed by using the "questionnaire star" data backstage supporter and excel program as the data support of this study.

4. Research analysis

4.1 Analysis of the current situation of school bullying

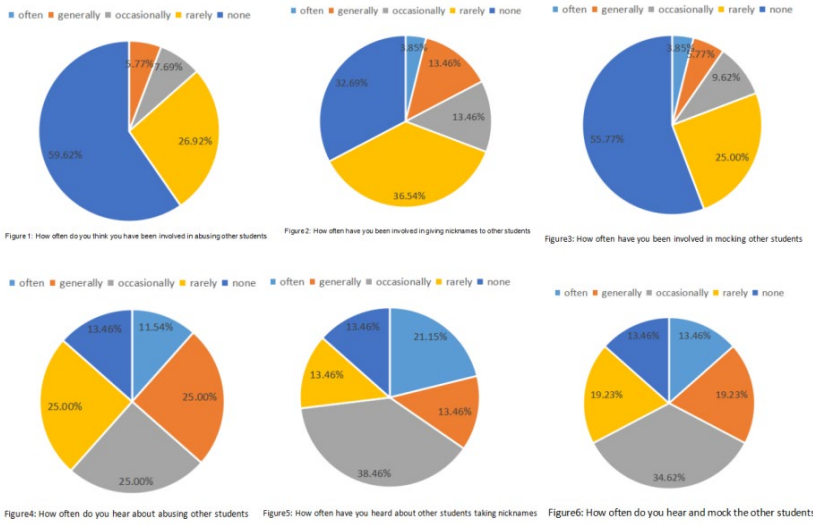
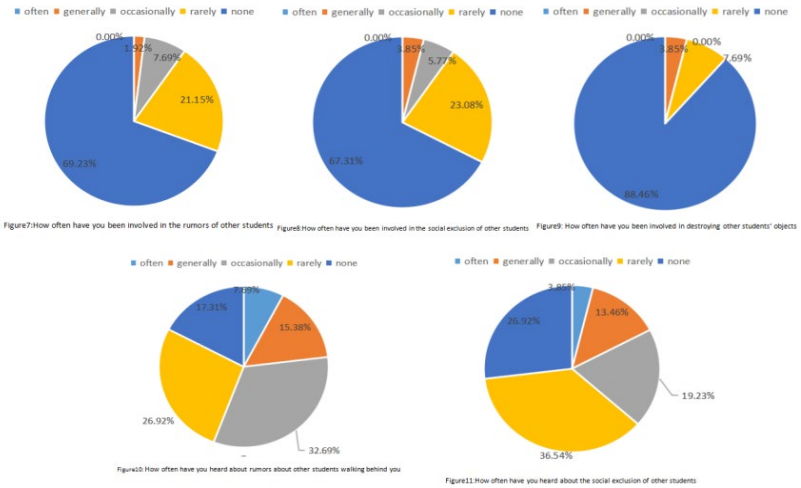


Figure1: How often do you think you have been involved in abusing other students
Figure2: How often have you been involved in giving nicknames to other students
Figure3: How often have you been involved in mocking other students
Figure4: How often do you hear about abusing other students
Figure5: How often have you heard about other students taking nicknames
Figure6: How often do you hear and mock the other students

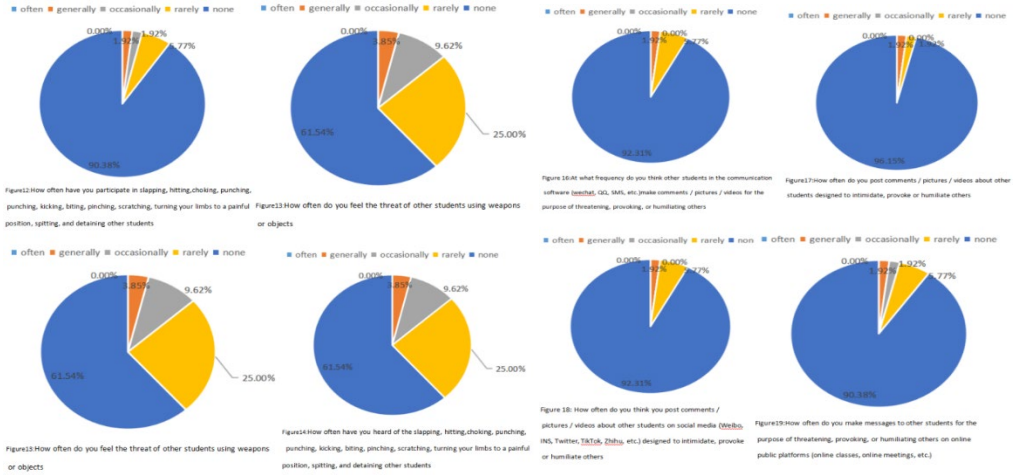
In verbal bullying, as can be seen from Figure 1, more than half of the students in the sample think that they have not participated in the behavior of abusing other students, 30 % of the students think that they have participated in the behavior of abusing other students, and no students often abuse other students. From Figure 2, it can be seen that the frequency of "none" and "very few" is similar in the behavior of taking nicknames to other students. The frequency of "very few" accounts for the largest proportion, and the proportion of "regular" students is 3.85 %. As can be seen from Figure 3, 55.77 % of the students think that they have not participated in the behavior of ridiculing other students, and a quarter of the students think that they seldom mock other students. The frequency of students that often mock others is the smallest, accounting for 3.85 %. It can be seen from Figure 1, Figure 2 and Figure 3 that the frequency of "no" accounts for the largest proportion in verbal bullying, followed by "very few", and the frequency of "often" is the smallest.



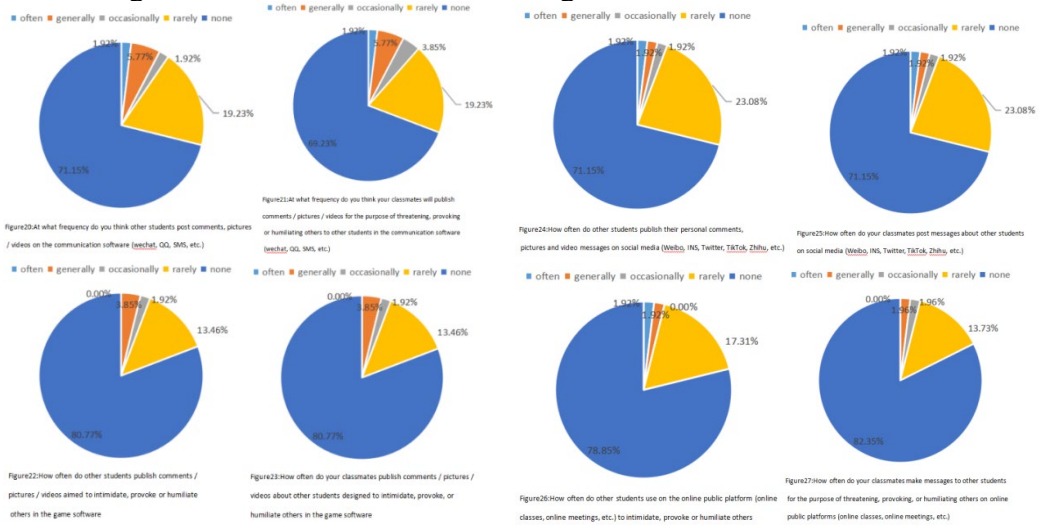
In verbal bullying, it can be seen from Figure 4 that the students in the sample have heard the behavior of insulting other students at the same frequency of “very few”, “occasional” and “general”, accounting for 25%. It can be seen from Figure 5 that 38.46% of the students have heard the behavior of giving nicknames to other students at the frequency of“occasional”, and the frequency of “no” , “very few” and “general” is 13.46%. It can be seen from Figure 6 that the frequency of “occasional”accounts for the largest proportion in“having heard of the behavior of mocking other students”, followed by the frequency of “general” and “very few” are 19.23 %, and the proportion of “often” and “no” is at least 13.46%. From Figure 4, Figure 5 and Figure 6, it can be seen that “the act of giving nicknames to other students” is most common in middle school students ' verbal bullying.

In relationship bullying, as can be seen from Figure 7, 69.23 % of students think they have not spread rumors about other students behind their backs, 21.15 % of students rarely participate in this behavior, and 0 % of students think they spread rumors behind their backs with a“regular” frequency. It can be seen from Figure 8 that more than half of middle school students think that they have not participated in the behavior of social exclusion of other students, and 23.08 % of middle school students rarely participate in the behavior of social exclusion of other students. It can be seen from Figure 9 that 88.46 % of middle school students think that they have not participated in the destruction and destruction of other students ' goods, and the proportion of “occasional”and “regular”is 0 %.

From Figure 7, Figure 8 and Figure 9, it can be seen that the proportion of students who think they are often involved in relationship bullying is 0 %, and more than half of the students who think they have not been involved in relationship bullying are more than half of the sample, and the data shows that“participating in social exclusion of other students” is the most common in relationship bullying. In relationship bullying, as can be seen from Figure 10, 32.69 % of middle school students have heard the behavior of spreading rumors about other classmates behind their backs, followed by“very few”frequency accounting for 26.92 %, and“ often” accounting for 7.69 % at least. It can be seen from Figure 11 that 36.54% of middle school students rarely hear the behavior of social exclusion of other students, which is “not” , “occasionally” , “general” and ' often '. From Figure 10 and Figure 11, it can be seen that“ the behavior of spreading rumors about other classmates”is most common in relationship bullying.



In physical bullying, it can be seen from Figure 12 that 90.38 % of middle school students think that they have not participated in physical bullying of other students such as slapping, hitting, and suffocating, and 5.77 % of middle school students have participated in this behavior at a “very low” frequency. It can be seen from Figure 13 that 84.62 % of middle school students have not been threatened by other students with weapons or items, and 9.62 % of middle school students have rarely been threatened.According to Figures 12 and 13, more than half of the samples believe that they have not experienced physical bullying. The proportions of “often” and “occasionally” in the two figures are both 0 % and 1.92 %. “Threatening with weapons or objects” is more common in physical bullying.In physical bullying, according to Figure 14, 61.54 % of middle school students have not heard of slaps, beatings, suffocating movements and other acts of physical bullying against other students, and 25 % of middle school students have rarely heard of this behavior, followed by “occasionally” , “generally” and “often” . It can be seen from Figure 15 that 90.38 % of middle school students think that they have not threatened other students with weapons or items, and 5.77 % of middle school students think that they have threatened other students with weapons or items at a “very low” frequency. From Figure 14 and Figure 15, it can be seen that bullying such as “slapping, hitting, and suffocating actions” is more common among middle school students.



As for cyberbullying, it can be seen from Figure 20 that 71.15 % of students have not heard of other students publishing information that is not conducive to themselves on communication software, and 19.23 % of students rarely have this behavior. It can be seen from Figure 21 that 69.23 % of the students think that their classmates do not publish information that is not conducive to other students on the communication software, and 19.23 % of the students know that their classmates rarely have this behavior. According to Figure 22, 80.77 % of the students think that no other classmates have spoken against themselves in the game software, and 13.46 % of the students have been published by

other classmates with “very little” frequency. According to Figure 23, 80.77 % of the students think that their classmates do not publish information on the game software that is not conducive to other students, and 15.38 % of the students think that their classmates rarely do this in the game software. It can be seen from Figure 24 and Figure 25 that the percentage of students who are published by other students on social media is the same as that of their classmates who publish other students ' information. As can be seen from Figure 26, more than half of the students in the sample believe that they have not been published by other students on the network public platform, and the proportion of “often” and“general” is the same as 1.92 %. It can be seen from Figure 27 that 82.69 % of students think that their classmates have not published adverse information about other students on the network public platform. From Figure 20, Figure 22, Figure 24 and Figure 26, we can know that the frequency of“no” is more than half of the samples, the frequency of “very few” accounts for the second largest percentage, and the frequency of “often” is only 0 % in game software, and 1.92 % in other network fields. From Figure 21, Figure 23, Figure 25 and Figure 27, it is known that “no” still accounts for the largest proportion, and the frequency of “often” accounts for the smallest proportion.

In summary, from the comparison of the frequency of four types of bullying, physical bullying has the lowest frequency among the four forms of bullying, followed by cyberbullying and relationship bullying, while verbal bullying is the most common. From the specific performance of bullying, ridicule, nicknames, and spreading rumors of others are the most common specific bullying behaviors. From the perspective of participation-hearing dimension, middle school students’ participation in school bullying is relatively less, while hearing other students’ school bullying incidents is relatively more.

4.2 The influence of explicit system on school bullying

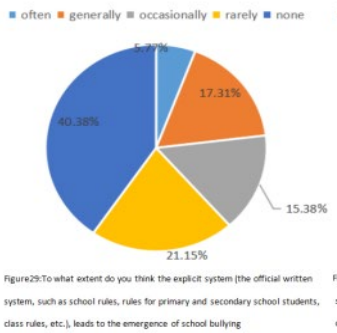


Figure29:To what extent do you think the explicit system (the official written system, such as school rules, rules for primary and secondary school students, class rules, etc.), leads to the emergence of school bullying

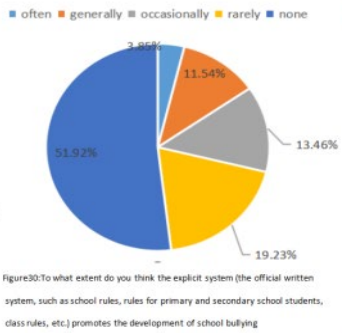


Figure30:To what extent do you think the explicit system (the official written system, such as school rules, rules for primary and secondary school students, class rules, etc.) promotes the development of school bullying

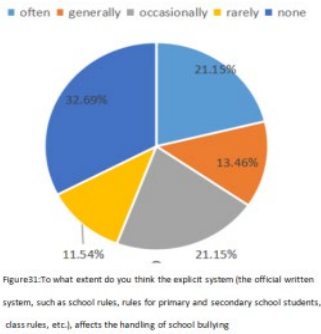


Figure31:To what extent do you think the explicit system (the official written system, such as school rules, rules for primary and secondary school students, class rules, etc.), affects the handling of school bullying

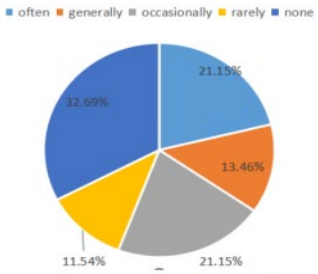


Figure32:To what extent do you think the explicit system (the official written system, such as school rules, rules for primary and secondary school students, class rules, etc.) affects the subsequent effects of school bullying on the bullied (weariness, psychological trauma, etc.)

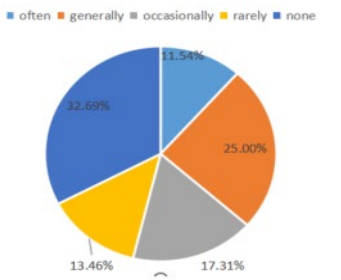


Figure33： To what extent do you think the explicit system (the official written system, such as school rules, rules for primary and secondary school students, class rules, etc.) affects the subsequent impact of school bullying on the bullied person (the increase or decrease of bullying behavior)

In Figure 29 “To what extent do you think the explicit system (the official written system, such as school rules, primary and secondary school students codes, class rules, etc.) has led to the occurrence of school bullying”, 5.77 % of the students think very. In Figure 30“ To what extent do you think the explicit system (official written system, such as school rules, primary and secondary school students ' codes, class rules, etc.) promotes the development of school bullying ”, 3.85 % think it is very large, 19.23 % and 51.92 % think it is very little or not. In Figure 31“ To what extent do you think the explicit system (the official written system, such as school rules, primary and secondary

school students ' codes, class rules, etc.) affects the handling of school bullying", 32.69 % of participants think that there is no impact.

For the impact of bullying after the occurrence of bullying, in Figure 32 "To what extent do you think the explicit system (officially proposed written systems, such as school rules, primary and secondary school students codes, class rules, etc.) affects the follow-up impact of school bullying on the bullied (weariness, psychological trauma, etc.)", 50 % of the participants believe that the explicit system has no or very little impact on the bullied. In Figure 33 " To what extent do you think the explicit system (the official written system, such as school rules, primary and secondary school students ' codes, class rules, etc.) has affected the subsequent impact of bullying on bullies (the increase or decrease of bullying) ", 11.54 % think"very", 25 % think "general", 17.31 % think"occasionally", 13.46 % think"very little", 32.69 % think "no".

From the perspective of quantitative data, in general, the explicit system has little effect on the generation, development, processing and follow-up of school bullying, which reflects that the school has not formulated targeted, formal and textual system regulations on school bullying, and other relevant regulations have not had enough impact on school bullying.

4.3 The influence of hidden system of school bullying

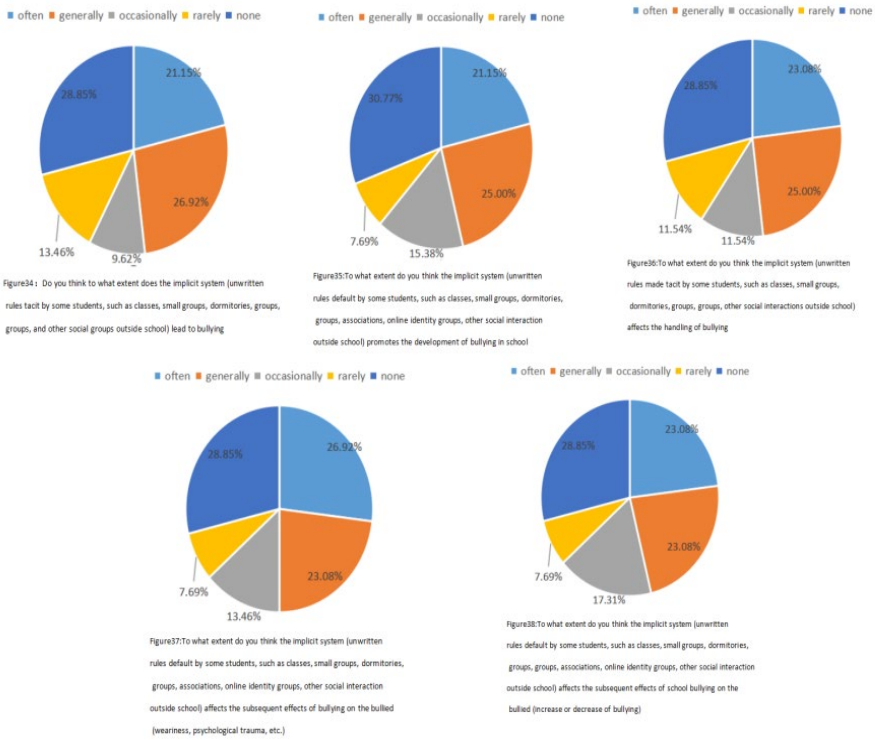


Figure 34 shows that 21.15 % of the students believe that the hidden system (some students acquiesce in unwritten rules, such as classes, small groups, dormitories, groupings, associations, online identity groups, and other social activities outside the school) to a very large extent led to the occurrence of school bullying. Most students chose not to do it, with the percentage of 28.82 %, followed by the general, 26.92 %. According to Figure 35, 21.15 % of the students believe that the hidden system has greatly promoted the development of school bullying. Figure 36 shows that the implicit system seems to play a greater role in the process of school bullying, 23.08 % of the students think it has played a very big role, 25 % of the students think it is general, and 11.54 %, 11.54 % and 28.85 % of the students choose occasionally, rarely and not respectively. From the perspective of the subsequent impact of the hidden system on school bullying, it has a certain impact on both the bully and the bullied, and the degree of impact is similar. Figure 37 and Figure 38 show that 26.92 % and 23.08 % of the students believe that the hidden system has a very large impact on the bully and the

bullied respectively. At the same time, 23.08 % of the students think that the hidden system has a general impact on both sides of bullying, and 7.69 % of the students think that it is minimal.

In a word, the influence of implicit institutions on school bullying reflects two characteristics: “situation-based”and “group mediation”. The former means that the implicit system acts on the results of bullying incidents by exerting an expected normative influence on situational school bullying. The latter means that the occurrence of school bullying may be related to the cultural-cognitive factors of the identity groups among students.

5. Conclusion

In recent years, school bullying incidents have occurred frequently, and with the development of the Internet, many vicious incidents of school bullying have also appeared in people 's eyes from time to time. Due to the universality and concealment of school bullying, it is always difficult to attract enough attention from schools, and people generally have a weak understanding of the harm of school bullying, ignoring the urgency of solving this problem. From the perspective of sociological institutionalism, this study collects data through literature and questionnaire survey, and pays attention to the relationship between secondary school system and school bullying. The study found that verbal bullying is the most common form of bullying in middle schools, physical bullying is the least common, but middle school students are most disgusted with it. The influence of explicit school system on school bullying shows two characteristics : “lack of system” and“hetero-regulation”. The influence of implicit school system on school bullying shows the characteristics of“adapting to the situation”and “ group intermediary”. In general, although the school system has had a certain impact on the various stages of school bullying from generation to development and treatment, it has not played a full role and there is still room for improvement.

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