

Research on Adolescent Bullying Behavior

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Abstract

In recent years, the phenomenon of campus bullying has become more and more common, with increasing frequency and wider coverage, which has played a great negative role in the healthy growth of adolescents. Adolescent bullying has become one of the most public opinion issues in today's society, and it has aroused the concern and discussion of people from all walks of life and scholars. This paper will sort out the related research results of predecessors based on the theory of moral education, and analyze and discuss the phenomenon of adolescent bullying. This paper argues that education in school, family and society is an important factor in preventing and controlling adolescent bullying.

Key words: Adolescents; Bullying behavior; Education; Psychology

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1. INTRODUCTION

Adolescents are the future and hope of a country and a nation, and it is the responsibility and obligation of the whole society to maintain a harmonious growth environment for adolescents to grow up healthily. However, in recent years, the phenomenon of campus bullying has become more and more common, with increasing frequency and wider coverage, which has

played a great negative role in the healthy growth of adolescents. Adolescent bullying has become one of the most important social issues in modern society and has aroused the concern and discussion of people from all walks of life and scholars. Based on the theory of moral education, this paper will sort out the relevant research results of predecessors, and cite the movie *Better Days* to analyze and discuss the phenomenon of adolescent bullying.

2. LITERATURE REVIEW

Research on the phenomenon of adolescent bullying in China mainly focuses on such aspects as the phenomenon of adolescent bullying in Taiwan, the phenomenon of adolescent bullying at home and abroad, the current juvenile legal system and the campus governance system.

Scholars who have conducted special research on the phenomenon of adolescent bullying in Taiwan include Zhang Jiazhi (2011), Zeng Wanya and Zhang Gaobin (2011), Zhou Lingmin (2011), Sun Dongxue (2011) etc.. Among them, Zhang Jiazhi (2011) studied the causes of campus bullying in Taiwan, reflected the increasingly serious psychological imbalance among adolescents and proposed countermeasures. Zeng Wanya and Zhang Gaobin (2011), taking a junior high school in Taiwan as an example, put forward procedures and countermeasures to assist bullied students. Zhou Lingmin (2011) pointed out the serious consequences of campus bullying incidents in Taiwan and demonstrated the effectiveness of preventing campus bullying incidents in Taiwan. Sun Dongxue (2011) analyzed the shocking bullying incidents in Taiwan campuses.

Scholars specializing in the research and comparison of the phenomenon of adolescent bullying at home and abroad include Zhang Ziran (2015), Xu Dawei (2012), Chang Haoting (2019) etc.. Zhang Ziran (2015) compared the phenomenon and management of adolescent bullying

in China, the United States and France, and proposed the way that China should imitate Western countries. Xu Dawei (2012) analyzed the sociology of foreign juvenile crime prevention projects and put forward different theories about the reasons for campus bullying. Chang Haoting (2019) proposed that China should learn from the experience of other countries through in-depth study of the mature experience and relatively complete system of the United States and Britain in anti-campus bullying.

Scholars who have conducted in-depth research on the current juvenile legal system and the campus governance system include Zhang Lu, Hou Junwei, Huang Xiaoli, Zhang Shixin and Zhang Shaonan (2019), Xu Anqi and Wu Di (2017), Wang Huijie (2020), Yong Jing (2019), Niu Mengying (2019), Deng Daqi and Dai Hangning (2020) and Yang Meng (2017) etc.. Zhang Lu, Hou Junwei, Huang Xiaoli, Zhang Shixin, Zhang Shaonan (2019) demonstrated the social effects of a series of laws and regulations formulated by China to protect the legitimate rights and interests of adolescents, and proposed countermeasures to protect the legitimate rights and interests of adolescents in the context of rule of law. Xu Anqi and Wu Di (2017) analyzed the solutions to campus bullying from the perspective of school social work and policies and regulations, and provided ideas for the prevention of campus bullying in mainland China. Wang Huijie (2020) conducted relevant research and analysis on the criminal laws and regulations of adolescent bullying on campus, and elaborated on the concept and development trend of campus bullying. Yong Jing (2019) explored the development trend of bullying incidents in recent years, the consequences and the causes, focused on the relationship between the law and bullying incidents, and proposed corresponding countermeasures. Niu Mengying (2019) referred to the problems that need to be solved at this stage, and put forward the significance and importance of judicial social work. Based on the summary and accumulation of past experiences in the prevention and treatment of campus bullying at home and abroad, Deng Daqi and Dai Hangning (2020) further explored the effective local governance system which had become an urgent academic proposition of the times. Yang Meng (2017) mainly provided some ideas for solving the problem of campus bullying from the perspective of the definition of campus bullying behavior and legal liability analysis.

The research scholars focusing on the analysis of adolescent bullying on campus and putting forward relevant preventive countermeasures and suggestions include Pan Meigui (2019), Wang Zhongdi and Shen Bin (2015), Deng Haijian (2014), Hao Meiping, Chen Wei and Li Li (2019), Sun Xiaobing and Liu Haimin (2015), Zhang Xinyin (2020), Wang Shuo (2019), Gao Shen (2020), Yu Yang and Shi Xiaoqian (2019), Shi Wen (2019), Zhao Junyi (2020) and Zhuo Wei (2017) etc.. Pan

Meigui (2019) focused on bystander as an innovative point to conduct intervention research on campus bullying of middle school students. Wang Zhongdi and Shen Bin (2015) used a campus bullying incident in Zhejiang Province as an example, and put forward the fundamental method to eliminate the signs of adolescent violence, showing the importance of bullying. Deng Haijian (2014) studied the issue of deterring and punishing adolescent bullying, and proposed that silence is the arrogance of adolescent bullying. Hao Meiping, Chen Wei, and Li Li (2019) conducted an educational neurological reflection on the influence of film and television violence on bullying. Sun Xiaobing and Liu Haimin (2015) proposed solutions to the problem of campus bullying. Zhang Xinyin (2020) focused on the relationship between adolescents' mental health and bullying, and provided suggestions on bullying through a summary of relevant literature. Wang Shuo (2019) started with the construction of the campus and its surrounding environment, deeply analyzed the psychological orientation of campus adolescents, proposed solutions based on the research results, and put forward effective and reasonable suggestions for the construction of campus landscape. Gao Shen (2020) used the perspective of metaphorical sports sociology to study the problem of campus bullying in physical education teaching. Yu Yang and Shi Xiaoqian (2019) analyzed the causes of campus bullying and proposed social preventive measures to prevent campus bullying. Taking Lianyungang area as an example, Shi Wen (2019) combined with the investigation of local campus bullying phenomenon, carried out in-depth analysis and discussion, and proposed corresponding solutions. Zhao Junyi (2020) explored the causes of bullying incidents in primary and secondary schools, as well as the dilemmas faced by principals, and proposed measures to be taken in the face of bullying incidents. Zhuo Wei (2017) proposed preventive countermeasures from the root cause of campus bullying.

3. CAUSES OF ADOLESCENT BULLYING

3.1 Reasons for Individual Development

Human development is unbalanced, and there will be a second period of accelerated development during adolescence, during which adolescents have more significant physical and mental growth. People in different stages of individual development will show different age characteristics and principal contradictions, and face different development tasks. Adolescent bullying is the representative phenomenon of the adolescent stage. The interaction between the environment and people contains a variety of human development possibilities. People in different environments will develop into individuals with different personalities, behaviors, and moral emotions. The given nature of the environment also stimulates people's

initiative and creativity. Thus, people will have special actions and even immoral behaviors, and adolescents will have bullying behaviors.

3.2 Reasons for Moral Education

The development of morality stems from the individual's social practice activities and the interaction between the subject and the social moral situation. Different cultures and social environments lead to different speeds of individual moral development, so the social behavior of students at different stages such as elementary school, junior high school, and high school is different. Social environment and education can accelerate or delay this development. Bad social environment and wrong education may cause adolescents to behave inappropriately. The moral and emotional development of adolescents shows a gradual upward trend from elementary school to junior high school, and a downward trend from junior high school to high school, which means that people make greater progress in moral and emotional aspects of childhood, but ignore moral growth in adolescence because of behavior traits in the rebellious period. The development of moral emotions develops in a multi-level and multi-layer manner that contradicts and restricts each other, showing the multi-dimensional development characteristics of moral emotions of primary and secondary school students. Teachers' teaching is an indispensable guiding principle and motivation for the perfect development of students' morality, while wrong teaching is an important reason for adolescent bullying. Teachers' educational methods and manners to deal with affairs and act towards people will have an impact on students and thus lead to bullying.

4. THE CHARACTERISTICS OF ADOLESCENT BULLYING

Language bullying is the main form of adolescent bullying. The incidence of language bullying was significantly higher than relationship, physical and cyber bullying, accounting for 23.3%. The harm caused by language bullying to adolescents may be greater and more covert.

Bullying forms are different for boys and girls. Schoolboy bullying is manifested as more direct language bullying, sexual bullying and violent bullying based on insults, intimidation, threats or sexism. Bullying among girls is mainly based on spreading rumors and social bullying, manifested as more indirect cyber bullying, relationship bullying, and exclusion of relationships based on bullying situations.

The power of the bullying perpetrator and the victim is not balanced. The perpetrators often show a superior position, and the victims are often in a more vulnerable position than the average student. The perpetrator uses

his or her own number, physical strength, financial ability or other advantages to make friends to form a gang superiority to control or harm the victim, making the victim afraid to resist and unable to resist.

Bullying behavior is often repetitive and continuous. Bullying behavior is repetitive, recurring in the short or long term. The beginning of bullying can be premeditated, organized, step-by-step, and random. Once the bullying begins, it usually continues. Victims of bullying often become repeated victims of bullying.

The occurrence of campus bullying shows a trend of younger age and feminization. In recent years, the total number of juvenile crime accounting for the total number of criminal offenses in China continues to rise, and the number of bullying incidents among female adolescents has increased day by day.

5. ANALYSIS OF ADOLESCENT BULLYING

The movie *Better Days* is a classic case of bullying. The heroine throughout the movie is named Chen Nian. First of all, the incident of student Hu Xiaodie committing suicide due to bullying became the fuse, leading to subsequent bullying incidents. Chen Nian was paid attention to by the police and a group of vicious children for covering Hu Xiaodie's body with a school uniform. Therefore, a group of students headed by Wei Lai began to play bad pranks on her, and their actions became more and more excessive, so that Chen Nian called the police to tell the real cause of Hu Xiaodie's suicide. For such a serious campus bullying incident, Wei Lai and others were acquitted because they were minors, and they were ordered to drop out of school but were allowed to take the college entrance examination. As things got worse, Wei Lai and others waited for Chen Nian on the way from school every day to launch revenge. In the worst case, Chen Nian's hair was cut in a mess. They recorded the whole process of bullying with their mobile phones, even stripped Chen Nian's clothes, and insulted her with the most vicious language.

The main line of the whole movie is the bullying incident surrounding Chen Nian, and Wei Lai is the initiator and manipulator of the bullying incident. By analyzing from the perspectives of moral education, psychology and law, there are two main reasons for bullying incidents:

A. Wrong Family Education Caused Wei Lai's Psychological Distortion.

Wei Lai was born in a superior family. Her parents paid attention to family face and were extremely concerned about whether their children would shame the family. Her parents asked Wei Lai to get good grades in the exam, and her father chose to let her repeat the exam because she failed to get into a good school and didn't talk to her. Her

mother seldom gave Wei Lai recognition and praise, and the child's excellence and understanding were taken for granted. When knowing the bullying incident, her mother hurriedly shifted all the responsibilities to others, using high-sounding reasons to protect her family dignity. The indifference of her father and the hypocrisy of her mother caused Wei Lai to bear a lot of pressure from an early age. At home, Wei Lai is a good girl, but outside she puts her energy into campus bullying. Wei Lai regards bullying others as a game and enjoys the feeling of domination at the top to fill the void in her heart. Wei Lai seems to be strong, but she feels inferior and weak.

B. Loopholes in the Law May Cause Adolescents to Reach out for a Yard after Taking an Inch

For juvenile crime, the criminal law in China includes the principle of leniency, the principle of non-application of the death penalty, the principle of education probation and salvation and the principle of quick simplicity etc.. According to the third paragraph of Article 17 of the *Criminal Law of the People's Republic of China* "Those who have reached the age of 14 but not the age of 18 shall be given a lighter or mitigated punishment for committing crimes", a person who has reached the age of 14 but not the age of 18 who commits a crime must be given a lighter or mitigated punishment. For example, in the above incident, Hu Xiaodie committed suicide because she could not stand the bullying of Wei Lai and others. Wei Lai and others should deal with the relative responsibility, but because they are minors, the prison death penalty turned into just a expulsion and they could take the college entrance examination. This punitive measure made Wei Lai and the others more advanced. They turned the object into Chen Nian and bullied again. This case shows that the Juvenile Protection Law not only failed to rehabilitate these minors because they knew that the minors would not receive severe penalties, but made their behavior more serious. Adolescent bullying has physical and psychological effects on the victim. Long-term bullying can have a negative impact on the physical and mental health of the victim. Victims are more prone to anxiety, social disorders, depression and even self-harm and suicidal behavior.

CONCLUSION

Adolescent bullying has become one of the most public opinion issues in today's society. It has the characteristics of dominant language bullying, different forms of bullying between male and female students, imbalance between the perpetrator and the victim, repetitiveness

and continuity, and presenting a trend of younger age and feminization. Many literary and film and television works shows the phenomenon, which has a profound impact on the physical and mental health of adolescents. Education in schools, families and society is an important factor in preventing adolescent bullying. There are the following analysis and suggestions:

A. Parents are the shapers of children, teachers are the guides of students, and society is the growth environment for adolescents. Education has never been only the duty of the school, but also the duty of the parents and society.

B. Only by strengthening the relationship between the school and parents, cooperating with each other, and learning from each other, can we help children establish a correct outlook on life, values, and world outlook, and create a healthy and safe learning environment.

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