

# Bullying on Campus and Educational Suggestions

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## Abstract

**In recent years, campus bullying has occurred frequently in various countries and regions. How to curb campus bullying has become a topic of widespread concern. Therefore, from the perspective of psychology and pedagogy, this article puts forward some suggestions on the school education curriculum by analyzing the bullying behavior on campus. In view of the bullying behavior on campus, we need all of our efforts, including the joint efforts of individuals, schools, parents and the society. Also, we pay attention to care for every teenager and control the bullying on campus as far as possible in an unexpected state. In addition, we need to create a harmonious and beautiful environment for the health development of young people.**

## Keywords

**Bullying on campus; Curriculum; Education suggestions.**

## 1. INTRODUCTION

Recently, bullying incidents on campus occur frequently, even escalate into campus violence incidents, causing widespread concern from all walks of life. At the same time, students' mental health and academic development are seriously affected. For this, we need to work together to cope with campus violence and build a better home.

## 2. BULLYING IS COMMON IN CAMPUS

According to the data released by xinhua net, a survey conducted by the social survey center of China Youth News Agency on 2022 respondents in January 2018 showed that 59.4% of the respondents had experienced or witnessed bullying events among primary and secondary school students, and the male (66.0%) was significantly higher than the female (52.0%), and the proportion of the population after the 90s (67.9%) is significantly higher than average.

Bullying in schools is common in many countries and regions. Among 9015 students in Beijing, Hangzhou, Wuhan and Urumqi, Yulan Cheng and other scholars found that 25.7% of middle school students have been bullied at least once in the past 30 days, and both male and female students have been bullied [1]. This phenomenon not only happened in China, but also in other countries. E. Menesin and other scholars found that 40% of primary school students and 28% of secondary school students claimed to be sometimes or often bullied, with 20% and 15% of primary and secondary school bullies respectively [2]. Fadia Al- buharian's study found that in Saudi Arabia 26% of the 9073 students who participated in the study had been bullied in the past 30 days, one third of the students claimed to have suffered physical violence in the past year, with more men than women, and older students were more likely to be bullied [3].

This also shows that bullying on campus not only occurs in developed countries, but also exists in developing countries, which has aroused widespread concern of the global people.

### 3. THE HARM OF BULLYING ON CAMPUS TO STUDENTS

Bullying is a form of aggressive behavior, which will have a great impact on the interpersonal communication, academic achievement and emotional adaptation of the students involved. It is not only the physical harm, but also serious psychological damage to the students. And this psychological shadow is also hard to recover for a long time, which has become a potential threat to the mental health of students. At the same time, it can reverse the behavior of those who are bullied, making them accomplices of the bully or, worse, likely to become new bullies. Of course, it will also cause certain harm to the bullies. Because of their frequent bullying and aggression, it is easy for them to have personality distortion, moral decline, and even go on the road of no return to illegal crime.

First of all, bullying is easy to cause students to form bad personality. In the campus, the bullied will reduce their self-esteem, self-evaluation and self-worth because of being bullied by others. They often suffer silently through the form of repression, which causes them to be in fear and tension for a long time. Seriously, it will cause personality disorder. At the same time, because of their own long-term arrogance and despotic bad personality characteristics, those bullies will cause their own psychological unsound, be easy to quarrel with others, forming a vicious circle.

Secondly, bullying is easy to cause students to learn to adapt to difficulties. In the campus bullying events, both the bully and the bullied will have unreasonable emotions because of their own personality characteristics. Then it is difficult for them to quickly integrate into the campus collective life. It will lead to their gradual loss of interest in learning, and eventually lead to drop out of school.

Finally, bullying tends to cause social disorder. We have always stressed the rule of law society, strengthened the legal education for teenagers, enhanced their awareness of learning, knowing and abiding by the law, and understood how to use legal means to safeguard their own interests, but after the occurrence of campus bullying, they believe that their rights and interests are not protected by the law, and they will continue to be unbridled because their behaviors are not sanctioned by the law, which will make the bully have no fear, and then lead to the aggravation of bullying on campus. Thus, the bullying on campus becomes more and more serious, which leads to the disorder of social order and is not conducive to the stable and healthy development of society.

### 4. SUGGESTIONS ON THE IMPLEMENTATION OF SCHOOL CURRICULUM

#### 4.1. Improve Teachers' Own Quality

Teachers' quality directly determines their educational behavior. There are two examples: a student who behaves well and is healthy in body and mind. After stealing money from a classmate on a whim, he went to his teacher and admitted his mistake. But because the teacher mishandled it, he was put on a thief's hat. His parents' scolding, teachers' disdain and classmates' Estrangement made him bear heavy psychological burden. Since then, he was depressed and abandoned himself. Not only did his academic performance decline, but also he became afraid of dealing with people,

even there are auditory hallucinations and visions. He always suspectde that others were talking about himself and stealing things behind his backs. In the end, he fell into a psychological crisis and could no longer go to school. Another student with the same experience, after admitting his mistake, got the teacher's understanding. The teacher not only didn't enlarge the situation, but also gave him the task of managing the class fee. With the continuous encouragement and active support of the teacher, the student finally got rid of the shadow of

his heart. He was able to walk with his head up and deal with money calmly. At last, the student developed well in all aspects [4].

It is hard to imagine how a teacher with low level of mental health and lack of mental health knowledge can cultivate students with good mental quality. Therefore, improving the quality of teachers is the premise and guarantee of effective school education.

#### **4.2. Improve the Breadth and Depth of Mental Health Education Courses**

At present, although some schools recognize the harm of bullying on campus to students and gradually realize the importance of implementing mental health education curriculum, they simply understand it as one or two activity courses. In fact, the real mental health education is difficult to achieve only with limited time and space. Research shows that mental health education needs to be combined with the daily education and teaching activities in schools, not only in the interaction between teachers and students in psychological courses, but also in the guidance and encouragement of other courses. Only by giving full play to the initiative, initiative and creativity of teachers, and fully integrating mental health education with school daily education and teaching activities, can significant teaching effects be achieved.

#### **4.3. Enhance the Activity of Curriculum and Teaching**

We should advocate to give students the opportunity to truly feel the charm and interest of knowledge in participation and "doing". We should not regard each course as an easy teaching course, and each course should not only stay in oral, but also go deeply into life and be trained and consolidated in practice. Among them, the most important and direct way is to give priority to activities, put education in activities, transfer knowledge in activities, and consciously organize students to carry out various activities to practice and experience knowledge in life. Through these vivid, lively and interesting activities, let students truly accept the real education and knowledge, and experience the fun of education from life.

#### **4.4. Focus on the Participation of Parents and Social Forces**

The development of students' mental health is always restricted by various social factors. Among them, parents have the greatest influence on the development of students' mental health. Parents are the first teachers of children. In addition, various social phenomena, public opinion, film and television culture and other factors have a direct impact on the mental health of students.

It can be seen that mental health education is also the common task of the whole society. Only with the support and recognition of the whole society, can mental health education be really carried out. Therefore, the school must pay attention to the participation of parents and other social forces to carry out mental health education. Then we need to create a family environment and atmosphere conducive to the development of students' mental health, mobilize all social forces, purify the social environment, and create a good space for students' mental health.

### **5. CONCLUDING**

Campus bullying is a common phenomenon in all countries of the world, which causes serious harm to students' body and mind. In order to let teenagers learn and live better, we need to work together to create a harmonious world.

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