
NEWSLETTER

How to Accurately Prevent and Manage School Bullying: Study on the Influencing Mechanism of School Bullying among Primary School Students of Different Genders

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A Study published in *Journal of Educational Studies*, using the data from “Regional Education Quality Health Check-Up” survey sample of 176823 pupils, examined primary student's self-esteem, academic performance, parental involvement, peer relationship, teacher-student relationship, and the characteristics of family variables on its suffering from all kinds of school bullying, the results are as follow:

- The difference analysis shows that there are significant differences in the frequency of three types of bullying (physical, verbal and relationship) among primary school students of different genders, among which the average frequency of primary schoolboys being bullied is significantly higher than that of primary schoolgirls.
- OLS regression model was established to explore the influencing factors, and it was found that each variable significantly predicted the probability of physical bullying of primary schoolboys and girls. The result of the regression of the three dependent variables found that primary school students from single-parent families were more likely to suffer from various types of school bullying without gender differences. In terms of physical bullying, among primary schoolboys, migrant boys are more likely to suffer physical bullying than non-migrant children. Among primary schoolgirls, whether they are migrant children has no steady and significant influence on their physical bullying. In terms of verbal bullying, migrant children are more likely to suffer verbal bullying, and there is no gender difference. However, whether being migrant children or not has no steady and significant influence on the relationship bullying of primary school students. Moreover, among primary schoolboys only, left-behind children are more likely to suffer from three types of bullying than non-left-behind children. Among primary schoolgirls, left-

behind children have no significant influence on their suffering from three types of bullying.

- In addition, academic performance can significantly predict the probability of primary school students suffering from three types of school bullying, and improving academic performance has a greater impact on reducing the probability of physical bullying and verbal bullying for primary schoolgirls, and a greater impact on reducing the probability of relationship bullying for primary schoolboys. Self-esteem level can significantly predict the probability of primary school students being bullied by three types of school, and improving self-esteem level has a greater impact on reducing the probability of primary schoolboys being bullied by three types of school bullying. Peer relationship and teacher-student relationship can also significantly predict the probability of primary school students suffering from three types of school bullying, and improving peer relationships has a greater impact on reducing the probability of primary schoolboys suffering from three types of school bullying. Improving the relationship between teachers and students has a greater impact on reducing the probability of primary schoolgirls suffering from three types of school bullying. Parental involvement can significantly predict the probability of primary school students suffering from three types of school bullying, and increasing parental involvement has a greater impact on reducing the probability of primary schoolgirls suffering from relationship bullying.

The paper suggests that in the prevention and management of school bullying, schools should pay special attention to the learning status and mental health status of left-behind and floating children and primary school students from single-parent families, and pay attention to the important role of parents in the prevention and treatment of school bullying. At the same time, teachers should pay close attention to boys with tense peer relationships, timely guide boys to build a healthy and harmonious peer relationship. In addition, teachers should pay attention to the way of communication with girls, protect their self-esteem, and actively create a caring and supportive teacher-student relationship.

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