



School Violence: Causes, Impacts and Solutions

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Abstract. School violence is an ongoing problem. It has a great influence on the physical and mental health development of teenagers. The purpose of this review is to summarize the current situation of school violence and strategies to reduce its occurrence. By reviewing the relevant literature, the results show that the causes of school violence are both external environmental factors and internal personal factors. Bystanders can influence school violence and play an important role in school violence. The reduction of school violence requires a three-pronged effort from families, teachers, and schools. This review highlights the negative effects of school violence on adolescents, and future research should enrich the ways to avoid the occurrence of school violence.

Keywords: School violence · Cause · Impact · Intervention

1 Introduction

Bullying is a random abuse of power over another person. It refers to a group of people who repeatedly harm others with intentional acts of violence or verbal violence in a situation of power imbalance within a group [1]. Many researchers classify school violence as physical violence (corporal punishment, physical assault), emotional or psychological violence, verbal violence (spiritual violence), and sexual violence (including cyberbullying) [1, 2].

In recent years, campus violence incidents have been increasing, which makes many researchers eager to improve the status quo. Various relevant laws have been proposed to protect victims of minors and punish perpetrators of minors [2].

Middle school is the period of the fastest physical and mental development of teenagers, vulnerable to the influence of family, school, classmates, and other surrounding environments, resulting in rapid physical and mental development, but not necessarily balanced [3]. Due to the gradual enhancement of students' physical functions, psychological changes, and self-awareness in society, family, school, and life are gradually enhanced. If the education of learning, management, and other small aspects is not appropriate, teenagers are easily misled [3].

This review mainly describes the causes, harms, and intervention strategies of school violence. It is necessary to pay attention to school violence, which can help parents and schools provide better help to students. This review is helpful to reduce the occurrence of campus violence.

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2 The Causes of School Violence

2.1 Environmental Concerns

2.1.1 Family Situation and Parenting Style

For a long time, the influence of parents' parenting behavior on children has always been considered as the root of influencing children's social behavior in school, especially some aggressive behaviors such as bullying [4]. Research shows that children's negative emotional experiences and parents' incorrect parenting styles are positively correlated with children's perceived non-physical bullying at school [5].

Similar results were found by other researchers that parental violence increases children's aggression, impulsiveness, anxiety, and poor social skills [6, 7]. Some negative introversion problems are associated with victimization. Most of these are due to parental domestic violence. Children who have psychological or physical problems are more likely to be bullied by other students if they have social problems at school at the same time [8]. Bullies often commit acts of violence against vulnerable people on campus because they want to gain more attention and recognition [9].

2.1.2 The School Environment

Many researchers point out in their research reports that most teachers tend to pay more attention to children's grades and neglect children's mental health education [10]. At the same time, it also ignores the mental impact of school violence on the victims and the bad effects that often make children start to use violence in the hopeless stage [10].

The researchers wrote in their report that as far as schools are concerned, most schools do not attach importance to students' legal education and physical and mental education. For students, a lack of adequate personality cultivation and legal awareness education will lead to ignorance and recklessness. Some students don't know how to use legal weapons to protect themselves after being hurt but choose to keep silent [11].

In most schools, head teachers are responsible for teaching tasks. As they pursue the enrollment rate, they have little time to investigate and understand the mental states of students and often judge them according to their academic performance. Some teachers even pay more attention to the good students and take the lead in excluding the bad ones. According to label theory, people who are labeled as "poor students" are more likely to engage in "deviant behavior". They may develop hostility toward top students, develop bad social habits, or become perpetrators of school violence. Children who are considered poor by their teachers often become inferior, withdrawn, and bullied by their classmates [10]. This also illustrates how the campus environment can affect or even cause the occurrence of school violence.

2.1.3 Social Network Implications

Nowadays, social networking has become the main channel of public opinion communication. Students also take advantage of the communication characteristics of the Internet, such as strong ascending, spreading, and continuity. Students will take advantage of the communication convenience of the Internet to spread bad opinions on campus network

social platforms and other social applications and commit campus network violence. It may even lead to multiple incidents of campus violence and other undesirable factors [12].

According to a nationally representative survey of approximately 5,000 American adolescents, as of 2019, 36.5% of students reported experiencing cyberbullying in their lifetime and 17.4% reported experiencing cyberbullying in the past 30 days [13]. Regarding cyberbullying, 14.8% of the students admitted to committing cyberbullying in their lifetime, and 6.3% said they had done so in the past 30 days [14].

This particular kind of aggression and violence can have a very negative effect on young people. The report says cyberbullying by many young people who target minors is proving to be more harmful than physical bullying [15]. Cybercampus violence may affect students' studies and lives at a minimal level, or even be serious enough to cause multiple physical and mental injuries to students. This may result in a series of reactionary disconnection behaviors, such as leaving school completely, changing their personal and professional growth projections, or perhaps going as far as committing a serious offense [16].

2.2 Personal Factors

2.2.1 Psychological and Physiological Factors

After entering adolescence, the general psychological bearing capacity of most children is poor, the psychological state changes frequently, the adolescence self-awareness and independence consciousness are strong, began to think independently, but in the process of physical and mental development, psychological maturity lags. On the one hand, the sense of independence, on the other hand, is the hope to get the understanding and support of adults. When adolescents are in turmoil, their stored anger cannot be released in the heat of emotion and they are likely to resort to violence to achieve their goals [3]. When people prone to aggressive behavior experience setbacks, such as a hit to their grades, the results are worse for the students, while those without parents care about the children in the family. Establish yourself at the school violence center. They often bully others to get inner satisfaction and a sense of superiority [3].

3 The Impact of Bystanders on Violence in Schools

3.1 The Influence of School Violence on Bystander Behavior

Little research has been done on the mental health effects of witnessing bullying suicide ideation on adolescents [17], but some researchers have found a positive correlation between depression and anxiety, as well as bullying, and bystanders [18]. It has been proposed that bystander reactions and negative emotions can be triggered when a person experiences or observes negative evaluations and behaviors [19].

Violence is a communal phenomenon, with bullying witnessed by a large number of bystanders in addition to the perpetrator and victim [20]. Researchers divide bystanders into four categories. (1) Join the bully. (2) Encourage bullies, but don't participate. (3) Passive onlookers who just stand by and watch. (4) Help the victim.

As for the different behaviors of bystanders of different genders, relevant studies show that males show a higher proportion of negative behaviors in actual campus violence [21]. Women, on the other hand, tend to play an active role in helping victims [22]. Qualitative data suggest different approaches to intervention between male and female when witnessing men bodily injury men. Most of the time, male bystanders directly defend themselves when they witness a man hurting a male victim. Typically, the woman indirectly participates in the defense by screaming, calling other students, or reporting to the school [23].

Studies have shown that some bystanders remain neutral during violent events because the abuser is bigger or older. Cause bystanders to be afraid to act recklessly [23].

From the aspect of violence, the victim will repress bystanders with empathy, and even make bystanders feel guilty. Although not physically harmed, passive abuse through observation can hurt the bystander's sense of self. However, there is no research or theory to understand the visual trauma of bystanders [18]. In many instances of bullying, the neutral, inactive bystanders who ignore the bullying experience feelings of guilt and regret. Hutchinson, in his research, noted that bystanders' inactivity challenged their self-esteem, as well as their sense of guilt [24].

3.2 Bystanders of Cyberbullying

Since cyberbullying is different from real school bullying, bystanders are unable to see the emotional reactions of others and thus interfere with their assessment of the situation [25–27]. In campus cyber bullying, the bystander and the victim will be the friendship between the bystander and the bully, the severity of the time will greatly affect the behavior of the bystander [26].

Combined with other research viewpoints, bystanders' behavior is related to their cognitive empathy [25]. Some researchers have investigated bystanders' empathy, and believe that bystanders who exhibit negative behaviors have lower empathy, while bystanders who are willing to intervene have higher empathy [28]. But teens with a higher emphasis on empathy would intervene directly in any situation, whether it was anonymous or private. Over time, the higher the frequency of bystanders' cyberbullying, the lower the empathic response [29]. Some studies have shown that teenagers on average choose to be more likely to help a friend of their sex. Women seem to be able to identify physical emotions faster and more accurately than men, particularly anger and sadness. Women are always more empathetic than men during puberty. Interestingly, one study found that men have more empathy for women than for men during puberty, while women view both sexes as equals [14].

It's worth noting that bystanders showed greater empathy when it came to prosocial and non-aggressive behavior. Women tend to intervene more frequently, which means they are more empathetic [30].

4 Solutions to School Violence

4.1 Involvement of Family Members

As mentioned above, family is one of the most important factors affecting children's violent behavior. A study shows that fostering a healthy lifestyle is an important preventative measure against victimization [31]. As a result, a healthy lifestyle can not only serve as a preventative measure to reduce the incidence of violence, but it can also help to reduce and alleviate the suffering of victims. A study in the interview found that nearly half of the parents only use the reward method to encourage students to learn; very few parents talk to students, and some parents will appear if you don't take abusive behavior when it reaches the expected effect. The education method that only pursues the result will cause a lot of damage to a teenager's mental health and cause an extreme personality. It increases the possibility of school violence to a large extent [11]. Therefore, parents should actively master scientific education methods to guide children to grow up healthily.

4.2 Intervention at School

It is crucial to solve this problem from within the campus environment and policy formulation. Their psychological states easily fluctuate. There may be psychological problems [32]. First, schools should strengthen care for disadvantaged groups because they are in a vulnerable state. For students, a positive campus atmosphere is an important factor in protecting the consequences of school violence. Improving the school atmosphere will benefit disadvantaged students [33]. Second, strengthen mental health education in schools. School-based mental health interventions have improved the psychological status of adolescents to some extent [34], not only for special groups but also for all teenagers, to cultivate the concept of equality for all. Not only does the school have to rely on environmental intervention [35], but the policy is particularly important. Emphasis is placed on studies of schools, school administrators, and policymakers. That can contribute to the healthy development of students by supporting the implementation of standard educational and teaching practices [36]. Stepping up students' sense of discipline to restrain behavior is not only helping to prevent and solve campus violence at present but also to abide by social and moral standards and strengthen legal awareness in the future.

4.3 Teachers' Intervention

Teachers' roles in preventing and solving the problem of school violence play a backbone role, so the school should pay more attention to teachers' ethics and the construction of the legal system and organize teachers' studies, thus promoting other teachers. In the school to form a "love, care, love every student" upsurge, putting into practice slogans such as "student-centered" [11]. At the same time, teachers should encourage students to create a harmonious and happy environment. For example, students can be consulted before making a decision that allows them to be in a more relaxed environment and minimize their stress as much as possible. It is also necessary to regularly remind students that they

should seek help from teachers or parents immediately after experiencing any violent behavior. They should not suffer silently; otherwise, the abuser may become worse. They want to use the right way to solve the problem. Fighting violence with violence can only lead to a vicious cycle, and the victim needs to do it the right way. Teachers should strengthen their ability to quickly identify potentially dangerous behaviors on campus and establish positive relationships with students [36]. Having more positive conversations with students, not only can enhance the cohesion among students but is also conducive to the development of school activities. Teachers also try to solve every small conflict in a fair and just manner, with timely communication with students, to avoid small conflicts becoming big problems.

5 Conclusion

Through summarizing related literature, the causes of campus violence can be concluded into two aspects: personal reasons and the external environment. Campus violence causes great physical and psychological trauma to the victims, and produces corresponding harm to their whole life cycle. Considering the damage of campus violence to the victims, this paper proposes to prevent and reduce the impact of campus violence from the external environment intervention. Additionally, there is little literature on the internal factors of victims to reduce the trauma caused by school violence. Future research could explore strategies to avoid school violence from an individual's perspective. Researchers should investigate what kinds of children are more vulnerable to school violence and the psychological state of the abuser.

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