



# Bullying: Family Factors, Self-recognitions, Prevention, and Intervention

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**Abstract.** Teenagers are the foundations for the harmonious development of the country and society. However, with the continued decentralization of media power and the increased discourse power of teenagers, more school bullying incidents have been exposed to the public, including isolating, physical bullying, forcing and threatening, and even sexual bullying. Those shocking extreme incidents have made educators and academia reflect on why bullying happens among children, who are supposed to be innocent by nature. During their development, children are susceptible to influences from family, school, and the society, to which the occurrence of bullying is closely related. This paper focuses on the family factors in bullying, taking the children's attachment level to parents as the core standard, analyzes the influence of parent-child co-living time on the child's attachment level to family, studies other factors such as the lack of confidence jointly, discusses the correlations between the factors and bullying victimization, and proposes corresponding prevention and intervention strategies.

**Keywords:** bullying · influencing factors · prevention and intervention

## 1 Introduction

With rapid economic development, the pace of social transformation in various countries accelerates. The continuous evolution of the Internet has led to more exposure to school bullying, when people start to realize its severity. For teenagers, school bullying incidents, as well as school violence, keep happening due to the constant penetration of media, the lack of network supervision, and the family structure change caused by social structure transformation.

Since Olweus first put forward the concept of bullying in 1972, the focuses of research have been its intervention and prevention. In the process of “school bullying” being studied as a concept, most studies tend to focus on the possible risks caused by campus bullying and how to prevent it after it occurs, and a few focus on relevant family factors for in-depth research. Based on the research of previous scholars, the author believes that in-depth research should be carried out on family factors, including the degree of attachment of parent-child relationship, whether to live with parents in childhood, adolescent self-confidence and so on.

On the basis that the research direction is still relatively blank, the author tries to summarize the factors affecting campus bullying in the family environment by means of questionnaires and interviews with college students, and on this basis, puts forward some prevention and control strategies.

There is currently no universal definition of bullying. As the first scholar who studied bullying, Norwegian psychologist Olweus (1972) proposed that bullying has three main features: 1) repetition over a period of time; 2) hostile intent; and 3) imbalance of power and interrelationship. There are various means of bullying [1]. According to Olweus's definition, bullying includes relational aggression and physical aggression (Olweus, 1994) [2]: relational aggression is the type of bullying that urges the bullied to give up friendships through starting rumors and threatening (Vitaro, Brendgen, & Barker, 2006) [3]; while physical aggression includes physical attacks such as hitting and punching (Houndoumadi & Patraski, 2001) [4]. Therefore, bullying harms teenagers' physical and mental health and causes harmful emotions and consequences (Menesini et al., 2009; O'Brennan et al., 2009;) [5, 6]. Besides, compared with those who are bullied in a single way, those who are bullied by multiple means are more likely to experience traumatic symptoms and mental illness (Snyder et al., 2003) [7]. Therefore, it has become a main social issue today to eliminate bullying and protect the physical and mental health of teenagers.

The factors that contribute to bullying are diverse and complicated, including family factors, school factors, peer factors, and community factors (Espelage & Swearer, 2003) [8]. Many scholars believe that family factors, as the main factor affecting adolescent development, play an indispensable role in reducing school violence. The level of children's attachment to their parents is related to the occurrence of bullying (Innamorati et al., 2018; Klomek et al., 2016; Walden & Beran, 2010; VanderWatt, 2014; Charalampous et al., 2019) [9, 10, 11, 12, 13]. Therefore, the criteria for judging the level of attachment in attachment theory are also applicable to explaining the relationship between teenagers and their parents. By measuring the level of attachment between children and parents, scholars have found that children who have experienced low parental emotional warmth and a high rejection rate are more likely to bully (Constantinos, 2013) [14] while those with an insecure attachment to their parents are more likely to be bullied (Beduna et al., 2019) [15]. Existing studies have found that long-term separation from parents is likely to have a negative impact on Teenagers' mental health. With the shortening of living time with parents, the possibility of being bullied on campus is also gradually increasing. Therefore, based on previous studies, the author believes that it is necessary to establish a more in-depth study on the impact of living with parents for a long time on Teenagers' psychological factors.

Meanwhile, whether children live with their parents is also an influential factor. In China, because of the advancement of urbanization and the widening gap between urban and rural wealth, laborers from the rural areas have flocked to cities, leaving many children behind in the countryside. The long-term separation of children from their parents and the largely reduced time for living together may hurt the mental health of the left-behind children (Lyu et al., 2022; Pan et al. 2021) [16, 17] and increase their vulnerability, making them more likely to be bullied in school (Hu et al., 2018) [18]. To sum up, the factors affecting the victimization rate of left behind children in China

are not only poverty, but also personal mental health and the low quality of family care. Therefore, based on the current situation of left behind children, the author believes that whether children live with their parents is also a very key factor in protecting children.

Combined with the above literature review, this study puts forward more in-depth research questions based on the research of previous scholars, and uses similar research methods to supplement.

Based on previous research, the author conducts a questionnaire study on bullying among Chinese college students. In total 114 online questionnaires are collected, of 100 of which described at least one experience of being bullied. The sample includes students from eleven Chinese universities, who are distributed in grade one to grade four for undergraduate, grade one to grade three for master, and grade two for Ph.D. candidates. The research questions of this study are: 1) Is the attachment style between children and their parents a factor in the occurrence of bullying? 2) Is children's self confidence resisting campus violence construct a factor in the occurrence of bullying? 3) Is living separated from parents a factor in the occurrence of bullying?

From the perspective of practical needs, school bullying and violence have become important factors affecting adolescent growth and development. Minor school violence may affect teenagers' life and study, while major school violence may lead to mental illness and even suicide. Therefore, family factors should not be ignored when analyzing the factors in bullying.

## **2 Research Purpose**

From the perspective of education, bullying badly affects teenagers' mental health, academic performance, and personality development. By analyzing the factors leading to bullying, it can be prevented and intervened during school education. Meanwhile, we can help those who are bullied through methods such as counseling and family education.

## **3 Research Design**

### **3.1 Subjects**

The author distributed online questionnaires to university students from all over China. The subjects are from 21 different provincial regions such as Beijing, Shanghai, Chongqing, and Jilin. They are Bachelor to Ph.D. candidates currently studying in 15 Chinese universities such as Tsinghua University, Peking University, and Minzu University of China. They are all victims of bullying.

### **3.2 Questionnaire Design**

The questionnaire consists of four parts: 1) whether the subject has suffered from the eight types of bullying; 2) the assessment of self-confidence in bullying; 3) the level of attachment to parents; 4) whether live together with parents. There are 26 questions, among which the self-assessment questions adopt the dichotomous choice method. The setting of questions and measurement indicators are based on mature scales and adjusted regarding the purpose of this study.

### 3.3 Data Collection

This study adopted both the random sampling method and snowball sampling method during sample sourcing. The questionnaire is distributed through online social platforms. The subjects are free to choose. Their free will will not be interfered before they answer the questionnaire to form random sampling. Meanwhile, to expand the base of the subjects using the snowball sampling method, the author asked students from various universities to repost the questionnaire. The data collection lasted for 13 days, from the first day of initial distribution to the last day when no new subjects answered the questionnaire.

The questions include and not are limited to:

#### 1) Types of bullying

To first define whether the subject has been bullied on campus, this essay uses the definition of bullying in California bull victimization scale - retrospective (cbvs-r). If the subject has experienced one of these things, he has experienced campus bullying:

It includes the following representative types: 1. Verbal humiliation 2. Physical injury 3. Malicious isolation 4. Cyber violence etc.

The 100 subjects in this study have been injured more than once.

#### 2) Whether the subject thinks he can protect himself from bullying

In the questionnaire, after the subject chose yes/no, the in-depth reasons are inquired about. Those subjects whose answers don't give complete feedback are interviewed online through social platforms.

#### 3) The level of attachment to parents

To learn the level of attachment between the subjects and their parents, the author set up the following nine-question based on the inventory of parent and peer attachment (IPPA) questionnaire. The subjects are asked to decide how much do they agree with the following statements:

- a. I communicated a lot with my parents when I was a child.
- b. My parents and I were close when I was a child.
- c. My parents cared about my feelings etc.

#### 4) Whether the subject lived with his parents

If the subject chose 'didn't live with parents during childhood, they would be asked to explain their family background and clarify whom they lived with during childhood.

### 3.4 Data Analysis Approach

This study uses both quantitative analysis and qualitative analysis. SPSS was used for data analysis. All the questions were coded and their correlations were analyzed. The questionnaire sums up eight types of bullying behaviors and evaluates attachment between

**Statistics**

		Live_both_parents 22. Did your parents live with you since childhood?	IPPA_Total Past parent-child relationship quality via IPPA items	Protect_self 14. Do you think you were able to protect yourself from these people, or could you prevent these behaviors from happening again?	Bullied_Total Count of yes to 8 Types of Bullying Experiences
N	Valid	100	100	100	100
	Missing	0	0	0	0
Mean		1.24	26.2100	2.31	3.6000
Std. Error of Mean		.057	.48686	.075	.20841
Median		1.00	27.0000	2.00	3.0000
Mode		1	27.00	3	1.00
Std. Deviation		.571	4.86857	.748	2.08409
Variance		.326	23.703	.559	4.343
Skewness		2.296	-.221	-.283	.378
Std. Error of Skewness		.241	.241	.241	.241
Kurtosis		4.069	-.325	-.680	-1.019
Std. Error of Kurtosis		.478	.478	.478	.478
Range		2	23.00	3	7.00
Minimum		1	13.00	1	1.00
Maximum		3	36.00	4	8.00
Sum		124	2621.00	231	360.00

**Figure 1.** Total Distribution

Live\_both\_parents 22. Did your parents live with you since childhood?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 yes, both parents	83	83.0	83.0	83.0
	2 no, only one one parent	10	10.0	10.0	93.0
	3 no, live w others not parents	7	7.0	7.0	100.0
	Total	100	100.0	100.0	

**Figure 2.** The Distribution of living with parents

children and their parents based on previous research. A total of 114 questionnaires are collected, among which 100 are valid and 14 do not have experiences of bullying and so were excluded from current analyses. The effective response rate is 87.71%. The analysis of the questionnaire shows that some of the conclusions are consistent with the previous research. The questionnaires are analyzed by SPSS, and the conclusion is statistically significant.

The interview is qualitative research. Qualitative research focuses on the construction of social facts and how people experience and interpret them in specific socio-cultural contexts. The reliability of qualitative research refers to the consistency of the interpretation of the results by different participants through interviews, records, and analysis; validity requires the results to reflect the facts accurately, that is, the agreement between the original data and the experience explained by the subjects and the accordance between information collected and the topic. The interviews are conducted according to the prepared outline, and follow-up questions are raised to extend the depth of the interviews. Redundant dialogues that are irrelevant to the topic are eliminated, and effective information is retained to ensure the reliability and validity of the interviews.

		Live_both_parents 22. Did your parents live with you since childhood?	IPPA_Total Past parent-child relationship quality via IPPA items	Bullied_Total Count of yes to 8 Types of Bullying Experiences
Live_both_parents 22. Did your parents live with you since childhood?	Pearson Correlation	1	-.244	.090
	Sig. (2-tailed)		.015	.373
	N	100	100	100
IPPA_Total Past parent-child relationship quality via IPPA items	Pearson Correlation	-.244	1	-.213
	Sig. (2-tailed)	.015		.034
	N	100	100	100

**Fig. 3.** The correlation between parent-child attachment level and bullying

		Protect_self 14. Do you think you were able to protect yourself from these people, or could you prevent these behaviors from happening again?		
Protect_self 14. Do you think you were able to protect yourself from these people, or could you prevent these behaviors from happening again?	Pearson Correlation	-.247	-.171	.249
	Sig. (2-tailed)	.013	.090	.013
	N	100	100	100

**Figure 4.** The correlation between children's confidence to prevent bullying and bullying victimization

## 4 Results

### 4.1 Variable Distribution

The results of the questionnaire survey show that among the 100 respondents, most of them lived with their parents in childhood, and a few did not live with their parents (Figs. 1 and 2).

### 4.2 The Correlation Between Parent-Child Attachment Level and Bullying

The association between the child's level of attachment to parents and bullying victimization is studied. By analyzing the attachment level to parents and the possibility of bullying, it is found that a higher level of attachment to parents and better parent-child relationship was associated with lower bullying victimization. Although the negative relation does not indicate causation, it is consistent with the idea that a positive parent-child relationship may be protective against bullying victimization (Fig. 3).

### 4.3 The Correlation Between Children's Confidence to Prevent Bullying and Bullying Victimization

It was found that the child's confidence to resist school violence and total bullying experiences was positively correlated ( $r = .249$ ,  $p = .013$ ). The confidence in self-protection variable was scored such that a high score indicated a low level of self-confidence. We can see from the data that there was a negative correlation between the teenagers' confidence to resist school violence and bullying victimization, suggesting that those who did not feel able to protect themselves were indeed more likely to be victimized. Given the correlational nature of the data, the relation may also indicate that those who were repeatedly victimized became less confident about their ability to protect themselves. If the child has enough confidence to protect himself from school bullying, he is less likely to be hurt by school bullying. However, if the teenager believes that he can't protect himself from bullying, he will suffer more from bullying. There was also a

Coefficients <sup>a</sup>					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	4.158	1.375	3.023	.003
	IPPA_Total Past parent-child relationship quality via IPPA items	-.075	.042	-.175	.077
	Protect_self 14. Do you think you were able to protect yourself from these people, or could you prevent these behaviors from happening again?	.610	.274	.219	.028

a. Dependent Variable: Bullied\_Total Count of yes to 8 Types of Bullying Experiences

Fig. 5. Multiple Regression Model

		Live_both_parents 22. Did your parents live with you since childhood?	IPPA_Total Past parent-child relationship quality via IPPA items	Bullied_Total Count of yes to 8 Types of Bullying Experiences
Live_both_parents 22. Did your parents live with you since childhood?	Pearson Correlation	1	-.244	.090
	Sig. (2-tailed)		.015	.373
	N	100	100	100

Fig. 6. The correlation between whether lived with parents since childhood and the attachment level to parents

negative relation between perceived ability to protect oneself and attachment to parents. Thus, participants who had lower confidence (i.e. a higher score) on the self-protection variable had lower attachment quality to parents (Fig. 4).

#### 4.4 Multiple Regression Analysis

The occurrence of bullying is not caused by one single factor, but by a combination of multiple factors. In school bullying events, the degree of attachment to parents and children's confidence that they can resist campus violence may independently predict the occurrence of school bullying events. A simultaneous multiple regression analyses was undertaken in which parent-child attachment and perceived ability to protect oneself were entered as predictors of bullying. The variables together accounted for significant variation in number of bullying incidents ( $R^2 = .092$ ,  $F(2, 97) = 4.899$ ,  $p = .009$ ). Results indicated that higher scores on the protect oneself variable (i.e., lower levels of self-protection) predicted greater bullying events ( $B = .219$ ,  $p = .028$ ). Although attachment did not account for significant variance in bullying once self-protection ability was considered, attachment trended toward significance and in the expected direction ( $B = .175$ ,  $p = .077$ ). Therefore, when considered together, both perceived self-protective ability and attachment quality to parents (to some extent) contributed to bullying incidents (Fig. 5).

#### 4.5 The Correlation Between Whether Lived with Parents Since Childhood and the Attachment Level to Parents

Simple bivariate correlations indicated that the live with variable was not correlated with total bullying victimization ( $r = .090$ ,  $p = .373$ ). However, the live with variable was significantly correlated with the total childhood attachment to parents variable

**Table 1.** Interviewee Information

Subject	Gender	Grade	University
A	F	third year (bachelor)	Tsinghua University
B	F	second year (bachelor)	Minzu University of China
C	M	third year (bachelor)	Peking University
D	F	fourth year (bachelor)	China University of Political Science and Law
F	M	first year (master)	Hainan Normal University

(IPPA\_Total) at  $p = -.244, p = .015$ ). The direction of scoring of these variables indicates that as lived with goes up (which means one didn't live with both), attachment to parents in childhood goes down (high scores on IPPA\_Total = greater attachment). These analyses indicated one can express these relations as not living with parents is associated with lower attachment; in turn, lower attachment is associated with greater bullying victimization. However, as noted above, very few participants reported not living with both parents. Although this relation is suggestive, it must be considered with caution, and connections between not living with both parents and bullying-related outcomes might best be considered via in-depth qualitative interviews with those participants who did not live with both parents (Fig. 6).

Therefore, to enhance the reliability of the data, the author further conducts qualitative research. Five out of the seven students are contacted for in-depth interviews. During the interview, the author discussed the bullying experience with the victims and explored whether living with parents influences bullying victimization. The background information of the five interviewees is Table 1.

The conclusions drawn from the interviews are as follows:

First, the long-term separation creates communication barriers.

As the subjects didn't live with parents during childhood, the frequency of parent-child communication was low, as well as their dependence on their parents. When growing up, the impression of 'unable to communicate with parents' has been deeply rooted in their minds. Therefore, after they grow up, they still refuse to communicate with their parents.

Both Subject C and D believe that because they didn't live with their parents since childhood, they naturally resist child-parent communication. Meanwhile, the huge generation gap caused by long-term alienation cannot be bridged by communication in adulthood, which worsens the child-parent relationship when mending fences.

*"I was brought up by my grandmother, and I didn't move in with my parents until I entered elementary school. Maybe I didn't find the right way to communicate with them. In fact, there is another factor, especially obvious during high school, that I thought my parents were not well-educated. During high school, I was young and proud, and in addition, I was in my puberty. As a result, I always looked down on my parents. I felt that my parents and I were not in the same world. I thought it was meaningless to talk with them since they wouldn't understand. During the third year in high school, the academic*



*pressure was high, so they didn't dare to be too strict. They were afraid that my mental burden would be too heavy, which led to the lack of communication."* (Subject D).

*"I lived with my aunt from kindergarten to high school, so I am close to my aunt. However, after Gaokao, my parents returned home and wanted me to live with them. I was reluctant and resistant. Although they are my parents, they are the closest strangers to me. We don't communicate a lot. When I was finally forced to live with them, I was so distressed. Whenever they ask me about my life, I become very annoyed. Sometimes I even have the feeling that they are trying to get close to me on purpose. Now, the only thing I ask for is that they leave me alone. I feel so upset when I have to go home during holidays."* (Subject C).

Second, communication barriers lead to a vicious circle.

According to the subjects, they think the lack of communication makes it difficult for them to empathize with their parents. They will not choose to turn to their parents even if they encounter troubles in school. Some subjects believe that the inability to communicate with parents is the result of the disappointment in childhood when their sharing was not responded to properly. They are trapped in the vicious circle of 'communicate – fail – reject'. Subject A mentioned that she lost interest in communicating with her parents after she found that her emotional outpouring was ignored. Similarly, when given negative feedback during communication, teenagers will also lose interest in it. During the study of this factor, it is found that teenagers' subjective resistance also affects their desire to communicate with their parents.

*"My parents are very strict. After moving in with them in middle school, they paid more attention to my academic performance and daily habits and were less concerned about my feelings and thoughts. However, I am quite emotional. I was eager to share the bits and pieces of my life with my parents, but they were reluctant to listen. After I realized that I couldn't get their feedback on these things, I gradually lost interest in talking to them."* (Subject A).

*"I really hope to be friends with my parents. I hope that I could share with them the interesting things in my life, and talk to them or ask for some help when I encounter difficulties or feel lost. Theoretically, they are the closest people to me. However, when I am wronged or troubled, I dare not talk to them, because they never understand me. Also, I am afraid that after they know what happened, they would give me negative feedback. I am very sad about this. Sometimes I really envy my classmates who are close with their parents."* (Subject D).

Then, the vicious circle leads to increased frustration.

Most subjects think that after being bullied, the sense of frustration is aggravated by their parents' neglect and lack of companionship. Subjects believe that parental companionship would have increased their confidence to deny slanders. Subject B, D, and F think the alienated family relationship in childhood makes it hard to obtain affirmation and the sense of security from parents, which creates the circle of 'frustration in school socializing – frustration in family communication – alienating personality'.

*"I lived with my grandparents when I was a child. They were kind to me and they worked hard. When I was isolated at school, I was sad, but I didn't know what to do. Because of the big age gap, I didn't know how to tell my grandparents about my troubles. After being bullied at school, I had to pretend to be happy at home. It was painful. Each*

*time I wanted to tell my parents about the bullying, they always seemed to be busy. The phone calls lasted for only one or two minutes, so I didn't get the chance to tell them. During that period, each night, I wrapped myself in the quilt and cried to sleep. I was so helpless."* (Subject B).

*"If I had trusted and relied on my parents when I was a child, I would have told them when the boys in my class started to laugh at my fat body. If they would listen to my troubles, encourage me to lose some weight, or tell me not to care about those comments, I think at least the bullying incident would hurt me less. And there might not be so many ridiculous rumors later. I could be more confident to express myself and be brave to disagree with other people's judgment."* (Subject D).

*"When I was a child, I lived with my grandparents. After my parents divorced, they didn't care much about me and only give me some allowance. Children in my primary school were ignorant. When a classmate knew about the divorce of my parents, he laughed at me, saying that my parents abandoned me. I fought with him because of this. Later, he made all my classmates isolate me, saying that I was parentless. This hurt me pretty much and I was in despair. If my family was not broken, and I had my parents back me up, would things be different?"* (Subject F).

Finally, increased frustration leads to personality disorders.

Long-term separation from parents and the lack of psychological comfort may affect children's shaping of characteristics and development of personality, leading to low self-esteem and even avoidant personality disorders. The choice of self-isolation and self-protection under the condition of insufficient parental care also increases the possibility of distortion. Subjects believe that the separation and the inability to confess to being bullied have led to self-denial. Meanwhile, the lack of security makes them sensitive, feel inferior, overthink, and depressed.

*"If my parents knew about this and encouraged and comforted me, my life should have been quite different. These are what I never have: a middle school life without bullying and a more confident personality. These would have been nice. However, without my parents around, I didn't have the chance to tell them about it. I had to swallow everything up, which made me a timid and unconfident person."* (Subject A).

*"When I was a child, I found out that no one could back me up when I was bullied, so I chose to protect myself. The only way I knew was to please others. Therefore, I pleased other people as much as I could to reduce the possibility of being bullied and hurt. I only knew that only me can protect me. But this way of socializing with others makes me exhausted. One single negative comment on me could make me depressed for the whole day."* (Subject F).

*"I was a very outgoing and cheerful girl before I was bullied in school. After that, I didn't dare to socialize with others or meet strangers. I just wanted to stay in my small room and do my own business. Although there is a guy pursuing me right now and I do like him, I worry that later he will change his mind and leave me. I decide to reject him directly. For me, it's really hard to establish an intimate relationship."* (Subject B).

Discussions:

Based on the qualitative analysis of the data results of the questionnaire and the interview records, the analysis of the relationship between living with parents and attachment

is helpful to evaluate the degree of victimization of campus bullying and has certain guiding significance in the relationship between teenagers and parents. At the same time, we can broaden our understanding from the perspective of children in parent-child relationship among the cases of five sharers, which provides a certain sample case to explore whether not living with parents in childhood will have a long-term impact on teenagers in the future. Based on the in-depth investigation of interview method, we can understand the feelings and mental process of teenagers suffering from campus violence in the process of childhood growth, and explore vivid cases that cannot be found by quantitative research. However, due to the small number of overall samples, only five participants in the survey have been bullied on campus and are willing to share themselves. Although the sample is limited, in the future research process, we can carry out broader sample collection and analysis and construct models to achieve the purpose of universal value research.

## 5 Limitations

The main limitations of this study are as follows.

First, the sample size is relatively small. Although this analysis has its significance in analyzing bullying, the result is random to some extent due to the adoption of random sampling and snowball sampling methods. Likely, the result is not applicable universally. Therefore, further research should generate a sample including subjects from a wider range to further verify the conclusions.

Second, this study focuses on the family and self-recognition factors in bullying. However, there are other possible influencing factors such as peer and community factors. Therefore, in further research, the factors in bullying should be examined more comprehensively.

Third, the causality among the data acquired by questionnaires is not verified thoroughly. Considering the questionnaire uses yes/no questions to measure self-confidence, the degree of the influence on bullying is not measured precisely. Therefore, further research may adopt a more precise division method for analysis based on this study.

Fourth, in terms of research methods, this study heavily relies on the recollection of the subjects rather than following them up regularly in the long term. There are certain deviations when the subjects summarize the main influencing factors in bullying as their memories would be beautified or uglified.

## 6 Innovations

First, after concluding that bullying is correlated to the attachment level and children's confidence in resisting school violence, this study continues to reveal the correlations among the three factors. These three factors may also be closely correlated to other factors, so further research can continue to discuss their associations.

Second, this study combines quantitative and qualitative research, and uses qualitative research to make up for the gap in sample size in quantitative research.

## **7 Prevention and Intervention**

### **7.1 School**

First, advocate well-rounded education and development. Schools need to emphasize well-rounded education and focus on the all-round development of students. All students should be cared for, respected, protected, and treated equally. Students from families in poverty and who have difficulties in socializing are particularly susceptible to bullying, so schools should actively check the well-being of those students. For those who are already victims, schools should follow up in time and offer proper help. By establishing standardized criteria, the school should assess students' performance from various aspects and help find students' shining points based on which students may build up self-confidence. Schools should guide the students out of mental difficulties, enhance their self-recognition, and strengthen the self-esteem and self-confidence of students with special needs. Besides, schools are required to stop taking academic performance as the only indicator to evaluate the students and the teaching resources should be distributed in a balanced manner.

Second, provide customized help to students with special needs. Although school bullying is in some way uncontrollable, it can be prevented by educating and managing students with potential tendencies. For those students who are irritable, eccentric, or unsociable, schools should make reasonable plans for their teaching and counseling. For those students in poverty and those who encountered huge family changes, schools should arrange home visits and communicate with the parents regularly. Besides, for those who are bullied, schools should comfort them in time and deal with the bully in a serious manner. Meanwhile, education and counseling should be given to both sides.

Third, include bullying control into campus safety governance. Although there is no clear definition of bullying behaviors, incidents in which students are hurt by violence in school should be included in the school safety governance system. Using official power, schools should ensure that there are rules and regulations for bullying. Also, staff and security should be trained to identify bullying and learn to deal with it properly. Schools may increase the inspections of places where few people tread in school to stifle bullying from the beginning.

### **7.2 Family**

First, implement the family guardianship responsibility. This study mainly focuses on family factors and the establishment of children's self-confidence, both of which are inseparable from parents' help and support. Parents should provide children with a family environment that is beneficial to children's physical and mental development by taking the responsibility of family education and providing essential guidance to the children on healthy mental development. For some special families, such as single-parent families and left-behind families, it is not neglectable to improve the guardianship system for the left-behind children.

Second, coordinate the forces of schools, teachers and families. Parents or guardians should learn the educational knowledge that is beneficial to the physical and mental development of teenagers and protect their interests to the largest extent. Families together with

schools and teachers should build up a good family atmosphere and social environment for children.

### 7.3 Law and Regulations

First, define bullying behaviors. Clarifying the boundaries and defining bullying behaviors clearly can be of great help in preventing the occurrence of bullying. A clear definition is helpful for teachers and parents to educate children about self-protection when encountering bullying as well as to identify bullying behaviors hidden in normal games and jokes. Bullying behaviors should be defined from multiple perspectives. The judgment of bullying should not only rely on schools, families, or students' opinions and statements.

Second, clarify the subject of liabilities for bullying. The occurrence of bullying is not a simple incident between two students. The school and families behind the students should be responsible for the bullying victimization. The subjects of liabilities in both school and family should be clarified, and the future of the country should be protected by the application of *Law on the Protection of Minors*. When punishing the bully, not only the subject of liabilities behind the student but also the student himself should be punished properly so that he can realize the severity of bullying.

## 8 Conclusion

The main purpose of this study is to put forward the prevention and intervention strategies of school bullying by analyzing the main factors in its occurrence, to help reduce the negative impact of bullying on teenagers' physical and mental health, characteristic development, and learning ability.

The study found that the family structural relationship and the parent-child relationship are important factors influencing the development of students' mental health. Living with parents during childhood can cultivate a sense of trust and security between children and parents, and establish a reliable attachment style, which can increase the children's confidence to resist school bullying and meanwhile effectively prevent its occurrence. Even when the children are bullied at school, with the support and care from their families, the physical and mental harm suffered by the bullied will be reduced.

If parents pay close attention to their children's emotional changes, comfort and guide them in a timely manner, live together with the children in childhood, give them sufficient emotional support and care, and establish a reliable family bonding, then the possibility of bullying victimization will be largely reduced.

This study fills the gaps in the academic world and hopes to provide some empirical help for future research.

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