The Positive Impact of School Bullying Experience Under Social Support——Pro-social Behavior

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Abstract. Although there has been much research highlighting the importance of social support for adolescents, there is less research related to the identity transition of victims of socially supported school violence in subsequent incidents of school bullying. By combining national and international studies, this paper suggests that the increased pro-social behavior of adolescents who receive social support after experiencing school bullying has an important impact on their long-term development and makes them more willing to reach out to the same victims.

Keywords: School bullying experience · Social support · Pro-social behavior

1 Introduction

1.1 Background Introduction

In recent years, the high incidence of bullying has caused a serious negative impact on schools and society, and has become a risk factor affecting the healthy growth of students. China's newly revised Law on the Protection of Minors will come into force on June 1, 2021. The draft of the Regulations on the Protection of Schools for Minors issued by China's Ministry of Education includes clear provisions on school bullying, including a chapter on "special protection," which stipulates that schools should implement the law and establish a working system to prevent and treat bullying, sexual assault and harassment among students.

Studies have shown that long-term bullying experiences seriously damage students' physical and mental health, and students who are bullied are more likely to have bad interpersonal relationships, increased negative emotions and lower self-esteem. Social learning theory, the bully of the bullying experience makes them to be near bullies, when they realize they can obtain something by bullying or power, you are more likely to become aggressive, which often bullied people more prone to hostile bias, and might take aggressive action from my defense [1].

Foreign studies on school bullying mainly focus on the nature and form of bullying, the incidence and harm of school bullying, the causes of school bullying, corrective measures and coping strategies [2]. Few studies have been conducted on the positive

long-term effects of peer support on students' physical and mental development after a bullying experience. This paper uses the theory and concept of positive psychology to analyze the social support that individuals receive when they are bullied in school, and finds that social support makes individuals produce more positive emotions, thus promoting the occurrence of their pro-social behaviors [3]. Encourage schools, communities, parents, teachers and peers to provide companionship and understanding to bullied students, prevent them from developing social anxiety, get rid of the shadow of bullying experience, and increase their own pro-social behavior.

1.2   Definition and Current Situation of School Bullying

Bullying means that a person is constantly and repeatedly subjected to negative behavior from one or more people at some point in time. There is also an imbalance in strength, and people who are victims of negative behavior are less able to protect themselves and receive less help. Bullying can also be divided into direct bullying, where the victim is publicly attacked, and indirect bullying, where the victim is isolated or ostracized from the group [4].

School bullying is a kind of adolescent aggression and a kind of serious violence. A large study in China reported that 38.2% of teenagers had been victims of traditional bullying [5]. Cheng and others surveyed 9015 students in four Chinese cities—Beijing, Hangzhou, Wuhan and Urumqi—and found that between 20% and 32% were victims of bullying [6]. Since then, researchers had repeatedly confirmed that more than 20% of children and adolescents across the country were involved in or affected by bullying [7, 8]. In America, a nationally representative sample of students in grades 6 through 10 who participated in bullying within two months found that 20% reported physical bullying, 53.6% reported verbal bullying, 51.4% reported social bullying and 13.6% reported online bullying [9].

Most studies focus on the negative effects of bullying on the future of bullies and bullies. One study, for example, found that students who experienced bullying between the ages of 8 and 12 experienced a significant increase in subsequent crime. Those who experienced bullying experienced academic and psychological problems such as anxiety, depression, avoidance, loneliness and low self-esteem [10, 11]. However, we ignore the positive development of bullied people after receiving social support when they are bullied. In recent years, there has been an increase in research on social support and violence against young people, calling on society, family and classmates to give them more love and understanding.

1.3   The Formation of Pro-social Behavior

Pro-social behavior is a manifestation of all behaviors that are intended to benefit others, such as cooperation, compassion, sharing [12]. Pro-social behavior involves behavioral motivations within an individual, ranging from altruistic behavior that willingly helps others without expecting anything in return to helpful behavior that is intended for a specific purpose.

Pro-social behavior, as an important part of moral cognition and emotion in adolescence, plays an important role in adolescent development. Individuals may be influenced by a variety of complex factors to engage in different pro-social behaviors, broadly categorized as: implementing pro-social actors, accepting pro-social actors, situational factors and socio-cultural factors [13]. Socio-cultural factors include the fact that any behavior or cognitive style of an individual is necessarily influenced by socio-cultural factors. Wade-Benzoni points out that individuals exhibit appropriate pro-social behavior in whatever social environment they find themselves in. In an empathetic social environment, the individual will feel a good atmosphere of friendship, harmony, happiness and mutual assistance, and he will be more willing to commit pro-social behavior [14, 15]. Parents, have an important influence on their children's behavior, and positive parenting contributes to the development of their children's pro-social behavior [16]. Li Wenping's research also points out that social support, basic psychological needs, and positive emotions are positively correlated with pro-social behavior in adolescents [17].

2   Literature Review at Home and Abroad

2.1   Research Status Abroad

School bullying among adolescents in the United States: physical, Verbal, Relational, and Cyber The Jing Wang study used the 2005/2006 Healthy Behavior in School-Age Children (HBSC) study and collect self-reported data on bullying from 7508 adolescents. It also revised the Olweus Bully/Victim Questionnaire to measure body, language, relationships, and network bullying forms among U.S. teens in school bullying, with each form falling into four categories: bullies, victims, bullying victims, and non-participation. Multinomial logistic regression was applied to predict socio-demographic variables, parental support and number of friends.

The study found 20.8% had been bullied or bullied at school at least once in the previous two months, 53.6% verbally, 51.4% socially and 13.6% online. And higher levels of parental support were associated with less involvement in various forms and categories of bullying. The more friends there are, the more physical, verbal and relational forms of bullying, and the less victimized they are, but not related to cyberbullying. It can be learned that parental support can protect teens from all four forms of bullying. And friends have different effects on traditional bullying and cyberbullying [9].

2.2   Domestic Research Status

In LI Wen-ping's The Effect of Social Support on Adolescents' Prosocial Behavior: A Serial Mediation Model, junior and senior high school students in Zhe jiang and Yun nan were given questionnaires using a convenient sampling method. A total of 917 questionnaires were collected online, with valid questionnaires excluding invalid questionnaires, and participants ranged in age from 12 to 22. The analysis of the Xiao Shuiyuan's Social Support Rate Scale (SSRS), Gagne's Revised Basic Psychological Needs Scale (BPNS), Watson, and others, Qiu Lin's Revised Positive Effect and Negative Effect Scale (PANAS) and Carlo's Revised Prosocial Tenden Measure (PTM) showed a significant

positive correlation between social support and pro-social behavior, indicating that the more social resources and support adolescents received, the more their prosocial behavior tendencies were evident, and that social support was an important environmental factor in pro-social behavior of adolescents. And basic psychological needs and positive emotions have a chain-mediated role in it [17].

3 Analysis and Summary

Olweus said the repetitive and intentional nature of bullying makes it difficult for the victims to advocate for themselves [18]. As a result, people who are bullied at school are in desperate need of social support. Social support is a resource that individuals acquire from social networks. School-based bullying is often induced at the primary and secondary school level. For teenagers who are going through puberty, they are trying to get rid of their dependence on adults, seek independence and autonomy, and at the same time look for new objects of belonging and attachment. The peer group and close friends fit the bill. Although the importance of peer relationships increases markedly during adolescence, parents and teachers are still important sources of social support for secondary school students, with mothers giving the most social support to secondary school students, followed by fathers, same-sex friends and teachers [19]. In the study of adolescent groups, it is found that good social support can help to cultivate their sociability, enhance their interpersonal adaptability and promote social development [20]. It can effectively relieve their stress state, maintain positive emotional experience and is important for shaping positive psychological quality [21]. In addition, Frisén's research shows that social support is protective and can help teenagers cope with stressful events, such as bullying in school. Furthermore, social support not only helps cushion the negative health effects of bullying in schools, but also helps to stop bullying early and improve the psychological adjustment of subsequent victims to prevent subsequent bullying [22]. Low social support will have a negative impact on the mental health of adolescents, leading to the occurrence of depression in adolescents [23]. Therefore, after being bullied, social support can be used as an important factor in trauma healing. Studies have shown that social support has a significant effect on relieving the symptoms of PTSD; PTSD and psychological stress caused by childhood trauma, through social Support can be mitigated and eliminated [24].

In school bullying, in addition to bullies and bullies, there is a very important role called bystander. Salmivalli and colleagues found a unique group of students who defended the victims of bullying [25]. These students support victims by working to stop bullying and comfort victims [26]. After adolescents experience bullying, pro-social behaviors that are positively associated with the social support they receive increase. This can lead these former "victims" to shift their role toward that of protector when they become bystanders to other school bullying incidents, triggering protective behaviors in school bullying incidents [27].

4 Conclusion

School bullying governance should be problem-oriented and comprehensive. Problem-oriented means that researchers and governors should pay close attention to the current

theme and social status when studying school bullying, and develop corresponding countermeasures based on the existing social problems. Specifically, it includes four aspects: first, to conduct research and study on hot social issues; second, to intervene on the characteristics of youth themselves; third, to carry out prevention work on family factors; and fourth, to establish a collaborative participation mechanism of multiple subjects. Comprehensive management refers to comprehensive research and effective solutions from the perspectives of law, education, psychology and other disciplines [28].

In the study of this paper, in school bullying, empathy is a necessary ability to form intimate relationships by recognizing and sharing other people's emotions, reaching deep into their hearts, putting ourselves in other people's shoes, understanding and preserving their dignity. Empathy is a promotion of positive emotions and a suppression of negative emotions [29]. Therefore, parents are very important for the development of empathy among teenagers. Effective use of multimedia by parents to guide their children as they grow up, such as the use of pro-social video games, may have empathy and improve emotional relationships between different populations [30]. Besides, schools can increase empathy among peers through various group activities and fun activities. Leisure education, for example, refers to learner changes in the use of leisure time, as reflected in beliefs, emotions, attitudes, knowledge, skills and behaviours, usually in formal and informal educational or recreational settings for children, young people and adults. Campus culture is a special form of social culture. There is a lot of counterculture on campus. There is a lot of bad atmosphere on campus, such as violence, pornography, etc. Therefore, in order to eliminate the impact and influence of counter campus culture on mainstream culture, these 'troublemakers' should psychologically identify with the 'leisure' of campus culture and jointly advocate the relationship and culture of scientific civilization [29].

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