

School Violence: Types, Impacts and Support

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Abstract: In this study, our paper focus on school violence: types, impact and support. This paper pays more attention to the relationship between school violence than the relationship between people and school violence. Our purpose is to find the following relationships. Relationship between duration and degree of impact. Relationship between duration and impact type. Relationship between the type of bullying and what kind of support was most helpful. Relationship between being bullied and receiving some kind of help. Our group sent out 110 questionnaires and collected these data to analyze.

Keywords: Social Psychology, School Violence, School Violence effects, School Violence support, school violence types

1. Introduction

School violence has gradually become a hot topic and the effects of school violence on people can be lifelong. School violence would cause trauma and distortion to the victim, as well as lower academic achievement and interpersonal alienation, and may even force the victim engaging in retaliatory aggression or turn to school violence. Some even participate in school violence without realizing it. Spreading rumors about other people out of curiosity, sharing nicknames with other people, all of these actions can cause harm to other people even though you don't intend to hurt them. Those who experienced only school bullying or only cyberbullying were at no greater risk for attempted suicide, while those who experienced both forms of bullying were more than 11 times as likely to attempt suicide compared to those who had not been bullied [1]. Under the premise that school violence does great harm to people, we will discuss school violence: types, impacts and support.

First, the definition of "school violence" is different. Some simple definitions are "extreme physical force" [2], as in the "force, which is employed against common right, against law, and against public property" [3]. Actually, the word violence in the dictionary has two meanings: caused by physical force or strong emotion. There are many types of school violence: physical violence, verbal violence, relational violence and so on. In fact, all types of violence could be widely classified as students are hurt. In addition, bullying is also a word people probably hear a lot. But most people have no clear idea about the difference between bullying and violence. Violence is all acts of violence

that causes hurt to others no matter where they occur or whether people have such behavior on purpose or not. But bullying is defined as a form of aggression in which one or more children intend to harm or disturb another child who is perceived as being unable to defend himself or herself [4]. For example, there are two people. One is normal and the other has mental disease. Psychosis hits people unconsciously, but does cause harm to others, so it counts as violence. However, normal people who hit people intentionally and with subjective emotion count as bullying.

2. Participants and Method

Our main method is to analyze the questionnaire survey. The data for this study came from a survey of students from all over the world living in different regions. From August 2, 2020, a questionnaire survey was released through the software to investigate the type, duration, severity and help of campus violence suffered by students in the past. All participants have given their consent and remain anonymous. In the end, after eliminating some of the wrong samples, we collected over 100 random samples.

3. Basic Statistics

Since data in this research mainly come from questionnaires, we authors had to mention that all respondents have given us permission to collect their information and we all promised that this survey is completely anonymous. This section will contain the basic results of each question and Intent to design this question. Some foundations and conclusions will be given in this section to help explain the following context.

The first figure (Figure 1 The rate of experiencing school violence or not) is about the ratio of whether our respondents have experienced school violence or not. In this graph we can clearly see that 75.45% respondents have experienced school violence while 24.55% did not, which can represent in our samples, over half participants have suffered any type of school violence. In a review of school bullying in Greater China conducted by Chan and Wong in 2015, the self-reported prevalence of victimization ranged from 2% to 66% in Mainland China, 24% to 50% in Taiwan, 20% to 62% in Hong Kong and 26% to 78% in Macau. Meanwhile, the self-reported perpetration in Mainland China ranged from 2% to 34%, 40% to 68% in Taiwan, 19% to 56% in Hong Kong and 16% to 46% in Macau [5]. Previous paper also gives similar result that school violence rate has already increased to half or over half in the whole China. Additionally, examples of school violence have been numerous in recent years. Such as the attack at Beijing's Zhong guancun No. 2 Primary

School where several students bullied one boy by pouring a trashcan full of used toilet paper and feces on his head, renewed the severity of school violence in China [5]. Consequently, we rise with a question that what kind of violence can hurt our participants most and this may relate to the adverse reactions they show in our following questions. So, the second question is to ask respondents who chose at least one option in the first question to pick the most hurtful one in question two.

In figure 2 (Figure 2 The graph about types of school violence each respondents experienced), we include most types of school violence/bullying for participants to choose. These options are based on some literature. Generally, researchers identify four types of bullies [6]. Well-known in schools, physical bullies are action-oriented and use direct bullying behaviors such as hitting and kicking. This is the least sophisticated type of bullying because of the ease in identifying these bullies. Physical bullies are most commonly boys. Over time, physical bullies become more aggressive and may continue to manifest bullying behaviors into adulthood. Verbal bullies, on the other hand, use words to hurt or humiliate their victims. Bullying by this type of bully happens rapidly, making it difficult to detect and intervene. Although there are no visible scars, this type of bullying can have devastating effects. The third type is called relational bullies. Relational bullies convince their peers to exclude

certain children. This type of bullying happens most often with girls and can lead to feelings of rejection at a time when social connection is critical [7]. The final type, reactive bullies, can be the most difficult to identify. These bullies tend to be impulsive, taunting others into fighting with them [8].

So, we divided the characteristics into generally three perspectives: Physical conflicts (Direct Body Conflicts, Deliberate Pushing/Shoving, invading private property), Cold violence (Cold Violence, Group Isolation), Verbal or message conflict (Cyberbully, Verbal insults, Threatening Rumors). It is easy to conclude that Rumors is the largest part and violence against property is just opposite.

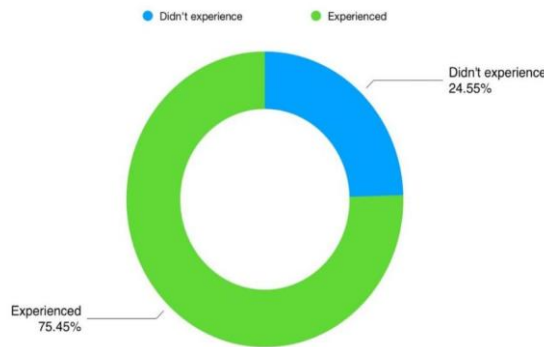


Figure 1: The rate of experiencing school violence or not.



Figure 2: The graph about types of school violence each respondents experienced.

Consequently, we have a series of questions about specific points in time. The first one is: When did you first experience the event which hurt you most? This question is to narrow down the categorical variables to simple the analysis later and make the data more representative. In this graph, group isolation comes to the top and the three characteristics in Physical conflicts are tied options as the bottom ones. Since we did not find literature about the difference between physical violence and verbal violence, this is the limitation. The statistical result in this question is that most respondents experienced violence in their elementary schools. The next two questions: When did you first ⁽¹⁾ / last ⁽²⁾ experience/notice this kind of event? These questions are to determine the duration of respondents' experiences and to help relate to further research. The most concentrated duration is from primary school to junior high. All these results can be seen in Figure 3 (Figure 3 The graph of first-time experienced school violence), Figure 4 (Figure 4 The graph of last-time experienced school violence) and Figure 5 (Figure 5 The graph about when respondents experienced the event which hurt them most).

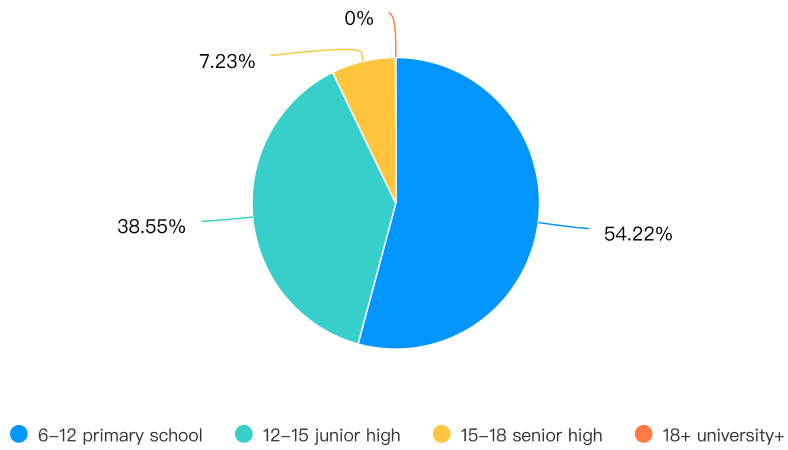


Figure 3: The graph of first-time experienced school violence.

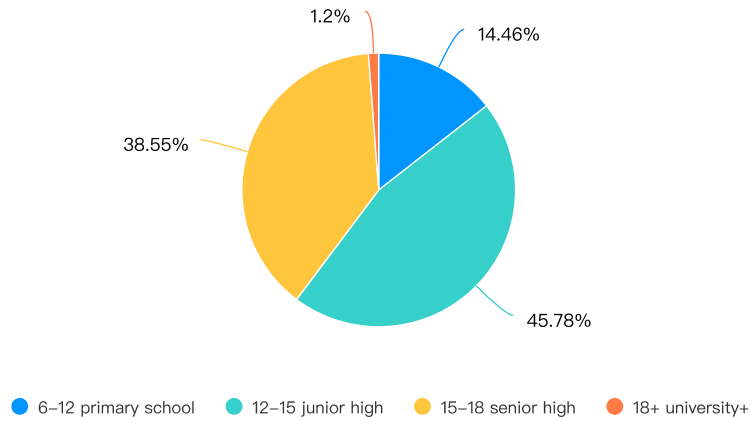


Figure 4: The graph of last-time experienced school violence.

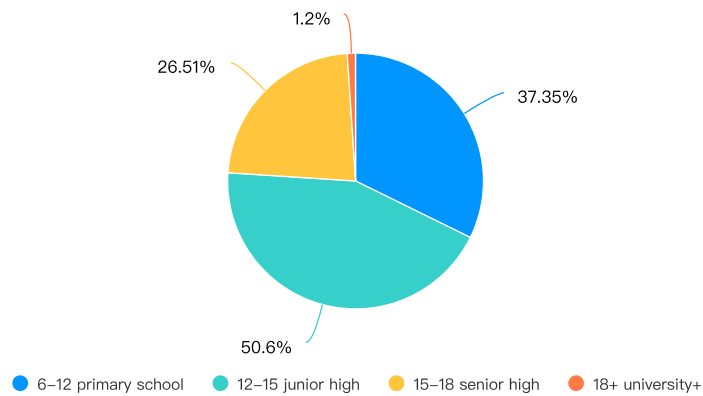


Figure 5: The graph about when respondents experienced the event which hurt them most.

The sixth and seventh questions' purposes is to figure out if and what degree these school violence events affect our participants. The options in these questions are almost all characteristics of some mental illness such as depression and anxiety. At the third level of abstraction, the term depression is used to refer to a syndrome or a set of symptoms that regularly cooccur and are not associated by chance. In adults, the depressive syndrome has generally been recognized as consisting of changes in mood plus changes in eight primaries. symptom clusters [9]. These are changes in appetite and weight, changes in sleep pattern (particularly insomnia), psychomotor agitation or psychomotor retardation; a loss of interest in usual activities and a loss of pleasure that is generally obtained from doing these activities (anhedonia); feelings of self-reproach or guilt; a diminished ability to concentrate, think, or slowed-down thinking; and finally, morbid thoughts of death, thoughts of suicide, and suicidal behavior. At the third level of abstraction, the term depression is used to refer to a syndrome or a set of symptoms that regularly cooccur and are not associated [10]. The results can be seen down below in Figure 6 (Figure 6 The graph about what effects respondents suffered) and Figure 7 (Figure 7 The graph about the rank of respondents give to the effects they suffered).

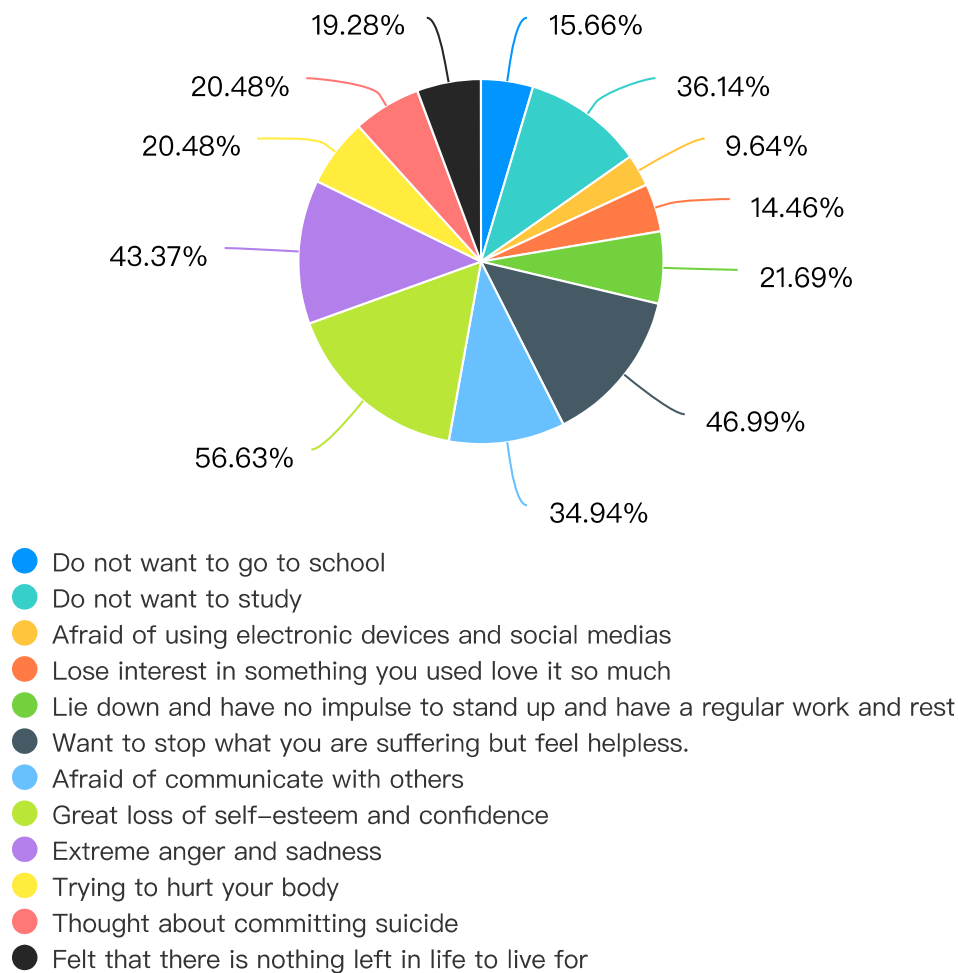


Figure 6: The graph about what effects respondents suffered.

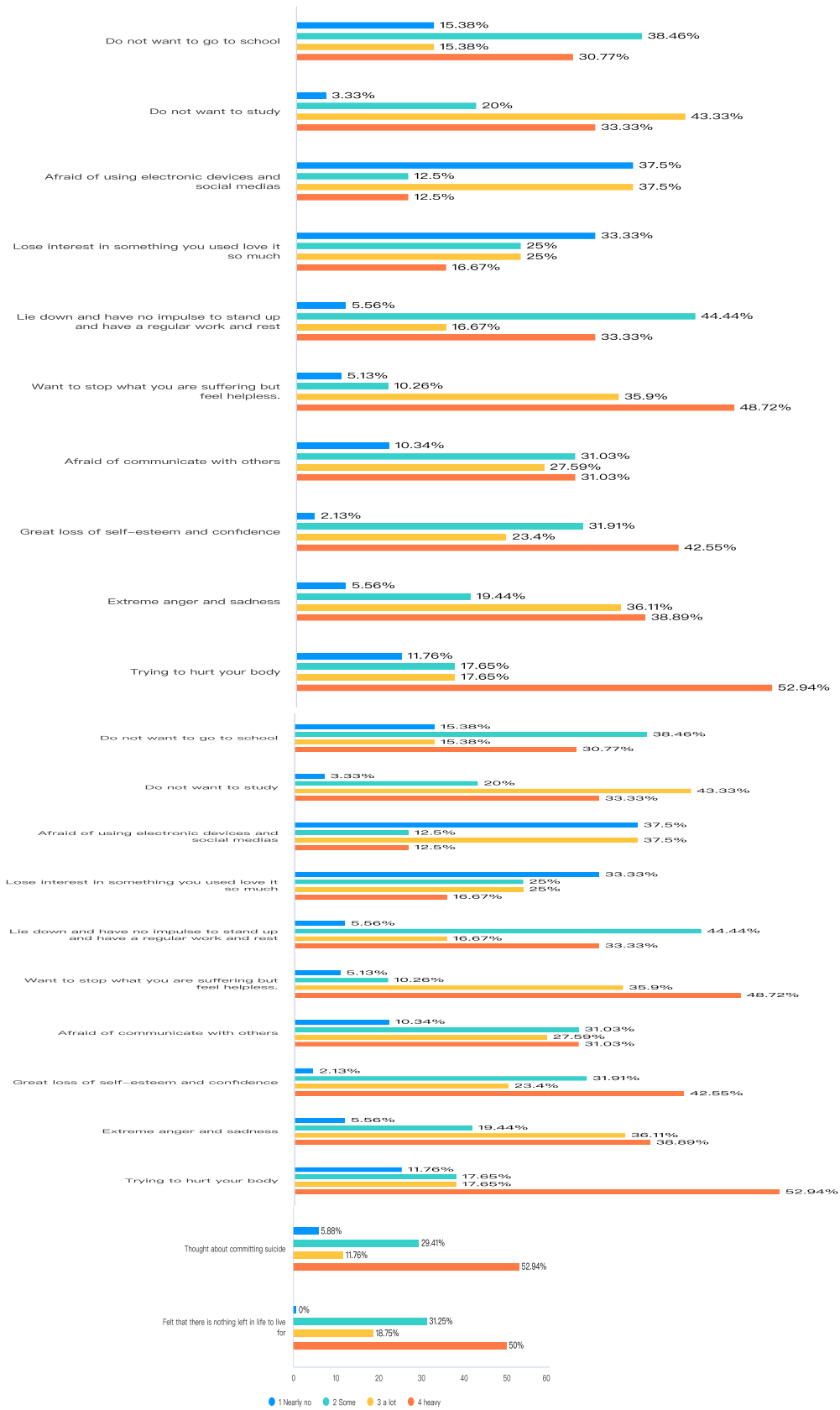


Figure 7: The graph about the rank of respondents give to the effects they suffered. (The transformation for the legend in Figure 7: almost no effects, 2, 3, have serious effects)

In these figures we can see that most participants chose “Great loss of self-esteem and confidence” and “Trying to hurt your body”, “Thought about committing suicide” make them feel most effect.

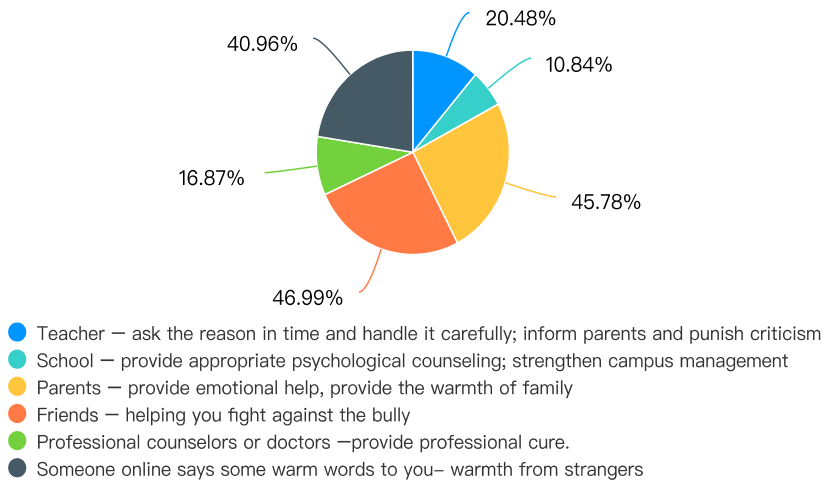


Figure 8: The rank of the most helpful supports respondents received.

Options	Total	No.1	No.2	No.3	No.4	No.5	No.6	Account
Friends – helping you fight against the bully	2.58	25(65.79%)	12(31.58%)	1(2.63%)	0(0%)	0(0%)	0(0%)	38
Parents – provide emotional help, provide the warmth of family	2.58	28(73.68%)	6(15.79%)	4(10.53%)	0(0%)	0(0%)	0(0%)	38
Someone online says some warm words to you- warmth from strangers	2.18	18(52.94%)	12(35.29%)	3(8.82%)	0(0%)	0(0%)	1(2.94%)	34
Teacher – ask the reason in time and handle it carefully; inform parents and punish criticism	1	6(35.29%)	7(41.18%)	1(5.88%)	2(11.76%)	1(5.88%)	0(0%)	17
Professional counselors or doctors – provide professional cure.	0.67	4(30.77%)	3(23.08%)	3(23.08%)	0(0%)	2(15.38%)	1(7.69%)	13
School – provide appropriate psychological counseling; strengthen campus management	0.51	2(22.22%)	4(44.44%)	1(11.11%)	2(22.22%)	0(0%)	0(0%)	9

Figure 9: The rank of the most helpful helps respondents received.

The eighth and ninth questions are about the support the respondents received. Our group wants to figure out if there is any relationship between the support the respondents received, or which one is the most helpful to them and the violence they suffered, and the length of violence lasted. In Figure 8 (Figure 8 The rank of the most helpful helps respondents received) and Figure 9 (Figure 9 The rank of the most helpful helps respondents received), friends provided the most help and school provided the least. In question 9, friends’ help and parents’ help are the two tied options and school is still the last one. In the following text, this point will be used as a factor to analysis.

4. Length of Time Experiencing School Violence

Regarding the time of exposure to school violence, the group set up four sections according to the educational stages in China: primary school stage from 6 to 12 years old, junior high (middle school) stage from 12 to 15 years old, high school stage from 15 to 18 years old, and university stage after 18 years old. 92.77% of respondents first experience school violence before the high school stage, which is the nine-year period of compulsory education in the Chinese education system (as shown in Figure 10). Nearly half (45.78%) of the respondents experienced school violence for the last time in junior high, and only 1.2% of the participants continued to experience school violence during their college years (Figure 11).

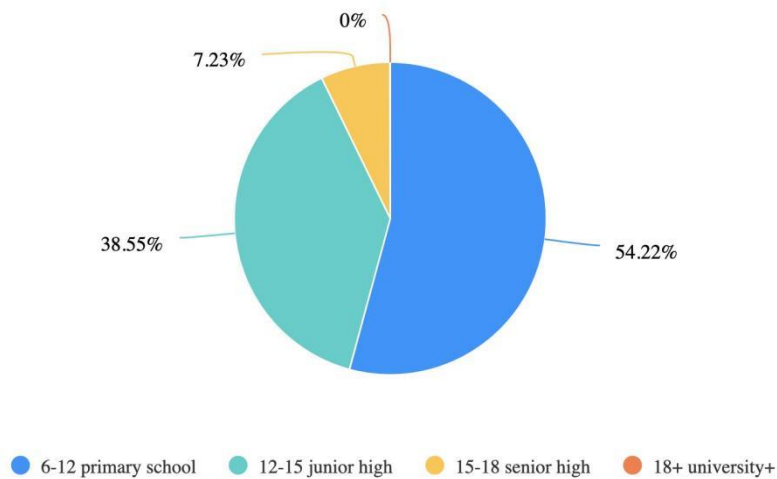


Figure 10: Time period when school violence was first experienced/noticed.

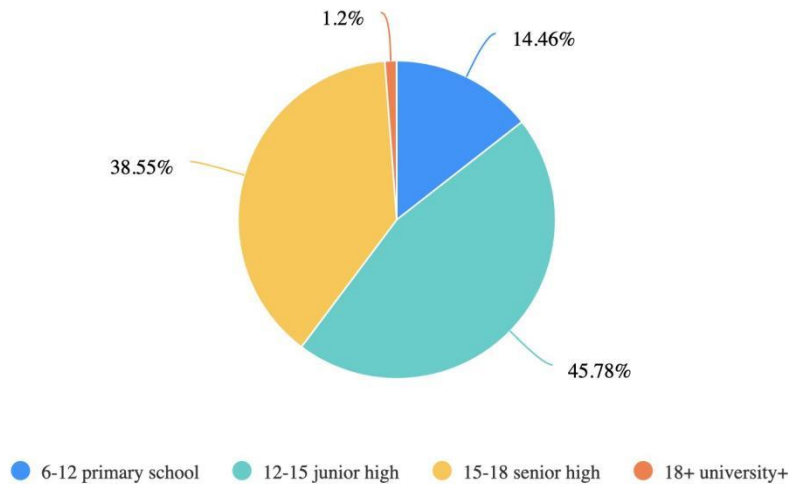


Figure 11: Last Time Period Experienced/Noticed School Violence.

5. Rate of Different Types of Impacts Occurring

In the questionnaire, participants were asked to select from 12 items which types of impact occurred after the school violence they experienced. The available choices of impacts included “Great loss of self-esteem and confidence”, “Want to stop what you are suffering but feel helpless”, “Extreme anger and sadness”, “Do not want to study”, “Afraid of communicate with others”, “Lie down and have no impulse to stand up and have a regular work and rest”, “Trying to hurt your body”, “Thought about committing suicide”, “Felt that there is nothing left in life to live for”, “Do not want to go to school”, “Lose interest in something you used love it so much”, and “Afraid of using electronic devices and social medias”.

As shown in the figure (Figure 12), the data obtained from the questionnaire demonstrates that the three most significant effects were, respectively Great loss of self-esteem and confidence (56.63%), Wanting to stop what they are suffering but feeling helpless (46.99%), and Extreme anger and sadness (43.37%). The least significant effects were Afraid of using electronic devices and social media (9.64%) and Losing interest in something they used to love so much (14.46%).

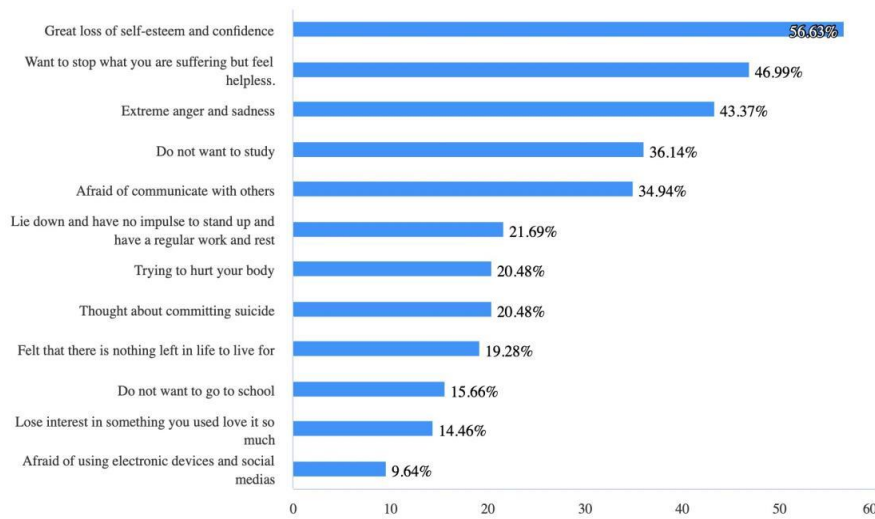


Figure 12: Impact of different types of school violence.

6. Severity of Different Impacts

Respondents were also asked to rate the severity of all the symptoms of school violence on a scale from 1 to 4 (1 being little impact and 4 being enormous impact). As the table demonstrated (Table 1), the symptom that had the most significant impact on the victim was Wanting to stop what they are suffering but feeling helpless (3.28), followed by the feeling that there is nothing left in life to live for (3.19), trying to hurt one's body (3.12) and thoughts about committing suicide (3.12). Almost all of the symptoms had a relatively enormous impact on the victim (mean > 2.5), with being afraid of using electronic devices and social media and losing interest in something they used to love having the lowest impact on the victim (both 2.25).

Table 1: Severity of different impacts of school violence.

Options	1	2	3	4	Mean
Do not want to go to school	2(15.38%)	5(38.46%)	2(15.38%)	4(30.77%)	2.62
Do not want to study	1(3.33%)	6(20%)	13(43.33%)	10(33.33%)	3.07
Afraid of using electronic devices and social medias	3(37.5%)	1(12.5%)	3(37.5%)	1(12.5%)	2.25
Lose interest in something you used love it so much	4(33.33%)	3(25%)	3(25%)	2(16.67%)	2.25
Lie down and have no impulse to stand up and have a regular work and rest	1(5.56%)	8(44.44%)	3(16.67%)	6(33.33%)	2.78
Want to stop what you are suffering but feel helpless	2(5.13%)	4(10.26%)	14(35.9%)	19(48.72%)	3.28
Afraid of communicate with others	3(10.34%)	9(31.03%)	8(27.59%)	9(31.03%)	2.79
Great loss of self-esteem and confidence	1(2.13%)	15(31.91%)	11(23.4%)	20(42.55%)	3.06
Extreme anger and sadness	2(5.56%)	7(19.44%)	13(36.11%)	14(38.89%)	3.08
Trying to hurt your body	2(11.76%)	3(17.65%)	3(17.65%)	9(52.94%)	3.12
Thought about committing suicide	1(5.88%)	5(29.41%)	2(11.76%)	9(52.94%)	3.12

Table 1: (continued).

Felt that there is nothing left in life to live for	0(0%)	5(31.25%)	3(18.75%)	8(50%)	3.19
Total	22(7.8%)	71(25.18%)	78(27.66%)	111(39.36%)	2.88

7. The Relationship Between Time Length of Experiencing School Violence and Impacts

Further, the group wanted to examine the relationship between the length of exposure to school violence and the impact. This part of analysis focuses on four questions in the questionnaire: analyzing four questions in the questionnaire: the duration of the first and last experience of school violence, the impact on the participant in various aspects, and the severity of these impacts.

The vast majority of school violence in the data received existed from primary school to high school, so after preliminary analysis, the group divided the collected sample into six groups corresponding to the age group that experienced school violence and its duration. The six categories were primary school only, junior high only, high school only, from primary school to junior high, from junior high to high school, and from primary school to high school, respectively.

Figure 13 shows that for those who experienced school violence only in primary school, the impact that emerged most frequently was a significant loss of self-esteem and self-confidence (66.67%), with two-thirds reporting this symptom in the questionnaire. The frequency of occurrence of other effects is shown in the graph on the right. However, the item that affected them most severely was their helplessness in wanting to stop this school violence (3.33).

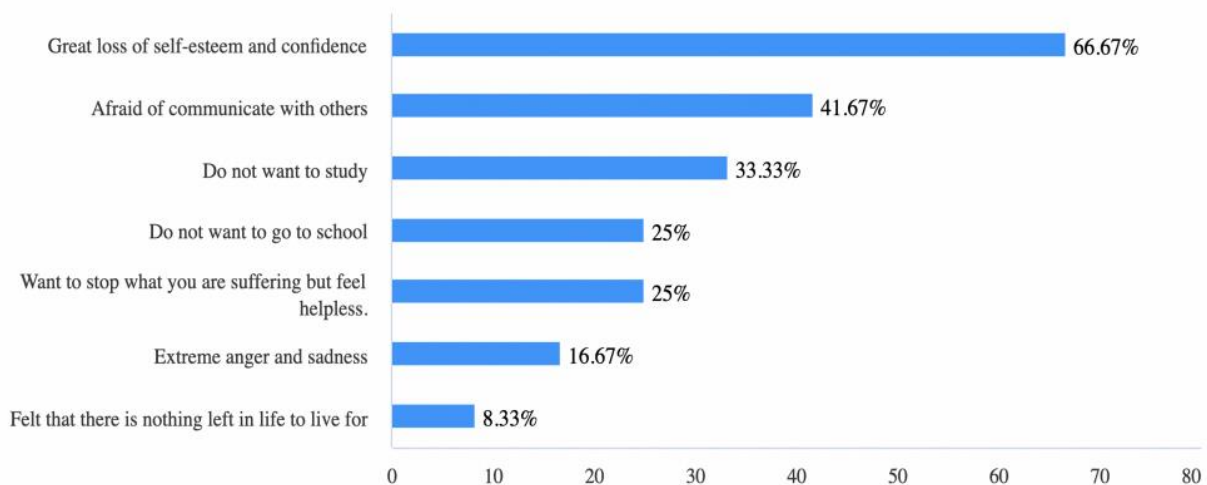


Figure 13: Impact of those who experienced school violence only at the primary school level.

For respondents who experienced school violence only in junior high, Figure 14 shows that the most common effect was that they wanted to stop the violence but felt helpless to do so (55%). The most severe impact on them was a significant loss of self-esteem and self-confidence (3.5).

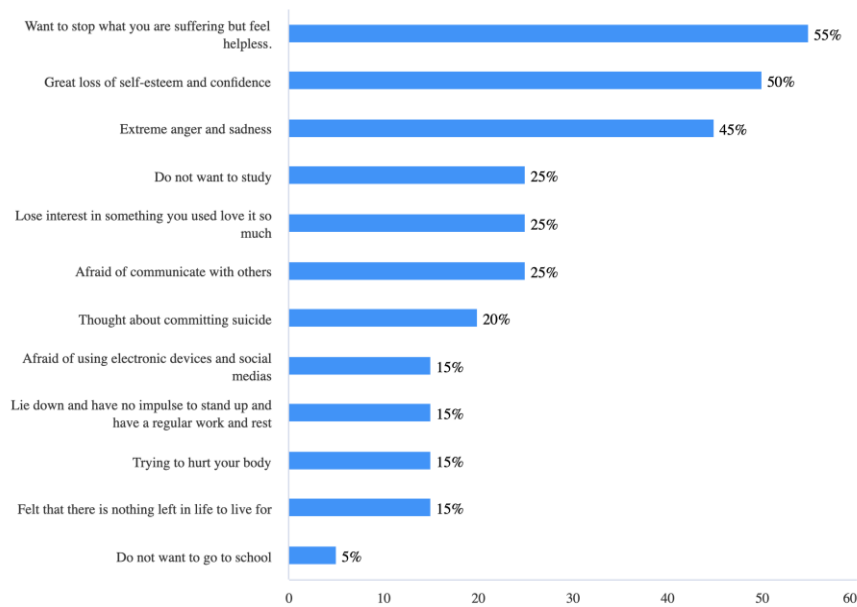


Figure 14: Impact of those who experienced school violence only at the junior high school.

For school violence experience only appears in high school, as shown in Figure 15, the impact reported most frequently is “Want to stop what you are suffering but feel helpless” (66.67%). Participants identified Lie down and have no impulse to stand up and have a regular work and rest as having the greatest impact on them (4).

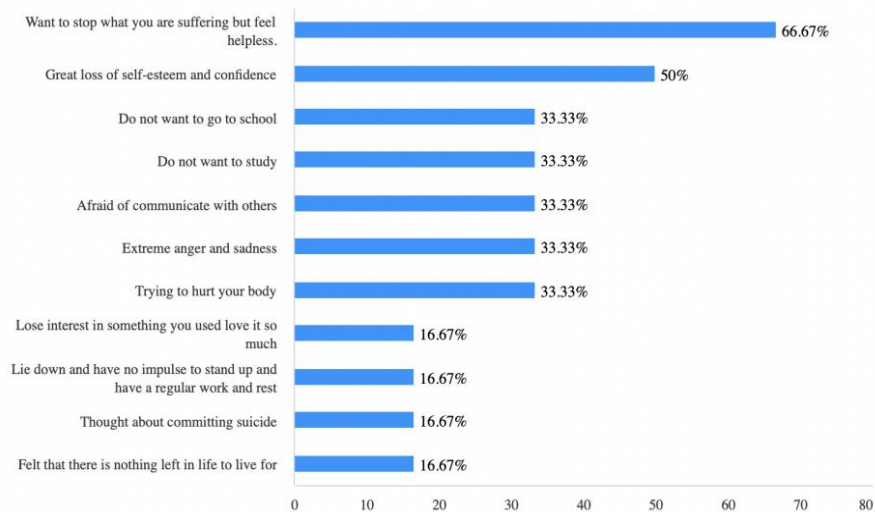


Figure 15: Impact of those who experienced school violence only at the high school level.

For those who were exposed to school violence at both the primary and junior high school levels, Figure 16 shows that the most commonly reported effect is “Great loss of self-esteem and confidence” (66.67%), while feeling that there is nothing left in life to live for brings the most severe impact to them (3.75). (Figure 16)

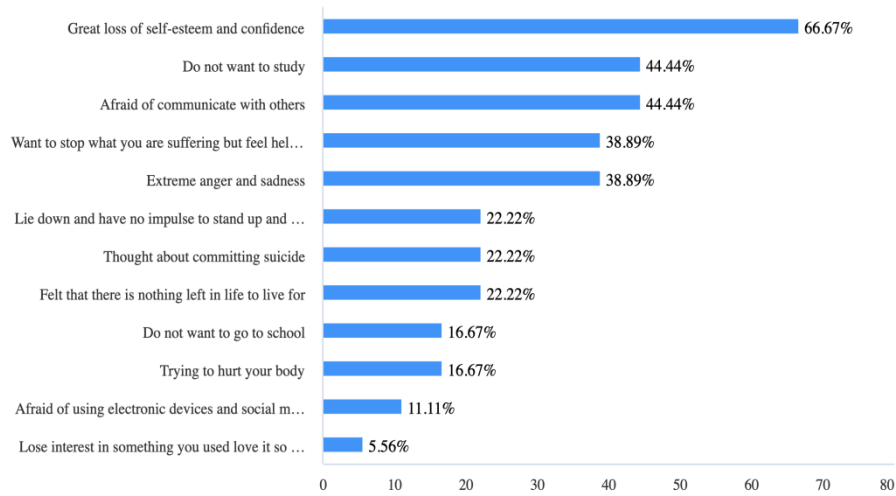


Figure 16: Impact of experiencing school violence in both elementary and middle school.

For respondents who have experienced school violence from junior high to high school, as shown in Figure 17, the leading impact they reported was “Great loss of self-esteem and confidence” (66.67%), and the most severe symptom was “Do not want to study” (3.43).

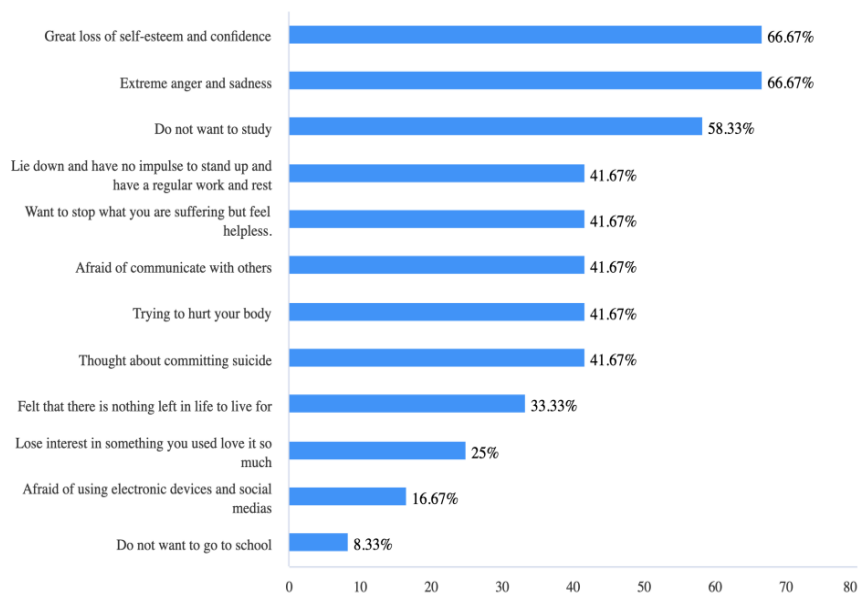


Figure 17: Impact of experiencing school violence in both junior and senior high school.

Figure 18 shows that for participants who experienced school violence consistently from primary school to high school, the duration of experiencing such violence was the longest. In this situation, the most frequent effect was “Want to stop what they are suffering but feel helpless” (64.29%), the desire to commit suicide has the most profound effect on them.

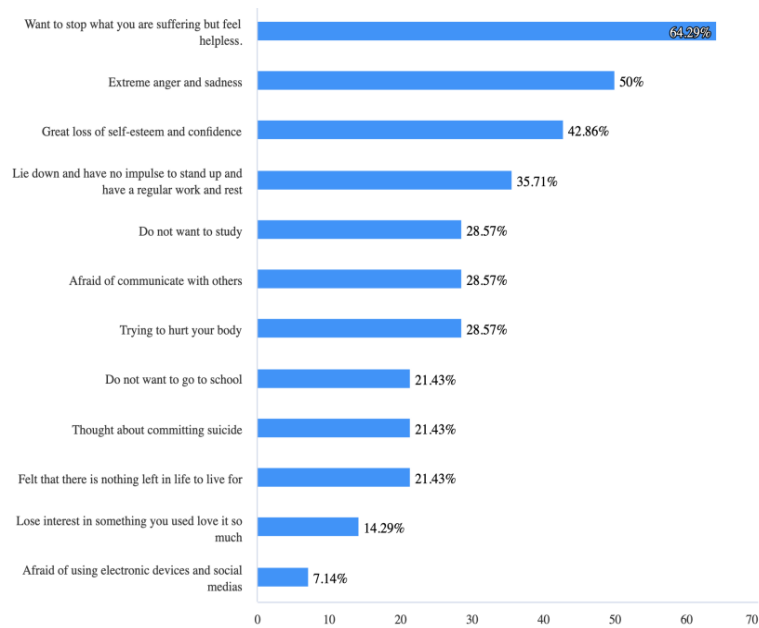


Figure 18: Impact of experiencing school violence consistently from primary school to high school.

In analyzing the severity of each influence, the group found some distinctive features in certain impacts, for example, “Lie down and have no impulse to stand up and have a regular work and rest”. As shown in Figure 19, this condition had little impact for those who experience school violence in elementary school, however, the older they got, the greater the degree to which this impact on the academic aspect affected them, and by the time they reached high school, each participant felt that this would have the greatest impact on them. The group members believe that this may be due to the fact that in high school, because of the Gaokao, studying is seen as one of the most important tasks in life. As a result, irregular routines caused by school violence can greatly affect this goal and

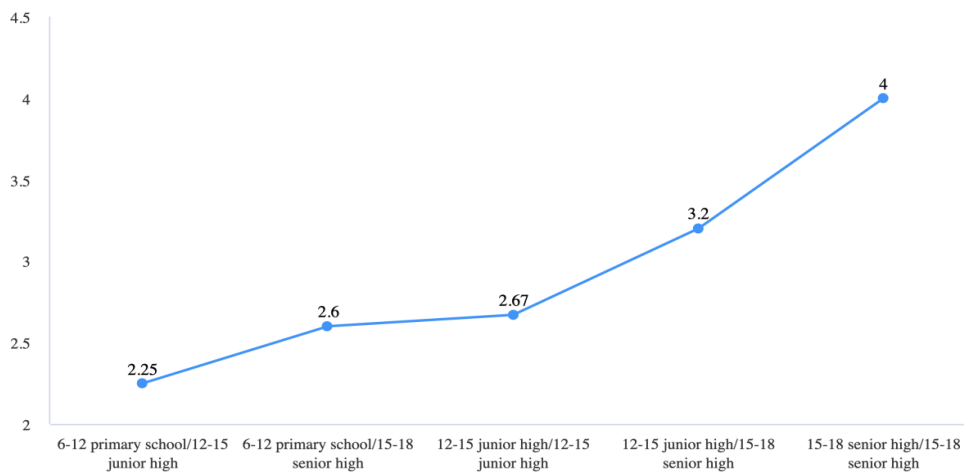


Figure 19: The severity of the impact “Lie down and have no impulse to stand up and have a regular work and rest” for different age stage.

therefore becomes the most severe symptom.

Regarding the effect of “Felt that there is nothing left in life to live for”, the group tends to see it as a basis for self-harm and even suicidal thoughts, which occurs most often and to the greatest extent among middle and high school students. Also, as a person's experience of school violence grows over time, they are more likely to have such thoughts. The group believes this can be related to not receiving timely help. A gradually growing sense of helplessness can cause them to have such negative thoughts.(Figure 20)

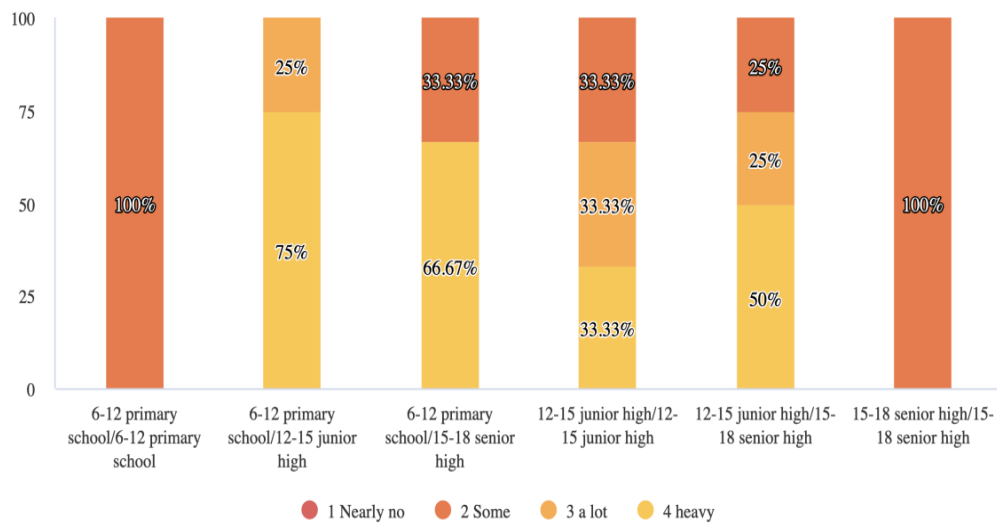


Figure 20: The severity of the impact “Felt that there is nothing left in life to live for” for different age stage.

In the case of the thoughts about committing suicide, which can be seen as a further development of the previous effects as mentioned before. From the figure (Figure 21), it is clearly that those who experienced school violence consistently from primary school through high school reported this thought as having the greatest impact on them. What is worth mentioning, a good sign is that for those who experienced school violence only in elementary school, the group did not find any thoughts of self-harm or suicide. They were affected mainly in terms of fear of interpersonal interaction and communication.

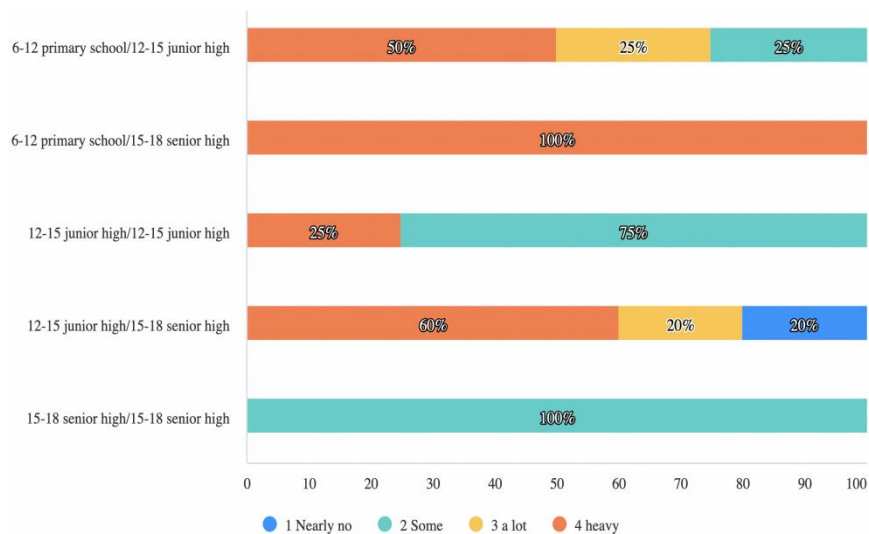


Figure 21: The severity of the thoughts about committing suicide for different age stage.

Considering the effect that “Wanting to stop what you are suffering but feeling helpless”, this type of thinking can have a more serious impact on those in the elementary school years. The group believes that this is mainly due to the fact that children who experience violence in elementary school do not have a proper understanding of school violence and do not yet know how to deal with the situation, they are likely to be afraid to describe what they are suffering to others (e.g., parents, teachers) and therefore they do not get access to a proper solution and feel furiously helpless. (Figure 22)

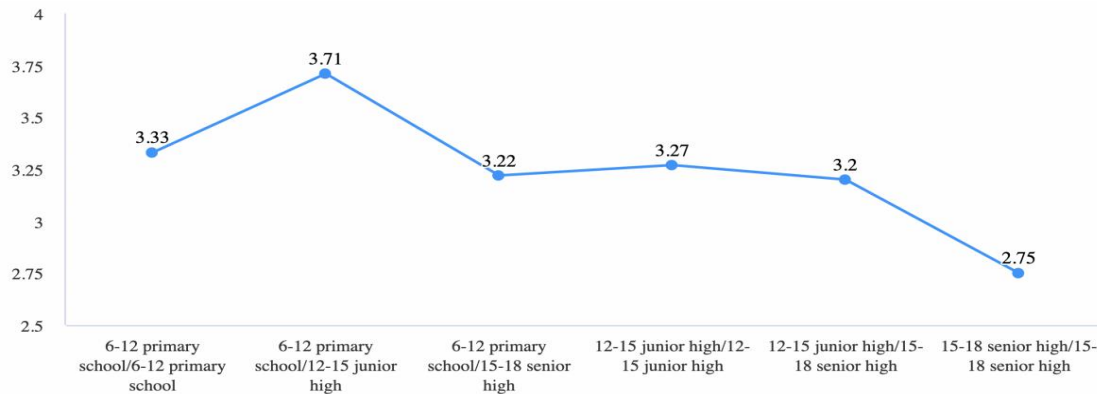


Figure 22: The severity of the impact “Wanting to stop what you are suffering but feeling helpless” for different age stage.

In conclusion, there are correlations between the types of impact that cause most severe symptoms and the age stage at which victims experience them. The group members believe that in order to prevent this phenomenon, schools should increase the awareness about school violence, especially in elementary school education, as well as establish positive and effective help measures, so that students would be aware to recognize different types of school violence around them and thus reduce the occurrence of these behaviors, which will also give victims more courage to come forward and express their hurt and seek help.

8. Different Types of Bullying, Arranging Types, and Some Statistics

There are 10 options of experiences for the participants to choose from, which are ‘Invading private property’, ‘deliberate pushing/shoving’, ‘direct body conflict’, ‘cold violence’, ‘group isolation’, ‘rumors’, ‘threatening’, ‘verbal insults’, ‘cyberbullying’ and ‘none above’. From these 10 options, there are 4 big groups: ‘Physical conflict’, which could include ‘invading private property’, ‘deliberate pushing/shoving’ and ‘direct body conflict’. ‘Cold violence’, which would include ‘cold violence’ and ‘group isolation’. ‘Verbal/Message Conflicts’ which includes ‘rumors’, ‘threatening’, ‘verbal insults and ‘cyberbullying’. And at last, ‘none above’ for people that has not experienced any of these.

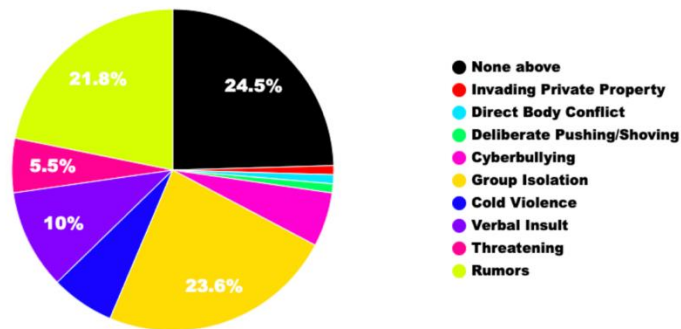


Figure 23: Percentages of events chosen as the ‘most significant event’.

(This is a pie chart conveying the percentages of the most significant events (event that hurt the participants the most)

Firstly, our group eliminated 27 participants that has chosen ‘none above’, and that leaves us with 83 participants. Then, out of 83 participants, 3 participants (3.61%) have chosen something in the combination of physical conflict as the type of bullying that had hurt them the most, 33 (39.76%) has chosen something relating to cold violence, and 47 (56.63%) has chosen something relating to verbal/word conflicts.

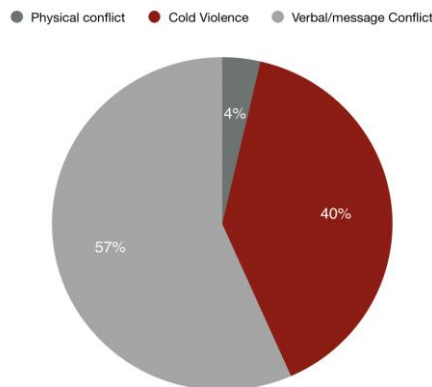


Figure 24: Groupings and percentages (excluding the option ‘none above’).

(A pie chart showing the distribution of the physical conflicts, cold violence and verbal/message conflict)

3 participants (3.61%) have chosen something in the combination of ‘physical conflict’ as the event that had hurt them the most. There is one participant in each option, so that is one participant (1.2% in 83, 33.33% out of 3) that chose ‘invading private property’ as the most significant event, one (1.2% in 83, 33.33% out of 3) that chose ‘deliberate pushing/shoving’ and one (1.2% in 83, 33.33% out of 3) that chose ‘direct body conflict’.

(A donut chart of choices distribution between participants that chose something in ‘physical conflicts’ group as the most significant event)

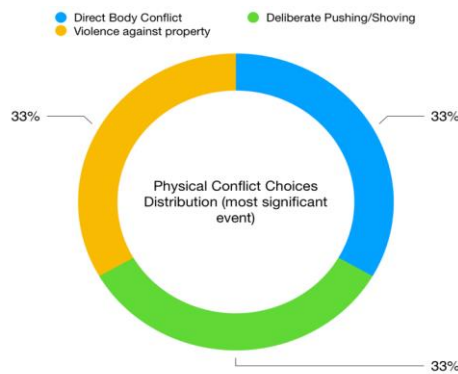


Figure 25: Distribution of choices within the type of ‘physical conflicts’.
(A donut chart of choices distribution between participants that chose something in ‘cold violence’ group as the most significant event)

As for cold violence, 33 participants (39.76%) have chosen something in the combination as the event that had hurt them the most. 7 participants (8.43% in 83, 21.21% out of 33) has chosen ‘cold violence’ as the most significant event while 26 (31.33% in 83, 78.79% out of 33) has chosen ‘group isolation’.

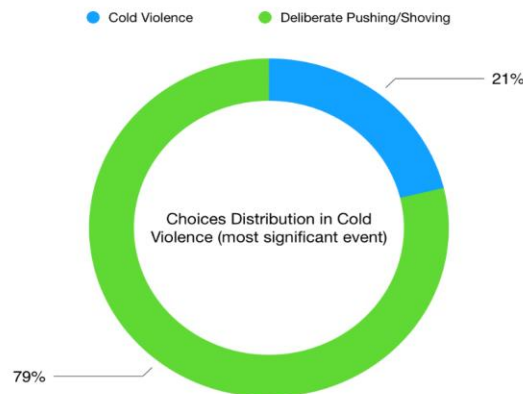


Figure 26: Distribution of choices within the type of ‘cold violence’.
(A donut chart of choices distribution between participants that chose something in ‘cold violence’ group as the most significant event)

At last, for the combination of ‘verbal/message conflicts’, 47 participants (56.63%) have chosen something in the combination of as the event that had hurt them the most. Out of the 47 participants that has chosen something in the combination, the majority, which is 24 participants (28.91% in 83, 51.06% in 47) has chosen ‘rumors’ as their most significant event. 6 participants (7.23% in 83, 12.77% in 47) has put ‘threatening’, 11 participants (13.25% in 83, 23.4% in 47) has put ‘verbal insults’ and 6 participants (7.23% in 83, 12.77% in 47) has put cyberbullying.

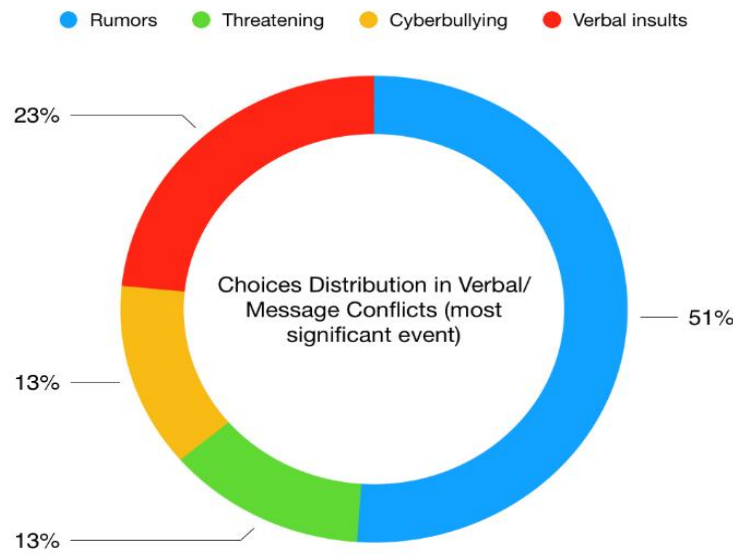


Figure 27: Distribution of choices within the type of ‘Verbal/message conflicts’.
(A donut chart of choices distribution between participants that chose something in ‘verbal/message conflicts’ as the most significant event)

9. Types of Support in Relationship to Different Types of Bullying and Analysis

Overall, friends are the most common support that the interviewers have got, so usually, friends would be more likely to offer help. From 83 participants, we received 39 responses (46.99%) of the participants, stating that their friends helped them. Parents on the second, with 38 responses (45.78%). Strangers online the third, with 34 responses (40.96%).

Options	Account	Ratio
Teacher – ask the reason in time and handle it carefully; inform parents and punish criticism	17	20.48%
School – provide appropriate psychological counseling; strengthen campus management	9	10.84%
Parents – provide emotional help, provide the warmth of family	38	45.78%
Friends – helping you fight against the bully	39	46.99%
Professional counselors or doctors –provide professional cure.	14	16.87%
Someone online says some warm words to you- warmth from strangers	34	40.96%

Figure 28: Types of supports received.

(A table generated by the survey website (wenjuanxin) of types of supports people received)

School is the least common support that the interviewers has got, which means that the school is the most unlikely in these options to offer help. From 83 participants, we received 9 responses (10.84%) stating that the school helped them, professional help at the fifth, with 14 responses (16.87%) and teacher on the fourth, with 17 responses (20.48%).

In ranking, out of 83 results for the most helpful support (note that the most helpful support reflects quality while the most support received reflects quantity), ‘parents’ is the most common answer, leading with 33.73% and 3 more people than the second place, which is the option ‘friends’. The least common, which means that it is the least likely to be most helpful is the school, and only two people

chose school as their most important support. From 83 results for the most helpful support, there are only 44 people (53.01%) that received a second type of support. The option ‘friends’ and ‘people online’ are both the most common choices in the 2nd important support, with both 12 people.

For the 3rd important support, only 13 participants (15.66%) out of 83 participants received a third support. Only 4 participants (4.82%) have received a 4th type of support, and only 3 participants (3.61%) have received a 5th type of support. At last, only 2 participants out of 83 results (2.24%) got help from all the choices listed in the survey. (The rankings here are not significant and important anymore)

The most important types of support the participants have got is both friends and family, both leading by 2.58 in overall importance. The calculation process is to firstly flip all the rankings, so something ranked 6th would be worth 1 point and something ranked 5st would be worth 2 points, and so on. The second step would be to multiply the number of choices in the rank with the correlated point. The third step would be adding them all up and then divide the points with the number of answers from rank 1. For example, the option ‘friends’ has been ranked 25 times the first place for the most helpful support, 12 times on the second most helpful, and 1 for the third helpful. That would be $25 \times 6 + 12 \times 5 + 1 \times 4$, which is 214 points, and then divide the points with the answers we’ve collected valid for this question, which would be 83 people. $214/83$ is equal to 2.5783... and we could round this to three significant figures and that would be 2.58 for the final ranking. We repeated this process of checking, because our group was suspecting that the website was making calculation errors on calculation. The final results were:

Table 2: Recalculation of rankings of support.

Types of support received:	Ranking points (Importance)
Friends	2.58
Parents	2.58
People online	2.18
Teacher	1.00
Professional help	0.67
School	0.51

(A table for the re-calculation process)

And this table proves that the website did not make errors in the calculation of ranking points.

Options	Total	No.1	No.2	No.3	No.4	No.5	No.6	Account
Friends – helping you fight against the bully	2.58	25(65.79%)	12(31.58%)	1(2.63%)	0(0%)	0(0%)	0(0%)	38
Parents – provide emotional help, provide the warmth of family	2.58	28(73.68%)	6(15.79%)	4(10.53%)	0(0%)	0(0%)	0(0%)	38
Someone online says some warm words to you- warmth from strangers	2.18	18(52.94%)	12(35.29%)	3(8.82%)	0(0%)	0(0%)	1(2.94%)	34
Teacher – ask the reason in time and handle it carefully; inform parents and punish criticism	1	6(35.29%)	7(41.18%)	1(5.88%)	2(11.76%)	1(5.88%)	0(0%)	17
Professional counselors or doctors – provide professional cure.	0.67	4(30.77%)	3(23.08%)	3(23.08%)	0(0%)	2(15.38%)	1(7.69%)	13
School – provide appropriate psychological counseling; strengthen campus management	0.51	2(22.22%)	4(44.44%)	1(11.11%)	2(22.22%)	0(0%)	0(0%)	9

Figure 29: Rankings of support (again for reference).

(Original table of rank points generated by the survey website wenjuanxin)

Our group has also done a descriptive analysis on these questions, there was nothing special or abnormal about this descriptive analysis.

10. Relationship Between Different Types of Bullying and Different Types of Support

We have chosen to analyze the data of Question 2 to Question 8 for the relationship between event of bullying and support the participants has received. Question 2 is when the participants were asked to choose a specific event that had hurt and impacted them the most and question 8 is when the participants were asked what types of support they received. We have chosen question 2 for analysis because our group decided that question 2 is the most representative and important event of bullying and the main target of analysis; while question 1 is messy, which makes it hard to find direct relationships to types of support the participants received.

As to the relationship between type of bullying and support received, the conclusion is that friends are more likely to intervene in verbal conflicts while parents are more likely to offer support in cold violence problems. And unfortunately, due to the lack of responses on the area of 'physical conflict' by the participants, we were unable to analyze the data for 'physical conflict'.

For the relationship between physical conflicts and support received, there is only one participant that has chosen direct body conflicts as the significant event (which meant that this event had hurt them the most); this participant received help from the school, his/her parents, and also friends. Again, only one participant has chosen 'deliberate pushing/shoving' as the most significant event, and he/she received support from someone online and also friends. And lastly, only one participant has chosen violence against property as the most significant event and this participant has received help from the teacher and also his/her parents. After we have calculated, since there are only 3 people that has responded that the most significant experience was related to physical conflicts, we would not be able to analyze this data. Since the sample is too small and the first question cannot prevent the possibility of repetition of answers and unrelated answers; therefore, this set is unsuitable for analysis.

According to our survey statistics, there are 47 participants that chose an option in the 'verbal/message conflicts' group (rumors, threatening, cyberbullying, verbal insults) as the most significant event. Starting off with Cyberbullying, 6 participants has chosen cyberbullying as the most significant event, and 5 participants (83.33%) of the participants has chosen parents as the most helpful support, and 3 got help from friends and 2 has got help from teacher, and 2 has received help from friends. Then, 11 participants have chosen verbal insults as the most significant event, and out of the 11 participants, 7 participants (63.64%) have received help from friends and 6 (54.55%) has received help from parents. After that comes 6 people which have listed 'threatening' as the most significant event, 4 out of 6 participants (66.67%) have put down that they received help from parents, and 4 participants has also responded that they had received help from friends. At last, for rumors, 24 participants responded that rumors were their most significant event. Out of 24 participants, 50%, which is 12 participants responded that they have received help from friends, and only 6 people, which is 25% responded that they have received help from their parents. At last, after calculation we have found out that out of 47 participants, 21 (44.68%) has stated that they got help from their parent(s)

and 25 (53.19%) has stated that the received help from friends. Which shows that friend support is more common than parents support when facing ‘verbal/word’ conflicts.

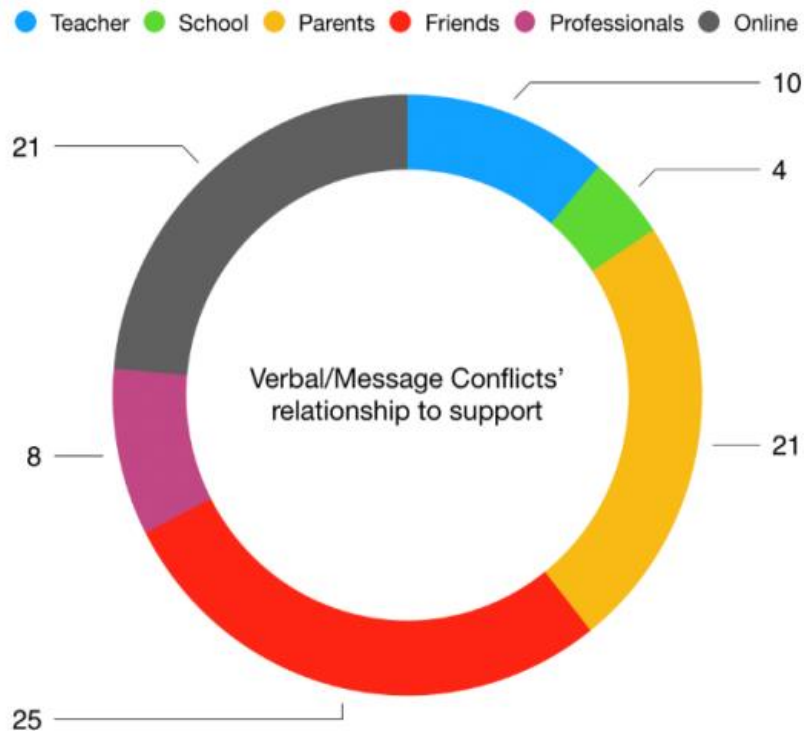


Figure 30: Verbal/message Conflicts and support received.
 (This is a donut chart of Verbal/Message Conflicts and the supports received)

People that experienced verbal/message conflicts received more help from friends, while people that experienced cold violence received more help from parents. According to our survey statistics, 33 participants has chosen an option that belongs in the ‘cold violence’ group (Cold violence, group isolation). Among 33 participants, 26 participants have chosen group isolation as their most significant event, and 11 of the participants out of 26 participants (42.31%) has received help from parents, and 10 has received help from friends (38.46%), and 9 from someone online (34.62%). The other 7 participants have chosen ‘cold violence’, and 4 participants (57.14%) has received help from parents, 2 (28.57%) received help from friends and 3 (42.86%) received help from someone online. After some calculation, we found that 15 (45.45%) of the participants received help from parents, while 12 (36.36%) has received help from friends, there are also 12 (36.36%) that received help from online. This suggests that the parents are more likely to offer help than other options in this situation. As to who would be the least likely to offer help, we have concluded that the school is the least likely to offer help, with only 4 participants (12.12%) of the people, responding that they received help from the school.

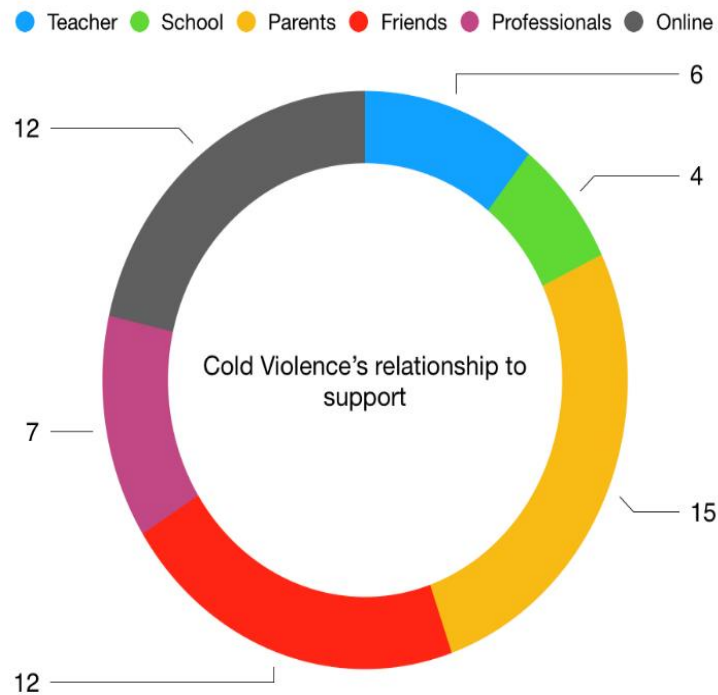


Figure 31: Cold violence and Support Received.
 (This is a donut chart of Cold Violence and the supports received)

11. Discussion

The research could be improved by adding in more types of bullying. Our group have included the options 'Invading private property', 'deliberate pushing/shoving', 'direct body conflict', 'cold violence', 'group isolation', 'rumors', 'threatening', 'verbal insults', 'cyberbullying' and 'none above'. After some reflection, our group found out that we could have added options such as 'sexual harassment', 'prejudice', 'unequal treatment' etc.

Table 3: Checking Process Table.

Types of support received:	Number of responses (Calculated from ranking)	Number of responses (Question 8 statistics)	Are the number of responses same?	Ranking points (Importance)
Friends	38	39	No	2.58
Parents	38	38	Yes	2.58
People online	34	34	Yes	2.18
Teacher	17	17	Yes	1.00
Professional help	13	14	No	0.67
School	9	9	Yes	0.51

This is a table of calculated data which proves something went wrong (although not very significant because that's only 2 numbers in total that was different from original)

I (Alex) have discovered few mistakes and errors made by the process of the questionnaire and by the participants. There are 149 answers for the ranking while there were 151 answers for the multiple-choice question on what support they have got. There are two places where things have gone wrong. One is the 'friends' option, there was one person that did not fill in the rank for the 'friends' option, which is question 9, and only chose the option 'friends' in question 8. The other has the same issue, but the option is the 'professional counselor or doctor'. The website did not analyze anything wrongly, it was just one or two people that did not rank their options fully.

12. Conclusion

To sum up, our survey successfully satisfies the expectations of our group. This paper found the relationships between most of our data: The length of time, the types of violence they suffered and many more. This paper figures out that these relationships have a law and people can use these laws to do something in daily life. Though society cannot completely stop violence from happening, but people can help those students who suffered school violence. Our group can determine how long they experience by the behavior they show if they are less confidence or others. This paper figures out what kind of help they need by noticing what type of bully they suffered. In addition, results of paper could with social issues. People who experience school violence in elementary school generally feel that they want to stop what they are suffering but feel helpless and have a great impact on interpersonal communication (such as entering school/communicating with others). The results of this analysis could be linked to school intervention. Explain that the support from the school is very important, and in the future, it is necessary to strengthen the popularization of the concept of school violence in the school and establish positive and effective help measures. Those who have experienced cold violence are usually helped by their parents, and those who have experienced verbal violence are usually helped by friends. In both cases, the school has the least help. The longer they experience school violence, the more this prolonged bullying makes them feel self-harm or even self-termination. Social psychology in Chinese education still has a long way to go.

Acknowledgement

All the authors contributed equally to this work and should be considered as co-first authors.

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