



Research on the Influence of Middle School Teachers on Campus Bullying

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Abstract. The teacher-student relationship runs through the entire education system, which is a major issue facing teachers. And campus bullying has always been a social issue of great concern, and its existence will bring certain shadows to students. Therefore, this study distributed questionnaires to middle school students of different grades and middle school teachers of different levels to study the influencing factors of middle school teachers on campus bullying behavior, so as to help prevent and stop the occurrence of campus bullying and protect the healthy development of adolescents. Through the analysis of the collected questionnaire data, this study found that teachers' emotions and attitudes have an important impact on students. Teachers need to pay attention to managing their emotions and recognize their influence on campus bullying. Formulating corresponding punishment measures and conducting moral education will help prevent and stop campus bullying.

Keywords: Middle school teachers; School bullying; Teacher mood; Teacher attitude

1 Introduction

Campus bullying is a global social problem. According to statistics, 75% of bullying cases occur among middle school students, with 42.5% being in junior high and 32.5% in senior high schools^[1]. On the other hand, the relationship between teachers and students runs through the whole education^[2]. Teachers' personality, behavior, attitude, and teaching level can influence students' subjective learning behavior^{[3][4]}. Therefore, this study mainly studies the influence of middle school teachers' behaviors on campus bullying from the aspects of teachers' emotions, teachers' attitude and other factors. Through the investigation of this study, it helps middle school teachers prevent the occurrence of campus bullying.

2 Research Design

2.1 Research framework design

In this study, a self-designed questionnaire was used to study the influence of teachers on school bullying, and methods such as grey relational analysis^[5], and correlation analysis^[6] were used to analyze the data from students and teachers respectively.

2.2 Questionnaire retrieval

This study collected 134 questionnaires from teachers and some high school students in various schools and disciplines in Shanghai, with 130 valid questionnaires, including 48 from teachers, accounting for 36.92% of the total valid questionnaires.

3 Behavioral analysis of middle school teachers' influence on school bullying

Many studies have shown that students' academic performance is related to teachers. According to Wang Lidong's investigation^[7], experienced teachers and highly educated teachers have an indirect effect on students' mathematics academic achievement through the use of mathematics task variables with high cognitive needs, and have a direct predictive effect on some other teaching process variables. Therefore, before studying the influence of teachers on school bullying, this study studied the influence of middle school teachers on students.

By analyzing the data of teachers' influence on students in the questionnaire, this study finds that teachers' emotions have the greatest influence on students, followed by teachers' attitudes. Therefore, we further study the influence of teacher emotion and teacher attitude on students.

This study conducted a questionnaire survey on all 130 subjects and found that 90% of the subjects were affected by the teacher's emotions, and 43.07% of the subjects changed their attitude towards a classmate because of the teacher's attitude towards the classmate. Based on this, this study conducted further investigation on these affected subjects and found that 60% of the subjects were affected by the teacher's emotions more than 60%, 80.35% of the subjects changed their attitude towards a classmate more than 40% because of the teacher's attitude towards the classmate, and 24.79% of the subjects transferred the deviation influence brought by the teacher's emotions to the classmate or the teacher. Among them, 51.78% of the subjects had school bullying behaviors towards their classmates.

This shows that the teacher's emotions have a high impact on students, which may lead to students changing their attitudes and transferring the deviation influence, and then causing school bullying. This conclusion guides teachers to pay attention to their attitude towards students when facing students.

3.1 Correlation degree between bullying and influencing factors

Inspired by Sun Jinlu^[8], Inspired by Sun Jinlu, this study explores the correlation between 11 factors, including "psychological reasons", "student conflict", "teacher-student conflict", "lack of legal awareness", "lack of moral quality", "teacher emotion", "teacher expectation", "teacher attitude", "current law", "student recognition" and "academic pressure", and campus bullying from the perspectives of students and teachers. Figure 1 shows the correlation score distribution between these 11 factors and campus bullying, among which 5 are the most relevant and 1 is the least relevant. Figure 2 shows the correlation coefficient values between data pairs in the form of heat map. Heat map mainly uses color depth to represent values, and the darker the color is, the greater the value is.

This study finds that students and teachers have different views on the causes of campus bullying. Students believe that campus bullying is more related to teachers' emotions and teachers' attitudes towards campus bullying, while teachers think it is related to students' legal awareness, conflicts and existing laws and regulations. This shows that teachers ignore their own influence and role in campus bullying.

In addition, this study also found that the causes of school bullying are different from different perspectives. Students believe that students' psychological problems are closely related to conflicts between teachers and students, while teachers believe that students' psychological problems are most closely related to academic pressure. This data further indicates that teachers lack awareness of the influence and role of teachers in school bullying.

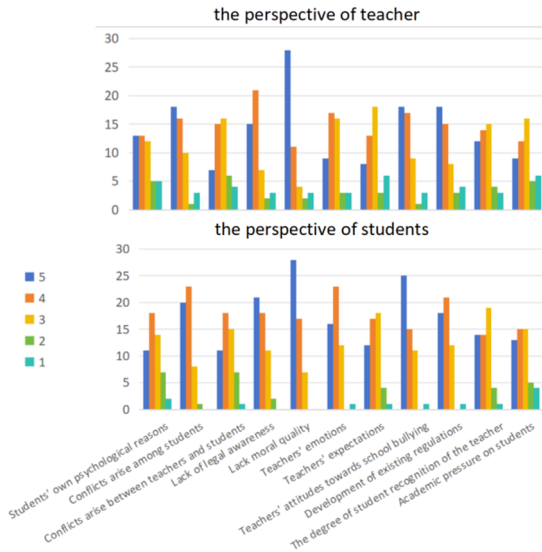


Fig. 1. Factors causing bullying from the perspective of students

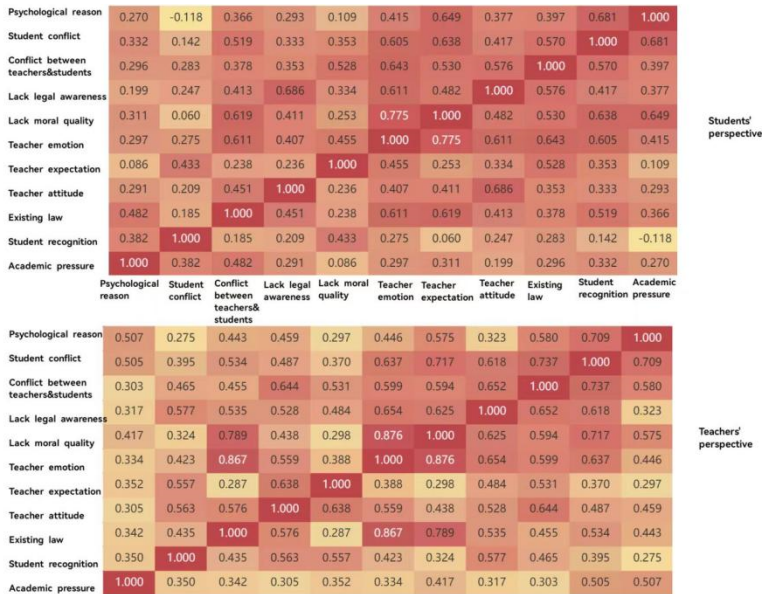


Fig. 2. Heatmap of correlation coefficients from the perspective of students and teachers^[9]

3.2 Grey correlation analysis of teachers' influence on school bullying

This study conducted a grey correlation analysis on the data collected from 48 teachers. Taking "Do you think teachers have an impact on the occurrence of school violence?" as the parent sequence, this study studied the correlation degree between "teachers' emotions", "teachers' attitudes towards bullying behavior", "publicity of relevant laws and regulations", "moral education for students", "communication between teachers and students", "teachers' expectations of students", "teachers' academic pressure on students", "teachers' different attitudes towards students" and "teachers' punishment measures for bullying behavior" and the parent sequence.

According to Table 1, this study found that "the punishment measures taken by teachers towards school bullying" was rated the highest, followed by "the moral education for students". Therefore, it can be concluded that punishment measures and moral education by teachers are effective in preventing and stopping campus bullying.

On the other hand, this study further investigated those subjects who would transfer the biased influence of teachers' emotions to classmates or teachers, and found that 55.17% of the subjects would use "nickname" on others, and 34.48% would abuse, ridicule, sarcasm and isolation on others. 20.69% of the subjects have the behavior of destroying other people's belongings, 13.79% of the subjects have the behavior of spreading rumors of others, and 10.34% of the subjects have the behavior of beating, pushing and extorting others.

This study investigated whether the subjects were fully aware of the bullying behavior in school, and found that 46.15% of the subjects were not clear that "taking nicknames" was a bullying behavior in school, and 45.38% were not clear that "ignoring" was a bullying behavior in school. Therefore, it can be seen that 55.17% of the respondents who "nickname" others with the largest proportion above did not know that the behavior belongs to school bullying. In moral education, teachers should clearly explain to students the behaviors that belong to campus bullying.

Table 1. Grey correlation degree of teachers' behavior factors influencing school bullying^[10]

Correlation results		
Evaluation items	Relevance	Ranking
Teachers' punishments for bullying in schools	0.757	1
Moral education for students	0.748	2
Communication between teachers and parents	0.729	3
Teachers' expectations of students	0.726	4
Academic pressure caused by teachers on students	0.726	5
Publicity of relevant laws and regulations	0.724	6
Teachers' different attitudes towards students	0.723	7
Teacher mood	0.723	8
Teachers' attitudes towards school bullying	0.717	9

4 Effective Behavioral analysis to stop bullying in schools

In order to study the effective behaviors of teachers in preventing bullying, this study set up a rating question combined with Bai Lijuan's research^[11] and asked the subjects to rate the effectiveness of each behavior from 1 to 5. Score 1 means that they can't stop bullying at all, score 2 means that they have some effect on stopping bullying, score 3 means that they can reduce bullying, score 4 means that they can prevent bullying, and score 5 means that they can prevent bullying in advance.

This study found that 87.69% of the respondents believed that "punishing the abuser", "promoting relevant laws and regulations", "conducting moral education", "timely communication with students", "timely contact with relevant parents", "positive emotions of teachers" and "teachers treating students equally" could all have a positive impact and effect on campus bullying.

5 Conclusions

Research has found that teachers' emotions can significantly affect students, leading to attitudinal changes and potential bullying behavior. Therefore, teachers should pay attention to the management of their emotions and attitudes transmitted to students.

In addition, this study found that teachers lack awareness of the influence of teachers on school bullying. Therefore, teachers need to make it clear that their emotions have a deep impact on students, and pay attention to their own emotional management, so as to provide students with good education.

Through the grey correlation analysis, this study found that teachers' corresponding punishment measures for bullying and regular moral education for students are conducive to preventing and stopping the influence of bullying. Therefore, teachers cannot blindly pay attention to learning results, ignore the quality and moral character of students. Teachers should also clearly explain to students the behaviors that belong to school bullying in moral education. When school bullying occurs, teachers need to intervene in time, not only to impose reasonable and appropriate punishment on the abuser, but also to fully communicate and guide the relevant students, including the abuser, the victim and the onlooker.

To sum up, effective emotional management, prioritizing character development, timely intervention in bullying incidents, and clear communication are essential to prevent and stop bullying in schools.

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