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**Bystander Behavior in School Bullying - from an Emotional
Perspective**

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Abstract

From the perspective of group theory, bystanders tend to worsen and develop bullying events, while school bullying events have the characteristics of bystanders' behaviors, such as easy to be infected by the environment, unclear concept of bullying, and indifferent observation. Bystanders may play the roles of reinforcement, helper, outsider and protector of bullying behaviors. Define the bystander behavior in school bullying, study the generation and development of bystander behavior from the perspective of emotion, and explore the influence of bystander behavior on bullying events under different emotions. By predicting the bystander's behavior through different emotions caused by physiological arousal, and finding the approach to guide the correct behavior of the bystander group from the perspective of emotion, this strategy transforms the bystander into a defender, thus reducing the amount and consequence of bullying to some extent.

Key Words: school bullying; Bystanders; Emotional prediction

1. Introduction

Bullying prevention is still a major concern in schools, but prevention programs have had limited success. Based on this, domestic scholars have conducted in-depth research on the prevention of bullying incidents, but mainly

focused on bullies and victims of bullying, without conducting exploratory research on bystanders. They only proposed that bystanders' active participation in bullying incidents can effectively stop school bullying, but failed to analyze the relevant factors affecting bystanders' behaviors. This study explored the perceptions and key implications of bystanders who witness bullying in school. A total of 100 questionnaires and 80 psychological tests were administered to students aged 18 to 22. Emotion becomes a key theme to investigate whether the different emotions of bystanders facing bullying affected whether they would intervene when witnessing bullying in school. This study uses emotion theory to analyze the causes of bystander behavior, and proposes to improve bystander behavior by regulating individual emotions, thus leading to changes in bullying outcomes.

2. Questions and Literature Overview

2.1. Questions

Bullying has become the focus of the academic community since the 1980s, three students in Norway committed suicide because they could not bear the bullying of other students. It is for this reason that bullying research began to focus on school bullying, focusing on and trying to solve the problem of the harm caused by bullying. Over the next three decades, the researchers followed this line of thinking, keeping a high focus on the bully and the bullied, and less on bystanders, another group that witnessed the bullying as it happened.

Bystanders are the third party in school bullying, and their behaviors tend to further aggravate the incident and make the victim more hurt. According to the research of the anti-bullying project of Kiva in Finland, bullies and victims account for about 20% of the total number of school bullying incidents, and bystanders account for about 80% [2]. According to the behavior characteristics of collaborative bullies, the bystanders can be divided into four categories: first, Reinforcers of the bully. Second, Assistants of the bully. Their behavior is "Shouting and cheering". Although they are not the initiators of bullying, they will provide information and help for the bullies, and even join in to tease the victim. Third, Outsiders, whose behavior is to stand by and silently witness the development of bullying. The fourth is the defender of the victim, who actively resists or blocks bullying, comforts and protects the victim. Among the four types of bystanders, the first three types of bystanders directly or indirectly aggravate the aggravation of the incident. Only the fourth type of bystanders will protect the victim, and this type of bystanders only accounts for 44.17% [3]. Bystanders' behavior can exacerbate the bully's behavior. Therefore, it is very important to predict bystander behavior through different emotions caused by physiological arousal, and to find the correct behavior approach to guide the bystander group from the perspective of emotion to prevent the occurrence of school bullying.

Bullying usually occurs in a wide range of social settings, with more than 85% of traditional bullying incidents involving bystander witnesses. These bystanders can be positive or negative influences. (Craig WM, Pepler DJ and Atlas R (2000) Observations of bullying in the playground and in the classroom. *School Psychology International* 21:22 -- 36.) Some researchers have studied the use of positive effects to develop traditional bullying interventions. Hawkins et al. showed, for example, that bullying can be stopped within 10 seconds of bystander intervention. Traditional Bullying targets defended by peers also performed better emotionally, and later victims were less likely than those without peer support (Salmivalli C (2010) Bullying and the peer group: a review. *Aggression and Violent Behavior* 15(2): 112 -- 120.). Bystanders of constructive intervention also benefit from their actions by feeling more positive about themselves (Lodge and Frydenberg,2005).

In view of the prevalence of bystanders in school bullying and their influence on bullying events, this study aims to suppress bullying by investigating the types, characteristics and influencing factors of bystanders' behaviors in bullying incidents.

2.2. Research Significance

It is of great significance and value to predict bystander behavior through different emotions caused by physiological arousal and to find the path to guide the correct behavior of the bystander group from the perspective of emotion, both from the theoretical construction of physiological arousal and emotion and from the practice of bullying intervention.

2.2.1. Theoretical Significance

Firstly, the empirical study on bystander behavior types and their influencing factors is helpful to explore the selection mechanism of bystander behavior and the theoretical construction of the mechanism of bullying. At present, China's focus on bullying mainly focuses on the bully and the bullied. In recent years, many scholars have also paid attention to the dual role of bully-victim in bullying events. However, compared with the importance of bystander in the occurrence and development of bullying events, the study of bystander in school bullying is far from enough. Bystander is an important role in the bullying situation. The active intervention of bystander can intervene the bullying more effectively and quickly. The discussion of the bystander's role behavior and its influencing factors in the real bullying situation is not only helpful to clarify the bystander's choice mechanism and dynamic system, but also helpful to the theoretical construction of the dynamic mechanism of the bullying operation.

Secondly, it can broaden the perspective of domestic bullying research. According to the classification of bullying, the behavior of bystanders in bullying events (actively preventing/protecting, encouraging/encouraging, ignoring/avoiding) plays a crucial regulating role in the evolution of bullying events. The research on bystander role in school bullying is very weak in China. In view of this, the study of bystander behavior characteristics and emotional factors can broaden the perspective of domestic bullying research.

2.2.2. Practical Significance

Firstly, the study on the relationship between bystander's emotion and behavior in school bullying is helpful to develop a new way of third-party intervention, namely bystander intervention. In recent years, school bullying happens frequently, from the relatively developed eastern coastal cities in the past to the relatively underdeveloped cities in the central and western regions. The frequency of bullying and the lag of intervention make school bullying more and more severe, forming a vicious circle. How to intervene bullying from various perspectives and ways to achieve a virtuous circle of school bullying prevention and treatment? This requires us to examine the roles in the bullying field from a broader perspective, so as to explain the rules of bullying and explore new ways to intervene in bullying. The investigation of bystander's behavior characteristics and its influencing factors provides a breakthrough for the intervention of school bullying from the perspective of bystander.

Finally, research on school bullying can promote students' mental health development. The development of students' physical and mental health is the key factor to achieve all-round development. At present, the occurrence of school bullying has a serious impact on the physical and mental health of students.

2.3. Literature Review

Around a major concern in this study, the researchers at home and abroad on existing research literature retrieval, carding and review, through to the onlookers behavior, group theory, physical arousal and mood, and bullying in the bystanders carding and reviewed the related research of bystander to grasp the bullying behavior prediction and proper guidance.

2.4. Empirical Research Methods of Bullying

The empirical study of school bullying originated from Olweus' development of bullying questionnaire scale in the late 1970s. This provides a basic tool for studying bullying in many countries and regions. Over the next 30 or 40 years, the methods of bullying research have been refined and enriched. Currently, there are two main categories:

2.4.1. Quantitative Research

Quantitative research refers to the research methods of quantifying the characteristics of the research object by a certain standard to determine the law of quantitative changes among certain factors of the object, including investigation method, correlation method and experimental method. The most widely used quantitative research method in bullying research is to investigate bullying behavior and bullying experience through self-reporting. Mainly through the bully and the bullied self-statement, assessment of bullying or bullying experience, in order to obtain the characteristics of bullying frequency, type of information. PRQ: Peer Relations Questionnaire and PRAQ: The Peer Relations Assessment Questionnaire are commonly used in foreign research. Since the norm group of the two questionnaires is Australian children of 8 - 18 years old, the reliability, validity and applicability of the two questionnaires should be studied when used by Chinese students. In addition, the BVQ Bullying Victim Questionnaire (BVQ: Bullying Victim Questionnaire), compiled by Olweus in 1986 and revised in 1996, is popular internationally. It is mainly used to measure past Bullying and Bullying experience. The above three kinds of questionnaires have their own emphases on the contents and objects of the survey, and which kind of questionnaire should be adopted according to the specific research contents and objects.

The advantage of the self-report method is that it can obtain a large amount of information in a short period of time. The disadvantage is that, influenced by the social approval effect, bullies do not necessarily answer their bullying experiences truthfully according to the researchers' questions. On the other hand, victims of bullying are afraid that they will be punished and retaliated for truly reporting their bullying behavior, and a considerable number of students are afraid to report their bullying behavior to adults or teachers. Therefore, this method, if used alone, will make the information collection unreal and incomplete. Therefore, the self-report method is combined with other methods, such as observation and interview, so that the collected information can complement each other and be more authentic and comprehensive. Second, Peer Nomination method, teachers report method and a common method of bullying research, the former through the forward and reverse the Nomination can extract the students in the class of the most common bullying and bullying, and students in violation, public relationship, prosocial behavior, alone the score of each dimension, the commonly used Peer Nomination measurement tools (PNI: Peer Nomination Instrument) is a widely used scale; According to the rule of Teacher report, students' behaviors are divided into Aggressive and infringed roles according to the principal/passive roles. The commonly used tool of Teacher report is Aggressive Behavior- Teacher Checklist. Peer nomination and teacher reports are rarely used alone and are usually effective with self-reporting. In addition, some researchers adopted research methods similar to teacher's report, such as mother's report, to study the development trajectory and gender differences of aggression in middle and late childhood of Chinese children (Chen liang, 2011).

Recently, some studies have adopted the experimental research paradigm, which mainly focuses on the research of cyberbullying. Cyberbullying is a new type of bullying behavior with the development of portable electronic devices. The spread of cyberbullying is mainly through the form of text, pictures, audio, video and so on. Therefore, the experimental paradigm of cyberbullying is mostly to design corresponding social situations, and let the subjects conduct attitude evaluation and behavior evaluation on the observed bullying events (Barlinska,2013;Bastiaensens s. et al,2014).Although cyber-bullying is an extension of school bullying, school

bullying is different from the virtual social scene of cyber-bullying. In the real school environment, for example, the use of artificially designed bullying events violates the ethics of psychological research. Therefore, this method is seldom used in the current school bullying research.

2.4.2. Qualitative Research Methods

Qualitative research is a popular method of research on bullying behavior. Different from quantitative research, qualitative research usually USES the researcher himself as a tool to collect data through interviews, observations, content analysis and other methods in a natural context, so as to form preliminary conclusions and theoretical construction from the original data. The common qualitative research methods are observation, interview and content analysis.

Observation is a classic method in bullying research and has irreplaceable advantages. For example, observation can be used when researchers are interested in a certain event and individual's point of view, rather than the overall distribution, or when experimental method is not in line with psychological ethics and morality. The method of observation can truly and objectively reproduce the scene of school bullying and timely collect the behavior response of the parties involved when bullying occurs. At present, field observation is a method of direct observation that is more popular in bullying research. In other words, researchers go deep into the real environment of schools to comprehensively observe and record bullying events, and then analyze the contents of the observation records to construct a new research system and theoretical basis. In China, liu yiting (2014) used field observation to directly observe the situation of "double-faced" (bully/victim) in school bullying, and explored the micro-ecosystem of bullying and bullying behavior from school and family aspects. The observation method can collect the most intuitive and timely information, and the combination with the interview method can make the information collection more comprehensive and reliable.

The interview method is mainly to understand the psychology and behavior of the interviewed individuals through face-to-face conversation with the research object. According to the nature, purpose or object of the research question, structured interview and unstructured interview can be set up. Since the subjects of bullying research are teachers and students, the interviews are usually semi-structured interviews based on interview Outlines. Recently, zhang zhe et al. (2015) conducted a qualitative study on the school bullying behavior of urban primary and secondary school students in the Chinese language context through the analysis of one-to-one interviews with students, class teachers, moral teachers, principals and urban education administrators by using semi-structured in-depth interviews. The interview method can supplement the information for the observation method and further understand the psychological state of the research object.

To sum up, the current quantitative research on school bullying is mainly based on self-report, and some researchers also adopt qualitative research methods such as interview and field observation. Generally speaking, the current research paradigm of school bullying is relatively single, which is reflected in two aspects: on the one hand, the research method of school bullying is relatively single, and most of the research is to investigate bullying behavior with a single research method; On the other hand, the acquisition channels of bullying research materials are relatively single. For example, the information of bullying research is obtained only by relying on students' self-report, and the information is obtained from multiple channels of students, peers and teachers' schools. The research of multi-correction is still very weak. Because of this, this research will be integrated use of experimental data, semi-structured interviews, self-made questionnaires and other methods for integrated investigation of the bystander bullying behavior characteristics, at the same time from the individual, company, school, family four dimensions for bullying information, form correct, emotional intervention of onlookers behavior theory construction.

3. Definition of Bullying and Bystander Behavior

3.1. Definition of School Bullying

Bullying is a special kind of aggressive behavior, which refers to the attack of the dominant person on the weaker person and causes physical or psychological pain (gu chuanhua, 2003). Campus bullying mainly refers to a series of conflicts in the process of interpersonal interaction on campus. According to foreign scholars, the occurrence of bullying is usually accompanied by three characteristics: reappearance, power imbalance, and injury (Smith, Stuart & Daniel, 1999). However, Chinese scholar Chen guanghui (2010) found in empirical research that repeatability is not a necessary factor for school bullying in China, and bullying that only happens once is considered as bullying. According to the characteristics of bullying behavior, the academic community currently divides bullying behavior into the following three categories: First, physical bullying mainly includes hitting, kicking, pushing, scratching, biting, extortion and grabbing goods; The second is the verbal bullying including threats, teasing, insults, taunts, taunts and nicknames. Third, the more implicit bullying behaviors such as excluding, isolating and destroying the circle of friends (zhang wenxin, 2001). At present, although China and western countries have some differences on the characteristics of bullying, but generally speaking, the following characteristics are covered: 2) power imbalance. Bullying usually occurs when the stronger party attacks the weaker party.

In view of this, bullying in this study is defined as a deliberate attack by a dominant force on a weaker person that causes physical or psychological pain. To facilitate the real bullying situations for students to observe and interviews, combined with the existing research on the classification of bullying, in this study an operational definition of a bullying is: the campus bullies intentionally in the situation, including pushing, shoving, collision, abusive, mock, insult and isolation to the behavior of the bully to bring physical and mental injury, including disposable bullying is also included.

3.2 Definition and Behavior of Bystander

Onlookers are witnesses and insiders of school bullying (Smithatal, 1999; Song yanhui, 2014). In the 1990s, Olweus (1993), the "father of bullying research" in Sweden, firstly classified the role of school bullying systematically. According to the initiative and passivity of bullying, he divided the bullying characters into bullies, victims, bully-victims and outstander. A bully is one who bullies others; A person who is bullied is one who is bullied by others; Bullies - bullies, individuals who are both bullies and bullied by others; The outsider, the individual who witnessed the bullying but did nothing about it, is similar to the dismissive person in today's study. Olweus classification is primarily based on a survey of universality bullying, the role of this classification is clearly define the subject and object of bullying, but weaken the bullying situation in other roles, such as onlookers laugh, collaborative bullies, protector, etc., bullying - by the bully, outsiders can not cover situations unless the bully, the bully the third party outside the group.

Later Salmivalli (1999) proposed "Participant roles" in bullying, and pointed out that "Participant roles" are the roles related to bullying events. There are bullies, victims, bullies enhancers, co-bullies, protectors, and outsiders. In addition to bullies and victims, the last four categories are actually the bystanders of the current study. Salmivalli used the terms bully reinforcer, protector, and outsider to more clearly classify different types of bystanders, and most later studies also adopted this role classification, but replaced "Participant roles" with "bystanders" in the representation (wang et al., 2004; Giniatal, 2008). In view of this, the definition of bystander in this study is: in a bullying situation, in addition to the bully and the victim, the individual or group that witnesses and knows bullying events.

According to the classification of bullying, the behaviors of bystanders in bullying events include active prevention/protection, encouragement/encouragement, disregard/avoidance, etc. The corresponding emotions include sympathy, schadenfreude, indifference, calmness, etc. Some foreign studies have shown that emotion is the physiological response of the body to the possibility and even the inevitability of successful behavior. In other words, emotion is a physiological response, which refers to the body's feeling of whether or not its own behavior can be successful, or even if it will be successful. Since emotions are triggered by experiential stimuli, they can be analyzed in terms of personal, social, and moral experiences.

4. Physiological Arousal and Emotional Correspondence

As a kind of conscious consciousness, individual emotion is a subjective experience of physiological changes. Its intrinsic correlation still exists in the human body, such as pain (Mercer, 2014). When this feeling is based on the relationship with the outside world, another person, group or thing, social emotions emerge, and people care about these because of justice, status or power (Hareli and Parkinson, 2008). When bystanders witness bullying events, they will have corresponding physiological awakening and trigger different emotional states. Therefore, under the influence of emotions, their behaviors will change. The strength of the physiological effect is reflected in the physical experience behavior, which can judge the strength of the individual's control over the situation. Emotions arise when one becomes aware of the painful, pleasurable experience and the autonomous arousal that accompanies it, and evaluates the situation. Each mood has its specific and distinct quality, and points to the corresponding object, and the process of the pursuit of the goal. Negative emotion refers to the emotion that hinders an individual's normal learning and thinking due to the influence of external or internal causes in a specific behavior. Individual behavior is not only the result of cognitive processing, but also the result of emotional influence. The Angle of the profound analysis to explain the bullying, onlookers behavior is closely related to the mood, namely when the spectator witnessed bullying, if bullying scene awakens the physiological reaction, or there is a same emotions evoked, and make positive comments to this scenario, the positive emotions can produce, at this time produce positive emotions will greatly affect the behavior of the individual choice. Moreover, in the face of events that cannot be completely controlled, such as bullying, it is very important to suppress bad emotions. Moreover, the problem of school bullying among teenagers is significantly positively correlated with their negative emotions. At present, there are few domestic studies on the relationship between the emotional response of bystanders to witness bullying and their behavior. Previous foreign studies have found that people who are emotionally aroused are less likely to develop empathy or prosocial behavior if their main goal is to reduce personal pain. However, the theory of emotional utilization (Izard, Stark, Trentacosta, & Schultz, 2008) suggests that both positive and negative emotions can lead to adaptive behavior. For example, fear or worry may cause someone to take steps to ensure safety, or anger may give someone strength to face a difficult confrontation. In the context of our research, the physical and emotional arousal that emotional individuals experience when witnessing bullying may be related to trying to prevent bullying. Awakening can be a catalyst, and individuals need the strength and determination to confront a bullying peer. Therefore, this paper proposes that different emotions induced by physical arousal can predict bystander behavior in bullying events.

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