

Research Progress and Prospects of Bullying in Chinese Schools

—Bibliometric Analysis Based on CiteSpace

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Abstract: In recent years, campus bullying has occurred from time to time, which has attracted extensive attention from all walks of life and scholars. This paper selects 210 articles on the theme of campus bullying in CSSCI journals on China knowledge network, uses CiteSpace software for literature measurement, and combs and summarizes the research status on this basis. At present, the research on school bullying in China mainly focuses on the concept, formation and regulation of school bullying from the perspectives of pedagogy, sociology and psychology, using literature analysis, quantitative analysis and case studies. The research in this field has been booming since 2015, but there are still some problems, such as poor quality of research results, lack of empirical research, insufficient local exploration and narrow research horizon.

1. Introduction

Articles on the theme of campus bullying in CSSCI journals in China began to appear in 2007 and showed exponential growth in 2015. Up to now, they still show a steady upward trend. News events and national policies have promoted the academic research on campus bullying, but there is a relative lack of quantitative analysis of relevant literature. This study hopes to review the research on campus bullying through statistical analysis of relevant articles published in journals, so as to put forward prospects for future research.

2. Literature review

School bullying's research originated from Norway in 1980s. The increasing number of student suicides caused by school bullying has aroused widespread concern in the society. Norwegian psychologist Dane Orville and other scholars began to study "school bullying". He proposed that "when a student is subjected to school bullying, the following events often occur, and the bullied students are difficult to protect themselves and are treated as follows: Suffering from bad words, jokes or bad nicknames from others; Deliberately reject him or her; Physically beating, kicking, pushing, bumping or threatening; Spreading rumors and malicious notes to other students to make them dislike him or her; Do other such harmful things. In recent years, violent incidents in school bullying and schools have occurred from time to time in China. Since some news about school bullying spread on the Internet in 2015, school bullying has attracted wide attention from all walks of life. As an important part of campus safety, it is of great significance to understand and grasp the research status of school bullying for further research in this field, and it is also of practical and practical significance for solving the bullying problem on campus. Therefore, with the help of bibliometrics, this paper makes a quantitative analysis of the literature in the field of school bullying in China, in order to provide reference for more researchers' further research.

3. Bibliometrics

(1) Research methods and data sources

This paper uses the bibliometric method to analyze the research status of campus bullying in

China. Bibliometrics is a research method that studies the distribution structure, quantitative relationship and change law of academic literature by using mathematical science, statistics and other measurement methods. CiteSpace is an information visualization software developed by Professor Chen Chaomei in 2004 based on Coordination Analysis and pathfinder network scaling and using java computer programming language. It is an effective tool for drawing the map of scientific knowledge [1]. Using the functions of author analysis, organization analysis and keyword co-occurrence analysis in CiteSpace V software, this paper makes a visual analysis of the literature research in the field of campus bullying in China. At the same time, with the help of Excel office software, this paper makes an overall description of the distribution of authors and organizations and hot words in this field.

This study takes CNKI as the data retrieval source and collects data through the "advanced retrieval" module of "journal retrieval". Search criteria: "Subject" = "school bullying" or "Campus bullying", with unlimited time span, and periodical source = "CSSCI". A total of 218 related literatures were obtained, excluding non-academic journals such as introduction and meeting minutes, and 210 effective journal literatures were screened out, which were finally used as data sources for bibliometrics.

(2) Analysis of bibliometric results

In this paper, the specific steps of using CiteSpace to analyze the research status of school bullying in China are as follows: First, the literature is searched in CNKI according to the search strategy, and the literature data is exported to Refworks format. Secondly, use CiteSpace's own data format conversion tool to convert the exported literature data, and preprocess the data into recognizable format. Finally, in the operation panel, according to the data situation and analysis needs, set relevant parameters and select relevant functional modules for analysis. The main parameters are as follows: set the time span to 2007-2019, set the Years Per Slice for a single time partition to 1 year, and set the threshold tuning attribute Top N to 50. Other attribute values use default parameters to run the program. To make the map network clearer, simpler and more readable, pathfinder algorithm and Pruning sliced networks are selected to optimize the network structure, highlight the map features, and present the final visualized map in two visual forms: "Show Merged Network" and "Cluster View-static".

Co-occurrence analysis of keywords in CiteSpace software is an important content in bibliometrics. Co-word (feature words or keywords) map is helpful for people to analyze research hotspots and their evolution, especially with the use of burst term function, which can be used to analyze research hotspots and research frontiers. Key words embody the research focus and core of literature, and analyzing the key words of literature can quickly find the main direction and content of research.

Table 1. High-frequency keywords in the school bullying literature of CSSCI journals (excerpts)

No.	Frequency	Centrality	First year	Keyword	No.	Frequency	Centrality	First year	Keyword
1	132	1.5	2015	School bullying	6	7	0.08	2016	Bullying behavior
2	22	0.32	2016	Campus violence	7	6	0	2008	Cyber-bullying
3	14	0.08	2008	Campus	8	6	0.01	2016	United States of America
4	8	0.01	2016	School	9	5	0.05	2016	Middle and primary school students
5	7	0.13	2008	Middle and primary school	10	4	0.06	2008	Britain

Table 1 specifically reflects the top 10 high-frequency keywords of school bullying research. The most frequent occurrence of "school bullying" (132 times) is the core term, followed by "campus violence" 22 times, "campus" 14 times, "school" 8 times, "primary and secondary school"

7 times, "bullying" 7 times, "cyber bullying" 6 times, "America" 6 times, "primary and secondary school students" 5 times, "Britain".

From the perspective of knowledge theory, keywords with high Centrality and Freq represent the common concern of researchers for a period of time, that is, research hotspots [2]. Centrality is the representative of research hotspots, and words such as school bullying, school violence, and primary and secondary schools have higher centrality. This indicates that these words play an "intermediary" role in the research of school bullying, and they are important research nodes in this field in China.

In the CiteSpace operation interface, set the node type to Keyword, and other settings are unchanged. After running and visual analysis, the keyword co-occurrence map of school bullying theme in CSSCI journals can be obtained. As shown in Figure 1, the number of nodes in the figure is 49 and the number of connections is 97. Nodes represent keywords, and links represent co-occurrence, which means that 49 keywords have been analyzed from 210 literatures. The connection between each node is divided into thick and thin lines. The thicker lines represent a strong degree of co-occurrence between two keywords, whereas the thinner lines represent a weak degree of co-occurrence between two keywords. At the same time, connecting lines are divided into different colors. The color from cold to warm represents the first year of co-occurrence between keywords from far to near.

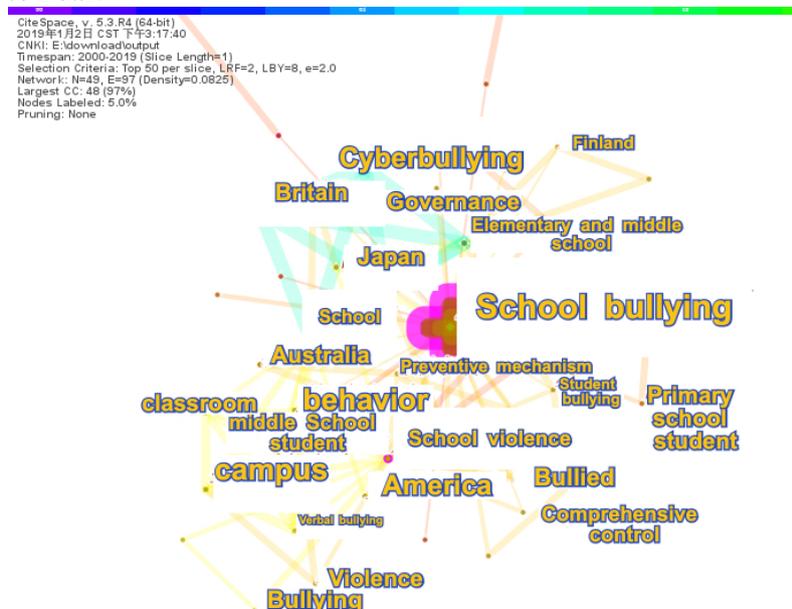


Fig. 1. The co-occurrence map of keywords in the CSSCI journal campus bullying literature

It can be seen from Figure 1 that the current research objects of school bullying problem are mainly primary and secondary school students, including bullies and bullied people, involving the United States, Britain, Japan, Australia and other countries, and cyberbullying has become an important problem in school bullying. From the perspective of research content, it involves bullying behavior research, prevention mechanism research, governance research and so on.

(3) Research contents

Through combing and analyzing the 210 CSSCI journals, it is found that the current domestic research on school bullying mainly involves three questions: what is school bullying, how school bullying came into being and how school bullying was governed. Scholars have explored these problems from different disciplinary perspectives and using different research methods.

1) Research on "what is campus bullying"

When defining the concept of school bullying, most scholars draw lessons from the inductive description of bullying made by Norwegian psychologist Dan Olweus in 1990s: if a student is bullied or harassed by one or more students for a long time and repeatedly, this phenomenon is bullying. The Ministry of Education of China directly used the concept of "school bullying" for the first time in its April 2016 document and explicitly used the concept of "school bullying" instead of

"school violence". Scholars have made a lot of explorations on the concept of school bullying, but have not yet formed a unified understanding, but there is no doubt that school bullying should not be dwarfed as "the vicious behavior of individual students bullying their classmates" [3].

Scholars generally believe that the concepts of "school bullying" and "bullying on campus" are completely interchangeable, but only different translations of the same bully. Some scholars have also defined the difference between the two: Yu Weiyue pointed out that student bullying mainly refers to the abuse incident between students in school, and its consequences usually cause bad psychological harm to students. The school violence mainly refers to the beating, smashing and looting for the purpose of hurting people and destroying things, and its consequences usually pose a serious threat to the safety of teachers and students [4]. From the bibliometric point of view, since 2016, the number of articles studying "bullying on campus" has suddenly dropped, while the number of articles studying "school bullying" has increased by about 6 times compared with the previous year, which may be related to the use of the concept of "school bullying" in official documents of state organs [5].

2) Research on "how to produce campus bullying"

Scholars have explored and analyzed the mechanism of school bullying from a single and extensive perspective. Some scholars have studied the single factor of school bullying from the concrete point of view. For example, Yang Ling and others characterized school bullying as "the mass anomie caused by China's social transformation" [6]. Cai Lianyu pays attention to bullies-students who escape from culture. Because they can't keep up with the operation of school education, they are thrown out of the educational production line prematurely, forming bullying personality [7]. Some studies have also pointed out that the perpetrators of bullying and violence by some students come from violent families, and the lack of family education leads to serious deviations in children's physical and mental growth. Some scholars point out that positive psychological capital and school belonging have an impact on school bullying from a psychological point of view.

In addition, some scholars comprehensively consider the main aspects that cause school bullying's behavior, and attribute the generation of school bullying's behavior to individual, family, school, society and other aspects. Yang Hua pointed out in his analysis of rural school bullying that family, village and school are the three important educational subjects in the process of rural students' growth, and the lack of education among them is closely related to the frequent occurrence of rural school bullying events [10]. Chen Gang attributed the causes of cyberbullying to five aspects: convenient use of the Internet, low sense of responsibility brought by anonymity, pressure release and achievement motivation of bullies, absence of adult monitoring and legal vacuum [11]. The imputation of school bullying phenomenon from the aspects of school and family education is also the focus of many studies. Sun Shijin and others put forward that self-esteem and self-improvement of individual personality are the fundamental factors that determine whether school bullying occurs, and the values of equality, freedom, intimate relationship and support advocated by family, school and society can greatly reduce the probability of school bullying [12]. Blair analyzed the influence mechanism of family, teachers and individuals in bullying from the psychological level, especially pointed out that peer ecology in class, bystander's behavior and friends' relationship will all affect the occurrence rate and consequences of bullying [13].

On the whole, from the perspectives of psychology, sociology and pedagogy, scholars attributed the factors influencing school bullying's behavior to bullies, bullies, schools, teachers, families, bystanders and society, and explained and described them. However, most of these studies are described in theory and lack of empirical evidence.

3) Research on "how to manage campus bullying"

The prevention and control of school bullying is also an important aspect of research. At present, the research in this area can be summarized into two major aspects, one is the introduction of overseas experience, and the other is the exploration of local measures.

The United States, Britain, Finland, Japan, Norway, Australia and other countries have made many countermeasures to the governance of school bullying. Japan has also formed a school

bullying prevention and control system with the Law of school bullying on Promoting Preventive Measures as the core [14]. The United States adopts the mechanism of "legislation at different levels, removing congestion and applying it simultaneously" to regulate school bullying [15]. In addition, it is also a feasible strategy to encourage various social groups and third-party organizations to participate in the governance of school bullying, such as the Omega project in the United States [16]. Han Tingzhi and Shen Guipeng systematically introduce and learn from the experience of KiVa project in Finland, and point out that actively arousing bystanders' reaction to bullying events and making students face school bullying events actively through democratic mediation are important ways to solve the school bullying problem [17].

Du Fangfang and Li Meng put forward that cultivating students' "social emotional ability", cultivating students' self-awareness, self-management, social awareness, interpersonal relationship and responsible decision-making skills, and improving their attitudes and beliefs towards themselves, others and schools are the key elements to prevent school bullying [18]. Some scholars have pointed out that education punishment is essential, and we can prevent school bullying, build a campus ruled by law, focus on building inclusive education, and keep the initial intention of educating people [19]. Finally, it is also feasible to implement school bullying intervention under the path of peer attachment, and cultivating students' moral emotion plays a key role in eliminating school bullying [20][21]. In the family, first of all, we should abandon the violent and authoritarian parenting style and advocate democracy and tolerance [22]. Secondly, some parents' low quality performance should also be "purified" [23]. Parents should pay attention to training their children's knowledge and skills in preventing bullying, and constantly enhance their ability to deal with bullying behavior [24]. From the professional perspective of family education, intervention can also be implemented through family education legislation [25]. On the whole, the solution of the school bullying problem requires the efforts of the government, schools, families and society, and constructs the trinity prevention and control system of schools, families and society [26].

4. Research prospect

According to Shneider's theory of "four stages of research field", China's research on school bullying is now in the stage of developing a large number of tools. The research perspective has also been expanded, from the initial pedagogy to sociology, psychology, law, political science and other fields. The breadth and depth of research are constantly increasing, and the state and society pay more attention to school bullying. Therefore, it can be concluded that the research on school bullying theme will continue to be hot and develop further in the future.

However, from the current research situation, there are still some problems in the current research, first of all, the poor quality of the results. Many studies are limited to the representational and generalized description of school bullying, and the conclusions are large and empty. It is necessary to further clarify relevant concepts, focus on problems, enhance methodological literacy, and ensure the applicable boundary of conclusions in order to improve the quality of results. Secondly, the research lacks empirical evidence. Among the 210 documents obtained in this paper, there are few empirical articles, and most of them only stay on the defense of the construction value of the theory. Further research should encourage more empirical research. Third, the local exploration is insufficient. Too much translation and learning from foreign experience is not enough to solve local problems. Future research should be more local exploration, which should not only absorb foreign experience, but also conform to the particularity of the school bullying incident in China. Fourth, the research horizon is narrow. Most of the existing studies are from the perspectives of pedagogy, sociology, psychology and law, but as a complex social problem, school bullying also involves ethics, management and communication. In the next step of research, it is necessary to further broaden the subject horizon and expand the research horizon.

5. Conclusion

Through the keyword co-occurrence analysis, emergent word analysis and literature review in

CiteSpace, this study believes that the current research hotspots in the field of campus bullying in China mainly focus on three aspects: what is campus bullying, the causes and generation mechanism of bullying behavior, and the prevention and governance mechanism of campus bullying. At the same time, this study found that there are some problems in the research on campus bullying, including poor quality of research results, lack of empirical research, insufficient local exploration, narrow research horizon and so on. In the future research, scholars should conduct more empirical research and local exploration, broaden the research horizon and carry out interdisciplinary cooperative research.

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