

Research on the Cognition and Intervention Strategies of Teachers in Vocational Colleges to Campus Bullying

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Abstract: In recent years, the frequent occurrence of campus bullying incidents has caused very serious harm to the physical and mental development of students, which has aroused the attention of all sectors of society. A series of policy documents that prevent and control campus bullying have been introduced. Although the prevention and control of campus bullying requires the joint efforts of all sectors of the society, the school is the main field of students' learning and life. Teachers are the most closely contacted, the most trustworthy and dependent on students. In particular, some students in vocational colleges are not high quality, and there are certain problems with psychological characteristics, which makes the campus bullying of vocational college students particularly prominent. At this stage, vocational colleges have not obtained a particularly clear and clear understanding of campus bullying behavior. Therefore, the correct perception of vocational colleges' teachers in campus bullying is the key to preventing and controlling campus bullying. Therefore, through investigations of the cognitive status of vocational colleges' cognition of campus bullying, analyze and grasp the cognitive status and problems of vocational college teachers on campus bullying, and explore the problems that have caused problems in vocational colleges teachers to cognition of campus bullying on campus. Finally, the relevant strategies of intervention in vocational colleges' knowledge of campus bullying cognition

1. Introduction

Campus bullying refers to a single or deliberate or maliciously carried out by one or multiple or many times between students (individuals or groups) inside and outside the campus. Incidents of mental damage. Campus bullying forms are diverse, mainly including physical bullying, speech bullying, relationship bullying, and cyberbullying. Under the long-term physical and mental injury, the bullied person will not only cause emotional distress, but also often form serious learning difficulties and interpersonal communication problems, which will even cause criminal problems [1].

The phenomenon of campus bullying occur frequently. The results of the relevant survey showed that 19.8% of the students in vocational colleges are involved in bullying. It has become a problem for the school's family social letter to be resolved.

2. Research Object and Method

This article is based on the teachers of some vocational colleges in Chengdu, Sichuan Province.

1) This research questionnaire adopts a bullying questionnaire compiled by Sonia Nicolas, Yuichi Toda and Peter K. Smith. In order to adapt to the content of this research and the reality of my country, the author has made certain modifications on the questionnaire, and some of the topics have been added and deleted [2]. The conceptual characteristics of bullying and the type of bullying type quote Zhang Ke's campus bullying teacher questionnaire. The final determined questionnaire structure is as follows: Questionnaires are divided into two aspects: the first part is the understanding of the teachers of vocational colleges on campus bullying, including the understanding of the concept of campus bullying on campus, the understanding of campus bullying behavior [3], Knowing the status of bully/bullies, the emphasis on campus bullying, and attitude towards bullying incidents. The second part is the treatment of teachers in vocational colleges on campus bullying, including the way of handling bullying people, the way of handling the bullies, and the strategy recommendation of the bullies.

2) If the preparation of the interview outline is mainly based on the research topic, it plays a detailed interpretation and supplement to the questionnaire survey. The interview adopts the form of individual interviews, and a total of 6 teachers are selected [4]. Interviews include teachers' understanding of the concept of campus bullying and the cognition of bullying, teachers' attitude towards campus bullying and importance, teachers' disposal methods for campus bullying, difficulties encountered by teachers when dealing with bullying incidents, school response to school response The five aspects of the relevant measures of campus bullying.

Selecting some vocational colleges in Chengdu Province in Sichuan Province conducted questionnaires for questionnaires, adopted random sampling methods, and issued 241 questionnaires and recovered 236 copies, of which 198 valid questionnaires were. Use SPSS22.0 for data processing. Using logical methods such as induction and interpretation, analysis of the problems presented by the cognitive status status, and exploring the causes of problems.

3. Survey Results

In this study, vocational college teachers' awareness of campus bullying is mainly based on five aspects, including the understanding of the concept of campus bullying on campus, the cognition of the type of bullying of the campus, and the characteristics of the bully by the bully Knowledge of family characteristics, understanding of the importance of campus bullying, and attitude towards campus bullying.

3.1. Conceptual Cognition

In the question of "Do you agree with the following descriptions of the conceptual characteristics of campus bullying?" There are four characteristics descriptions of campus bullying, including 5 options after each project. Agree "to" very disagreement "to score in order, and see Table 1 as a result.

Table 1: Cognitive distribution percentage, average, and standard deviation of bullying type.

	Very much agree	Slightly agreed	Uncertain	Disagree	Strongly disagree	M	SD
Project one	62.5	34.1	1.10	1.1	1.1	4.56	0.69
Project two	43.2	42.0	11.4	2.3	1.1	4.24	0.83
Project three	73.9	22.7	2.20	1.1	.0	4.69	0.57
Project four	38.6	44.3	15.9	.0	1.1	4.19	0.78

It can be seen from Table 1 that "the harm brought by campus bullying includes both physical damage and mental injury" (Project 3) one is the most recognized by teachers, with an average score of 4.65 points, and the number of people who agree with each other accounts for 73.9%. The uncertainty and below account for only 3.3%. Teachers' recognition ranked second in the second place. "The bullying person has not actively provoked each other, and campus bullying is a intentional attack" (Project 1). In this project, the average score is 4.56. 5%, the selection of teachers who do not agree and do not agree with 2.2. Secondly, the "bullying parties exist in power and imbalance in status" (project 2). The number of consent is 43.2%, compared to 42%, and the remaining 14.8% is uncertain and below. The lowest degree of teacher recognition is "Campus bullying occurs repeatedly, with repeatedness" (project 4), with an average score of only 4.19.

3.2. Bullying Type Cognition

"Do you think the following behavior is a campus bullying behavior?" List 10 kinds of bullying behaviors, and adopted a five -point score score to examine the teacher's recognition of bullying behavior. "Do not agree", see Table 2 in the result.

Table 2: Cognition of campus bullying type.

	Minimal	Maximum	M	SD
Give others an insulting nickname	1	5	4.00	0.99
Ignore and isolated others	1	5	3.49	1.12
Mobilize others	2	5	3.85	1.06
Intentional impact, kicking, and playing others	3	5	4.64	0.55
During the deliberate trip, push others	2	5	4.52	0.74
Delicate or grab other people's items	2	5	4.47	0.81
Cavoated by bullying after being bullied	1	5	2.93	1.16
Talk about bad things behind others and make rumors	1	5	3.47	1.15
Rejection and reject others to participate in collective activities	1	5	3.74	1.10
Word prestige others	2	5	4.19	0.85

From Table 2, it can be seen that the highest level of recognition among teachers towards campus bullying behavior is "intentionally hitting, kicking, or hitting others", followed by "intentionally tripping or pushing others", followed by "intentionally damaging or seizing others' belongings", "verbal threats", "giving others insulting nicknames", and "mocking others", The ones with lower scores include "excluding or refusing others to participate in collective activities", "ignoring or isolating others", "speaking ill of or spreading rumors behind others", and "retaliating against bullies after being bullied" (M=2.93). Most teachers do not agree with retaliating against bullies.

Classify specific bullying behaviors, including direct bullying (bullies, bullying) and indirect bullying (relationship bullying), "intentionally impact, kick, fight others", "deliberately trip, push others", "deliberately destroyed destruction or grab the items of others "is bullied by the body ". Words, others", "insulting the nickname to others", and "ridicule others" are bullying. "Rejection, rejecting others to participate in collective activities", "ignore, isolated others", "talking bad things behind others, making rumors" is a bullying. The difference between the duplicate variance analysis is performed (grade grade) \times 3 (teaching age) \times 3 (bullying type) for significant testing. The main effect of bullying types is significant. The scores of the three bullying behaviors are: body bullying (m = 4.57, se = .07), speech bully (m = 4.05, se = .09), and relationship bullying (m = 3.62, se SE = .11). Specifically, the difference between body bullying and speech bullying is significant, and

the body bullying score is higher than that of speech bullying (md = .52), that is, teachers' recognition of physical bullying is higher. The difference between body bullying and relationship bullying is significant, and the body bullying score is higher than the relationship bullying (md = .94). Compared with relationship bullying, teachers have a higher degree of bullies on the body. Similarly, speech bullying scores are significantly higher than relationship bullying (md = .42). In general, teachers' recognition of the three types of bullying is: physical bullying, speech bullying, and relationship bullying.

Table 3: Analysis of class differences in grade, teaching age and bullying type.

Effect	F	Assume df	Sig.
Bullying type main effect	37.34 ^a	2.00	0.00
The main effect of the teachings	0.68	2.00	0.50
Gender main effect	1.09	1.00	0.29
Bullying Types*Teaching Age Interaction	2.96	4.00	0.02
Bullying type*Gender interaction effect	1.61 ^a	2.00	0.20
Bullying type*teaching age*gender interaction effect	0.43	4.00	0.78

It can be seen from Table 3 that the type of bullying has a significant interaction with the teaching age. Further analysis, in the three groups of the teachings, the body bullying and speech bullying have significant differences, and the scores of the body bullying are higher than that of speech bullying, that is, in these two types Essence Both physical bullies and relationship bullying have significant differences. Both the body bullying scores are higher than that of relationship bullying, that is, teachers have higher recognition of physical bullying in these two types. Speech bullying and relationship bullying also have significant differences. Both speech bullying scores are higher than relationship bullying, that is, teachers have higher recognition of speech bully in these two types. Among the three types of bullying, the differences between each teaching age are not significant.

3.3. Cognition of Bullying/Bullying Situation

Table 4: The average characteristics of the individual characteristics of bullying and being bullied.

	Bully M	Bully SD	Being bullied M	Being bullied SD	T
strong body	3.9	0.64	2.56	0.84	10.90***
Weak	2.63	0.82	3.9	0.64	-0.45***
Difficult to learn	3.47	0.72	3.55	0.62	-.88
Lack of social techniques	3.26	0.95	3.74	0.63	-4.26***
Have physical defects	2.75	0.97	3.53	0.77	-6.24***
Internal and silent	3.08	0.99	3.78	0.61	-5.52***
Irritable	3.94	0.65	2.75	0.91	9.46***
There are almost no friends	3.23	0.86	3.51	0.67	-2.51*
Poor academic performance	3.59	0.76	3.53	0.62	.59
very popular	2.55	0.97	2.39	0.86	1.34
Unconfident or passive	3.09	0.99	3.63	0.73	-3.89***
Extraction, lively and active	3.19	0.95	2.5	0.83	5.66***

Note:*P<0.05; **P<0.01; ***P <0.001

The understanding of the individual characteristics of bullying and being bullied is reflected in "Do you think there are the following characteristics of bullying?", "Do you think the bullies exist

in the following characteristics?" As a result, see Table 4.

It can be seen from Table 4 that teachers believe that the most recognition of the characteristics of the bully is "irritability", "strong body", "poor academic performance" and "difficult learning". Teachers have low characteristic recognition of bullies "very popular", "weak body", and "physical defects". In terms of being bullied, teachers believe that the characteristics of "weak body", "introverted, silent", "lack of social skills", "unconfident or passive" characteristics are generally possessing, and "very popular" and "strong body" The characteristics of "irritability" and "extroverted, lively and active" have been bullied less. After a pairing sample T test, it can be seen that there are no significant differences in the three items of "learning difficulties", "poor academic performance", and "very popular", and there are significant differences in the remaining characteristics.

3.4. Cognition of The Importance And Severity of Campus Bullying

The question "you think campus bullying is a more important issue" reflects the importance of teachers' phenomenon of bullying on campus. Most teachers believe that "campus bullying is a very important issue", such teachers account for 67.3. There are also 23.5% of teachers who believe that "campus bullying is a more important issue", and only a few teachers think that campus bullying is "not important" (9.2%), and no teacher thinks "completely unimportant".

In the view of teachers, the severity of campus bullying is reflected in the questions "What percentage of schools do you think have serious campus bullying problems" and "What percentage of schools do you think do not have serious campus bullying problems", with an interval of 5%. Taking into account the percentages circled by all the teachers in the questionnaire, the average proportion is 23.7%, which means that, Teachers believe that 23.7% of schools have serious issues of campus bullying. In the question, "How much do you think there is a problem with campus bullying", the average proportion of teachers in the end is 72.5%.

4. Research and Analysis

4.1. Vocational Colleges Teachers' Cognitive Status and Problems of Campus Bullying

4.1.1. Inadequate Understanding of Conceptual Characteristics, There are Controversy

Four characteristics of the concept of campus bullying, the questionnaire survey shows: "The harm caused by campus bullying includes both physical damage and mental injury", "the bullying person has not actively provoked each other, and campus bullying is a intentional attack". Two items have been unanimously recognized by teachers, that is, teachers generally agree with campus bullying. It is a kind of intentional stimulation. Campus bullying may cause two kinds of physical and mental harm. The teachers do not agree with the two items of "there is strength and status" and "campus bullying is repeatedly occurred, and the campus bullying is repeated [5].

In general, with the country's emphasis on campus bullying, the number of media reports has increased, and teachers have a certain general understanding of the concept of bullying on campus. Most of their understanding methods are based on daily teaching experience and news reports [6]. Understand the policy and system of bullying. However, the mastery of campus bullying knowledge lacks systemic and professionalism. The concept of bullying on campus is unclear, and it is difficult to distinguish between campus bullying and similar concepts. It requires further learning.

4.1.2. There is a Bias for Bullying Type Cognition, "Speech Bullying" and "Relationship Bullying" are Ignored

Teachers' recognition of bullying behavior: Body Bullying ($M = 4.53$, $SD = .07$) greater than speech bullying ($m = 4.01$, $SD = .09$) greater than relationship bullying ($m = 3.59$, $SD = .11$), some teachers' thinking thinking Cleanation, bullying campus is equivalent to bullies with the body, and subconsciously ignores speech bullying and relationship bullying.

The damage caused by bullying and bullying such as bullying and speech bullying is mostly psychological damage, and it is difficult to find that it does not have the appeal and is difficult to discover, resulting in low degree of importance of teachers. On the contrary, teachers pay more attention to the behavior of bullion that causes the damage without stopping. For teachers, it is necessary to strengthen the emphasis on bullying and speech bullying, and improve the ability and processing ability of teachers to bully and speech bullying.

4.1.3. The Serious Understanding of Campus Bullying is Insufficient Understanding, and the Degree of Attention Needs to Be Improved

The average percentage percentage of teachers' income from the two issues of teachers in the two issues of teachers in the two issues "Compared to underestimating the incidence of campus bullying. Renmin University of China China Survey and Data Center (NSRC) conducted a campus bullying survey of 10,279 students across the country. The results of the survey showed that 49.6% of students were bullied by speech, and 37.7% of students were bullied by relationships, 19.1 % of students have suffered from physical bullies, and 14.5% of students have suffered online bullying [7]. It can be seen that teachers in vocational colleges in this study underestimated the severity of campus bullying.

4.2. The Reason for the Problem of the Cognition of the School Bullying of Vocational Colleges

Through the application and assessment analysis of the Koch evaluation model, it can be seen that professional teachers in higher vocational colleges have been improved to varying degrees in teaching, scientific research, and social services, and have achieved the expected improvement goals. According to the investigation, through the mixed learning mode of online and offline, the teaching knowledge and other abilities of professional teachers in higher vocational colleges have been greatly improved.

4.2.1. Social Media Lacks Rational Attention

With the development of online media, it provides a platform for the people to express their needs and express opinions, and has become an important position for public opinion orientation and online supervision. However, once the news media lacks a sense of responsibility, the negative impact brings is self-evident the media. On the one hand, over-reporting of the media has exaggerated campus bullying, excessive hype for high attention, attracting the attention of the public. Scholars and other scholars pointed out: "The news media excessive reporting and wanton speculation to the campus bullying incident in order to bullish the campus caused people's panic [8]. It is believed that the campus is full of violence and unsafe factors".

4.2.2. School Management Lacks Normativity

Many schools do not formulate a special anti-campus bullying system, which makes teachers'

duties, prevention and handling of campus bullying, prevention mechanisms, and emergency measures for daily management and bullying people. Teachers have no systematic system when dealing with bullying incidents. When the bullying incident on campus occurred, because the school's attitude was unknown, there was no strict response mechanism, and the school did not stipulate the responsibility of the teacher in preventing and handling bullying. With the principle of "big events, small things", ignore bullying incidents. There are also schools that the school bullying incident will harm the reputation and interests of the school. With the attitude of the people, it is perfunctory to cover the past. Under the attitude of the school, it is difficult for teachers to punish the bully with their own strength and bully the bullying [9]. Bullying the person who does not get the deserved punishment, the viciousness of bullying will only intensify, and teachers who do not get the school support will increase the obstacles in handling bullying incidents. Most schools lack the training of teachers on campus bullying content, which also causes teachers to have unclear understanding of campus bullying, inadequate prevention, discovery in time, unprofessional processing, and inconsistent tracking. Teachers should be responsible for bullying on campus. They must not only discover the problem of bullying and give processing methods in time, but also ensure the psychological health of the bullied person and correct the bad behavior of the bully. The professional response method requires the school to give professional training.

4.2.3. School Management Lacks Normativity

Teachers lack a correct understanding of bullying on campus, ignoring speech bullying and indirect bullying. This is mainly because teachers rarely systematically learn about campus bullying. In the face of how the campus bullying, how to prevent campus bullying, how to discover campus bullying, and how to interfere with campus bullying, teachers naturally lack professional understanding and response. In addition, teachers do not grasp the knowledge theory of education. Compared with the study of professional courses, teachers are rarely going to work in the work, psychology, psychology, management and other theoretical knowledge, and the attention of students' performance far exceeds the attention of students' physical and mental health. The lack of mastery of bullying knowledge also occurred in the investigation of the problem of insufficient understanding of the concept and type of bullying on campus. From the interview, we can also see that teachers' understanding of campus bullying only comes from news media reports, and some media reports have a strong subjective color, and the information obtained by teachers lacks knowledge.

4.3. Vocational Colleges' Intervention Strategies for Cognitive Status of Campus Bullying on Campus

According to the background data of the online learning platform, most professional teachers in higher vocational colleges can carry out self-learning activities in a targeted manner according to their own situation and weak points of knowledge outside the classroom. The effect of sub-uplift has been significantly improved.

4.3.1. Optimize Public Opinion Orientation

The media should strengthen the objective cognition of the public's bullying on campus. The news media's reports on related events should be objective and fair to avoid wanton speculation due to the obtaining ratings, causing public panic. The media can guide the public's understanding of campus bullying by playing the knowledge of anti-bullying lectures and publicizing the knowledge of preventing campus bullying, enhancing the public's attention to campus bullying, enhancing people's legal awareness, enabling the public to objectively understand bullying, understanding

bullying, resistance to resisting Bully [10]. In short, the state must stipulate the responsibilities of the media, strengthen the education guidance of news reports, and form a correct public opinion orientation.

4.3.2. Strengthen School Management

At present, most schools have not formulated a special campus bullying prevention system, and many schools have only drained the relevant system, but they only have the setting of higher-level inspections. The operability is not strong and has not been implemented in school management. Campus bullying control system should be as detailed and specific as possible. If the system should not only clarify the boundary of campus bullying, explain the harm of campus bullying, clearly stipulate the implementation of bullying behaviors, and specify clear and clear punishment measures. Once a violation of the campus bullying system is found, corresponding punishment measures are taken to deal with them strictly. In addition, the awards are clear, and teachers who actively carry out preventive activities and correctly handle bullying incidents are given praise and encouragement. Teachers who do not participate in campus bullying and teachers who do not report on the campus shall be criticized and punished.

4.3.3. Improve the Quality of Teachers

Teachers should find bullying flames in time to prevent bullying. Campus bullying is concealed, and the location of the occurrence is concealed. Bully often chooses places that are not easy to be discovered by teachers, especially indirect bullying with relationship bullying. The bullied personality was weak because of fear and did not dare to report to the teacher. The onlookers also chose not to report the teacher because they were afraid of being retaliated and thought that "more things are worse than one thing". The concealment of campus bullying requires teachers to have the consciousness of active discovery. On the one hand, as teachers, they must have a positive attitude, can understand the abnormalities of students, and be good at discovering the traces of bullying behaviors, such as: whether there are scars on the body, emotional undulating emotions, emotional undulating the situation, the fluctuation of the grades, the signs of tither the school. On the other hand, we must take seriously for disciplinary acts, conduct necessary criticism and education, and use scientific methods for punishment. Educating students "don't do good at good but not to do it with evil." Similarly, if small evil is not corrected, it is easy to transform into serious bullying behaviors.

Compared to watching multiple campus bullying videos, it can be found that there are often onlookers when the campus bullying incident occurs. It can be seen from the video that bystanders watch the bullies with a lively mentality, and even the onlookers still have video filming videos, Coaxed, applauding, they should have helped them, but they became a spectator, or pushing the ammeter. There are also some people who have passed by in a hurry because of fear or trouble. Campus bullying often occurs where there are no teachers. At this time, the onlookers are the only person to help the bullies. However, when dealing with bullying incidents, teachers are easy to ignore bystanders, and strengthening the education of bystanders is also the responsibility of teachers.

5. Conclusions

The prevention of bullying and violence on campus of vocational college students has a long way to go. It requires not only the close cooperation and joint efforts of school, family and society, but also the joint influence of internal and external factors of students to achieve results.

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