

Relation active in the bullying of the student who looked through the communication to a teacher

--For the junior high students of the Chinese urban area and farm village part--

Yuan Xiaoyu

Doctoral Course, The United Graduate School of Education, Tokyo Gakugei University

yuanxiaoyu86@hotmail.com

Abstract

It was intended that daily relation (contact frequency and praise frequency) of a student and the teacher was related to a way of the bullying intervention of the student for the teacher how or examined it in consideration of difference between school year and nature in this study. I had a Chinese urban area and the junior high student of the farm village part look back on the conversation with the teacher in an elementary school, junior high school days, and, to hear the experience such as having been glad, having been sad, the relations with the teacher of the student clarified whether there was a relation for a way (bullying consultation to a teacher) of the bullying intervention of the student for the teacher.

Keyword : Bullying, the communication to a teacher, contact frequency and praise frequency

Problem and purpose

In the recent years, bullying of young students in elementary or middle school cause misconduct, non-attendance, and even suicide. While studies show that bullying hasn't decreased throughout time, without realizing it, one can easily become a victim of bullying. Still as we recognize the dangers of bullying, it still exist and shows no signs of reduction. In regards to this point, what can be done in order to solve this problem? Have the days of fear induced by an individual turn to sand flowing between our fingers? Finding out this point, this method, will be the issue discussed within this research paper.

Yet, in developed countries such as Europe, America, China, and Japan the systems in which bullying is handled differs from each other. Within Japan, bullying has been on a rise in the recent years, and is currently becoming more and more of an issue to be looked at. For example, methods used in dealing with

bullying in Europe, and America could be compared with Japan's, they could benefit each other, thus helping to prevent permanent damage on an individual.

For example, in 1999, such as in Chinyotaira survey for 3332 people ages 7-18 years old elementary and junior high school students in Tianjin. The result shows that 20.3% of the kids always bullying is from the elementary school, kids bullied about at least once every week at 7.2%, junior high school students 11.8% and 2.7%, the high school's 4.0% and 1.5%.

According to separate studies, the way a teacher handles a situation where a student is bullied, the bullied student's manner can undergo change. (Hata 1994). "With a teacher's mood, the way he or she runs a class is different". "With a teacher's outburst of anger, or favoring a student, bullying is either more likely or less likely to happen within a class." It can be observed that if a student and teacher are unable to trust each other, bullying is more likely to happen. One morning, while a student was suddenly in the midst of being bullied, one teacher regarded as an "out-going individual" wasn't able to intervene in the situation and thought to just let it continue.

Watanabe's research in 2001 suggested that teachers who didn't act when bullying was taking place had problems with trusting students: as students had problems trusting such teachers. In addition to this, students who recognize that teachers that don't provide aid to them, have spiteful feelings towards those teachers. With this, the whole situation escalates to another level which causes all parties to suffer due to one individual bullying another. Especially the students that are directly targeted; while the teacher is inhibited, the student's ability to communicate with other people will be directly affected by this, and is a very important point. Research has given much attention to this point, both parties including the students and teachers, and their closeness to other people. What is taught to children differs from each nation, with this, a school located in North Korea for example was questioned involving these matters. In this experiment, "how teachers intervened when bullying was taking place" was studied.

The Yanbian District, located in Jilin Province, is one of the three provinces in China that are located on the northeastern region. The said province is in contact with the countries, Russia and North Korea. Its eastern end slightly touches the Sea of Japan. As of 2010, the population of Nobehenshu is around

2.19 million by which 67 percent of that population belongs to the non-agricultural livelihood. In terms of ethnicity, 37 percent are Koreans and 60 percent are Han Chinese (Japan External Trade Organization Dalian office, 2012). With the recent South Korean economic growth, more and more people are drawn to migrate there, thus even expanding its foreign currency from the investments. In addition, because of the said economic boom in South Korea, this depleted the population ratio of South Koreans in Nobehenshu and increased the Han tribe's. Yanji is also located in the province. The province's educational content follows the standards of their country rather than that of the Korean's. This time, I visited the Korean group of junior high school from Yanji city. Hunan Province is mainly agricultural with "Kyushu warehouse" from the ancient times, has been referred to as the "food of the village". In terms of land area, it has 211.8 thousand square kilometers. Though Hunan accounts for only 2.1 percent land area of whole China, 5.2 percent of the country's population inhabits this province and is then considered as one of the densest areas in terms of human population. By the end of 2008, the registered population reached 68.452 million people (Hunan provincial government website, 2012). Tianjin, one of China's four major municipalities, has 13 million inhabitants. It is located in the southeast about 140 km from the capital Beijing. With Beijing, Shanghai, and Chongqing, they are considered to be the four largest municipalities in China. Tianjin is a big city with 13 wards and 5 prefectures under its jurisdiction and its main focus is on trade and industry. Since the ancient times, the trade sector of Tianjin has been thriving. The Tianjin Port, northern China's largest foreign trade port that faces the Bohai Sea, occupies an important position as the entrance of the Beijing Sea. Children in the early years of elementary school would listen to lectures given by their teachers and hear their happy experiences, along with their difficulties in life. After hearing these things, students felt they could entrust their teachers with their own personal experiences, and hardships. For example, in the case of a student getting bullied, they would remember what they were told, and felt more at ease when consulting with their teachers about such matters.

Methodology

Investigation date:

Koreans in China, Yanbian Autonomous Region junior high school survey was conducted in March 2014. Survey of Tianjin City junior high school was carried out in September 2014. Lastly, the survey for Junior high school of Hunan rural areas was carried out in September 2015.

Questionnaire preparation:

Within this investigation, a questionnaire was used to ask several questions to the selected individuals. Within this questionnaire, points from the impact on students from bullying, and the amount of times students talk with teachers were asked to the students. On the questionnaire, there were two parts, on the first, you were asked to remember the amount of time you spent at school, and how frequent students and teachers freely talked with each other. On part two, each person's experience with bullying, and how it had affected them and or is currently affecting them. For example, "can you easily talk with your teacher?" "Have you ever talked with your teacher?" "Have you ever been praised by your teacher?" "How often are you praised by your teacher?" Among the answers, "does not apply" and "applies" were both written. As well as answers having to do with school life, Difficult or happy times were also both written down. Of course, in some cases, students had been deeply moved by teachers where others had been harmed.

Results

Firstly, when students were in middle and elementary school, if an individual was being bullied, and that person was to consult with a teacher, the one who consulted with the teacher was seen as the wrongdoer. With this, the students who often talked with teachers and the students who didn't, could be separated into two groups at this point.

Depending on the amount of chances kids had to freely talk with a teacher, divided them into two groups. Then, dividing up each result by grade, thus being elementary, middle school, the amount of times students were able to meet and freely talk with their teachers were different. With these results, there was an average number of students in a grade that often talked with teachers, and that didn't talk with teachers. Surprisingly enough, the amount of students who talked with teachers was far greater than students who didn't. Next, in order to make a hypothesis, people who had outstanding relation to others, how often they met with teachers, and how often they met with friends

was analyzed and was made the dependent variable represented by “How often a student met with a teacher” (Vertical) and “How often a certain gender consulted with a teacher” (Horizontal).

By contact frequency / praise frequency of a teacher in elementary school, they were divided into two groups of high group and low group. When split into groups, the sum of the assessed value is tabulated in order to see the contact frequency / praise frequency of the overall teachers from the elementary school, middle school, and high school. It is then divided by 3 of the school year to get the synthesized score of the contact frequency / praise frequency of a teacher. The average value is calculated from the contact frequency / praise frequency of a teacher. The average value from the children synthesis score responded “contact frequency /praise frequency low group” and “contact frequency / praise frequency of the high group with children of above-average value”. It should be noted that the grouping by the magnitude of the contact frequency / praise the frequency of a teacher at the time of the junior high school, we went in the same procedure. Next, the consultation in order to consider the gender of how to hold the human relations is to verify the hypothesis, gender, and the height of the contact frequency / praise frequency as the independent variable. Elementary school teachers and junior high school teachers that may or not be bullied are the dependent variables. Two levels were performed over time through the analysis of variance. In addition, the lower test-multiple comparison using the Scheffe method was also conducted with the level of significance set at 5 percent.

I Tianjin City junior high school students results

1. During elementary school

① contact frequency to the teacher

(1) frequency of contact with their bullying and teachers

The results of the analysis of variance, is a significant main effect of school (two levels) ($F(1,73) = 12.11, p < 0.01$), the interaction was also significant "gender × school" and ($F(1, 73) = 5.04, p < 0.05$) (Figure 1). There is a higher tendency for junior high school students to consult to their teachers about bullying problems than the elementary students.

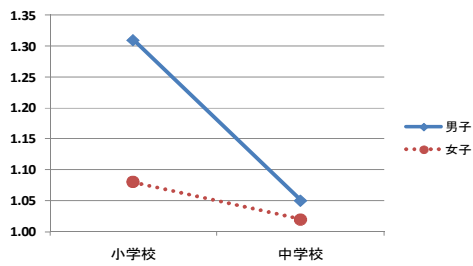


Figure 1 Interaction of gender and school in Elementary school
(contact frequency)

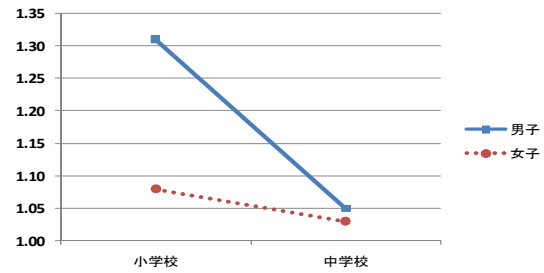


Figure 2 Interaction of gender and school in Elementary school
(praise frequency)

In the case of men, there is a gradual drop of students going for a bullying consultation with their teacher from elementary school to junior high school. In contrast, women did not have nearly the change.

(2) frequency of contact with friends of bullying and teachers

The results of the analysis of variance, the main effect of the school (two levels) was significant ($F(1,72) = 12.00, p < 0.01$). Junior high school has a greater number of students getting consultation from their teacher than the elementary school.

② praise frequency from the teacher

The results of the analysis of variance has a significant main effect of school (two levels) ($F(1,76) = 12.55, p < 0.01$), the main effect of gender is also significant ($F(1,76) = 4.13, p < 0.05$), the interaction was also significant in the "sex \times School" ($F(1,76) = 5.43, p < 0.05$) (Figure 2). Junior high school has a greater number of students getting consultation from their teacher than the elementary school. Also, it was often bullied boys who get consultation more than the number of girls.

Further, in the case of men, at the time of the elementary school, by frequency of praise from the teacher, the number of times they go to their teacher for bullying consultation has become lesser in high school. In contrast, women did not have nearly the change.

2. The middle school

The variances in the results were not found to have a significant effect.

II Yanbian Autonomous Region junior high school students results

1. The elementary school

The variances in the results were not found to have a significant effect.

2. The first year of middle school

① contact frequency to the teacher

(1) frequency of contact with the bullied and teachers

The results of the analysis of variance, the main effect of the contact frequency is significant ($F(1,90) = 5.07, p < 0.05$), the interaction of "gender \times contact frequency" was also significant ($F(1,90) = 7.36, p < 0.01$) (Figure 3).

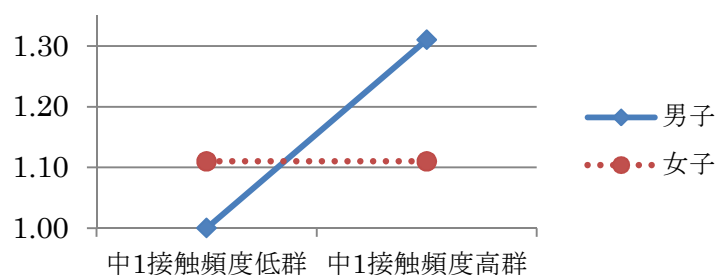


Figure 3 Interaction of gender and frequency of contact time of 1st year in junior high school.

First, there was a higher number of consultations coming from the high group compared to the low group.

In addition, during the first year of Junior High School, in the case of men, there is a higher number of consultation in the high group than a low. Women did not have nearly the change.

(2) frequency of contact with friends of bully and teachers

The variances in the results were not found to have a significant effect.

② praise frequency from the teacher

The variances in the results were not found to have a significant effect.

2. The middle school

The variances in the results were not found to have a significant effect.

III Hunan rural junior high school students Results

1. During Elementary school

① contact frequency to the teacher

(1) frequency of contact with the bullied and teachers

The results of the analysis of variance, the main effect of the contact frequency was significant ($F(1,86) = 4.86, p < 0.05$). Person from contact frequency low group of the teachers high group was going increasingly consultation times.

(2) frequency of contact with friends of bully and teachers

The variances in the results were not found to have a significant effect.

② praise frequency from the teacher

The variances in the results were not found to have a significant effect.

2. The middle school

① contact frequency to the teacher

The variances in the results were not found to have a significant effect.

② praise frequency from the teacher

(1) praise frequency from the bullied and teachers

The results of the analysis of variance, is a significant main effect of praise frequency ($F(1,87) = 5.32, p < 0.05$), the interaction was also significant "gender × praise frequency × school" and ($F(1, 87) = 4.46, p < 0.05$) (Figure 4).

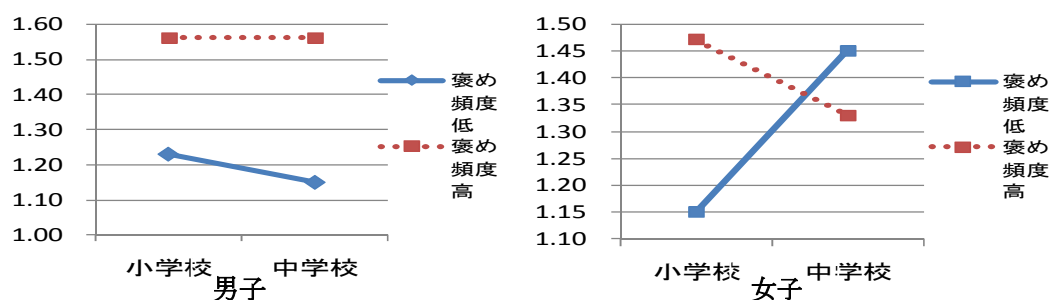


Figure 4 Interaction of "gender × praise frequency × school" at the time of first year in junior high school (self-consultation)

In the case of men, overall, there is better praise frequency of low group than the high group with much bullying consultation times. Praise frequency high group, not related to another school, was often bullied with consultations a couple of times. In contrast, praise frequency of Teigun, the director of junior high school from elementary school, has less bullying consultation numbers. On the third hand, in the case of women, the praise frequency high group from those of the junior high school has less bullying consultation times compared to elementary school praise frequency. Teigun, however, has less number of

bullying consultation times on the elementary school than the junior high school.

(2) frequency of praise from a friend of bully and teachers

The results of the analysis of variance, the interaction of the "contact frequency × school" is significant ($F(1,87) = 3.98, p < 0.05$) (Figure 5), the interaction of "gender × contact frequency × school" also It was significant ($F(1,87) = 6.28, p < 0.01$) (Figure 6).

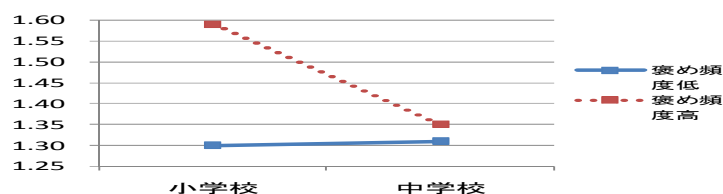


Figure 5 Interaction of "praise frequency × school" during the first year of junior high school (self-consultation)

Praise frequency high group, but those of junior high school has become less bullying consultation times than elementary school, praise frequency Teigun did not almost change.

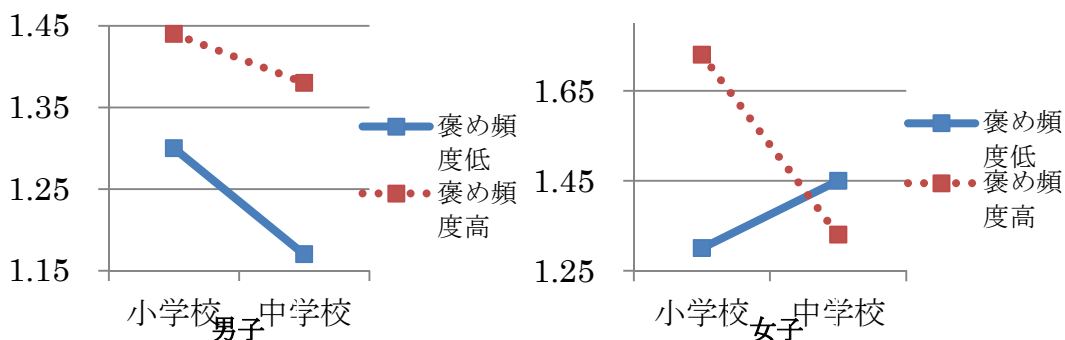


Figure 6 Interaction of "gender × praise frequency × school" during the first year of junior high school. (friends consultation)

In the case of men, overall, there is better praise frequency of low group than the high group with much bullying consultation times. Praise frequency high group, not related to another school, was often bullied with consultations a couple of times. In contrast, praise frequency of Teigun, the director of junior high school from elementary school, has less bullying consultation numbers. On the third hand, in the case of women, the praise frequency high group from those of the junior high school has less bullying consultation times compared to elementary school praise frequency. Teigun, however, has less number of bullying consultation times on the elementary school than the junior high school.

Considerations

As for a young student in middle school, who does one contact in order to stop bullying? In order to intervene in their dilemma when they are stuck? This was the point of the research conducted. Especially with elementary, and middle school students, depending on how much a student is praised and or talks freely with a teacher, they will be able to ask or explain what is happening in the chance of the particular student being bullied. In which this was the essential purpose of all the testing.

The Korean group of students should also think about others except their own important issues as some of these might imply a trend that does not matter to others.

Research's result and the suggested countermeasure

A student being bullied yet, a bully isn't just the problem for the two, it will indirectly affect the people around them. Though these people around them aren't directly involved, it can be assumed that they will see what is happening and feel some sort of emotion based on their relation with the bully and or the one being bullied. It can also be observed that people who are onlookers, yet friends of the one being bullied can be directly involved in the situation in some cases. For those who have no direct relation with either of the two, the bully will be seen as a bad person or a perpetrator, and the one being bullied will be seen as a weaker individual. Thus the weaker individual will enter a state where they don't know what to do, being seen by others as helpless. (Yang 1997). With the resolution to bullying, teachers are an extremely important point for the bullied student.

The limits of research and challenges for the future

First, we will mention the limitations of this study. The sample population of junior high school students in each region of China was about 100 people in this study was the subject. There might be a different result depending on the number of people that came out. In the future, to increase the investigation number and not only certain regions, it is necessary to re-validate the study. In addition, bullying simply does not occur in only simple human relations of the bully and the bullied child. A number of socio-cultural and economic factors exist entangled in the background. Gender, family structure, household economic situation, and elements such as his or her academic performance, are considered in the association of bullying. Future issues are not at the center of the only teacher. Through education and by deepening the research, is an

essential challenge in order to foster IT literacy of the students, risks and conveniences of a having a medium of communication and equipment of private conversation should be explained to the students, and must be equipped with a force master of healthy and sound. This is to promote the sidelines of intervention that will become one of the important requirements for changing the onlookers to contribute.

I would like to say thanks to all my teachers for their countless hours of research, and aid on this project. And thank you for translations done by Hany.