

Internet Public Opinion Analysis of School Bullying : A Qualitative Analysis Based on NVivo

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Abstract

The purpose and significance of the study is that bullying in schools has become an important social problem that affects students' physical and mental health and the school atmosphere, and the Internet platforms, as a major channel for the public opinion dissemination, has become the main venue for public discussion of this issue. The analysis of online public opinion helps to understand society's perception of the education system and social responsibility behind bullying incidents, and also provides a reference for the development of school bullying intervention policies. The research method is to use qualitative analysis method, using NVivo software to code the crawled comments, labeling, classifying, and performing sentiment analysis of the comments, to obtain the characteristics of online comments on school bullying incidents as well as the sentiment tendency. The results of the study show that Internet users' concerns in school bullying incidents are complex, involving government work, campus management, parental education and other fields, and are mainly manifested in negative emotional tendencies, and targeted guidance policies can be proposed by specifically analyzing the characteristics shown at key nodes.

1. Introduction

In 2020, Article 130(3) of China's newly revised Law on the Protection of Minors states, “Student bullying refers to behavior that occurs between students in which one party intentionally or maliciously uses physical, verbal, and cyber means to carry out bullying and insulting behavior, causing the other party personal injury, property loss, or mental damage.” The revision of this legal provision signifies the state's emphasis on the protection of minors, and also reflects society's growing concern about school injuries. The study found that the overall incidence of bullying among Chinese primary and secondary school students was 13.9%, which refers to being bullied by other students multiple times in the past year, while another 23.9% of the students said that they had suffered from the “budding of bullying”, i.e., they had felt pain and suffering due to the “playfulness” of others in the past year. Another 23.9% of students reported suffering from “incipient bullying”, i.e., having been distressed by the “playfulness” of others during the year (Xiao et al., 2021; Meng et al., 2023). These data not only reveal the prevalence of victimization in schools, but also its potential threat to students' mental health.

In recent years, there has been a surge in the number of news events about violence in schools, and violence in schools has become a widespread social problem. For example, bullying news events such as the bullying of girls in a school toilet in Shexian County, Anhui Province, in 2021, the extreme bullying of primary school students in Datong, Shanxi Province, in 2023, and the death of primary school students in Handan, Hebei Province, in 2024, by bullying, have triggered widespread concern in society. These incidents not only directly affected the physical and mental health of the victims, but also triggered a deep reflection on the school environment and education system in the society (Zhang & Jiang, 2022). On the one hand, the exposure of these incidents has not only brought the issue of school injuries to the surface, but also deepened people's concern about school safety. Many parents, after reading the relevant news, have become sceptical about their children's safety at school and have begun to pay attention to campus safety management measures. On the other hand, the widespread dissemination of school violence incidents on social media has made the issue a hot topic of public discussion. Through online comments, netizens expressed sympathy for the victims and called for social attention in an attempt to 'bring justice'.

The rise of social media has allowed the public to be the first to share and discuss incidents of school violence. Whether it is Weibo, Douyin, or other social media platforms, there are numerous discussions about school injuries. These platforms not only provide a channel for victims and eyewitnesses to speak out, but also enable incidents to spread quickly and create a wide public opinion effect. The anger, concern, support, and even criticism of netizens in the comment sections have, to a certain extent, contributed to the community's concern and reflection on the issue of school injuries. However, the double-edged sword characteristic of social media is also obvious. While it can effectively increase the exposure of events and public attention, at the same time, it may also lead to biased information and polarisation of emotions. The formation of public opinion is often accompanied by individual emotional outbursts, and some comments may lead to greater misunderstanding and social panic due to a lack of rational analysis. Such a situation may even complicate the issue of school injuries, which should have been discussed rationally. Public opinion analyses are particularly important in this process.

Public opinion analysis refers to the comprehensive analysis of what people are saying in order to surmise what they are thinking, and then to identify their psychological characteristics and needs in order to influence their views and thinking (Chen et al., 2022). The core of public opinion analysis lies in comprehensively analysing what the public is saying in order to surmise what they are thinking, and then identifying their psychological characteristics and needs in order to influence their views and thinking. Problems such as school violence, school bullying, and school injuries have become important "triggers" for social public opinion incidents. If the relevant management authorities fail to grasp the dynamics of public opinion and take effective measures in a timely manner, similar problems will continue to emerge, bringing new challenges and impacts to the management of public opinion in society.

Public opinion analyses can be used to understand the public's concerns about school injuries and their emotional responses to the incidents. For example, after the occurrence of an incident, public opinion analyses can reveal which aspects have aroused extensive discussions, what issues the public are most concerned about, and their expectations and demands on schools and education departments (Luo et al., 2023). Such analyses not only help to keep abreast of social sentiments, but also provide a reference basis for subsequent education and management measures.

This paper takes "a 6-year-old girl was poured boiling water by a sixth-grade boy in an elementary

school in Shaoguan, Guangdong Province” as an example, and takes the relevant Weibo posts and short video of the official account of Douyin as the research samples, and uses Python to crawl the relevant comments with the highest degree of hotness of the topic of discussion, and researches the network public opinion analysis of the online comments of this incident through them at the thematic analysis and emotional integration. It aims to provide reference for future management and response measures.

2. Methodology and Procedures

2.1 Qualitative research methodology

Qualitative research is an activity where the researcher serves as the primary research tool. It employs various data collection methods to study social phenomena holistically in natural contexts. Using inductive methods, it analyzes data to form theories and gains interpretive understanding through interactions with research subjects, focusing on the construction of behavior and meaning (Priya, 2021). Qualitative research, as opposed to quantitative research, focuses on explaining phenomena and is particularly suitable for uncovering the main characteristics of group behavior. This approach is highly beneficial for this study’s research on the characteristics of Internet users’ comments and emotions. The qualitative research software NVivo used in this study can effectively meet the needs of analyzing a large number of Internet comments.

2.2 Case review and content analysis

On October 13, 2024, a report appeared among the top 40 trending topics on both the Douyin and Weibo hot search lists. It detailed an incident in Ruyuan Yao Autonomous County, Shaoguan, Guangdong, where a 6-year-old girl suffered severe burns to her face, chest, and thighs after a sixth-grade boy poured boiling water on her at school. The hospital diagnosed her injuries as second-degree burns. According to the girl, the boy offered to help her open a water bottle but suddenly poured boiling water on her.

On October 14, follow-up media reports revealed that local education authorities and officials from the school described the incident as a prank, stating there was no intent to harm.

Criminal defense lawyer Fu Jian, director of Henan Zejin Law Firm, commented that guardians are obligated to educate, guide, and restrain the behavior of minors. If a minor causes harm to others, their guardian must bear liability for damages unless they can prove they fulfilled their supervisory responsibilities. The 11-year-old boy involved is not subject to criminal liability under the Criminal Law but still bears civil liability. Regardless of whether the boy’s actions are deemed intentional harm, his guardians are fully accountable for his actions. The girl’s family can seek compensation from the boy’s guardians according to the law, including medical expenses and damages for emotional distress.

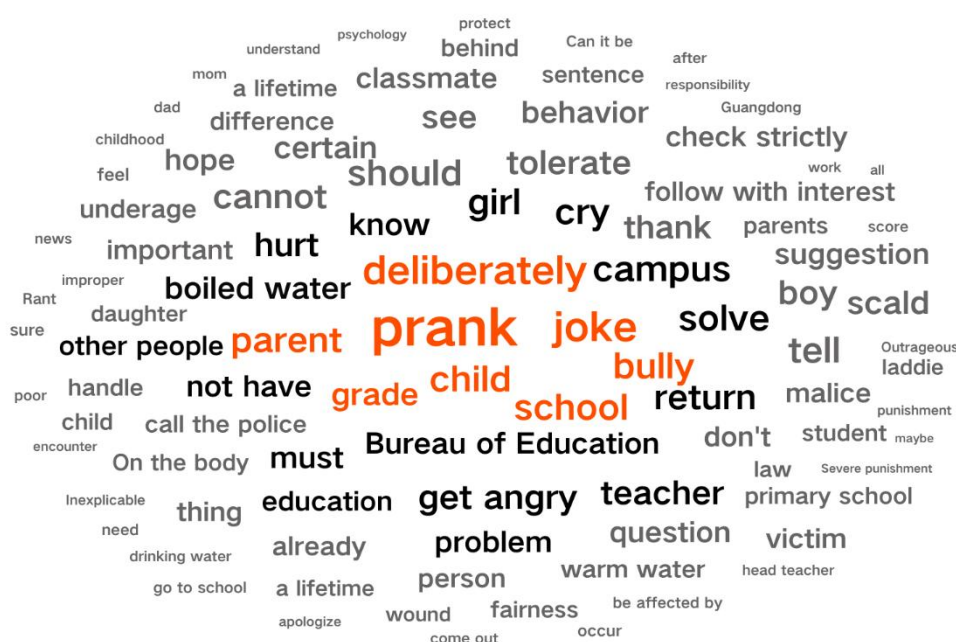
2.3 Sample extraction

This study examines the posts and short videos with the highest number of likes and comments on Weibo and Douyin concerning the incident of “a 6-year-old girl in a primary school in Shaoguan, Guangdong, being scalded with boiling water by a sixth-grade boy”. As two of the most influential online communities in China, Weibo and Douyin have garnered widespread popularity among internet users due to their inclusivity and openness since their inception.

The study specifically focuses on posts from *Dahe Daily* and short videos from *CCTV News* and *Yu Video*, conducting a content analysis of user comments. This approach not only meets the research requirements in terms of quantity but also reflects the individuality and diversity of user opinions, significantly enhancing the depth and breadth of the research.

3. Statistical analysis

In this paper, the text was first descriptively analysed. The comment text was analysed for word count using SPSS 24.0 to obtain the minimum number of words in the text as 1, such as “hey”, and the maximum value as 223, with an average word count of 44 words per comment.



3.2 Coding process

Coding refers to the labelling and categorisation of these comments by reading them line by line and word by word, and these different categories are called “nodes” in NVivo. The result of coding is to organise these scattered comments into unified nodes. A free node is an “independent” node with no clear logical connection to other nodes, while a tree node is a node formed by further generalising and classifying its own nodes (Elliott-Mainwaring, 2021).

In the process of reading and analyzing the 5643 comments word by word and line by line, many similar comments were found: “school mismanagement, drinking water is normal to keep warm water, on that day, unusually so far-fetched explanation” “coordinates of Shenzhen, the school has only warm water, no boiled water, but also quite good, to prevent scalding!” “I really hope that every school has a police station, just like the roadside traffic police station”, these similar comments totaled together to form a node named “school management”. Similarly, we do the same for other similar comments, and finally get 19 free nodes and 7 tree nodes. The encoded results of this study, which have been translated into English, are shown in Table 1. The numbers in parentheses represent the number of comments in this node. In this study, we also categorized the netizen comments into four dimensions: possible response, cause perception, attitude perception, and severity level, and plotted Figure 2 based on the collected comment data.

Table 1: Coding Nodes

Tree Node	Free Node
School management (1548)	Inadequate school infrastructure (726)
	School mismanagement (508)
	Campus policing should be strengthened (314)
Government work (1231)	Strengthening of penalties for bullies (854)
	Focus on school injuries (377)
Parent education (1172)	Responding to dissatisfaction of parents of bullies (391)
	Perceived problems with parenting of bullies (367)
	Parents urged to focus on their children’s school injury education (414)
Attitude towards the response of the Guangdong Education Bureau (1076)	Disapproval of the Guangdong Education Bureau's characterisation of the incident as a “prank” (772)
	Disapproval of the Guangdong Education Bureau’s refusal to punish the bullies on the ground that they were “children” (158)
	Disapprove of the way the Education Bureau handled the incident (146)
Emotional affect (1075)	Anger at bullies (535)
	Expression of sympathy for victims (326)
	Concerned about their child’s school life (214)
Netizen Interaction (885)	Comments from supportive users (395)

	Netizens attacking each other (206)
	Feeling helpless about unintelligible statements by netizens (284)
Parents share their responses (796)	Example sharing (564)
	Exploring legal responses (232)

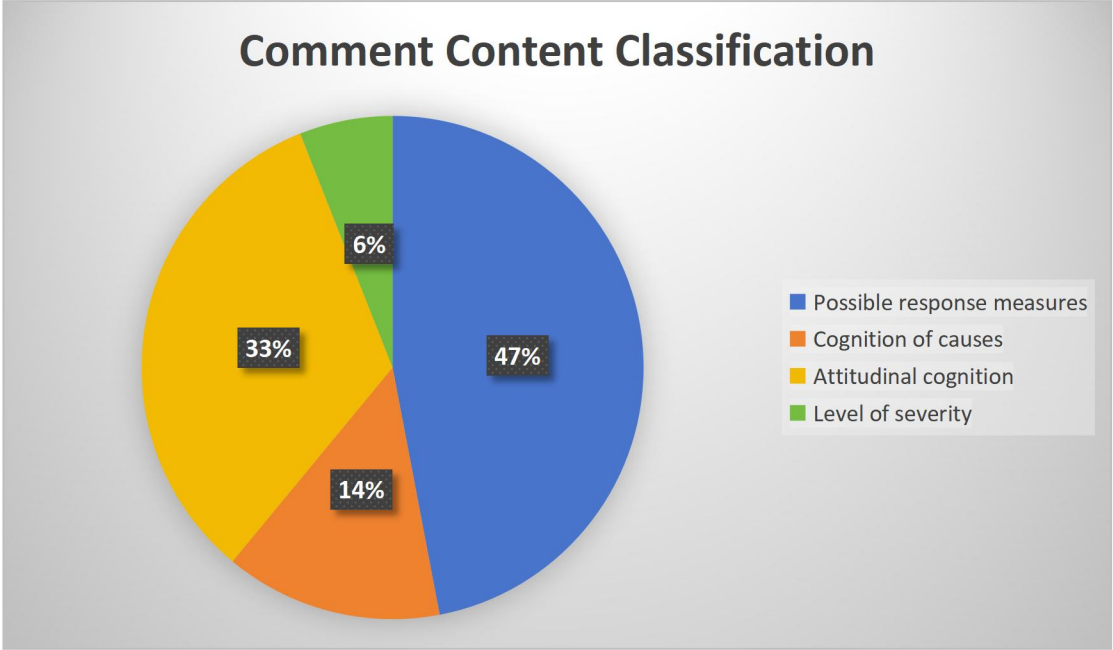


Figure2: Comment Content Classification

On the distribution of emotion types of the 1075 emotional-emotional comments, the emotion value of anger is the highest, becoming the most dominant emotion in this incident. Netizens are not only angry at the behaviour of the bullies, but also dissatisfied and angry with the management of the school and the punishment of the bullies. For example, netizen H: “What kind of education bureau is this? It's so infuriating!” “Mischief? If the little girl is disfigured, her life will be ruined!”. Next are the two main emotions of sympathy and worry, which correspond to feeling sympathy for what happened to the little girl in the incident and worrying about their own children facing similar situations at school in the future, respectively. This study is based on the emotional-emotional state of netizens’ comments on the social platforms when the incident was first exposed on 29 September 2024; netizens’ emotional-emotional attitudes towards the incident after the local education bureau in Guangdong Province gave a response according to the incident after it continued to be exposed on 13 October 2024; and netizens’ emotional-emotional attitudes towards the situation when the incident was reported on 14 November 2024, i.e., the abuser had not been punished and had placed a threatening letter in the girl's schoolbag. threatening letters, the netizens’ emotional affective states in response to the situation. This study plotted a trend of emotional change based on the emotional-emotional status of netizens at these three different points in time, as shown in Figure 3.

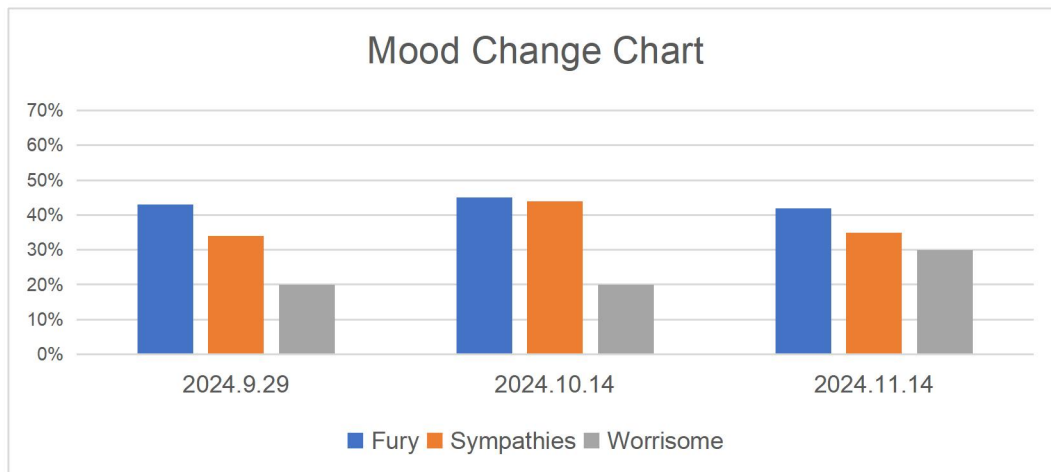


Figure3: Mood Change Chart

4. Discussion and Recommendations

With the continuous development of social economy and the improvement of people's material standard of living, parents are paying more and more attention to their children's education. High-quality education and safe campus are the basic requirements of every parent for their children's life in school. Therefore, the problem of bullying in schools can be improved from the following aspects.

4.1 Governance of School Bullying at the Government Level

4.1.1 Give full play to the government's leading role in governance

In this case, some netizens commented, "I really hope that every school has a police station, just like the traffic police station on the side of the road," and "It is recommended that a police station police office be set up on campus." Education authorities and government finance departments should actively coordinate to increase the budget for comprehensive school bullying management funds to establish special funds for comprehensive school bullying management. First of all, the objective environmental conditions and the level of hardware and equipment in schools vary, the government should actively coordinate to help schools improve the objective environmental conditions and the level of hardware and equipment, and install video surveillance equipment on campus and in places around the campus where bullying is prone to occur, to ensure that the video surveillance covers all corners of the school and its surroundings, and to realize the real-time networking records of the contents of each surveillance equipment, so as to strengthen the deterrence and supervision of bullying in schools, and to reduce the incidence of bullying in schools. Reduce the incidence of bullying in schools (Brown et al., 2022). Secondly, the government should coordinate with the police stations under its jurisdiction to station campus police officers at each campus, so as to give full play to the role of campus police in educating and guiding students, and at the same time, enable public security organs to discover and intervene in school bullying incidents of a bad nature in a timely manner, so as to form a deterrent to potential harmful behaviors in schools (Chen & Lamis, 2023).

4.1.2 Establishing a sound legal system to curb bullying in schools

The soundness and effective implementation of laws and regulations are the basis for the

prevention and control of bullying in schools. At present, the prevention and treatment of school injuries in China mainly remain at the legislative level, and although the relevant laws and policies have been gradually improved, there are still large gaps in their practical operation and implementation (Liu et al., 2024). The specific measures and effects of schools and education departments in various regions in preventing and dealing with school injuries vary, and there is a lack of uniform standards and effective supervision mechanisms. Creating a harmonious and safe school environment and raising the moral awareness of minors is far from being enough to rely on laws alone; it is also necessary to further strengthen education and development, and to promote the joint efforts of families, schools and communities. International advanced experience shows that strict laws can effectively promote the prevention and control of school injuries (Chung & Lee, 2020). Therefore, China should further improve the relevant legal framework to clarify the definition, categorization, and severity standards of school injuries, as well as the responsibilities and obligations of education departments, schools, and parents in prevention and treatment. In particular, it is necessary to strengthen the legal accountability for bullying behaviors that infringe on the interests of students and ensure the strict enforcement of penalties, so as to build up the deterrent effect of the law and the institutional guarantee of fairness and justice.

4.1.3 The government should increase the supervision of the online environment

With the rapid development of Internet technology and mobile communication technology, school bullying has broken through the limitation of time and space and spread rapidly on the Internet with the help of the Internet and smart phones, which makes cyber bullying account for a higher and higher proportion of school bullying. The rapid development of online media, such as mobile news clients and short video platforms, has also made bullying in schools a hot issue of concern to all the people, triggering extensive discussions and worries in the whole society. The public opinion triggered by online media is a double-edged sword, which can help the comprehensive management of bullying in schools and also bring new challenges (Xu et al., 2022). On the one hand, the wide attention of public opinion raises the public's awareness of and attention to bullying in schools, and lays a public opinion foundation for the comprehensive management of bullying in schools, greatly accelerating the process of comprehensive management of bullying in schools. It can also provide a platform for victims of bullying in schools to demand help, and play a certain role in supervising the work of various governing bodies of bullying in schools.

On the other hand, the bullying videos, pictures, and information of the bullied exposed on the Internet have also caused serious secondary damage to the victims. The government should increase the supervision of the Internet environment and guide the Internet media to play a scientific role. For example, it should set up a professional website on comprehensive school bullying control to publicize the contents of comprehensive school bullying control, popularize the experience and practice of anti-bullying in schools, and raise the public's awareness of the scientific system of comprehensive school bullying control, and the victims can seek psychological counseling and legal aid and other help through the website. At the same time, it is necessary to strictly monitor and regulate content related to infringement of other people's privacy and cyberbullying, to further improve laws and regulations related to crimes of infringement of other people's privacy and cyberbullying, and to severely penalize illegal and illicit behaviors of producing, uploading, and disseminating content with cyberbullying content (Rosli et al., 2021). Relevant government departments and education supervisory authorities may, when necessary, authorize relevant units to

use location-confirming information service positioning systems. All reasonable costs incurred by schools, students and their guardians in purchasing or utilizing communication devices shall be borne by the state, local public finance or education regulatory authorities. This support enables schools to implement effective anti-bullying initiatives, such as the KiVa Bullying Prevention Program, which has demonstrated significant success in reducing bullying and victimization in schools (Axford et al., 2020). In this way, the deterrence and supervision of bullying in schools will be strengthened and the incidence of bullying in schools will be reduced.

4.2 School-based Bullying Control in Schools

4.2.1 Reinforcing the main obligation of schools in dealing with bullying in schools and positively guiding students

The school in this case can make reference to the infrastructure solutions of other campuses that provide only warm water on the lower floors, or add “child locks” before using hot water, so as to minimize the possibility of students being injured. In addition, schools, as the main venue for bullying in schools, are the main responsibility for dealing with bullying in schools and should play an important role. First, schools should strengthen moral education, help students establish a correct worldview, outlook on life and values, and actively carry out psychological counseling for the targets of bullying. Secondly, schools should establish a long-term school bullying management mechanism with schools as the core, and strengthen the publicity and education of school bullying, so as to make students deeply realize the harmfulness of school bullying, enhance their awareness of self-protection, and standardize their behaviors; at the same time, it is necessary to set up an early-warning and contingency mechanism with multiple linkages and multiple subjects, such as schools, families, and societies, and to strengthen the campus electronic monitoring and campus safety management, so as to achieve early prevention and early management, and timely prevention and treatment of bullying (Liu et al., 2022). In order to prevent and control bullying behavior, we should investigate and deal with bullying behavior in a timely and objective manner, prevent secondary harm, and form a synergy among multiple subjects to deal with bullying behavior together. On the one hand, it is necessary to establish an information reporting system for bullying incidents to guarantee the right of each subject to know, and on the other hand, it is necessary to establish a handling procedure and a system of responsibility for the subject. Third, schools should strengthen the training and education of their staff to enhance their ability to deal with bullying in schools and to become objects of trust for the bullied. Fourth, schools should focus on students' mental health education, pay attention to individual differences, carry out mental health assessment and psychological counseling services, and provide effective support for students' mental health with the help of team counseling, mental health education courses, and counselor talks (Divecha & Brackett, 2020). The school should make full use of the psychological counseling center, guide parents and family members to face up to the deficiencies in themselves and their families, actively participate in and make use of the psychological counseling center to seek ways to cope with the situation, and build a home-school linkage mechanism, so that the school can set up a file on the dynamics of the psychological development of the students, keep abreast of the changes in students' psychological development, form a system of three-level attention from the school, the family, and the partners, and give full play to the role of the mechanism for tracking the dynamics of the student's psychology.

4.2.2 Multi-level and multi-dimensional joint efforts to combat bullying in schools

To prevent and control bullying in schools, it is important to adhere to the educational concept of “three-pronged parenting”, establish a mechanism of linkage from the individual to the family education, school education, social environment, legal deterrence, and other multi-level and multi-subjects, so as to achieve a multi-faceted synergy, and to jointly build a solid defense to ensure the comprehensive development of students' physical and mental health, as well as to maintain safety in schools (Qiao & Patterson, 2021). To form a school bullying monitoring, counseling and response system constructed by multiple subjects; to adhere to the whole process of educating people, school bullying prevention and control education should be carried out throughout the entire career to ensure its consistency, and to play the role of tracking mechanism and feedback mechanism to enhance the effectiveness of prevention and control; to take multiple measures, to innovate the school bullying prevention and control education in multiple forms and through multiple channels, to strengthen the publicity and education and create a good atmosphere, and to carry out a variety of mental health lectures, psychological practice activities, club activities and so on (Legood et al., 2021). The school will strengthen publicity and education, create a favorable atmosphere, and carry out a variety of mental health lectures, psychological practice activities, and club activities.

From the perspective of peer group factors, team building among students can form a supportive team huddle, enable students to recognize and integrate with each other, eliminate their academic and social stresses and difficulties through empathetic understanding of the isolated students, integrate the time dimension of their growth history, establish a positive, friendly, and harmonious partnership, and gradually release the discomfort caused by the tension in the team group relationship, and purposefully prevent negative interpersonal behavior. In addition, it is very important to improve the rules and regulations of the school, build clear and fair system rules, form a positive campus culture, advocate respect for multicultural values, full of trust and compassionate interpersonal communication, peaceful ways of solving problems, etc., to promote the establishment of a positive emotional connection between the main subjects, enhance the students' sense of existence, sense of belonging and sense of achievement in the school, and to enhance students' sense of belonging and sense of achievement in the school by carrying out a variety of campus activities and encouraging students to develop a positive and harmonious relationship with each other (Huang et al., 2019). By carrying out various forms of colorful school activities and encouraging students to actively participate in them, a positive and interactive school cultural atmosphere is formed, which effectively prevents the occurrence of bullying in schools.

4.3 Family education-based bullying management in schools

4.3.1 Enhancing Family Education Literacy and Creating a Favorable Atmosphere

The social-ecological system theory attaches great importance to the influence of the family environment and family members' relationships in the microsystem on the behavior of the micro-subjects, and considers the family as a dynamic, interactive, and interdependent system, suggesting that a child's behavioral patterns are largely influenced by the interaction of the family environment and members' relationships, which in turn affects the series of behaviors at school (Qian et al., 2022). Parental disciplinary strategies, dysfunctional relationships of members, and maladaptive behaviors can easily involve children in school bullying scenarios. Overall, it is important to establish a sound family relationship to enhance their self-esteem and self-confidence; provide positive parenting styles without indulgence, moderate rewards and punishments, enhance the ability to overcome difficulties, and improve their mental toughness. Family is the foundation of

students' education, and family education is crucial to the formation of students' healthy personality. The role model of parents can effectively guide children to form a correct outlook on life and values, so good quality of family education and a warm family atmosphere to create a healthy environment for growth can, to a large extent, effectively circumvent the occurrence of children's bullying behavior. In enhancing the quality of family education, it is necessary to strengthen the moral culture centered on traditional Chinese culture, carry forward the essence of traditional culture, advocate the establishment of a moral character, and enhance students' self-cultivation.

Spencer's theory of happy education suggests that the purpose of education is to cultivate happy people, and that education starts from educating parents, and family education is particularly important. 2022 saw the promulgation of the Law of the People's Republic of China on the Promotion of Family Education, which highlights the importance of family education from the top-level design, and although it is aimed at minors, it is also important for the education of students who have not yet fully developed their psychological and intellectual capacities (Luo et al., 2023). First, in family education, parents should be strict with themselves and lenient with others, so that children can form the good quality of tolerance and learn to be humble and tolerant in their study and life. Parents should also be strict and kind, avoid being too harsh or overindulgent to their children, and grasp the “degree”. At the same time, the family adhere to the principle of fairness in love and education, parents should not favor their children, treat them equally, so that they enjoy the same right to be loved and educated, to avoid unfair treatment resulting in a sense of inferiority, leading to children to vent their emotions through bullying channels. Second, parents should take the initiative to learn to improve and create a good learning atmosphere. Peter Jarvis intertwines adult learning into six types of learning situations from three types of learning contexts: formal learning, non-formal learning, and informal learning, and two types of learning: conscious learning and episodic learning (Fei et al., 2022). In adult family education, it is necessary to change the habit of occasional learning, encourage and guide family members to consciously carry out learning through formal, non-formal or informal contexts, and under the background of Internet+, the blended teaching mode that integrates offline and online can enable learning to break the time and space barriers and to be timeless and ubiquitous. In addition, parents of students should make full use of the parent classroom created and actively participate in the online and offline learning activities such as parent academies and mental health lectures carried out, so as to grow up together with their students. Public family education, such as that introduced in general education, is conducive to the formation of good intergenerational relations, improves the quality of family education, effectively mitigates family conflicts, and enables both parents and students to develop habits of study and life planning, self-conscious and active learning, and positive and benign interpersonal communication, so as to make the family the backbone of the educational synergy (Zhou et al., 2022).

4.3.2 Family education should synergize with school education and social education to tackle bullying in schools.

The occurrence of bullying in schools involves all parties, with triggering factors in the family, school and society. From the school's side, family education guidance services should be incorporated into the school's work, and “public service family education guidance services and practical activities should be organized on a regular basis in response to the characteristics of minors of different ages, and parents or other guardians of minors should be contacted and urged to participate in a timely manner.” (Article 40 of the Law on the Promotion of Family Education)

Students found to be behaving badly must be stopped and disciplined in a timely manner, and their parents or other guardians must be informed at the same time. From the social perspective, various forms of family education guidance organizations should be set up to provide guidance, support and services for family education; in particular, “for families in which parents or other guardians have some difficulty in fulfilling their responsibilities for family education, family education guidance organizations should, depending on the specific circumstances, work with the relevant departments to provide targeted services.” (Article 29 of the Law on the Promotion of Family Education) Parents should neither “leave their children to their own devices”, believing that “the children are their own, but education is the State's”, and neglecting to discipline their children; nor should they “talk to themselves”, believing that “the children are the State's”; nor should they “talk to themselves”, believing that “the children are their own”. Nor can they “talk to themselves” about their children, believing that “whoever carries their children will carry them away” and neglecting to link up with schools and society (Huang, 2022).

4.3.3 Family education should strengthen parent-child communication in response to specific school bullying problems

Through legal education and psychological counseling, if bullying occurs in schools, not only should it be “cured at the root”, but there should also be countermeasures to “cure the symptoms”. In real life, many students do not choose to tell their parents after experiencing bullying in school, or they are disappointed by their parents' reaction after telling them. For example, some parents emphasize the importance of “an eye for an eye” and “violence for violence”, which leads to the intensification of conflicts; some parents advocate “taking one step back to make the world a better place”, so that the students have to swallow their anger, thus aggravating the situation, etc. Parents and their children should maintain a positive attitude towards bullying in their daily lives. Parents and their children should maintain effective communication in their daily lives, and in response to specific incidents of bullying in schools, parents should actively use legal weapons, study the Law of the People's Republic of China on the Protection of Minors and the Law of the People's Republic of China on the Prevention of Juvenile Delinquency with their children, and help their children to learn to defend their legitimate rights and interests with laws and regulations (Li & Hesketh, 2021). At the same time, parents should provide psychological guidance to their children in time to help them get out of the psychological shadow of school bullying, avoid the impact of psychological trauma on their growth, and enable them to start a new life with a positive mindset.

5. Conclusion

This study takes the incident of “a 6-year-old girl was poured with boiling water by a sixth-grade boy in an elementary school in Shaoguan, Guangdong Province” as an example, and uses NVivo software to analyze the content of the netizen's comments crawled. The study categorizes netizens' concerns into seven tree nodes, such as government work and emotions, and proposes targeted guidance countermeasures by analyzing the prominent problems reflected in each free node. The results of the study are of great practical significance in revealing the core social issues of public concern behind online public opinion at the time of school bullying.

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