

The impact of school bullying on internet addiction

--The mediating role of interpersonal trust

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Abstract

Objective To investigate the current situation of adolescent school bullying, and to explore the relationship between adolescent school bullying and Internet addiction and the mediating effect of interpersonal trust. **Methods** Adolescents aged 13-19 were selected from Quanzhou City, Fujian Province by cluster sampling method, and the school bullying scale, Internet addiction scale and interpersonal trust scale were used to distribute the questionnaire online through the questionnaire star platform, and the questionnaire was distributed in a snowball manner, and the relevant influencing factors were analyzed. **Results** School bullying had a positive impact on Internet addiction, and interpersonal trust, the mediating variable, played a mediating role in the relationship between school bullying and Internet addiction. **Conclusion** The influencing factors of school bullying, Internet addiction and interpersonal trust should be comprehensively considered when formulating prevention and intervention strategies, so as to provide scientific and effective protection for promoting students' physical and mental health.

Keywords

Teens, School Bullying, Interpersonal Trust, Internet Addiction.

1. Background and implications

1.1. Background

School bullying and Internet addiction are very harmful stumbling blocks in the growth and school education of minors, and the prevailing view in society has never linked school bullying and Internet addiction, which has also led to one of the key factors that China has been unsatisfactory in the management of school bullying and Internet addiction. Theoretically, the minors who are involved in school bullying and Internet addiction are all people who cannot achieve happiness in normal life and study, people who have weak self-emotional control, and people who escape from reality [1]. In practice, the vast majority of bullies and bullied people have the problem of Internet addiction, so school bullying and Internet addiction exist at the same time to a large extent. Therefore, in order to completely solve the problem of school bullying and Internet addiction, it is necessary to conduct in-depth research on the relationship between the two, and summarize a key factor through extensive literature study and practical research-interpersonal trust, which is an important link between school bullying and Internet addiction.

1.2. Research implications

Through the study of interpersonal trust, the transformation relationship between school bullying and Internet addiction is deeply analyzed, and the method of cutting off the mutual transformation of the two is more conducive to breaking the problems of school bullying and

Internet addiction, and at the same time, it also provides a clearer direction and effective method to solve the problem of school bullying and Internet addiction [2].

2. Research Objects and Methods

2.1. Research Subjects

In July 2024, a stratified random cluster sampling method was used to survey 300 adolescents aged 13-19 in Quanzhou City, Fujian Province, and a total of 320 questionnaires were distributed and 300 valid questionnaires were recovered, including 155 male students (51.50%) and 146 female students (48.50%). All study subjects received informed consent.

2.2. Methods

Questionnaire method: A questionnaire was distributed to 301 primary and secondary school students under the age of 18 to collect their questions and information related to school bullying and Internet addiction, and then collated and analyzed to provide a data basis for the entire study.

Quantitative analysis method: The questionnaire survey data were quantitatively analyzed by SPSS software, and the analysis results of the four aspects of data reliability, validity, common method bias, and descriptive statistics were obtained, so as to prove the credibility and validity of the survey data and the relationship between different factors, so as to enhance the scientific and persuasive power of the research.

Qualitative analysis method: According to the quantitative analysis results of the survey data, combined with the understanding of school bullying and Internet addiction, the existing problems and causes are discussed, and finally the corresponding solution strategies are proposed.

3. Results

3.1. Reliability and validity

The reliability test results indicate that the data has good reliability. The results of the validity test proved suitable for factor analysis [3], in which the division of each observed variable was tested by a rotated component matrix. Generally, the indicators of the same dimension can be aggregated together, indicating that the clearer the internal structure of the questionnaire variable data, the higher the overall eigenvalidity. The factor loading values of the 19 items after rotation were all greater than 0.6, indicating that the factor contribution ability was strong, and the results of the factor analysis of the non-rotating items in the common method deviation test proved that there was no more than the variance, so there was no common method bias.

3.2. Difference Analysis

According to the results of difference analysis, the scores of male students in bullying, bullying, school bullying, compulsive Internet access and Internet withdrawal reaction, Internet addiction tolerance, interpersonal and health problems, and Internet addiction were significantly higher than those of female students. Older than 15 years of age scored significantly higher on bullying, bullying, school bullying, compulsive surfing and internet withdrawal, interpersonal and health problems, time management problems, and internet addiction than those aged 15 to 18 years [4].

3.3. Correlation Analysis

There were significant positive correlations between Internet addiction and school bullying, Internet addiction and bullying, Internet addiction and bullying, and Internet addiction and school bullying. There was a significant negative correlation between interpersonal trust and

Internet addiction, interpersonal trust and compulsive Internet surfing and Internet withdrawal reaction, Internet addiction tolerance, interpersonal and health problems, and time management problems. Interpersonal trust played a partial mediating role between school bullying and Internet addiction, with the direct effect accounting for 84.86% and the mediating effect accounting for 15.14%.

4. Discussion and Suggestions

4.1. The impact of gender and age on Internet addiction

According to the results of the difference analysis in the SPSS data analysis above, it can be seen that boys are more likely to become addicted to the Internet when they are bullied at school, while girls are much less likely to become addicted to the Internet when they are bullied at school, which fully proves that the escapist method of indulging in the Internet is more suitable for boys who have been severely affected physically and mentally, and obviously cannot meet the needs of girls who have been physically and mentally hit for a sense of security [5].

According to the results of the difference analysis in the SPSS data analysis above, it can be seen that minors under the age of 15 are more likely to become addicted to the Internet when they are bullied at school, while minors aged 15~18 are much less likely to become addicted to the Internet when they are bullied at school than minors under the age of 15, which fully proves that the more mature people are, the stronger their self-control ability and the lower the probability of choosing low-level methods to escape reality [6].

4.2. The impact of bullying and being bullied on internet addiction

According to the results of the above SPSS data analysis, it can be seen that the bullied are prone to become addicted to the Internet when they are bullied at school, and the bullies are also prone to become addicted to the Internet when they are bullied, which fully proves that the bully's emotional self-control is consistent with the degree of the bullied person's peace of mind and the degree of serious blows, which also fully proves that the bully is not a strong person, but has always been a weak person who vents his emotions with violence [7].

4.3. The impact of political, social relations, behavioral commitment, and interpersonal trust on Internet addiction

According to the results of the above SPSS data analysis and the content of the mediating role, it can be seen that interpersonal trust has a negative correlation with Internet addiction, and the more trust in interpersonal relationships, the less likely it is to become addicted to the Internet, and interpersonal trust includes political trust, social relationship trust, behavioral commitment trust, and interpersonal trust, which respectively point to law and system, culture and ethos, morality and character, and interpersonal relationships, which are the four key factors in solving the problem of Internet addiction among minors [8].

4.4. Negative effects of school bullying

According to the difference analysis and correlation analysis in the above SPSS data analysis, it can be seen that school bullying can easily cause many problems, such as compulsive Internet access, Internet withdrawal reaction, low Internet addiction tolerance, poor interpersonal relationships, physical and mental health, and weak time management ability, which will eventually lead to the school bullies and the bullied being addicted to the Internet and unable to extricate themselves [9].

5. Recommendations

5.1. Strengthen the protection of minors under the age of 15

Strengthen the protection of minors under the age of 15 from four aspects: law, social concern, school and family, to prevent them from being bullied on campus and the corresponding Internet addiction. It is necessary to continuously improve the law on the protection of minors, and strictly abide by and implement it, and use the law to provide minors under the age of 15 with a higher sense of trust and security [10]. Strengthen social attention to school bullying and Internet addiction for minors under the age of 15, and give minors more trust and security through social care and the power of justice [11]. By purifying the school environment, 15-year-olds can learn and grow in a safe and harmonious environment. Through the family to give more protection and support to minors under the age of 15, they can improve their trust in interpersonal relationships and maintain their own rights and emotional stability [12].

5.2. Strengthen support for boys' Internet addiction due to school bullying

Among the students who are bullied in school, boys are more likely to become addicted to the Internet, so schools should strengthen the help for students who are addicted to the Internet due to school bullying, firstly, through the school's strict punishment of the perpetrator of bullying and the maintenance of the dignity of the bullied to increase the level of trust of students in the school, and to a certain extent, help students to have a more secure life and study in school [13]. Second, through the teacher's humanistic care, the bullied can feel warmth and dependence, so as to prevent the bullied from reaching the level of uncontrollable emotions. Thirdly, by actively promoting a harmonious and friendly campus culture, the bullied can be respected and helped by more classmates, and the negative impact of bullying will be less [14].

5.3. Strengthen positive guidance for bullies

Since bullies are weak in nature, they vent their emotions through bullying to prove that they are strong, and they themselves are people with low emotional control, so it is necessary to strengthen care and guidance for them from society, campus, and family [15]. Avoid their restless emotions leading them in the wrong direction, let them gradually experience the happiness brought by being positive, helpful, harmonious and friendly, and gradually dissolve their negative emotions.

5.4. Establish a comprehensive trust system

To strengthen the political trust, social relationship trust, behavioral commitment trust, and interpersonal trust of the whole society, it is necessary to gradually improve the law and enforcement system for the protection of minors, strengthen the society's attention and specific behaviors for the protection of minors, strengthen the education of morality and integrity, and improve students' interpersonal skills, so as to create a growth environment with a greater degree of trust for minors, and avoid the emergence of school bullying and Internet addiction to the greatest extent.

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