

Research Article

Analysis of The Effectiveness of Home-School Cooperation in Preventing Bullying in Meihekou Yuxiu Primary School

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ABSTRACT

School bullying remains a pervasive issue, significantly impacting students' physical and mental well-being. This study examines the effectiveness of home-school cooperation in preventing bullying at Meihekou Yuxiu Primary School. Utilizing a qualitative research approach, semi-structured interviews were conducted with parents, teachers, and school administrators to assess current cooperation models, identify challenges, and explore strategies for improvement. The findings reveal that while home-school collaboration plays a crucial role in mitigating bullying incidents, gaps persist in communication, parental engagement, and school-led interventions. Results indicate that enhancing teacher training, establishing systematic family-school communication mechanisms, and fostering parental participation can significantly improve bullying prevention efforts. Additionally, the study emphasizes the necessity of psychological support for students and the implementation of targeted intervention programs. The conclusions provide valuable insights for optimizing home-school cooperation strategies and strengthening anti-bullying measures in primary education.

Keywords: Bullying Prevention; Home-School Cooperation; Primary Education; School Bullying.

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1. Introduction

School bullying is a widespread and high-profile problem worldwide, with serious negative impacts on students' physical and mental health and the learning environment. Bullying can take many forms, including physical violence, verbal aggression, social exclusion and cyberbullying. Students who are bullied often feel isolated and helpless, produce negative emotions such as anxiety and depression, and may even lead to serious psychological problems. With the increasing social attention to the problem of school bullying, how to effectively prevent and intervene in school bullying has become an important topic in the field of education.

In China, the frequent occurrence of school bullying has aroused widespread concern and worry in the society. The government and education departments have taken a series of measures to prevent and intervene in school bullying, but the effect is not satisfactory. The form and complexity of bullying in schools has changed significantly, from traditional verbal and physical bullying to cyberspace. With this change, prevention strategies also need to adapt to new challenges, and home-school collaboration plays a key role in this transformation. Research shows that it is difficult to completely solve the problem of bullying by relying solely on the strength of schools, and it needs the joint efforts of families and schools.

In recent years, with the development of society and the advancement of education reform, home-school cooperation as an effective bullying prevention strategy has gradually attracted wide attention. Home-school cooperation means that through communication, cooperation and interaction between family and school, they work together for the all-round development and growth of students. Through home-school cooperation, schools and families can form a joint force to create a safe and harmonious campus environment and effectively prevent and reduce the occurrence of school bullying.

This study uses semi-structured interview to analyze the effectiveness of school bullying prevention and the current situation of home-school cooperation in Meihekou Yuxiu Primary School, and puts forward suggestions to further optimize the home-school cooperation mechanism.

2. Literature Review

The definition of bullying broadly includes a variety of harassing behaviors that occur in the school environment, such as physical violence, verbal taunting, and humiliation. With the popularity of the Internet and social media, cyberbullying has become a new challenge, and this form of bullying intersects with traditional school bullying, but its anonymous and widespread nature makes tackling the problem more complicated (Jacquart, et al., 2018). The study notes that the psychological trauma factor of bullying is not limited to the victim, and the bullying itself reflects psychological problems in the perpetrator, such as low self-esteem or deficits in social skills. Bullying is considered to be a long-term, repetitive aggression, often directed at individuals who are unable to defend themselves, causing ongoing psychological harm, (Xu, et al., 2023).

In addition, the role of empathy and callousness in different bullying roles has also attracted the attention of researchers. The finding that empathy is negatively associated with bullying behavior, while callous and uncaring traits are positively associated, provides important psychological perspectives for bullying prevention and intervention (Zych, et al., 2019). A review of the causes of bullying in schools reveals the complexity behind the phenomenon, covering multiple dimensions ranging from individual characteristics to broad sociocultural factors. Research by Putri and Budiman (2019) highlights the role of peer influence and community context in school bullying, pointing out that students can be both victims and perpetrators of bullying.

For example, Eyuboglu et al. (2021) showed that the prevalence of victims of traditional school bullying and cyberbullying was 33% and 17%, respectively, while the prevalence of perpetrators was 22.4% and 10.4%, highlighting the significant link between bullying and anxiety, depression, and self-harming behaviors. Additionally, perpetrators may exhibit low self-esteem, poor social skills, and other psychological issues (Zych et al., 2019).

Specifically, home-school cooperation can prevent school bullying in the following ways:

Home-school cooperation is considered an effective strategy for preventing school bullying, with its theoretical foundations rooted in ecological systems theory and social cognitive theory. Bronfenbrenner's ecological systems theory posits that an individual's development is influenced by the interactions between different systems, including family, school, and community. Strengthening the interaction between family and school can create a supportive ecosystem that promotes students' healthy development (Epstein, 2002).

Cross, Runions, and Pearce's (2021) study developed, implemented, and evaluated interventions aimed at reducing all forms of bullying through randomized controlled trials, and these findings provide important implications for the relevance and applicability of school work. Many studies have demonstrated the significant positive effects of home-school cooperation in preventing school bullying. Epstein (2018) noted that parental involvement and family education can effectively improve students' behavior norms and mental health levels.

Research in the United States shows that school-community cooperation is equally important in preventing school bullying. By establishing supportive community networks, more resources and support can be provided to help students cope with bullying behavior (Epstein, 2022).

Qiu (2021) analyzes the impact of environmental factors on bullying in schools through ecosystem theory, showing how individuals, families, schools, and broader sociocultural environments work together to shape and sustain bullying.

Nickerson's (2019) study synthesizes meta-analysis to propose a multi-level prevention framework that describes bullying prevention and intervention approaches and their evidence for different stages of development, and highlights the role of school mental health providers in this process. Research by Rigby and Griffiths (2018) critically examines a range of interventions to prevent and deter cases of bullying from continuing, which apply to both traditional and cyberbullying forms.

Healy's (2020) study presents three theoretical hypotheses that describe the mechanisms by which victims may be negatively affected by encouraging peers to actively protect them. Cross, Runions, and Pearce's (2021) study developed, implemented, and evaluated interventions aimed at reducing all forms of bullying through randomized controlled trials, and these findings provide important implications for the relevance and applicability of school work.

Gaps and future directions in bullying research are present on multiple levels. First, there is a significant difference between teachers' and students' perceptions of bullying in schools, which reveals the importance of educational interventions in increasing awareness and responsiveness to bullying in the school community (Khanolainen, Semenova, & Magnuson, 2020). A systematic analysis of international experience also points to the diversity of bullying prevention strategies in schools and potential avenues for innovation (Vasylevych, Obrusna, Iskenderov, Kryzhna, & Sokurenko, 2021). Second, the ambiguity and complexity of bullying in schools requires future research to expand both theoretically and methodologically to more accurately capture and understand bullying behavior (Thornberg, 2018).

Home-school cooperation therefore is an effective strategy for preventing school bullying, with solid theoretical foundations and significant practical effects. By strengthening the cooperation between parents and teachers through parent committees, parent-teacher meetings, and joint education programs, it is possible to address school bullying issues effectively. However, challenges remain in the practice of home-school cooperation, requiring further optimization and improvement. This motivated the researcher to conduct a study on the analysis of the effectiveness of home-school cooperation in preventing bullying in Meihoukou Yuxiu Primary School. Future research should focus on cross-cultural comparative studies to explore implementation strategies and effects in different cultural contexts. Additionally, mixed-methods research should systematically evaluate the specific mechanisms and pathways of home-school cooperation in preventing school bullying. Through continuous research and practice, more scientific and effective solutions can be provided for schools, families, and communities, creating a safe and harmonious school environment.

3. Method

3.1 Research Design

This study employed a qualitative research design to explore the effectiveness of home-school cooperation in preventing bullying at Meihekou Yuxiu Primary School. Given the multifaceted nature of bullying and the dynamic interactions between parents and schools, a qualitative approach enables an in-depth exploration of stakeholders' perspectives, experiences, and challenges. This design allows for a rich, contextual understanding of home-school collaboration and its role in bullying prevention.

To address the study's objectives comprehensively, this research integrates qualitative data collection method through semi-structured interviews. In-depth interviews were conducted with key stakeholders, including parents, teachers, and school administrators. These interviews focused on the current home-school cooperation models, their effectiveness in preventing bullying, and perceived challenges. Parents provided insights into their level of involvement, perceived effectiveness of collaboration, and barriers to participation. Teachers discussed their experiences with parent-teacher cooperation, challenges in implementing joint initiatives, and their views on the role of parental involvement in bullying prevention. School administrators offered perspectives on institutional policies, strategies for fostering home-school cooperation, and systemic challenges.

3.2 Population and Locale of the Study

The population of this study consisted of selected members of Yuxiu Primary School's Parents Committee, teachers from various disciplines, and school administrators. The study employed purposive sampling to ensure diverse representation among participants. A total of 12 teachers from grades 3 to 6 (three per grade) were selected, along with six parent committee members (one per grade) and five school administrators from different management roles. This approach ensures that only parents, teachers, and administrators directly involved in home-school cooperation are included. By selecting Parent Committee members, school administrators, and teachers from grades 3–6, the study gathers insights from individuals with firsthand experience in bullying prevention. Since the research relies on qualitative methods such as interviews and observations, purposive sampling helps obtain rich, in-depth data essential for understanding the effectiveness of home-school cooperation in preventing bullying at Yuxiu Primary School.

The inclusion criteria required participants to be members of the school's parent committee, teachers in grade 3-6, or administrative personnel such as principals, vice-principals, and other management staff. The exclusion criteria eliminated individuals who were not affiliated with the primary school, those unwilling or unable to provide complete information, and parents of students with special educational needs. Yuxiu Primary School, a prestigious institution in Meihekou City, covered an area of 110,000 square meters and housed more than 170 teachers and 2,800 students. Recognized as an advanced unit of moral education, the school provided a valuable setting for examining the effectiveness of home-school cooperation in preventing bullying.

Table 1. The Population of the Study

Participant Group	Selection Criteria	Number of Participants	Roles/Responsibilities
Teachers	Grades 3-6 (three per grade)	12	Educators involved in daily student interactions and

			bullying prevention efforts
Parent Committee Members	One per grade (Grades 3-6)	6	Representatives of parents engaged in home-school cooperation
School Administrators	Principal, vice-principal, and other management staff	5	Oversee school policies, including bullying prevention strategies
Total		23	

Table 1 presents the participant groups involved in the study, including teachers, parent committee members, and school administrators. The selection criteria ensured a diverse representation of stakeholders directly involved in bullying prevention efforts within the school. Teachers (n=12) were selected from Grades 3-6, with three teachers per grade. Their role in daily student interactions and implementing bullying prevention measures makes them key informants regarding school dynamics and intervention effectiveness. Parent committee members (n=6), with one representative per grade, contribute insights from a parental perspective, highlighting home-school collaboration in addressing bullying. Their involvement was crucial for reinforcing school policies and fostering a supportive environment for students. Finally, school administrators (n=5), including principal, vice-principal, and other management staff, provided oversight on bullying prevention strategies and school policies. Their leadership was essential in ensuring the implementation and effectiveness of anti-bullying programs. Overall, the participant selection ensured a well-rounded examination of bullying prevention efforts by incorporating perspectives from educators, parents, and school leadership.

3.3 Data Collection

The study utilized semi-structured interviews as the primary data-collection tool, with tailored interview guides for parents, teachers, and school administrators. These interview outlines aimed to capture diverse perspectives on school bullying and home-school cooperation, allowing for in-depth insights into the phenomenon and intervention strategies. First, the Parent Interview Guide focused on parental awareness and response to school bullying, as well as their communication with teachers and expectations from school-organized anti-bullying initiatives. Questions explored how parents discuss bullying with their children, the actions they take when their child is bullied, and their perspectives on harmful bullying behaviors. Additionally, it examined parental involvement in school matters and their expectations for collaborative efforts in addressing bullying. Second, the Teacher and School Administrator Interview Guide delves deeper into educators' and administrators' perceptions and experiences with bullying. It included questions on defining bullying behaviors, real-life cases they have managed, and their views on effective intervention strategies. Furthermore, it examined the roles and characteristics of both bullies and victims, as well as the importance of parental involvement in addressing bullying incidents.

These structured yet open-ended interview tools enabled the researcher to collect qualitative data that provided a comprehensive understanding of bullying dynamics and the effectiveness of home-school cooperation in prevention efforts.

3.4 Data Collection Procedures

To ensure the reliability and validity of the data collection instrument, the interview guide questions have undergone a validation process conducted by the university's tool

validation committee. This process ensured that the questions are clear, relevant, and aligned with the study's objectives.

The data collection procedures in this study involved conducting semi-structured interviews with parent committee members, school administrators, and teachers during the first semester of the 2024-2025 academic year. These interviews aimed to collect qualitative insights into the role of home-school cooperation in preventing school bullying.

Parents participated in online interviews via WeChat, allowing for convenient communication and data collection. Meanwhile, school administrators and teachers engaged in face-to-face interviews, facilitating more in-depth discussions and real-time interaction.

All participant responses were recorded in various formats, including text and audio, ensuring comprehensive documentation of their perspectives. The collected data were systematically organized and analyzed to identify key themes and patterns related to school bullying and collaborative prevention strategies.

3.5 Treatment of Data

Interview recordings were transcribed, and systematically coded and categorized based on themes and key concepts. A descriptive analysis was conducted to identify recurring patterns and assess the effectiveness of home-school cooperation in preventing school bullying. This process involved coding, categorization, and interpretation to align findings with the study objectives.

To analyze current home-school cooperation models (Objective 1), responses from parents on discussing bullying with their child (Q1) and communication with teachers (Q4) were examined, alongside teachers' and administrators' views on parental roles in bullying prevention (Q5). Prevalence and acceptance of collaborative models (Objective 2) were assessed through parents' perceptions of harmful bullying types (Q1, Q3) and teachers' and administrators' definitions of bullying and effective interventions (Q1, Q4). The specific effects of home-school cooperation in bullying prevention (Objective 3) were evaluated using parents' actions when their child is bullied (Q2) and their views on bullying severity (Q3), as well as teachers' and administrators' experiences handling bullying cases (Q2), personality traits of bullies and victims (Q3), and intervention effectiveness (Q4). Finally, challenges in home-school cooperation (Objective 4) were identified through parents' communication practices (Q4) and expectations for school-organized anti-bullying activities (Q5), along with teachers' and administrators' perspectives on parental involvement (Q5).

By synthesizing interview data, observation findings, and documentary evidence, key patterns related to bullying prevention were identified. Perspectives from parents, teachers, and school administrators provided insight into both universal and context-specific aspects of home-school cooperation. Findings were interpreted within existing theoretical frameworks to explain the role of home-school collaboration in bullying prevention and propose strategies for strengthening its effectiveness.

3.6 Ethical Considerations

To ensure the ethical standards of this research, several measures have been adopted to protect participants' privacy, anonymity, and data confidentiality. Participants' personal privacy was strictly protected during data collection, with all interviews conducted in environments that safeguard confidentiality, and no personally identifiable information recorded. Anonymity was ensured by allowing participants to use pseudonyms (such as Parent B, Teacher A, and Principal), and all research data was de-identified before use. Collected data was securely stored on password-protected

digital platforms and in locked physical storage, accessible only to authorized researcher. Participation was entirely voluntary, with individuals fully informed about the study's objectives, methods, and potential risks, and they retain the right to withdraw at any time without consequence. A transparent feedback mechanism ensured participants were informed of the research findings and their contributions' impact. Additionally, risk management strategies were in place to minimize potential harm, including rigorous risk assessments and mitigation measures to prevent long-term physical, emotional, or psychological distress. Participation was cost-free, with no financial or personal resource burden imposed. By implementing these measures, this study upholds ethical integrity, safeguards participants' rights, and maximizes potential benefits for all stakeholders.

4. Results and Discussion

This section presents findings from interviews with parents, teachers, and school administrators on the role of home–school cooperation in preventing bullying in primary schools. Drawing on participants' experiences and perspectives, the analysis examines existing collaborative practices, their perceived effectiveness in reducing bullying and enhancing students' sense of safety, and the key challenges facing home–school partnerships.

4.1 The current model and practice of home-school cooperation in primary schools, including parent committees, parent-teacher conferences, and joint education projects

The study explored existing home-school cooperation models in primary schools, including parent committees, parent-teacher conferences, and joint education projects. Findings were derived from responses on how parents discuss bullying with their children (Q1), their communication with teachers (Q4), and teachers' and administrators' views on parental roles in bullying prevention (Q5). These themes highlight critical insights into home-school cooperation in bullying prevention, including communication practices, parental involvement, collaborative strategies, challenges, and areas for improvement. By analyzing the perspectives of different stakeholders, this section provides a comprehensive understanding of the strengths and limitations of existing home-school collaboration efforts and their impact on addressing school bullying.

a. Methods and Frequency of Communication

Interviews with school administrators and teachers revealed that schools currently place significant emphasis on family-school collaboration. However, the primary communication methods—phone calls, WeChat groups, and home visits—have limitations. Observations and interviews indicated that school-organized parent meetings account for only 40% of interactions, suggesting insufficient depth in family-school engagement.

Moral Education Principal A noted: "Parents often communicate with schools only after problems arise, which limits the preventive potential of family-school collaboration."

Art Teacher H remarked: "When activities are announced through the parent committee, the registration rate is low. Many parents require repeated follow-ups before agreeing to participate."

These findings align with previous research by Epstein (2022), who emphasized that effective home-school communication should be proactive rather than reactive. Epstein's theory of overlapping spheres of influence suggests that consistent and meaningful communication between parents and schools is essential for creating a supportive environment that prevents bullying. The current study's findings indicate that

while schools recognize the importance of communication, the methods employed are often superficial and lack the depth needed to foster genuine collaboration.

b. Organization of Activities and Collaboration Training

Interviews with teachers, including Music Teacher G, highlighted challenges in organizing family-school collaborative activities. Teacher G suggested incorporating events like parent-child music concerts to enhance interaction between parents and students. The level of parental engagement significantly affects the quality of these activities. However, the study found that current family-school activities face significant challenges, with low parental enthusiasm being a major barrier to effective collaboration.

This finding is consistent with the work of Cross, Runions, and Pearce (2021), who found that parental engagement in school activities is crucial for the success of anti-bullying programs. Their study demonstrated that interactive and engaging activities, such as workshops and role-playing exercises, significantly increase parental involvement and improve the effectiveness of bullying prevention efforts. The current study's results suggest that schools need to adopt more innovative and engaging formats for collaborative activities to enhance parental participation.

Table 2. Measures for Addressing School Bullying

Category and Theme	Sample Responses
Measures Taken by Schools	
Thematic Class Meetings	"Conduct anti-bullying themed class meetings as a key governance measure."
Handwritten Poster Competitions	"Promote anti-bullying awareness through student participation in poster competitions."
Parent Lectures	"Organize parent lectures, with the highest satisfaction rate."
Online Promotion	"Share anti-bullying content via public WeChat accounts and platforms like Meipian, but with low parental engagement."
Improvement Directions	
Targeted Interventions	"Introducing interventions for specific bullying types, such as cyberbullying and social exclusion."
Rule Awareness Education	"Strengthening students' awareness of rules to help them understand the consequences of bullying behaviors."

The above findings highlight issues such as insufficient teacher awareness of bullying, low parental participation, and inadequate psychological support for students. To effectively address school bullying, the following four strategies are recommended:

- a. **Enhance Teachers' Anti-Bullying Skills:** Strengthen teachers' abilities in identifying, intervening, and providing psychological support for bullying incidents through systematic training and case study discussions. This aligns with Rigby and Griffiths' (2018) recommendation that teachers need specialized training to effectively address bullying behaviors.
- b. **Strengthen Family-School Collaboration:** Optimize the formats of collaborative activities, such as parent-child events and outdoor activities, and enhance parental engagement through flexible scheduling and online communication tools. This is

consistent with Epstein's (2022) theory, which emphasizes the importance of creating a supportive ecosystem through home-school collaboration.

- c. **Improve Psychological Support Systems for Students:** Establish counseling rooms staffed with professional counselors, provide tailored guidance, and integrate social skills and emotional management training into the curriculum to help students better cope with bullying. This recommendation is supported by Zych, Farrington, and Ttofi's (2019) findings, which highlight the importance of psychological support in reducing the long-term effects of bullying.
- d. **Promote an Anti-Bullying School Culture:** Regularly organize anti-bullying educational activities, such as case sharing and scenario simulations, to enhance students' awareness. This approach is consistent with Thornberg's (2018) recommendation that schools should create a culture of inclusivity and respect to prevent bullying.
- e. **Collaborate with the parent committee to develop strategies and conduct parental training sessions.**

Schools and families each have distinct roles and responsibilities in managing bullying among primary school students. When both parties align their actions and perspectives, the educational process maintains consistency, fostering a more effective approach to addressing school bullying.

Some parenting styles can inadvertently contribute to bullying behavior. For instance, Language Teacher A stated, "Some students, under excessively strict parental discipline, release their suppressed emotions by bullying others at school." Authoritarian parenting often leads to emotional repression at home, prompting children to seek control and emotional release through negative behaviors at school.

The absence of parental involvement presents unique challenges for left-behind children. Parent B shared their childhood experience as a left-behind child: "I was often isolated and even teased maliciously by classmates, feeling emotionally low with no one to confide in." The lack of family presence often leaves these children's emotional needs unmet, making them more vulnerable to becoming victims of bullying.

Teachers play a crucial role in addressing bullying within the school environment. Interviews revealed that most teachers acknowledged the profound impact of their ability to handle bullying incidents on students' psychological well-being and behavior. For example, Physical Education Teacher E successfully resolved a case of social exclusion by reorganizing team activities and introducing cooperative games, which helped the victim reintegrate into the group. This highlights the significance of teachers' intervention methods in mitigating the negative effects of bullying.

However, schools still face challenges in providing adequate psychological support for students. Psychological Teacher D noted that "due to limited resources, many students' psychological issues cannot be addressed in a timely manner." Some students lack the necessary skills to cope with bullying, which exacerbates the problem. This indicates that schools need to strengthen their psychological education and support systems to better assist students in managing the challenges posed by bullying.

Overall, the findings indicate that while schools emphasize home-school collaboration, communication remains largely reactive, limiting its effectiveness in bullying prevention. Existing communication methods, such as phone calls, WeChat groups, and home visits, often lack depth and interactivity, with parent-teacher meetings accounting for only a small portion of engagement. Parental participation in school-organized activities remains low, despite efforts from parent committees and educators

to encourage involvement. Although parents recognize the importance of discussing bullying with their children, these conversations are often infrequent and reactive rather than proactive. Challenges such as inconsistent communication, low parental engagement, and a lack of structured collaboration hinder the effectiveness of home-school cooperation. To strengthen this partnership, schools must adopt more proactive strategies, including interactive parent-teacher meetings, innovative communication platforms, and structured parental training on bullying prevention. Enhancing these aspects will foster more meaningful engagement between families and schools, ultimately creating a safer and more supportive learning environment for students.

4.2 Prevalence and acceptance of the collaborative models in preventing bullying in schools

The study explored the extent to which collaborative home-school models are recognized and accepted as effective strategies for bullying prevention in primary schools. Findings were based on parents' perceptions of harmful bullying types and their expectations for school-led initiatives (Q1, Q3), as well as teachers' and administrators' definitions of bullying and views on effective intervention strategies (Q1, Q4). The results highlight varying levels of acceptance and engagement among stakeholders, shedding light on both the strengths and limitations of existing collaborative approaches.

a. Expectations for School-Organized Anti-Bullying Activities (Parents' Perspectives)

Parents expressed strong support for structured school-led anti-bullying initiatives that actively involve both students and parents. Many emphasized the importance of interactive strategies, such as role-playing exercises, psychological counseling sessions, and structured workshops focused on conflict resolution and emotional management skills. Some parents suggested collaboration with law enforcement agencies or psychological experts to provide specialized training on bullying prevention. Additionally, parents highlighted the need for transparent communication about bullying incidents and clearer intervention strategies to ensure that both students and parents are well-informed about how bullying cases are addressed.

This finding is consistent with Healy's (2020) research, which emphasized the importance of involving parents in anti-bullying programs through interactive and engaging activities. Healy's study found that parents who actively participate in school-led initiatives are more likely to reinforce anti-bullying values at home, leading to a more consistent approach to bullying prevention.

b. Role of Parents in Combating Bullying (Teachers' and Administrators' Perspectives)

Teachers and administrators underscored the critical role of parents in bullying prevention and emphasized the need for greater parental engagement in school efforts. They suggested that parents should:

- 1) Maintain open discussions with their children about bullying.
- 2) Monitor their children's peer interactions and social behaviors to detect early signs of bullying.
- 3) Reinforce school-taught anti-bullying values at home to ensure consistency in behavior expectations.
- 4) Actively participate in school meetings and training sessions to better understand bullying, its warning signs, and appropriate intervention strategies.

This aligns with Epstein's (2022) theory, which posits that parental involvement is a key factor in the success of school-based anti-bullying programs. Epstein's research highlights the importance of creating structured communication channels between parents and schools to ensure that both parties are aligned in their efforts to prevent bullying.

School administrators specifically stressed the need for a structured and consistent home-school communication channel that would allow parents and educators to work together more effectively in addressing bullying incidents.

c. Understanding and Addressing School Bullying

Both parents and school administrators agreed that bullying in primary school's manifests in multiple forms, including verbal abuse, physical aggression, social exclusion, and cyberbullying. Administrators emphasized that bullying often stems from peer influence and students' lack of awareness regarding the consequences of their actions. School leaders also highlighted that bullying is not always overt and may be dismissed as harmless teasing, making early detection and intervention crucial.

When addressing bullying incidents, school administrators adopted a combination of preventive and corrective measures. Preventive strategies included integrating moral education into the curriculum, conducting anti-bullying workshops, and encouraging peer support programs. Corrective actions involved immediate intervention, counseling for both the bully and the victim, and close communication with parents to resolve conflicts effectively. Parents expressed that they felt more reassured when schools took a firm stance against bullying and actively involved families in resolution processes.

4.3 Perspectives on Home-School Cooperation in Bullying Prevention

The findings highlighted differing perspectives between parents and educators on the best approaches to preventing bullying through home-school collaboration.

Table 3. Stakeholder Perspectives on Anti-Bullying Activities and Parental Roles

Themes	Parents' Perspectives	Teachers' & Administrators' Perspectives
Expectations for Anti-Bullying Activities	Role-playing exercises and interactive workshops	Schools should provide structured anti-bullying education
	Psychological counseling sessions	Establishing clear intervention policies
	Training by experts on bullying intervention	Promoting better engagement from parents
	Transparent reporting of bullying incidents	
Role of Parents in Bullying Prevention	Open discussions with children about bullying	Parents should reinforce school-taught values at home
	Active participation in school initiatives	Monitor children's social interactions
	Awareness of children's peer interactions	Engage in communication with teachers to identify and address bullying early

a. Need for More Structured and Interactive Home-School Cooperation

The findings indicate that while both parents and educators recognize the importance of collaboration in bullying prevention, current efforts lack consistency and engagement. Parents desire more hands-on and interactive approaches, while educators emphasize the need for structured policies and stronger parental participation.

To bridge these gaps, schools should enhance parental engagement by providing more accessible anti-bullying education opportunities, establishing clearer communication mechanisms, and implementing evidence-based intervention programs. Strengthening these areas will help foster a more proactive, coordinated, and effective home-school partnership in preventing bullying in primary schools.

Specific effects of home-school cooperation in preventing bullying, and the impact of home-school cooperation on reducing bullying incidents and improving students' sense of safety and belonging

This objective explores the direct impact of home-school cooperation on bullying prevention and its role in fostering a safer and more inclusive school environment. The analysis was based on parents' actions when their child is bullied (Q2) and their perceptions of bullying severity (Q3), as well as teachers' and administrators' experiences handling bullying cases (Q2), their insights into the personality traits of bullies and victims (Q3), and their perspectives on the effectiveness of intervention strategies (Q4). By examining these aspects, the study aimed to determine how collaborative efforts between schools and families influence bullying prevention, contribute to reducing incidents, and enhance students' sense of security and belonging. Identifying these effects is essential for strengthening home-school partnerships and improving intervention strategies to create a supportive educational environment.

b. Impact of Home-School Cooperation on Students' Safety and Belonging

A strong home-school partnership was found to be instrumental in reducing bullying cases and enhancing students' emotional security. Administrators noted that when parents and teachers worked together to reinforce positive behavioral expectations, students demonstrated greater respect for their peers and were less likely to engage in bullying behaviors. Additionally, consistent communication between families and schools enabled quicker identification and resolution of bullying incidents, preventing escalation.

Moreover, students whose parents actively participated in school activities and discussions on bullying prevention reported a stronger sense of belonging and trust in the school community. School administrators emphasized that fostering an inclusive school culture—through joint efforts from teachers, parents, and students—helps create an environment where students feel valued, respected, and safe.

This finding aligns with Bronfenbrenner's (1979) Ecological Systems Theory, which posits that the interaction between different systems, such as family and school, plays a crucial role in shaping children's development. The current study's results suggest that a strong home-school partnership creates a supportive ecosystem that promotes students' emotional well-being and reduces the likelihood of bullying.

Table 4. Perspectives on School Bullying and Its Management

Themes	Parents' Perspectives	Teachers' and School Administrators' Perspectives
Definition and Perception of School Bullying	Includes verbal abuse, physical aggression, and social exclusion (Cyberbullying is a growing concern; Early intervention is crucial)	Bullying often stems from peer influence and a lack of awareness (Some behaviors are mistakenly considered harmless teasing; Addressing bullying requires a structured school-wide approach)
Examples of Bullying Cases and Intervention Methods	Parents reported instances of verbal abuse and exclusion affecting their children (Emphasized the need for clearer intervention policies)	Common cases include social exclusion, peer intimidation, and emotional bullying (Intervention strategies include counseling, teacher supervision, and family involvement)
Personality Characteristics of Bullies and Victims	Bullies are often dominant and aggressive (Victims tend to be introverted or socially isolated)	Bullies may seek control or peer validation (Victims often lack confidence and have difficulty seeking help)

These findings highlight the significant role of home-school cooperation in fostering a safe and supportive learning environment. Strengthening collaboration through clear policies, continuous dialogue, and joint anti-bullying initiatives will further enhance students' sense of security and belonging in schools.

4.4 The challenges and obstacles of home-school cooperation in the prevention of school bullying, and propose measures to strengthen the role of home-school cooperation in the prevention of school bullying

This objective examines the key challenges and barriers that hinder effective home-school cooperation in bullying prevention and explores potential strategies to enhance parental involvement in school-led initiatives. The analysis was based on parents' communication practices with schools (Q4), their expectations for school-organized anti-bullying activities (Q5), and teachers' and administrators' perspectives on parental involvement in bullying prevention (Q5). By identifying existing obstacles—such as communication gaps, low parental engagement, and limitations in collaborative activities—this study aimed to propose targeted measures that strengthen home-school partnerships, improve intervention effectiveness, and foster a more coordinated approach to bullying prevention.

a. Home-School Collaboration Mechanisms

Home-school collaboration mechanisms refer to the structured processes, communication channels, and cooperative strategies that facilitate effective partnerships between parents and schools in addressing student well-being and behavioral issues, including bullying prevention. These mechanisms encompass various approaches, such

as parent-teacher conferences, digital communication platforms, parent committees, and joint educational initiatives. Effective collaboration mechanisms are essential for ensuring timely intervention, fostering shared responsibility, and creating a supportive environment where students feel safe and valued. Understanding the strengths and limitations of these mechanisms provides insight into how schools and families can work together more effectively to prevent and address bullying incidents.

b. Issues in Family-School Communication

Family-school communication plays a vital role in campus governance, but several challenges still need to be addressed.

First, the lack of diverse communication methods affects the depth and effectiveness of communication. According to interviews, a third-grade parent (Parent C) noted, "Our communication with teachers mainly relies on WeChat groups or phone calls, but group messages often consist of formalized responses without much depth." This highlights that current communication methods are more focused on information transmission, lacking interactivity and specificity, which limits their ability to meet the needs of both parents and teachers effectively.

Second, insufficient parental involvement is another major issue in family-school communication. Many teachers mentioned during interviews that parents show low enthusiasm for participating in school activities, which hinders the effectiveness of family-school collaboration. Music Teacher G suggested introducing more engaging parent-child activities, such as family music concerts, to foster closer relationships between parents and schools. This approach could not only increase parental involvement but also strengthen emotional bonds between parents and schools, creating a more harmonious growth environment for students.

These findings are consistent with the work of Qiu (2021), who found that effective home-school communication requires a balance between information sharing and interactive engagement. Qiu's research emphasized the importance of creating communication platforms that allow for real-time interaction and feedback, which can enhance parental engagement and improve the effectiveness of anti-bullying efforts.

c. Limitations of Collaborative Activity Formats

Current family-school collaborative activities are somewhat limited in scope and lack innovation, making it difficult to stimulate parental enthusiasm. Traditional formats, such as lectures and pamphlets, are relatively monotonous and fail to meet parents' expectations for creativity and interactivity. Moral Education Teacher F from Grade 4 noted, "Many parents feel that the content of lectures lacks novelty, and their willingness to participate is low."

This situation underscores the need for more innovative approaches in family-school collaborative activities. By designing activities that are more engaging and participatory, schools can motivate parents to actively engage. Such innovations not only enhance the effectiveness of family-school collaboration but also foster stronger emotional connections between parents, schools, and students, thereby supporting a more cohesive and effective approach to education governance.

This finding aligns with the work of Vasylevych et al. (2021), who found that schools need to adopt more creative and interactive formats for collaborative activities to increase parental participation. Their research highlighted the importance of incorporating hands-on activities, such as workshops and role-playing exercises, to engage parents and students in anti-bullying efforts.

d. Optimizing Strategies for School Bullying Governance

1). Enhancing Family-School Collaborative Governance Capacity

Effective governance of school bullying relies on joint efforts between families and schools. First, teachers' awareness of bullying must be improved. Interviews revealed that some teachers consider conflicts between students as mere "harmless jokes," overlooking the serious consequences of bullying. Such misunderstandings can exacerbate the problem. Schools should provide systematic anti-bullying training for teachers, including case-based learning and psychological intervention techniques, to enhance their ability to identify and address bullying incidents.

Second, parents' educational awareness needs to be strengthened. A fifth-grade parent, Parent D, shared: "When problems occur at school, I often feel at a loss." This indicates that parents lack the necessary knowledge and skills to handle bullying incidents effectively. Schools can offer parent-child education courses and family psychological support activities to help parents understand the nature of bullying and appropriate response strategies, thereby increasing their engagement and support in anti-bullying efforts.

This recommendation is supported by the work of Zych, Farrington, and Ttofi (2019), who found that parental education and training are critical components of effective bullying prevention programs. Their research emphasized the importance of providing parents with the tools and knowledge they need to support their children and collaborate with schools in addressing bullying.

2). Building a Psychological Support System for Students

Both teachers and parents noted in interviews that victims often become targets due to a lack of confidence or social skills. To address this, schools should organize regular psychological counseling activities to provide personalized support for students, helping them build self-confidence and social competence. Additionally, establishing counseling rooms staffed with professional psychological counselors would create a safe environment where students can seek help, effectively alleviating psychological pressures caused by bullying.

This finding is consistent with the work of Eyuboglu et al. (2021), who found that psychological support is essential for reducing the long-term effects of bullying. Their research highlighted the importance of providing students with access to counseling and emotional support to help them cope with the trauma of bullying.

3). Optimizing Anti-Bullying Educational Content

The current anti-bullying curriculum is largely one-directional, relying primarily on lecture-based teaching, which results in low student engagement. A fifth-grade physical education teacher, Teacher E, suggested: "Through scenario-based activities and case studies, students can more intuitively understand the consequences of bullying."

Based on this suggestion, schools should design educational content that is more aligned with students' real needs. Methods such as role-playing, scenario simulations, and interactive discussions can help students gain a deeper understanding of the harm caused by bullying and improve the effectiveness of anti-bullying education. Optimized curriculum content would better equip students to prevent and address bullying in real-life situations.

Analyzing school bullying from the perspective of family-school collaboration reveals challenges such as poor communication and inadequate allocation of educational resources. Optimizing collaboration mechanisms, strengthening

psychological support, and innovating educational approaches will significantly improve the effectiveness of bullying governance in primary schools.

This recommendation aligns with the work of Thornberg (2018), who found that interactive and experiential learning methods are more effective in teaching students about the consequences of bullying. Thornberg's research emphasized the importance of creating a curriculum that engages students and encourages them to reflect on their behavior.

e. Strategies for Governing Primary School Bullying from the Perspective of Family-School Collaboration

Family-school collaboration is essential to effective bullying prevention in primary schools. Strengthening the educational capacities of families and schools, alongside clear collaborative frameworks, enables more consistent and sustainable intervention. At a systemic level, shared responsibilities, institutionalized management mechanisms, and stable communication channels enhance the effectiveness of bullying governance. When supported by community resources, family-school collaboration contributes to safer, more inclusive school environments and reduces the occurrence of bullying incidents.

5. Conclusion

School bullying in primary schools remains a significant concern, underscoring the importance of effective home-school cooperation as a preventive strategy. This study found that although existing collaborative models—such as parent committees, parent-teacher conferences, and joint education initiatives—are generally accepted, their impact is constrained by inconsistent parental participation, limited engagement mechanisms, and structural challenges. Evidence indicates that well-coordinated home-school collaboration can reduce bullying incidents and enhance students' sense of safety and belonging through integrated social-emotional learning, targeted psychological support, and systematic intervention programs. However, communication barriers, insufficient policy support, and resource limitations continue to impede optimal implementation. To strengthen the effectiveness of home-school cooperation, greater emphasis should be placed on standardizing collaboration structures, improving communication platforms, enhancing training for parents and teachers, expanding flexible participation opportunities, and integrating external support resources. Future research should further refine implementation pathways and explore scalable intervention frameworks to promote the sustainable development of home-school collaboration in bullying prevention.

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