



A Study on the Characteristics of Teenagers' Extreme Violent Attacking of Teachers

Li Wenquan¹, Lin Yanhu², Wei Yunsong³

1. Zunyi Normal University, Zunyi 563006, China;

2. Chengdu University Of Chinese Medicine, Chengdu 611137, China;

3. No. 19 Primary School Of Huichuan District, Zunyi, Guizhou, China

Abstract: In order to explore the number, characteristics and prevention strategies of juvenile extreme violence attacks, the research team collected and sorted out the data of extreme violence attacks on the Internet for a total of 20 years from 2001 to 2020. and conduct research using content analysis. The results show that the average number of such cases exceeds 3 per year, involving 24 provinces, municipalities and autonomous regions; The proportion of violent adolescents aged 14, 15, 17, and 18 (the second and third grades of junior high and high school) is relatively large, and it is mainly single and male; The attacked teachers are mainly in management status (especially class teachers), and the subject distribution is led by Chinese, mathematics, foreign language, and chemistry, and the proportion of teachers aged 23-29 is relatively high; Most cases occur in schools, the fatality rate is high, the use of tools to commit violence accounts for the vast majority, and premeditated cases clearly exceed passionate behavior. Extreme violence against teachers by adolescents is affected by factors such as the pressure of the college entrance examination, the development of teacher-student relationships, and management, and can be prevented and controlled.

Keywords: Teenagers; Violent; Raiders; Peculiarity; Precautions

1 THE PROBLEM FORMULATION AND LITERATURE REVIEW

1.1 FORMULATION OF QUESTIONS

Respect for teachers and education has a long tradition in our country and is a direct embodiment of respect for knowledge and culture. However, the violent attacks on teachers that have come to light from time to time in recent years are shocking. On October 24, 2019, teacher Huang of Meishan in Sichuan Province was killed by continuous blows with bricks by students; On January 2, 2020, teacher Zhou of Xi'an 66 Middle School was attacked and killed in his office; On January 3, 2020, teacher Xu of Chengmai No. 2 Middle School in Hainan Province was stabbed to death....The number and magnitude of violent attacks on teachers are beyond ordinary expectations. Studies show that between 2006 and 2009, no fewer than six cases of youth assaulting teachers resulting in death or serious injury were publicly reported each year. In 2015, there were 13 incidents of

student injury to teachers, many resulting in the death of teachers. According to the survey, 45.86% of students said that they had bullied teachers, and 84.91% of teachers said that they had been bullied by students (verbal or physical aggression) [1]. As we all know, the cases exposed online are only part of the actual occurrence, but there are many cases frequently exposed on the Internet that are sighing, and the relationship between teachers and students in this era has undergone significant changes, and it is urgent to pay more attention to the professional safety of teachers and care for the physical and mental health of young people.

1.2 LITERATURE REVIEW

In 1978, the "School Safety Report" released by the US Department of Education revealed that there were 100,000 incidents of violent attacks by adolescents (including violent attacks on teachers). At the end of the last century, British scholars Purwen and Terry found that the vast majority of teachers had been violently attacked by teenagers.[2][3] Subsequently, Western scholars have done a large number of empirical investigations and qualitative studies on the problem



of juvenile violent assault on teachers, mainly focusing on the following aspects: 1. Research on the influencing factors of juvenile violent assault. American scholar McMahon and others have found that teachers' exposure to youth violence is related to the demographic characteristics of gender, religion, and school. Violence against adolescents by teachers is also linked to school climates (with strict disciplinary structures and teacher support) [4]; 2. Theoretical research on juvenile violent assault teachers. Espilech et al. use socio-ecological theory to explain and prevent violent attacks by adolescents. Gregory analyzes the causes and prevention of violent attacks from authoritative disciplinary theory. Gottfriedson used social control theory and social disassembly theory to evaluate the predictive sources of adolescent violence against teachers; 3. Research methods of juvenile violent assaulters. Espoir used a case study to study teachers who had been assaulted by teenagers. Hemisen Valley uses content analysis to find violent incidents from influential newspapers for content analysis; 4. Research on the prevention of juvenile violent assault. From the perspective of social ecology theory, Espeier proposed that the strategy of preventing youth violence should be from the perspective of adolescents, teachers, classes, School and community start at five levels. Based on authoritative discipline theory, Gregry et al. argue that schools with strict structures and high levels of support will reduce the incidence of violence against teachers by young people. Some scholars have proposed from the perspective of teachers that it is necessary to first help teachers perceive violence from teenagers, and then train teachers' ability to deal with violence, and provide psychological counseling to teachers who have suffered violence afterwards [1].

Violent attacks on teachers, especially extreme violence that threaten the lives and safety of teachers, will attract the attention of society and researchers in China. As early as 1998, He Nenggao took the lead in publishing "Butcher Knives, Why Cut His Mentor - The Beginning and End of Liu Bing's Violent Murder Case" in "China Lawyer", which analyzed the reasons for the murderer case. Domestic research on extreme violent attacks mainly revolves around the following aspects:

1. Research on legal and criminal perspectives. Some scholars believe that violent attacks on teachers are a lack of legal belief. From the standpoint of legal sociology, some scholars advocate that the study of violent crime on campus must carefully examine the issue of campus violence in the context of contemporary Chinese social transformation. Some scholars have also paid attention to the role interaction between the perpetrator and the victim in the violent assault behavior[5]; Other scholars summarized the characteristics and causes of 58 cases of extreme violence against teachers among adolescents from 2001 to 2015, and put forward suggestions for prevention [6].

2. Study the phenomenon of violent attacks on teachers from the aspects of moral education and ideological and political work. Some researchers believe that the innovation of students' ideological and political work methods should reflect humanistic care, and they can reflect on the issue of moral education in colleges and universities from the perspective of psychology. The tragedy of extreme violence attacking teachers

has broken through the bottom line of social morality and is the result of the loss of human ethics, and it is necessary to abandon the social psychology of short-term success and reshape the new concept of teacher and student ethics [7].

3. Research on the phenomenon of violent attacks on teachers around educational management. From the perspective of education policy, some scholars advocate improving the mechanism for protecting teachers' rights. At the same time, the school should strengthen the management of students, actively implement the people-oriented education concept, combine moral and intellectual education, actively build a harmonious campus, and create a harmonious teacher-student relationship. Some scholars believe that violent attacks on teachers are the result of long-term conflict and development of teacher-student relations, and a new type of teacher-student relationship should be reconstructed [8].

4. Study the phenomenon of violent attacks on teachers from a psychological point of view. There are not many studies in this area, but there are still scholars who understand the extreme deviation behavior of adolescents from the lack of life awareness, insufficient ability to cope with setbacks, emotional instability and attribution bias. Some scholars have emphasized the importance of emotional education, and good emotional management can help prevent extreme violence against teachers [9].

To sum up, many scholars have carried out research on juvenile violent assault teachers from the aspects of education, law and social ethics, and achieved certain results. However, the research results of juvenile extreme violence attacks are not rich, because such cases have a certain degree of contingency, and research data is not easy to collect and collate. At the same time, the location of such cases is uncertain, which brings a lot of inconvenience to the research work. How many cases of juvenile violence endangering teachers' lives have occurred in China in the past ten or twenty years? What are the characteristics of these cases? How can such incidents be reduced and prevented? These studies are of great significance for improving teachers' sense of professional security, maintaining family integrity, building a good teacher-student relationship, reducing juvenile delinquency and maintaining social harmony.

2 RESEARCH METHODS

2.1 DEFINITION OF KEY CONCEPTS

According to the World Health Organization (WHO), violence refers to the widespread use of physical or other energy to intimidate oneself, others, groups, etc., with the result or greatest potential for injury, death, psychological harm, poor development or deprivation [10]. Extreme violence against teachers refers to violent acts that attack teachers in dangerous ways (such as using knives) and endanger teachers' lives. Extreme violence attacks mainly include two types of incidents: first, teenagers have the intention to deprive teachers of their lives and take action; Second, the teenager did not have a clear intention at first, but his behavior objectively caused the death



of the teacher or life-threatening serious injury, including the youth's use of knives, daggers and other life-threatening violence. Therefore, physical contact between teachers and students, such as general pushing, slapping, etc., does not fall within the scope of extreme violence.

2.2 RESEARCH OBJECTS

This paper studies teenagers who used extreme violence to attack teachers exposed by regular online media from 2001 to 2020 (a total of 20 years). These adolescents are partly students in the upper primary school, secondary school and university schools, and some are adolescents who have entered society from school, ranging in age from 11 to 25.

The research team used "violent attacking teachers", "killing teachers", "killing teachers", "killing teachers", "killing teachers" and other keywords as keywords, and collected and sorted out relevant extremes on the Internet through Baidu, Sogou and other tools Reports of violent attacks. Selected cases must meet the following three criteria: (1) authority, cases are reported through official media, and cases on personal websites, blogs, and Tieba are not included to ensure the authenticity and authority of cases; (2) Date selection, only cases from 2001 to 2020 are accepted. Before January 1, 2001, the Internet was not popular, and there were too few cases to be included. (3) Content selection. From the cases of official media and time periods, cases of parental assault on teachers, as well as cases caused by occasional robbery of teachers and romantic disputes that are not related to the teaching profession are excluded. In other words, the cases included are those of adolescents related to the teaching profession.

2.3 RESEARCH PROCESS AND METHODS

Through the screening of case sources, case times and case content, the research team uses the content analysis method to study the case data. In order to reflect the various factors and overall characteristics in the case as much as possible, and at the same time require the category design and coding to facilitate objective statistical quantification, on the basis of referring to the category design of domestic and foreign researchers, we proposed our own category design and coding.

The degree of premeditation manifested in extreme violence is divided into three categories: premeditated, temporary (passion) and both. Premeditated means that the violence is manifested in preparation and planning; The temporary is the act of passion, the time of violence is short, the emotional experience is strong, and the rationality is lost; Some cases are classified into a more vague category, that is, between, because the process is not explained and it is difficult to distinguish whether it is premeditated or temporary. The degree of premeditation to judge the violent attack is mainly based on the following four criteria. One is the time interval. The long interval between the prestigating event and the violent act, such as punishment in the morning and retaliation in the evening, tends to be premeditated and not temporary or passionate; The second is the method of violence. If you are on the spot, using tools or means that are convenient at the time (such as the market taking someone else's knife or physical contact), this is biased towards temporary intentions or passionate behavior; The third is whether there are already ideas, motives and behavioral clues of violence before the violent adolescent violence. In some cases, the diary has been confessed before the violence, or the word "kill" is engraved on the desk, and the mouth is constantly shouting "kill, kill, kill", this kind of bias is premeditated; The fourth is the way young people speak and act after committing violence. If it is a temporary act of violence or passion, he will feel fear, fear, and remorse after he recovers his senses; If after the violence, you are still very calm and calm, and you speak and act as usual, this category should be classified as premeditated. Each case can be combined with the above four dimensions to comprehensively determine its degree of premeditation.

3 RESULTS

According to the category code of the research group, the research team classified 65 cases of 85 juvenile extreme violence attacks collected on the Internet as follows (Table 1):

TABLE 1 CATEGORICAL STATISTICS OF 65 CASES OF 85 JUVENILE EXTREME VIOLENCE ATTACKS IN THE 20 YEARS FROM 2001 TO 2020

Category			Frequency
Overall Distribution Of Events	Year	2001	1
		2002	1
		2003	1
		2004	3
		2005	1



		2006	6
		2007	7
		2008	8
		2009	7
		2010	4
		2011	4
		2012	4
		2013	7
		2014	3
		2015	3
		2016	0
		2017	1
		2018	0
		2019	1
		2020	3
	Province	Heilongjiang	2
		Jilin	0
		Liaoning	1
		Beijing	3
		Tianjin	0
		Hebei	0
		Shanxi	1
		Inner Mongolia	1
		Shanghai	1
		Shandong	2
		Jiangsu	2
		Chekiang	1



		Anhui	3
		Fujian	0
		Jiangxi	1
		Henan	2
		Hubei	4
		Hunan	7
		Guangdong	5
		Hainan	1
		Guangxi	2
		Sichuan	7
		Yunnan	2
		Guizhou	2
		Chongqing	5
		Tibet	0
		Shaanxi	5
		Gansu	3
		Qinghai	0
		Ningxia	2
Xinjiang	0		
Basic Characteristics Of The Subject Of Violence	Age	11	1
		12	1
		13	4
		14	8
		15	9
		16	5
		17	13
		18	7



		19	1
		20	2
		21	9
		22	1
		23	2
		24	1
		25	1
		Unknown	20
	Grade	P6	2
		The First Year Of Junior High School	0
		Second	7
		Third	13
		High	3
		High School	6
		Three	10
		Freshman Year	1
		Sophomore	0
		Junior	2
		Senior	1
		Social Youth, University Graduate	18
	Unknown	22	
	Number Of Perpetrators	Solo Crime	54
		Gang Crime	31
Gender	Man	82	
	Woman	0	
	Unknown	3	
Basic Characteristics Of The Attacked Teacher	Subjects Taught	Chinese	8



		Mathematics	4
		Foreign Language	4
		Physics	3
		Chemistry	4
		Politics	1
		Creature	0
		History	0
		Geography	0
		Physical Education	1
		Fine Arts	1
		Jurisprudence	1
		Information Technology	1
		Unknown	37
		Identity	Teacher
	Defend		1
	Substitute Teacher		1
	Trainee Teachers		1
	Vice-President		1
	Head Of The Academic Affairs Section		1
	Headmaster		1
	Boarding Teacher		1
	Director Of Admissions		1
	Teacher Of The Political Education Office		2
	Teacher On Duty		4
	Unknown	24	
Age	29 Years And Under	10	
	30-49 Years Old	23	



		Over 50 Years Old	4
		Unknown	28
	Gender	Man	35
		Woman	25
		Unknown	5
The Basic Characteristics Of Extreme Violent Attacks On Teachers	The Location Of The Incident	On Campus	43
		Outside	19
		Unknown	3
	Violent Consequences	Causing Death	46
		Not Deceased	19
	Violent Methods	Physical Contact	3
		Tool Violence	57
		It's Both	4
		Unknown	1
	The Degree Of Premeditation	Premeditated	33
		Fervor	25
		Between	7

(1) The overall distribution of cases

From the perspective of time, in the 20 years from 2001 to 2020, there were 65 cases of extreme violence attacks published on the Internet. The actual number of cases should be more than this number, but due to the influence of various factors, there is no online exposure. After all, such an incident is not a good thing for schools, teachers, students and even local governments, and they will not actively seek media exposure unless they are forced to. Some cases are extremely egregious in nature, causing the death of teachers and alarming the police to trigger media reports. In addition, in the early days, the Internet was not popular, there were no smartphones, and some extreme violent attacks were not easy to spread online. Overall, 65 in twenty years, an average of 3.25 per year. Among them, in 2006-2015, there were more than 3 cases of extreme violence attacks per year, and 6-8 cases per year from 2006 to 2009 (on average 7), which is a peak period.

In terms of the geographical distribution of cases, 65 cases were distributed in 24 provinces, autonomous regions and

municipalities directly under the Central Government on the mainland, and only Jilin, Tianjin, Hebei, Fujian, Tibet, Xinjiang and Qinghai were not reported. Among them, Beijing, Anhui, Hubei, Hunan, Guangdong, Sichuan, Chongqing, Shaanxi and Gansu all had more than 3 cases, especially Hunan and Sichuan had the most cases (7 cases each), followed by Guangdong and Chongqing with 5 cases each.

(2) The basic characteristics of the subject of violence

Of the 85 cases of extreme violence perpetrated by teenagers, 65 had a clear age profile, while 20 were unknown. The 65 adolescents ranged in age from 11 to 25 years old, and the perpetrators involved more than 7 of the following ages: 14 years old, 15, 17, 18 and 21 years old.

Of the 65 cases of extreme violence committed by 85 teenagers, 45 adolescents had a specific grade distribution, ranging from the sixth grade of primary school to the fourth year of university. Among them, the top 4 are 13 junior high school students, 10 senior three students, 7 junior high school students, and 6 high school sophomores, these 4The total number of students in each



grade is 36, accounting for 80% of the 45 students in 11 grades, which is worth paying attention to.

Of the 85 offensive juveniles, 54 committed crimes alone and 31 were in groups of two or more people. Although there were 11 gang crimes, accounting for only 16.9 per cent of all cases, 31 persons accounted for 36.5 per cent of the 85 persons.

Of the 85 cases involving violent juveniles, 82 were all male, no women were reported, and 3 were not explicitly gendered.

(3) The basic characteristics of the attacked teacher

Of the 65 cases of extreme violence against teachers (one teacher per case), 28 mentioned the subjects taught by the attacked teachers, and 37 cases did not introduce subjects. Among the 28 subjects taught by teachers, the top three were Chinese (8 students), mathematics, foreign language, chemistry (4 students in each of 3 subjects), and physics (3). people), without mentioning history, geography, biology, etc.

The identities of teachers who were attacked by extreme violence by young people involve principals, vice presidents, heads of academic affairs sections, dormitory teachers, security guards, class teachers, political and educational office teachers, and so on. Of the 65 teachers attacked, 41 had specific identities (management identities) and 24 teachers had no specific identities. Among the teachers with identity introductions, there are 27 class teachers, far higher than the second place duty teacher (4 people) and the third place political and education office teacher (2 people), and the proportion of class teachers has reached 65.9%.

Among the 37 teachers who were attacked, 28 had no age information. Among the teachers with age information, 10 were under 30 years old, 23 were 30-49 years old, and 4 were over 50 years old.

Among the reported cases, there were both male and female teachers attacked, 35 male teachers, 25 female teachers, and 5 teachers without explicit gender descriptions.

(4) The basic characteristics of violent attacks on teachers

Cases of extreme violence against teachers occurred both inside and outside the school. Among them, 43 cases occurred on campus, 19 cases outside school, and 3 cases are unknown, accounting for 66.2% of all cases on campus.

Extreme violence led to 46 deaths of teachers and 19 cases of non-death, and the mortality rate of teachers reached 70.8%, a high proportion. Among the 54 single-person crimes committed by juveniles, 37 cases resulted in the death of teachers, accounting for 68.5%; Of the 11 cases committed by juvenile gangs, 9 resulted in the death of teachers, with a mortality rate of 81.8 per cent.

The violent assault on teachers by teenagers was mainly in 3 cases of physical contact, 57 cases mainly with the help of tools (such as knives, steel pipes, bricks, etc.), 4 cases of both, and 1 reported vague mode of violence.

The degree of premeditated planning of juvenile extreme violence attacks ranged from 33 planned and premeditated

attacks (50.8%) to 25 (38.5%) temporary outbreaks (passion).7 (10.8%).

IV. Discussion

(1) Extreme violence against juvenile teachers is not sporadic and accidental. Cases of extreme violence that resulted in serious injury or death of teachers are beyond the general public's impression. Reports of attacks and casualties on teachers are exposed on the Internet from time to time, and the average person feels that this is a very isolated special situation, just an extremely accidental phenomenon, just as the plane crash does not affect the continued use of aviation tools, there is no need to make a fuss. Through Internet search, this study collected and sorted out 65 cases of extreme violence by adolescents with time and place. These cases are reported on official or well-known websites, some are short news, some are interviews with newspaper reporters, and the cases are true and credible. The actual number of cases that occurred should be higher than this number, and many cases were not exposed for the following reasons. First of all, there are no cases of death, and it is not easy to expose. Cases that cause death will inevitably involve the intervention of the public security organs to conduct visits and investigations, and such cases will be easily spread in society and attracted media attention and reported. Second, ordinary cases of violence usually take into account factors such as privacy or social impact on schools, teenagers, and teachers themselves, and as long as the local government and the school are coordinated, they often do not spread to the outside world. Also, in the case ten years ago, the penetration rate of self-media was not high, so the exposure and dissemination rate were relatively small. Since the actual number of cases exceeds 65 (an average of 7 cases per year from 2006 to 2009), such school violence should attract great attention from the educational circles and society, because of factors such as teachers' educational management and the imbalance in students' physical and mental development. The contradiction between teachers and students is objective, and conflicts between the two are inevitable. Every case that leads to the disability or death of a teacher not only endangers the lives of teachers and students (students may be punished by law) and destroys two families, but also causes some teachers to dare not manage and unwilling to manage students, affecting teachers' enthusiasm for work and seriously weakening the effectiveness of teaching[11].

(2) There are differences in the year and geographical distribution of cases of extreme violent assault. From the perspective of time, there were relatively few cases of extreme violence against the perpetrators exposed from 2001 to 2005. This is mainly related to the following two factors. First, the penetration rate of self-media at that time was relatively low, especially the incidents that occurred in townships and towns were difficult to spread to the traditional news media at the provincial and prefectural levels, and such things were dishonorable to all parties, and naturally no one tried to reflect them. Second, since the beginning of 2000, China's colleges and universities have expanded enrollment for several years, and the competitive pressure of the college entrance examination has decreased, resulting in the reduction of the academic pressure of



middle school students, and the management of schools and teachers does not have to be too strict, so the contradiction between teachers and students is not too sharp, and the conflict is relatively reduced. The influence of this factor is also reflected in the geographical distribution. Extreme violence tends to occur more often in provinces such as Hunan, Sichuan, Shandong, and Hubei, which have a large number of college entrance examination candidates and fierce competition, while Tibet, Xinjiang, Qinghai, and Inner Mongolia rarely occur. The northwest region is vast and sparsely populated, and there is a certain gap between people's sense of competition and fierce competition and the provinces with more college entrance examination candidates.

(3) Cases of extreme violence against teachers are mainly concentrated in the second and third grades of middle school. The study found that violent adolescents clearly had the following characteristics: the third and third years of junior high school were the most, followed by the second and second grades of junior high school, and there were few other grades; The corresponding age is 14, 15 years old, 17 and 18 years old, and other age groups are less; Violence is perpetrated primarily by men alone. There are fewer violent adolescents in the first and first grades of junior high school, mainly because the academic tasks are not as much as the content of the upper grades, and the learning pressure is not as great as that of the upper grades. Moreover, the first year of junior high and the first year of high school are new classes, getting along with new teachers and new classmates, with a certain freshness, and the dissatisfaction in education and management is also from scratch, and there are fewer contradictions and conflicts. Third, some students in the first stage of junior high school begin to enter adolescence, and physical and psychological changes begin to change. By the second year of junior high school, most students have entered adolescence, self-awareness has awakened, independence has increased, thinking has become critical, and self-esteem has become strong. In the discipline of teachers, simple and crude management education methods can easily stimulate students' sense of resistance. At the same time, from the second year of junior high school and the second year of high school to the final year, students study more subjects, and the academic pressure increases, coupled with students' emotional impulses, it is easy to lead to violent conflicts. College students have passed the stormy adolescence, have a stronger sense of reason, and university teachers are not as strict and trivial as middle schools, so there are relatively few violent attacks by college students.

(4) There are very significant gender differences in perpetrators. The analysis shows that extreme violence among adolescents is predominantly male, and there have been no explicit reports of female assault. After entering puberty, men gain height and weight rapidly, and even quickly surpass adults. Some boys also like sports, and their physical fitness can already compete with ordinary young male teachers, let alone middle-aged and elderly teachers and female teachers. Students in the second grade and above of junior high school objectively have the physical ability to commit violence, and under the stimulation of some factors, violent behavior can be reflected. This is also the reason why young people do not need help when attacking teachers, so

single-person perpetrators account for the majority of assault on teachers.

(5) The identity of the attacked teacher is mainly that of management personnel, especially class teachers. Duty teachers and political and education office teachers are also the more attacked identities. This is because they, like the class teacher, have the responsibility of managing students and have a lot of direct dealings with students, especially unruly students. In the process of managing and educating students, such management teachers criticize and educate students on behalf of the school, and even punish and punish students, so it is easy to cause students' disgust, venting or retaliation. Even if some students do not have a clear violation of discipline, but the needs of teachers and students are different, the way of seeing and understanding problems is different, and students have different understandings of teachers' discipline, which will also cause conflicts and contradictions between teachers and students. Especially when teachers sometimes deal with problems in a simple and rough way, and do not respect students enough (such as asking parents at every turn), the rebellious spirit of middle school students will be stimulated, the antipathy and resentment towards teachers will deepen, and the bane of vicious conflicts will be sown. From the age distribution, we can also see the relationship between management experience and attack cases. Considering that teachers under the age of 30 cover a narrow age range (7 years, current teachers, starting work after graduating from university about 23 years later), the proportion of assaulted within seven or eight years of working is higher than in the other two groups. Teachers under the age of 30, who have not been working for a long time, have to accumulate teaching experience while learning management (in addition to classroom management, most young teachers also have to be class teachers), lack experience and skills in dealing with students, and are prone to teacher-student conflicts [12].

(6) There are significantly more premeditated cases than passionate (temporary) cases. Since most of the prestigating events and adolescent violence occur in schools, and the emotional instability of adolescent students, the general public and even some researchers believe that these extreme violent attacks are impulsive behaviors, crimes of passion, and temporary intentions. Psychology believes that passion is a rapid generation and experience of a strong and short-term emotional state, and the individual's cognitive ability and self-control will be significantly reduced, and even lose reason. Therefore, the crime of passion should consider the following four aspects comprehensively: 1. short time intervals between the predisposing or stimulating event and the violent act; 2. There is no violent motive and planning or preparation prior to the trigger or stimulus event; 3. Violence is predominantly physical contact (with the help of tools, it should also be local materials); 4. Violence should be followed by regret and fear. Judging from the methods of violence in the collected case data, there are very few violence based on physical contact, and the vast majority of violence uses dangerous tools such as kitchen knives, steel pipes, fruit knives, and daggers, while fewer use benches and pencil knives on the spot, and relatively few are temporary impulses and passionate violence. Some teenagers prepared knives before the violent attack, and some directly revealed the motive for the



attack in their diaries, and these details reflect the nature of premeditation. There are even teenagers under the age of fourteen who remind and reassure other companions that they must hurry up to do something out of the ordinary, that they do not have to go to prison, and that the motive for the purpose of the crime is very clear and clear. Some teenagers, after committing violence, face the pain and struggle of their teachers, and behave very calmly, without sympathy, regret, and much passion. Premeditated violent crime is more pronounced in gangs because it involves the division of labor, cooperation, and co-operation of members. Indeed, the proportion of deaths caused by gang violence is significantly higher than that of acting alone. By restoring the details of the same case by different media and journalists, combined with the comprehensive evaluation of the above four dimensions, more than 50% of the cases have obvious premeditated nature, and less than 39% of passionate violence.

In short, from the perspective of the spatial and temporal distribution of cases, the extreme violent attack behavior of adolescents is affected by the pressure of the college entrance examination; From the perspective of grade, it is affected by the development of teacher-student relationship; Judging from the identity of the attacked teachers, most of the victims were class teachers with more management responsibilities; Judging from the process of the case, there is more premeditation than passion. At the same time, the development of cases has the process of inducing events, teacher-student interaction, motivation germination, and behavior externalization, combined with various influencing factors, such phenomena can be prevented and controlled to a large extent.

FUNDING

This article is a phased achievement of the Humanities and Social Sciences Project of Guizhou Province Colleges and Universities (Project No.: 2021ZC132).

ABOUT THE AUTHOR

1. Li Wenquan (1967.4—), Zunyi, Han nationality, male, professor of Zunyi Normal University, main research direction is mental health education. Zip code and address: Middle section of Ping'an Avenue, Xinpu New District, Zunyi City, Guizhou Province, 563006 Guizhou Province, School of Teacher Education, Zunyi Normal University.

2. Lin Yanhu, male, Doctor of Law, Associate Professor, School of Marxism, Chengdu University of Chinese Medicine, his main research direction is the basic principles of Marxism and social development, and Marxist cultural theory.

3. Wei Yunsong, male, teacher of the 19th Primary School in Huichuan District, Zunyi City, primary school level teacher.

REFERENCES

- [1]Zhang Xiuxiu. Research On Prevention Strategies of Violent Attacks in Primary and Secondary Schools[D]Wuhan: Central China Normal University, 2018
- [2]Pervin K, Turner A.A Study of Bullying of Teachers by Pupils in An Inner London School[J]. Pastoral Care in Education,1998,16(4):4-10.
- [3]Terry. Teachers As Targets of Bullying by Their Pupils: A Study to Investigate Incidence[J]. British Journal of Educational Psychology,1998,68(2):255-268.
- [4]Gregory A, Cornell D, Fan X. Teacher Safety and Authoritative School Climate in High Schools[J]. American Journal of Education,2012,118(4):401-425.
- [5]Lisa Lirole Interaction Between Perpetrator and Victim in Murder Crime[J]Juvenile Delinquency, 2010(5): 35-39
- [6]Lin Yanhuan Empirical Study on The Behavior of Adolescent Students in Killing Teachers[J]China Youth Social Sciences, 2016(3): 9-13
- [7]Liu Hongsen The Human Tragedy in The Period of Social Transition: An Interpretation of The Murderer Tragedy[J]China Youth Social Sciences, 2016(3): 1-8
- [8]Lv Weihua. Bloodyback –From Two Teenagers Killing the Teacher-Student Relationship Is Re-Examined and The Teacher-Student Relationship Is Revisited teacher-Student Conflict[J]. Educational Theory and Practice, 2010(2): 3-5.
- [9]Wang Xiaoming Integrating Emotional Education into Teaching: The Enlightenment of Students to Me [J] Zhejiang Education Science, 2010(5): 29-30
- [10]Joetta L Carn campus Violence White Paper[J]. Journal Of American College Health, 2006, 55(5).
- [11]Deng Muhui Why Did the Campus Murder Case Occur[J] People's Education, 2016, (2): 6-7
- [12]Yu Qingfeng From The Case of Student Murder to The People-Oriented School Morality and Intelligent Management[J] Teaching and Education, 2018, (2): 27-28