

A Study of The Effects of School Bullying on the Psychological Resilience of College Students and Its Intervention

Wang Hexiao

School of Political Science and Law, University of Jinan, Jinan, China

Abstract: In recent years, school bullying has become a hotly debated topic as society's concern for young people gradually increases. Although campuses have carried out some bullying prevention work in various aspects of school life in recent years, there is still a large amount of bullying among the student population. We distributed questionnaires and collected relevant data, from which it is not difficult to find that bullying has become a common phenomenon in adolescent schools, which deserves our attention. In this paper, we set up questionnaires, collect data and analyze them with SPSS to understand the main ways of school bullying and the characteristics of the target group nowadays, and come to the conclusion that school bullying suffered in childhood has a certain impact on the psychological resilience of college students. Read the article and combine the theoretical knowledge to put forward the strategy of preventing school bullying and improving psychological resilience.

Keywords: School Bullying; College Students; Psychological Resilience

1. Background of the Study

In recent years, all regions have carried out in-depth work to combat bullying among primary and secondary school students, and positive results have been achieved. However, bullying incidents still occur from time to time, seriously harming the physical and mental health of students, and causing widespread concern in society, with a very bad impact. In order to continue to do a good job of preventing and controlling bullying among primary and secondary school students, increase the strength of special governance, consolidate the results of governance, and improve the long-term mechanism for prevention and control, the Ministry of

Education has formulated a “Work Plan for Special Governance Action to Prevent Bullying among Primary and Secondary School Students”, which seeks to mitigate the occurrence of bullying in schools and other similar malignant incidents. However, school bullying has a persistent impact on individuals. Currently, most research focuses on adverse experiences in childhood, with less on the impact of school bullying on an individual's mental health in adulthood. School bullying is a common form of violence in schools, usually manifesting itself in the form of verbal bullying, physical aggression, and social exclusion. Research has shown that students who experience school bullying in childhood are more likely to experience mental health problems in adulthood, such as depression, anxiety, and social anxiety. These psychological problems not only affect an individual's learning and quality of life, but may also have a long-term negative impact on their interpersonal relationships and social functioning. In addition, the experience of school bullying in childhood significantly increases the risk of mental health problems in adulthood, including depression, anxiety, and low self-esteem. These psychological problems not only affect students' daily lives and learning, but may also lead to long-term psychological trauma.

2. Subject of the Study

The student population in higher education has a high level of psychological maturity and socialization, which enables them to better understand and express their experiences and feelings. They have completed the basic education stage and entered the higher education stage. Students at this stage are relatively mature in terms of their psychological and social interaction skills, and are able to provide more in-depth and detailed descriptions of their personal experiences. In addition, there are large individual differences

in the group of higher education students, including different professional backgrounds, cultural backgrounds and personal experiences, which provides a rich source of cases and data for the study.

Second, as the main force of the future society, the mental health status of college students is directly related to the future and development of the country. Studies have shown that the experience of school bullying in childhood can have a long-term impact on an individual's mental health, including an increased risk of psychological problems such as depression and anxiety. Therefore, by studying college students' experiences of childhood bullying on campus, it can provide a scientific basis for prevention and intervention measures, and help promote college students' mental health and social adaptation.

Finally, the phenomenon of bullying on large campuses includes traditional forms of physical and verbal bullying as well as emerging forms of cyberbullying. These bullying behaviors not only affect the victims' psychological health, but also may affect their academic performance and social functioning. By examining college students' experiences of school bullying during childhood, we can gain insight into the causes, effects, and intervention effectiveness of bullying behaviors, and provide support for the development of effective prevention and intervention strategies.

In this study, 281 participants were selected from University A in Tai'an City, Shandong Province, and the average age of the students was 20 years old, with the youngest age being 18 years old and the oldest age being 23 years old. A total of 300 questionnaires were distributed and 281 questionnaires were valid. Among them, there were 102 male students, accounting for 36.3% of the total number; 179 female students, accounting for 63.5% of the total number. The specific distribution of subjects is shown in Table 1.

Table 1. Distribution of Subjects' Status

Gender	Number	Ratio
Male	102	36.2%
Female	179	63.5%

3. Research Methodology

3.1 Methodology

The research method used in this dissertation is

mainly a questionnaire, which includes the following parts: 1 Firstly, a rough grasp of the demographic and sociological characteristics of the subject of the survey, including gender, age and basic parental information, etc.; 2 Bullying Behavioral Questionnaire, with a total of 55 topics, is divided into seven dimensions: behavioral motivation, behavioral object, behavioral response, interpersonal communication, physical and mental condition, behavioral consequences, and preventive measures. According to the research needs, this study selects the four dimensions of behavioral consequences, behavioral reactions, interpersonal interactions, and the middle four dimensions to carry out the study and screen the research subjects on some conditions.

3.2 Definition of Relevant Indicators

3.2.1. Implicit variable

According to the purpose of the study, the dependent variable of this paper was set as psychological resilience, which was quantified in four categories of topics: desire for violence, behavioral impact, level of emotional control, and tendency to self-harm. (1) Desire for violence is divided into those who will actively bully others and those who will not (2) Behavioral impact is set as I think that bullying has an impact on adult behavior and I think that bullying has no impact on adult behavior (3) Level of emotional control is set as being irritable and unable to control one's own emotions in life (4), the options include "never, sometimes, often, consistently". The options include "Never, Sometimes, Often, Continuously". By choosing "Often" and "Continuously" in the question, it is assumed that the person's ability to control his/her own emotions is poor and his/her level of control is low after he/she suffers from bullying in school. (4) The tendency to self-harm is set as having suicidal thoughts in life. The options include "Never, Sometimes, Often, Continuously", and the options of "Often, Continuously" are recognized as more likely to be self-injurious tendencies after being bullied.

3.2.2. Core independent variables

According to the purpose of the study, the experience of school bullying has a significant impact on psychological resilience in early adulthood, so this paper analyzes the data with whether or not one has experienced school bullying as the core independent variable.

3.3 Quality Control

Questionnaires were distributed online, and after the survey, questionnaires with omission rates >5% or obvious logical errors before and after the survey were excluded and 5% of those who completed the questionnaires were selected for review.

By the researcher for the questionnaire distribution and recovery, commitment to confidentiality, to take the anonymous form of recovery of the questionnaire, the questionnaire cleaning, retaining 281 valid questionnaires, coded into spss26.0, using chi-square test on the vested data analysis. One-way analysis of χ^2 test, test level $\alpha = 0.005$.

3.4 Statistical Methods

4. Data Results

Table 2 :One-Way Analysis of Psychological Resilience

Group	Option	Number of people who have experienced bullying in schools	Ratio	χ^2	p-value
Gender	Male	36	7.8%	0.430	0.512
	Female	114	24.8%		
Grade	First-year university student	41	8.9%	9.173	0.027
	Second-year university student	21	14.8%		
	Third-year university student	55	12.0%		
	Forth-year university student	33	7.2%		
Character traits	Weak presence, small stature	132	28.7%	3.558	0.059
	Poorer grades	50	10.9%	7.831	0.005
	Short and defective	115	25%	0.003	0.959
Violent desire	Actively bullied others or had thoughts of bullying	68	73.1%	5.330	0.021
	Has not bullied others or has not had thoughts of bullying	25	26.9%		
The impact of behavior	I think that being bullied has had an impact on behavior in adulthood	103	22.4%	67.443	0.000
	I don't think that being bullied has any effect on adult behavior.	15	3.3%	29.018	0.000
Emotional control	Never	122	26.5%		
	Now and Then	169	36.7%		
	Non-recurrent	15	3.3%		
	Preservation	4	0.9%		
Self-harming tendencies	Never	102	22.2%	24.789	0.000
	Now and Then	30	6.5%		
	Non-recurrent	9	2.0%		
	Preservation	9	2.0%		

The number of people who suffered from school bullying was 150, accounting for 32.6%, and the chi-square test for college students with different genders found that there was no significant difference between the different genders on their bullying status. The difference between character and achievement in personality traits is a major influence on the occurrence of school bullying, and people with poor grades, withdrawn personality, and weak and defective body are more likely to suffer from school bullying. Among them, school

bullying has a significant effect on the desire for violence, emotional control, self-harm tendency, and daily behavior in adulthood.

5. Conclusions and Observations

Based on the literature analysis and data analysis, this study concluded that (1) the gender difference in the phenomenon of bullying is not significant, for bullying cases, gender is a very important influence factor, and males have a higher percentage of bullying than females, and there is a significant gender

difference. This is consistent with past research. Chen Guanghua, a scholar in China, pointed out in 2012 that gender differences may be related to different children's growing environment as well as the way of growing up, and that compared with girls, boys' violent behaviors are more obvious and easier to be involved in school bullying incidents. Therefore, we are required to face up to our children's family education and teach them to follow the rules and try to avoid conflicts. (2) The grade difference in the phenomenon of being bullied is not obvious: In terms of grade difference, the gap of being bullied is not obvious; the researcher investigated four neighboring grades and found that there is no significant difference and the occurrence of school bullying time is universal. This difference may be related to schooling and the development of social support systems. (2) School bullying is negatively correlated with the level of rational behavior of students: school bullying has a significant effect on psychological resilience in early adulthood, and students who have suffered from school bullying in childhood have lower levels of emotions in adulthood, and those who have suffered from school bullying have poorer emotional control and are more likely to develop anger. This is because students who suffered from school bullying in childhood have lower self-efficacy and cognitive flexibility, less psychological flexibility, less bluntness, more sensitive perception of things, and are more likely to have negative emotions. College students who suffered from school bullying in childhood are prone to depressive tendencies, and are more likely to produce thoughts and behaviors that harm themselves, which is consistent with the original hypothesis that students who suffered from school bullying will deepen their negative evaluation of themselves in life, and due to the lack of communication with peers and the lack of effective help from others, this is likely to result in the secondary occurrence of bullying behavior, forming a vicious closed loop, lowering the level of self-esteem, gradually denying the This will lower self-esteem, gradually negate the self, and produce a tendency of depression. (3) Other characteristics of the bullying situation: in the part of the study of the causes of bullying in schools, grades are an important factor

affecting bullying in schools, and the possibility of bullying in schools is higher among children with poor grades. This is mainly due to the fact that the goal of teaching in schools mainly lies in the examination results of students, and over-emphasis is placed on the importance of the examination results, and such a concept causes students to form the idea of the supremacy of grades, thinking that poor grades students are As a result, the self-esteem of students with poor grades is affected and their academic self-concept is low. Students' self-esteem and grades are thus caught in a vicious circle, and the poorer the grades, the lower the students' self-concept and the lower their interest in learning, so they join small gangs or groups, participate in activities that have nothing to do with academics, and carry out bullying activities in schools. Besides, personality traits are also an important factor influencing school bullying. Students with a weak sense of existence and withdrawn personality are more likely to suffer from school bullying, which is mainly related to family education and school education. If the mother in the family has a strong character, the child's character tends to be weak and unconfident. Weak and unconfident children are more sensitive, with low self-concept and self-identity, lower self-confidence, weaker ability to cope with school bullying, and used to suffer silently without informing their parents after being bullied in school, resulting in the repetition and recurrence of bullying in school. In schools, students with a weak sense of existence and withdrawn character are easily neglected by teachers and do not have close interactions with teachers, who are unable to detect students' physiological and psychological changes in a timely manner, which leads to students not being able to react to teachers as early as possible after being bullied in schools, and the abusers thus decide that the bullying behavior won't be detected, and that their behavior is not regulated, so they continue with their violent behavior.

To summarize the above, the following suggestions are made: (1) Improve school bullying regulations. In recent years, China attaches great importance to the safety management and education of minors, and constantly improve the legal norms of bullying in schools, although the results are remarkable,

but we should also realize that bullying in schools is not a single aggressive behavior, and the causes of bullying in schools are also characterized by diversity. A single legal subject and legal provisions can not comprehensively and effectively regulate bullying behavior in schools. Therefore, on the basis of the protection of minors, we can consider special legislation to prevent bullying in schools, so as to eliminate bullying in schools from the source. In addition, the responsibilities of schools, families, students and other subjects should also be realized, and the law should stipulate the responsibilities borne by individuals and understand the legal consequences of failing to fulfill their responsibilities. The prevention and control of bullying in schools should be pushed to the legalized track. (2) Improve the handling mechanism to prevent the occurrence of bullying in schools. In practice, after bullying occurs in schools, it is mostly dealt with by way of criticism and education, and civil compensation, etc. This kind of approach lacks corrective measures for young people. This kind of way lacks the corrective effect on young people and cannot play a disciplinary role. Therefore, schools and government departments should insist that corrective education is the main means and punishment is the auxiliary means. The consequences of bullying behavior should be assessed, and legal responsibility should be determined according to its severity. Improve the connection between the school's handling of the matter in accordance with the rules and the criminal department's punishment in accordance with the law. To realize multi-party interconnection and interaction, and to implement the leading responsibility of the education sector to provide good policy guidance. Schools, under the leadership of the education department, should do a good job of implementing the policy, improving the relevant regulations for the prevention and control of bullying in schools, and doing a good job of preventing and controlling bullying in schools. (3) Strengthen the safety education and publicity work. In the survey, it was found that students with short stature, poor grades and weak personal character are more vulnerable to bullying, schools should open law classes, hold some safety lectures and regularly publicize the information about "bullying in schools", so

as to make students realize the seriousness and harm of bullying in schools and reduce the occurrence of bullying in schools from the source. This will help students realize the seriousness and danger of bullying in schools and reduce the possibility of bullying in schools from the source. (4) Carry out mental health activities. Colleges and universities cooperate with professional psychological counseling agencies to carry out mental health activities on campus on a regular basis. This will help teachers understand the psychological characteristics of different types of students, and provide assistance to students who have suffered from bullying in school during their childhood, provide them with spiritual support and value recognition, and help establish a positive social mindset, so as to enhance their sense of self-identity, improve their personal dignity and social interaction ability, and alleviate the impact of childhood bullying experiences on individuals.

In this study, we delved into the impact of school bullying on the psychological resilience of college students and its intervention strategies. By synthesizing and analyzing the results of several studies, we found that school bullying not only causes serious psychological harm to the victims, but may also affect the bullies' own development. In addition, psychological resilience, as an individual's ability to cope with stress and adversity, is crucial to alleviating the negative effects of school bullying. School bullying is significantly negatively correlated with students' psychological resilience and positively correlated with negative emotions such as anxiety and depression. This implies that victims of school bullying tend to have lower mental toughness and are more likely to experience mental health problems. Therefore, improving students' mental toughness is one of the key ways to reduce the impact of school bullying. Effective interventions include enhancing social support, providing mental health education and training, and building positive peer relationships. In particular, by enhancing students' self-efficacy and coping strategies, their psychological resilience can be effectively strengthened so that they can better cope with the challenges posed by bullying in schools. In addition, the concerted efforts of families, schools and the community are indispensable. The support of family education,

effective school supervision and improvement of the legal system are all important factors in preventing and minimizing bullying in schools. Through these comprehensive measures, we can create a safer and more supportive learning environment for students and promote their all-round development.

In conclusion, bullying in schools is a complex social problem that requires multifaceted efforts to solve. By improving students' psychological resilience, providing effective interventions, and strengthening collaboration among families, schools and the community, we can effectively mitigate the impact of school bullying on students' mental health and promote their healthy development. Future research should continue to explore more effective intervention strategies and focus on the special needs of different groups of students to achieve more comprehensive and personalized support.

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