

The Influence Mechanism and Intervention Path of Self-concealment Psychology on Campus Bullying of College Students.

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ABSTRACT

As a long-term problem of campus governance at home and abroad, the high incidence of campus bullying and the potential risk of physical and mental harm need to be studied from a new perspective. The study found that excessive self-concealment will significantly increase the degree of bullying, and further weaken the social support network of the bullied. To adjust self-concealment psychology as a new strategy to prevent and control campus bullying, it is necessary to break the vicious circle between self-concealment and bullying, improve the self-cognition of college students, and actively cope with the phenomenon of campus bullying.

KEYWORDS

Campus Bullying; Self-concealment; Psychological Education of College Students.

1. INTRODUCTION

Campus bullying is a traditional campus safety management problem in the world.

In recent years, malignant incidents of campus bullying have been exposed frequently in our country. The public pays more attention to the phenomenon of campus bullying of minors, but pays less attention to campus bullying of colleges and universities. Campus bullying shows significant cross-cultural characteristics, and there are cultural, regional and age differences. In school bullying incidents, the proportion of bullies is about 14%, and the proportion of bullies is about 18%, and the number of bullies and bullies among boys is usually about twice that of girls [1]. Campus bullying among college students is accompanied by widespread self-concealment.

2. RESEARCH SIGNIFICANCE

"Prevention" is as important as "management" in the work of bullying among college students. High communication significantly reduces bullying among college students. Maintaining communication among teachers, counselors, parents and students is an effective strategy to prevent bullying on campus [2]. However, excessive self-concealment will reduce individuals' willingness to communicate with the outside world, and they are worried that self-disclosure may expose themselves to the risk of indifference, rejection, loss of control and easy betrayal [3]. Therefore, it is necessary to guide college students to take a normal view of self-concealment psychology and learn to actively improve self-communication, so as to strengthen their anti-bullying ability.

Self-concealment psychology generally refers to the tendency to conceal self-harmful information. Information that is harmful to the self includes the individual's thoughts and feelings, such as interpersonal stress, hidden fears, or negative perceptions of the self. At the same time, it also includes some negative traumatic experiences, such as rape, sexual abuse, physical abuse, death of a loved one, serious physical illness, etc. [4] Concealment psychology has a two-sided impact on an individual. It is generally believed that self-concealment has a positive effect, helping to maintain a positive self-image of an individual and avoid causing other people's disgust [5] . This is essentially a form of expression of the individual's psychological defense mechanism. Compared to people with low self-concealment tendencies, people with high self-concealment tendencies are more likely to present a positive self-image to others but are afraid to discuss their flaws and fear negative judgment from others. On the other hand, people with high self-concealment tendencies are more likely to have higher levels of anxiety, depression and poorer mental health [6] .

The formation of self-concealment originates from the goal of self-protection and the psychological defense mechanism adopted by individuals under the pressure of self-concept and social situation. It is of great theoretical and practical significance to carry out empirical research on whether the individual's choice to hide negative news in psychological defense will be used by campus bullies, so that the bullies will fall into the vicious circle of "self-concealment -- bullied experience -- concealing bullied information again -- encouraging the bullies to bully themselves again".

3. INVESTIGATION AND RESEARCH METHODS AND PRELIMINARY CONCLUSIONS

3.1. Sample Sampling Method:

Convenience sampling method was used to select a total of 223 college students from more than 20 provinces and cities from September 1 to 10, 2024, and 211 valid questionnaires were collected, with an effective question answering rate of 94.62%. In strict accordance with the principle of knowing the survey objects, peripheral students and friends were selected for questionnaire distribution, and students with self-concealing psychology and campus bullying were selected (four familiar students were selected as interview objects, and in order to follow the principle of privacy, they were named a1, a2, a3 and a4).

3.2. Survey Tool

(1) General information survey.

The preparation of general information questionnaire includes four items, respectively, gender, grade (the fifth grade of college students includes five-year professional training students, students preparing for re-entrance examination and students waiting for employment), hometown and household registration.

(2) Self-concealment SCS scale

Self-concealment SCS scale (SPSS software was used for its reliability analysis, and the Cronbach α coefficient of the scale was 0.924, much higher than the consistency requirement of 0.7, indicating high reliability. In addition, in KMO and Bartlett tests, the KMO value of this questionnaire was 0.951, and the significance was <0.001 , indicating that the questionnaire had high validity and could be used for corresponding factor analysis).

(3) Student bullying scale

Student bullying scale (KMO and Bartlett test, KMO value is 0.951, significance <0.01, indicating that the questionnaire has high validity).

(4) The survey method was self-filling questionnaire survey, two-dimensional code was generated, and questionnaire was distributed through network media.

(5) After the questionnaire survey, several respondents were interviewed by semi-structured interview method (assisted by qualitative research method).

The results show that most of the students have concealment psychology, and their behavior is in line with the performance of self-concealment psychology.

4. INTERVIEW CONTENT AND ANALYSIS OF SELF-CONCEALMENT.

The questionnaire was set up to focus on one theme, that is, "individuals' psychological activities to hide what they think is harmful information for the purpose of self-protection". In the analytical framework of Weber's social action theory, "social action (including powerless action and passive acquiescence action) refers to the actor's action is assigned a subjective meaning, and this subjective meaning also takes into account the performance of others, and uses the performance (including the past, current or expected future performance of others) as the orientation of some action process" [7].

In the process of individual self-concealment behavior, the specific connotation of such subjective meaning and the performance of others needs to be further explained. According to the interview on the theme of "self-protection and hiding harmful information", the meanings of self-concealment behavior of the survey subjects can be divided into four categories: maintaining emotional stability, self-avoidance of potential threats, maintaining self-worth, and maintaining interpersonal relationships. In order to maintain emotional stability, the main meaning of self-concealment is to avoid recalling painful experiences in the process of meeting; Self-avoidance of potential threats mainly takes into account the sense of loss caused by the inability to get comfort after self-disclosure, and even the information of self-disclosure may cause one to be bullied again; The significance of maintaining a sense of self-worth is mainly due to maintaining self-worth in social comparison, fearing that the gap between oneself and others is too large and causing too much sense of loss, so as to deliberately hide the information of oneself and others; Different from the first three meanings, the meaning of maintaining interpersonal relationship is that individuals pay more attention to the performance of others when they take actions. For example, a3 mentioned that they hid information from their parents after buying expensive items, and after guiding and clarifying the interview with a3, they learned that a3's parents complained to them after they bought expensive clothes. He thinks that he should not squander the fruits of his parents' hard work. a3 thinks that by concealing the news, he can avoid many unnecessary troubles.

To sum up, college students will choose to take self-concealment behaviors or actions for different meanings. These actions are mainly due to the meaning they ascribe to the behavior, and at the same time, they take into account the performance of other people's behaviors. It should be noted that the above four categories of meaning (maintaining emotional stability, self-avoidance of potential threats, maintaining self-worth, and maintaining interpersonal relationships) are the result of a combination of self-meaning and taking into account the performance of others. However, in the opinion of some respondents, maintaining interpersonal relationships is more about the performance of others.

5. INTERVIEW CONTENT AND ANALYSIS OF BULLYING IN COLLEGES AND UNIVERSITIES

The forms taken by bullies towards their targets are concentrated in the aspects of personal attack, blackmail, relationship isolation and verbal abuse. As for the coping strategies adopted by the bullies,

except for a4, which adopts the active coping strategy equivalent to revenge, the other respondents themselves or the bullies they see all adopt strategies such as evasion, tolerance or passive acceptance. According to the results of the self-concealment scale and the Campus bullying scale of the four individuals, a1, a2 and a3 have a high level of self-concealment psychology. While a4 has a medium level of concealment. Moreover, the scores of a1, a2 and a3 on the bullying scale are higher than those of a4, which preliminarily confirms the hypothesis that self-concealment psychology may have an impact on the phenomenon of bullying in school.

6. CORRELATION ANALYSIS OF SURVEY DATA

The survey results show that there is a strong correlation between self-concealment psychology and students' bullying phenomenon, and there is a significant correlation. After introducing the variables of gender, grade and place of origin to analyze, it can be inferred that there is a high correlation between self-concealment psychology and bullying phenomenon in the national college students, regardless of the gender of college students, and the relationship is significant. Grade factors did not interfere with self-concealment psychology and bullying phenomenon, and different places of origin did not interfere with college students' self-concealment psychology and bullying degree. SPSS software was used to analyze the correlation between the degree of self-concealment and the degree of bullying, and it was found that there was a positive correlation between the two, and the relationship was significant. In addition, we also controlled the common basic information variables such as gender, grade and place of origin of 211 survey samples, and found that the correlation between the degree of self-concealment and the degree of bullying did not change significantly after controlling these basic variables. Therefore, after analyzing the survey data, we come to the conclusion that self-concealment psychology is one of the real reasons leading to college students being bullied on campus.

7. STUDY RESULTS DISCUSS

7.1. An Expanded Study of Bullying in College Students During Their Life Course.

The bullying phenomenon shows significant differences in the bullying level of the survey subjects in grade, gender, and the origin of residence. We found that the experience of campus bullying did not occur in minority groups, but a large proportion of college students had been bullied for a certain period in their life development. This indicates that the phenomenon of campus bullying has a certain time extension, and generally exists in all stages of college students. The investigation strengthened the conclusion that the current campus bullying phenomenon is spatial-malleable and time-malleable, that is, campus bullying will appear in different groups of college students, and will occur in each stage of college students' education.

7.2. The Interaction Mechanism between Self-concealment and Campus Bullying.

The first is the concealment of self-perceived negative experiences. Most victims of bullying show a tendency to withhold negative information. For the purpose of personal protection, maintaining the relationship with classmates or roommates, and avoiding the blame of parents, they often choose to hide what they think is negative information in order to maintain their personal value, which is based on self-meaning and consideration of others' opinions.

This is followed by bullying. Students who tend to keep negative information about themselves to themselves are not good at expressing their feelings and thoughts in a crowd. They may prefer quiet environments, be less interested in social activities, or feel uncomfortable in social situations. This personality trait makes them more likely to avoid conflicts or challenges rather than tackle them head-

on. Since the victim tends to hide the encounter, the cost of bullying is correspondingly lower for the bully.

The third is to conceal again. Some of the interviewees said that if they disclosed their experiences of bullying, some classmates who may have remained neutral or not bullied them might join the group of bullies. The bullies will then view their experiences as negative information and start the self-concealment mechanism again. Therefore, if they do not properly deal with what they perceive as negative information, these students are likely to fall into the vicious cycle of "self-concealing -- being bullied -- concealing the bullied information again -- encouraging the bully to bully himself again."

7.3. Countermeasures and Suggestions

7.3.1. Establish a Preventive Bullying History File of Students on Campus.

The phenomenon of bullying on campus is malleable over time, which requires all sectors of society to treat the phenomenon of bullying on campus from the perspective of historical development. Colleges and universities pay too much attention to the limitations of after-action intervention and one-sided work in dealing with campus bullying, and lack corresponding work on the ways and personal experiences of college students being bullied. It is suggested that qualified colleges and universities should establish a unified campus bullying file for college students to prevent college students from being bullied again in the new environment. The bullying experiences of these students are often rooted in traumas from previous life experiences.

These long-unsolved psychological problems, hidden deep in the minds of college students through self-concealing, can gradually deteriorate into complex and severe psychological symptoms, which can also weaken their resistance to bullying. In view of this, it is particularly important to shift the focus of prevention and resolution work, use tools such as the bullying behavior development model to fully implement the campus bullying screening of college students, and conduct a detailed psychological assessment of students whose total score or specific item score exceeds a set threshold in the screening. College students who may have serious self-concealment problems and have experience of bullying on campus should be regarded as key targets, bullying crisis monitoring files should be established, continuous follow-up consultation should be implemented, and proactive intervention should be carried out in advance.

7.3.2. Break the Vicious Circle of Self-concealment and Bullying in Colleges and Universities

The vicious circle mechanism of "self-concealment - being bullied - again concealing the bullied information - encouraging the bully to bully himself again" requires students, parents, peer groups and schools to work together to break all links of this cycle.

Students who experience college bullying often lack effective personal support networks. For example, when some students are bullied, the school takes a stance that actually favors the bully, fails to educate and punish the bully, and fails to provide follow-up help and protection to the bullied. When confronted with bullying, if students perceive the care, understanding and support of the people around them, the adverse effects of campus bullying will be alleviated; Therefore, social support from family, friends and teachers can reduce the harm inflicted on victims of bullying [8]. In the process of breaking the vicious circle of self-concealment and school bullying, all relevant subjects need to participate and establish a multi-dimensional intervention mechanism.

First of all, colleges and universities should shoulder the main responsibility of cultivating students' psychological resilience. The mental health education resources on campus should be used to help college students re-understand their negative experiences in the form of group counseling or emotional expression training, so as to form a healthy and positive cognition, so as to achieve the goal of breaking "self-stigmatization".

Secondly, establish and improve the school bullying reporting system, set up an anonymous reporting system. By protecting the privacy of the whistleblowers, procedural justice is maintained, and the concerns of the bullied about being hurt twice are eliminated.

Thirdly, a supervision system jointly constructed by college students, colleges and counselors should be established. Through the publicity of the harm of campus bullying and scene drills, the willingness of bystanders to participate is enhanced, so as to weaken the group transmission path of campus bullying, and strengthen the group resistance of college students to campus bullying

Fourth, Colleges and universities should actively promote the reform of campus bullying work, from the original post-targeted intervention work to sex protection work. Cognitive behavioral therapy can be used to help college students reshape their coping strategies with bullying, encourage them to express themselves actively, and support them accordingly, so as to promote the solution of the problem.

7.3.3. College Students Should Appropriately Learn the Skills of Self-concealment Psychology

Self-concealment psychology helps students maintain their self-efficacy perception image and moderately hide their negative experiences, which is conducive to the establishment of a good personality, so as to promote the normal social activities of college students. However, excessive self-concealment may lead to the weakening of college students' social support network. The eight self-concealment factors that are significantly associated with bullying described above all inhibit college students from seeking help from others. How to properly master the psychological activity of self-concealment has become the key issue for college students to balance their self-image and avoid weakening their social support network. College students should learn to keep a balance between self-protection and effective help.

First, Through psychological education courses, colleges and universities help college students develop "cognitive resilience of trauma", identify early warning psychological and behavioral phenomena of "excessive concealment" (such as persistent emotional depression, social avoidance, etc.), and distinguish between necessary disclosure incidents involving personal safety and general contradictions that can be handled independently.

Secondly, To build a "pre-set help network", proactively provide college students with the contact information of campus psychological counselors, counselors and anti-bullying associations at the admission stage, and master the help words of "fact statement - demand expression - resourcerequest".

Thirdly, Understand the positive significance of moderate self-exposure, learn to use narrative therapy to reconstruct the experience of bullying as a "systemic problem" rather than a "personal defect", and gradually break through the inertia of concealment with the help of the empathic environment of peer support groups, so as to accurately start the "multiple response mechanism" when confronted with bullying: Talk to friends about minor common incidents to relieve pressure, seek counselors to intervene in conflicts, and immediately start the school complaint procedure for serious conflicts, so as to realize the organic interaction between self-protection and external support.

8. CONCLUSION

On the basis of drawing insights from existing research, this study explores how external factors influence individual students through self-concealment, with the hypothesis that self-concealment may amplify the risk of external environments for school bullying while diminishing their supportive impact on individuals. Building upon existing research findings, this study aims to guide college students in developing a healthy perspective toward self-concealment and proactively improving self-communication skills, thereby strengthening their resilience against bullying.

CONFLICTS OF INTEREST

All authors disclosed no relevant relationships.

ACKNOWLEDGEMENTS

Undergraduate Training Programs for Innovation and Entrepreneurship of Wuhan University of Technology: S202410497246.

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