

# School Bullying and Management in Semi-Boarding Schools in Second-Tier Cities in China: Problem Analysis and Optimization Strategies

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**Abstract.** The issue of school bullying in China's second-tier cities is often overlooked and not adequately addressed. School bullying is typically handled by schools alone, without legal recourse, and semi-boarding schools lack specific anti-bullying measures. The study aims to analyze the shortcomings of current anti-bullying strategies in these schools and propose optimized solutions. Research on bullying in schools reveals that it is prevalent in semi-boarding schools in Tier 2 cities, with similar proportions of boys and girls experiencing bullying. The harmful effects of bullying should not be underestimated, and students' understanding of bullying is not comprehensive enough. The current prevention and control measures in schools are inadequate. Recommendations include specialized education on bullying, raising awareness through lectures and activities, establishing early warning and handling mechanisms, and providing psychological assistance. Implementation should involve incorporating bullying prevention into school plans, increasing publicity and education, establishing early detection and fair handling mechanisms, and providing psychological support.

**Keywords:** school bullying; anti-bullying measures; prevention and control measures; specialized education on bullying; psychological assistance

## 1. Introduction

Academics often conflate the study of "school bullying" with "school violence," leading to seemingly innocuous instances of bullying being overlooked until they escalate into major public issues [1]. This is particularly relevant in China's second-tier cities, where a growing number of full- or semi-boarding schools exist alongside greater diversity in student backgrounds, necessitating a renewed focus on understanding school bullying dynamics in this evolving context.

Although school bullying and violence differ legally[2], both can be difficult to observe [3]. Unfortunately, school bullying is often handled inadequately, leaving victims without reasonable or fair resolution. This does little to deter the abuser or alleviate the victim's distress. Unlike school violence, bullying lacks legal recourse and relies solely on school intervention. However, semi-boarding schools in second-tier cities currently lack specific and unified anti-bullying measures. This deficiency raises fundamental concerns within research and practice, highlighting the need for a healthier learning environment for students.

Therefore, this study focuses on semi-boarding schools in second-tier cities, analyzing the shortcomings of their current anti-bullying strategies and proposing optimized solutions. This research aims to provide valuable references for effectively managing school bullying in these specific educational settings.

## 2. Literature review

China's second-tier cities have high market demand, so in recent years, more and more migrant workers have flocked to second-tier cities, which has stimulated economic development and also increased regional differences in second-tier cities, as the population structure of second-tier cities is more complex. The disparity in the economic base of students' families is also significant[4]. Such an environment has brought excellent survival space for semi-boarding schools, which are a type of



school that accepts both boarding and non-boarding students; on the one hand, school boarding solves the problem of parents who cannot take care of their children due to work, and on the other hand, it also allows students who need it to go away to school[5]. Semi-boarding schools have a more complex student population and a more complex campus environment, and the complex campus environment has a more significant psychological impact on students; semi-boarding schools need to pay more attention to the development of student's mental health, so semi-boarding schools can not adopt a single militarized management like boarding schools but should adopt more flexible management to deal with different forms of school bullying[6].

Ren Haitao suggests that the definition of school bullying is smaller than that of school violence and that school bullying, narrowly defined, should not include off-campus intrusions or teachers as victims. [2] . Yu L. et al. (2018) pointed out that the nature of school bullying is bullying, and the victimized group only includes students. Its degree can be classified as mild, moderate, and severe based on the frequency and impact of bullying, and at the same time, school bullying is characterized by covert, persistent, repetitive, and uneven behavior [1].

In the new era, bullying in schools also presents recent development trends. With the emergence of new types of cyberbullying, the prevention and control measures of bullying in schools should also keep pace with the times and be constantly improved. Niu Y. (2019) surveyed 200 parents and teachers in grades 7 to 9[7]. The results showed that schools and families should raise professional awareness of bullying in schools, strengthen the degree of attention, utilize good cooperation between schools and families to deal with bullying in schools and improve and construct the bullying system in schools is critical[8]. Yin (2017) mentioned in the institutional deficiencies and improvement of school bullying governance in China that schools should strengthen the legal system, the bottom line and life education, repair the loopholes of school safety management, and also fully understand the individual differences among students and pay attention to particular student groups[9].

Summarizing the above literature, although there have been some research results and experiences in dealing with school bullying, there is still no unified system, and further improvement is needed. With the continuous development of China's second-tier cities, more people choose to live in second-tier cities, and the complexity of students will also increase. Hence, improving the prevention and treatment of school bullying in China's second-tier cities is urgent. In this paper, we analyze the current situation of school bullying prevention and control in China's second-tier cities through the questionnaire method and suggest further optimization and improvement.

### **3. Research design**

#### **3.1. research problem**

This study focuses on the following three components:

- (1) Students' victimization by school bullying, significant manifestations of school bullying, and the extent and impact of school bullying victimization;
- (2) Causes of bullying in schools, parties responsible for handling bullying in schools, preventive measures, and running mechanism of bullying in schools;
- (3) Problems with bullying prevention and control measures in schools, their corresponding disposal programs, and how students, parents, and schools can work together.

#### **3.2. research target**

This survey chose second-tier predominantly students (without strictly distinguishing between college and middle school students) as the research object. Questionnaire data came from a total of 89 students, with 1% currently enrolled in junior high school, 55% in high school, and 43% in college; 95% of the students lived in the school, and 4% were day students; 8% were first graders, 29% were

second graders, 12% were third graders, and 49% were fourth graders. 68% of the students were female, and 31% were male. Interview data came from two current teachers and four current students.

### 3.3. Research tools

Based on previous research results, this study designed a questionnaire including four dimensions, shown in Table 1.

**Table1.** Description of Questionnaire Dimensions

Dimension	Subdimension
Basic Information	Gender, school, residential or not, grade level, personality
Relevant facts	Percentage of male and female school bullies, primary forms of school bullying, percentage of school bullying victims, impact of school bullying
Problems and recommendations	How bullying is handled in schools, students hiding reasons for bullying, bullying prevention loopholes, bullying penalties in schools.

The interview design confronted groups of students and teachers with specific questions, as shown in Table 2.

**Table2.** Description of Interview Questions

Interviewees	Concern
Schoolchildren	Experiences related to bullying in schools, ways and effects of handling in schools, what would I do if bullying occurred around me, the relationship between bullying in schools and students' family situations, characteristics of people prone to bullying, loopholes and suggestions for prevention and handling of bullying in schools.
Teachers	Content of training for school bullying supervisors, parental roles in school bullying prevention and control, characteristics of students of concern in school bullying, and cooperative mechanisms and support needed for school bullying prevention and treatment.

## 4. Data analysis

According to the questionnaire, it can be seen that among all the respondents, the students who reflect their introversion, like to be alone, and are not good at communicating accounted for 44,94%. In comparison, the extroverted type is only 29.21%, only 8.99% of the students belong to the more cowardly and tolerant, and 16.85% of the students belong to the more forceful and courageous type of resistance. The results of these data may be related to the fact that more girls are among the students investigated in the present study.

### 4.1. Results of School Bullying Characterization

From the results of the student interviews, it is clear that bullying occurs in both junior and senior high schools. Some students have even experienced bullying in both junior and senior high schools, mainly in the form of isolation by the girls, rumor-mongering, being pestered by the boys, public humiliation, moral abduction, malicious play, and physical conflict.

Interviews revealed that bullying was prevalent in the school. Students were subjected to varying degrees of bullying behavior, including isolation, pestering, and taunting. Schools were inconsistent in handling the situation, with some classroom teachers and teachers taking mediation measures but with poor results; others did not give appropriate warnings or disciplinary measures. In addition, some students mentioned that there were cases of teachers abusing peers and disrespecting students in schools. Among them, Student 1 suffered from school bullying in both junior and senior secondary school, being isolated by girls in groups and pestered and scolded by boys. The classroom teacher

intervened but to no substantial effect, and the bullying continued until the class was separated. Student 2 was isolated and taunted by classmates in the dormitory, and the bullying did not stop after the teacher and parents responded. Student 3 was morally abducted by classmates on the grounds of friendship and asked for help. The teacher did not consider the matter seriously or take warning or disciplinary action against the bully. Student 4 stated that she had not experienced bullying at school but mentioned comments that a teacher often verbally abused classmates and threatened suspension.

Most of the bullying incidents in the interviews involved the majority bullying the minority. School bullying witnessed by students included girls in the dormitory collectively pushing and laughing at the victim, other girls in the class being isolated and rumored about, and two girls beating each other up on campus; the school's approach to school bullying was mainly to approach the bully and the bullied for a private chat, but no further steps were taken. If the victim was a friend, the students said they would provide psychological comfort and support, help her to reflect on the situation to teachers or parents, or take the heat for her.

According to the results of the interviews, students have different ways of responding to bullying behavior. Most students would consider their safety and interests and choose appropriate actions. Student 2 and Student 4 will take action when they notice their classmates bullying others. Student 2 will report the difficult situation to the teacher. In contrast, Student 4 will choose to report to the school but ensure their safety. Pupil 1 tends to observe silently and speak to the teacher anonymously, possibly not wanting to get directly involved or reveal their identity. Student 3 chooses to stay away from the bully to protect their safety and will not take any other action, possibly believing that personal safety is more important.

The perceptions of the four students interviewed about the characteristics of bullies and bullies were similar in some respects. They believed that students with weak character, high tolerance, high moral standards, and being different from others were vulnerable to bullying. At the same time, they also perceived that liking to cuddle, being vindictive, and lacking tolerance were characteristics of being a bully. However, there were differences in their views on other aspects. Student 1 thinks that students who are prone to become bullies like to hug, are vindictive, and lack tolerance, etc.; Student 2 feels that students who are prone to become bullies have low moral standards and are self-centered, etc.; Student 3 thinks that students who are apt to become bullies are more assertive and have poor empathy, etc.; and Student 4 thinks that students who are prone to become bullies like to pull their classmates' strings and are self-centered.

#### **4.2. Bullying Hazards**

The survey shows that among the incidents of school bullying in schools, girls are overrepresented, accounting for 65.17%. The survey found that not all students clearly understand school bullying. Nearly half of the students think the degree of harm caused by neglected or isolated bullying is small. The long-term isolation of groups of people cannot be underestimated in terms of its impact on the psychology of students. More than half of the students agree that physical conflict is severe school bullying. Through the questionnaire, we learned that 29.21% of the students accurately indicated that they had suffered from bullying in school, and more than half of the students believed that bullying in school would significantly cause the victim to be silent, traumatized, with a decline in academic performance and social isolation. In the interviews with the students, it was learned that the psychological effects of school bullying are long-lasting, and most of the students interviewed said that after being bullied for a year or even more, they would still have unstoppable negative emotions when they encountered similar scenarios.

#### **4.3. Due diligence**

Most of the students surveyed believe that bullying prevention measures should be formulated by schools and followed by the government. Only 3.37% of them think they need to be formulated by their parents. It is thus clear that many students have neglected the role of their parents in the

prevention and treatment of bullying in schools and that only through active cooperation between schools and families can the prevention and treatment measures be closely combined with the actual situation of the students and be implemented to the end. In the disposal measures of bullying in schools, over 70% of the vast majority of students believe that schools need to stop bullying immediately, give psychological support to the victims, carry out relevant investigations and treatments, give appropriate punishments to the bullies as well as carry out follow-up education and follow up; 93.26% of the students believe that schools need to establish a unified standard of punishment for bullying in schools; more than half of the students believe that it is very necessary to prevent and deal with bullying in schools. Adoption of education and publicity, legal sanction, psychological support, and social supervision.

In the interviews, regarding the characteristics of the students who should be focused on, Teacher 1 thought that they should focus on students who had low self-confidence, were not good at expressing themselves, were introverted and tolerant, were physically challenged, or had low emotional intelligence, had low-income family conditions and were backward in their studies. Teacher 2 believed it was difficult to identify students who were bullies and those who were bullied. Still, teachers needed to pay special attention to and establish contact with uncommunicative students who preferred to keep to themselves to keep abreast of the situation. Regarding the measures that should be taken to prevent and deal with bullying in schools, teachers suggested that the prevention and handling of bullying in schools required close liaison between schools and parents, the provision of professional counselors, teachers' knowledge and skills, and cooperation with parents, cooperation of social organizations in publicity, cooperation of the media in monitoring and exposing the situation, listening to students' voices to build up a good relationship between teachers and students, and seeking support from legal aid agencies to protect the rights and interests of the victims.

During the interviews, teachers considered assessment and monitoring mechanisms necessary for preventing and handling bullying in schools. These mechanisms include assessment of student's mental health status, evaluation of the effectiveness of preventive measures implemented, monitoring of school management and quality of education, finding out whether students have been bullied and their attitudes using questionnaires and interviews, and paying attention to public opinion and public perception and views. These mechanisms can help identify problems, take intervention measures promptly, and make adjustments and improvements to preventive and handling measures. Meanwhile, the prevention and handling of bullying in schools require psychological advice and counseling, psychological intervention and treatment, and schools should provide mental health education and set up support groups. The Government should provide psychological counseling and support, step up publicity, and formulate relevant policies and legal assistance.

#### **4.4. Reasons for holding back**

More than half of the students think that the reason why they do not want to report bullying in school is that they are threatened and do not dare to report it, and among the rest of the students, those who think that the reason is that they feel ashamed and do not trust their parents or the school authorities account for the majority, while those who believe that it is not a big deal and can be solved on their account for a reason accounted for 29.21%, which means that the majority of the students who do not dare to report it are unable to solve the problem of bullying in school on their own. The school authorities still need to find out the bullying and intervene quickly. It is still necessary for the school authorities to detect and intervene in time.

During the interviews, teachers reflected that the reasons why students encountered bullying in school and did not want to report it can be summarized as follows: the bullied may not dare to report it because they are threatened for fear of retaliation or further violent acts; at the same time, they may feel that it is a shame to be bullied and choose to remain silent. In addition, some students may believe that they can cope with bullying or that the incident is not serious and therefore do not realize that they need to report it to their parents or the school authorities; others believe that they are capable of solving the problem of bullying on their own and do not need to seek external help; lastly, some

students do not have a high level of trust in their parents or the school authorities, believing that they are unable to solve the problem effectively or worrying that they will not get the proper support and protection after reflecting the problem protection.

#### **4.5. Correlation between gender differences and bullying experiences**

At the same time, a cross-comparison of students' gender and whether they have experienced bullying in school reveals that 29.51% of female students have experienced bullying in school. In comparison, 28.57% of male students have experienced bullying in school, which is similar, indicating that bullying in school has nothing to do with gender and that both male and female students should be given the same attention and help when it comes to bullying in school.

By comparing the types of schools and the male-to-female ratio of bullying incidents, it is found that although both high schools and universities are female-dominated, the male-to-female ratio in high schools is similar. In contrast, university girls account for 84.62%, which indicates to a certain extent that universities also cannot ignore the harm of bullying in schools and that bullying friction is more likely to occur among female college students, which schools need to understand and investigate in depth and must not be allowed to develop.

#### **4.6. Correlation between personality differences and bullying experiences**

Through cross-comparison, it was found that the proportion of both male and female students who were introverted and extroverted was close to 50%. Therefore, gender could not define students' character. In the cross-comparison of students' character and whether they had experienced bullying in school, it was found that the proportion of students with a cowardly character who suffered from bullying amounted to 87.5%, so in the prevention and treatment of bullying in school, the school needs to pay close attention to the students with cowardly character. Interviews showed that students who are prone to bullying are generally weak in character and have a high level of tolerance, have higher moral standards, and are too special to be targeted or too ordinary to be easily ignored in a group. On the other hand, students who are prone to becoming bullies are stronger in character and lack empathy, have lower moral standards, and like to group and attract attention by bullying their peers.

#### **4.7. Differences in family circumstances are an essential factor in bullying**

In addition, the interview results showed that students 1, 2, and 4 believed that bullying in schools was related to the differences in students' family backgrounds. They thought that students from good family backgrounds are more confident and less likely to be targets of bullying. In contrast, students from low-income family backgrounds may have low self-esteem and are vulnerable to bullying. Students from good families can escape bullying and get more attention. However, some students from good families may take advantage of their conditions to bully others. Student 3 held a different view that home education influenced bullying in schools more. Some parents do not pay attention to bullying, leading to rampant bullying and the helplessness of the bullied.

#### **4.8. General lack of clarity on bullying in schools**

According to the questionnaire, it is clear that most students believe the current school measures to prevent and control school bullying are inadequate. The majority of students were unsure whether the school rules stipulate how to deal with verbal attacks on classmates, spreading rumors, collective isolation or targeting, cyber-bullying, and physical conflict bullying in schools, and the other half of students thought that there were almost the same number of students who thought that there were clear rules and those who believed that there were no clear rules, which reflected that students did not know the school rules related to bullying in schools and that the school's education in this area needed to be strengthened urgently.

A cross-comparison of the questionnaire on whether the school bullying prevention and control measures in schools are perfect and the gender of the students and the type of school reveals that 63.93% of the female students think that they are not perfect and 64.29% of the male students believe that they are perfect, reflecting that most of the school bullying prevention and control measures in schools are not perfect. Female students are even more distrustful of school prevention and control measures.

#### **4.9. Differences in Bullying Disposition Measures in Different Types of Schools**

In the school type, more than half of the high school students think that the school bullying measures are perfect. In contrast, 71.79% of the students in the university think that the school bullying prevention and control measures are not perfect, indicating that the university does not pay as much attention to school bullying as the high school, and likewise shows the demand of the college students for the prevention and control of the school bullying, both high school and the university should improve the measures for the prevention and control of the school bullying. The university should strengthen its attention to bullying on the school campus. The university should pay more attention to campus bullying.

#### **4.10. Problems with the relevant provisions**

Comprehensive interviews with the four students' views, school bullying prevention and control measures can be summarized as follows: school bullying knowledge popularization is not in place, the need to strengthen education and publicity; the lack of unified and mandatory management measures, the establishment of a precise management mechanism; the school and parents are not close enough to communicate and cooperate, the need to pay attention to the student's mental health and behavioral performance; the school teachers are insufficient to deal with bullying in school, should pay more attention to and seriously treat bullying; school hardware facilities and management tools need to be improved, should be equipped with monitoring equipment and psychological counseling and educational guidance. School teachers are inadequate in dealing with bullying in schools and should pay more attention to and treat bullying seriously; the hardware facilities and management means of schools need to be improved, equipped with monitoring equipment, and provide psychological counseling and educational guidance.

#### **4.11. Suggestions for preventive and curative measures from teachers and students**

##### **4.11.1. Advice from students**

According to the questionnaire, students believe that reasonable supervision and punishment by schools are the best ways to prevent bullying. More than half of the students think it is very important to provide mental health education, carry out school culture construction and carry out bullying prevention education in schools. Few students think it is essential to strengthen the relationship between teachers and students to prevent bullying in schools, accounting for 48.31% of students. 80.9% of the students supported the school's provision of "incentives for reporting bullying in schools".

According to the results of the interviews, all four agreed that the school should enhance the knowledge of bullying in schools, take a severe approach to handling the incidents, strengthen cooperation between home and school, and conduct continuous follow-ups. Student 1 suggested an anonymous investigation to understand the situation and take measures; Student 2 suggested an anonymous announcement of the handling plan of severe incidents to show zero tolerance; Student 3 suggested posting slogans to prevent bullying to remind students; and Student 4 told working with parents on solutions to school bullying.

In the face of potential bullying in schools, students felt that schools should take various ways to find out how the class is doing and how students are getting along. Student 1 suggested that teachers should talk to some students regularly to understand the class situation and how students get along with each other. Student 2 thinks that teachers should pay more attention to every move of the students

in the class and talk to those who behave abnormally in private to understand the students' psychological and social conditions. Student 3 suggested that schools should often fill out anonymous questionnaires for students and really take on board students' opinions and feedback to understand the existing bullying situation in schools from the questionnaires and take corresponding measures. In addition, schools can set up listening corners so that students can freely express their thoughts and disturbances, which will be heard and sorted out by education staff.

#### **4.11.2. Advice from teachers**

Interviews with school staff revealed that teachers believe 1 bullying prevention and treatment supervisors need to be trained in mental health education and conflict management. These trainings would help them understand student needs and provide support, develop conflict resolution skills, provide family education guidance, understand legal definitions and treatment measures, and recognize, prevent, and handle incidents of school bullying.

Parents also need to receive communication training, knowledge of the law, and education related to bullying in schools to raise their awareness of bullying in schools and work with school supervisors to solve the problem. Parents should pay attention to their children's emotional changes and address possible bullying problems; teach their children to respect others and develop good interpersonal and communication skills; teach their children how to handle conflicts and solve problems peacefully and rationally; provide guidance on family education to establish correct values and behavioral norms; give emotional support and a sense of security; actively cooperate with the school's work on bullying in schools and participate in related activities and programs; and establish good communication channels with their children. Establish a good communication channel with your child to understand their situation at school.

To prevent and deal with bullying in schools, schools need to carry out a wide range of publicity and education activities, including organizing school bullying awareness weeks, incorporating mental health education into school curricula, enriching a variety of school cultural activities, organizing family education seminars, assessing students' psychological conditions regularly, and disseminating knowledge of bullying in schools through popular science education. At the same time, information technology support was utilized to establish a particular platform for collecting, recording, and managing cases of bullying in schools, as well as providing real-time monitoring and early warning functions. In addition, the Internet and digital technology are utilized to provide educational resources, set up psychological assistance hotlines or online consultation platforms, carry out publicity campaigns through social media platforms, and set up web-based monitoring and early warning systems. When collecting cases of bullying in schools, the privacy of the persons involved is protected, and the security and confidentiality of information is ensured.

Based on the results of the interviews, teachers believed that the prevention and treatment of bullying in schools required the following incentive and punishment mechanisms: recognizing outstanding students to motivate others to learn from them; formulating reasonable disciplinary and educational measures between schools and parents to deal with bullying seriously; adopting measures such as demerit points, suspensions, or expulsions for severe bullying behaviors to protect the rights of the victims; and encouraging students to help and support each other to enhance the sense of solidarity and self-protection.

Encourage students to help and support each other to enhance the sense of solidarity and self-protection; reward individuals and units that have done an excellent job in preventing and controlling bullying in schools to motivate more people to participate in the work; schools and parents work together to formulate warning and disciplinary education measures to intervene in and rectify bullying behaviors promptly; encouragement education is the main focus, and students are helped to set up the correct values and behavioral norms utilizing positive guidance and incentives; and at the same time, punishments are used in moderation as an auxiliary means to deal with bullying seriously.

## **5. Conclusions and recommendations**

### **5.1. Conclusion**

Based on the above data analysis and interview results, we can draw the following main research conclusions:

- (1) Bullying in schools is prevalent in semi-boarding schools in Tier 2 cities, with similar proportions of boys and girls but with a slightly higher proportion of girls experiencing bullying.
- (2) The harmful effects of bullying in schools should not be underestimated and can have a severe impact on the physical and mental health of the victim.
- (3) Students' understanding of bullying in schools is not comprehensive enough, and some students do not have sufficient knowledge of the dangers of bullying in schools, nor do they have effective countermeasures.
- (4) The current school bullying prevention and control measures in schools are inadequate and need to be further improved.

### **5.2. Suggestion**

In response to bullying in schools, this paper makes the following recommendations:

#### **5.3. Specific measures**

- (1) Specialized bullying prevention education courses are offered in the classroom to help students learn about bullying in schools.
- (2) Students are informed of the dangers of bullying in schools by organizing lectures and publicity activities.
- (3) Establishment of an early warning mechanism for bullying in schools and timely detection of bullying behaviors in schools through questionnaires, network monitoring, and student reports.
- (4) Establishing a mechanism for handling bullying in schools, clarifying the definition, manifestations, and disposition, and setting up relevant handling processes and systems.
- (5) Establishing a psychological assistance mechanism for school bullying to provide psychological guidance and help to victims, bullies, and bystanders.
- (6) To follow up and investigate bullying incidents in schools, to understand the causes and consequences of the incidents, and to take appropriate measures.

#### **5.4. Implementation of recommendations**

- (1) Schools should incorporate the prevention and control of bullying into their overall work plan and formulate specific implementation programs. The program should specify the work objectives, tasks, responsible persons, and timeframe for completion.
- (2) Schools should step up publicity and education to raise the awareness of students, parents, and the public about bullying in schools. Publicity and education can be carried out in various forms, such as releasing publicity information on platforms such as the school's official website and the WeChat public number and organizing educational activities on bullying in schools.
- (3) Schools should establish an early warning mechanism for bullying to detect bullying in schools on time. Early warning mechanisms can be established in various ways, such as installing school cameras and setting up a student reporting system.
- (4) Schools should establish a mechanism to ensure bullying is handled fairly and equitably. The handling mechanism should identify the responsible person and establish relevant processes and systems.

(5) Schools should establish a psychological assistance mechanism for bullying to provide psychological guidance and help to victims, bullies, and bystanders. Psychological assistance can be provided in various forms, such as hiring professional counselors and offering mental health education courses.

Bullying in schools is a severe social problem that requires the joint efforts of the whole society to solve. School bullying management measures of semi-boarding schools in second-tier cities should be optimized in terms of prevention, treatment, and protection to prevent and reduce the occurrence of school bullying effectively.

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