

## The Characteristics and the Prevention of Female Campus Bullying in China from a Comparative Research Perspective



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**ABSTRACT:** Compared with male campus bullying, female campus bullying often occurs in hidden areas of campus or in weak schools, it always been done in the form of group bullying, and accompanied by significant psychological harm for female victims. The research has found that, the weak safety environment provides spaces for female campus bullying; the prevalence of criminal subculture in campus leads bullies to form groups, and the special benefits of female campus bullying makes females the main victim of campus bullying. The author believes that measures, such as improving campus safety environment, strengthening bullying prevention education, formulating anti-bullying policies, and implementing gender differentiation correction, should be taken to reduce the occurrence of female campus bullying.

**KEYWORDS:** campus bullying, female Campus bullying, Prevention

### 1 INTRODUCTION

Campus bullying refers to violence against students that occurs in or in the vicinity of public or private schools. The perpetrators use force, their power or other oppressive methods to invade, bully or humiliate the victims physically or mentally. Scholars have conducted in-depth researches on campus bullying using methods of pedagogy, law, psychology, and criminology, providing a solid research foundation for this article. The author chose female campus bullying as the research subject because many studies have already shown that females have become the primary victims of campus bullying now. Female campus bullying has distinctive characteristics compared to male campus bullying. Campus bullying is inherently concealed. Females will face greater psychological pressure when disclosing their experiences of being bullied that would make them more likely to remain silent to campus bullying. The bullies are also more easily to escape from punishment. The author found 247 court documents published between January 1, 2020 and January 1, 2025 on the China Judgments Online by searching for the keyword “campus bullying” and “school bullying”. After removing irrelevant cases and merging duplicate cases, 115 cases were retained, of which 25 cases were female campus bullying and 90 cases were male campus bullying. The author selected the 25 most recent male campus bullying cases in chronological order, along with the 25 female campus bullying cases, as samples of this comparative research. The study aims to investigate the characteristics of female campus bullying and to find out ways to prevent it based on those cases.

### 2 THE SPECIAL FEATURES OF FEMALE CAMPUS BULLYING COMPARED TO MALE CAMPUS BULLYING

Female campus bullying refers to acts of bullying towards female students in campus. This can encompass both physical and psychological forms of abuse, such as verbal attacks, gender discrimination, exclusion, marginalization, and sexual bullying. Compared to male campus bullying, female campus bullying exhibits distinct characteristics, which are highlighted in the subsequent sections.

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## 2.1 Female campus bullying often occurs in hidden areas of the campus

Through comparative studies, it can be found that, compared to male campus bullying, female campus bullying rarely occurs in public areas. In a sample of 25 male campus bullying cases, 9 cases took place in easily discoverable public areas such as the playground and classroom. However, in the sample of female campus bullying cases, only 2 cases occurred on the playground, and both were in hidden areas of playground at night; the high-risk areas for female campus bullying on campus are hidden places like restrooms, dormitories, and campus corners, where 23 cases occurred, with dormitories and restrooms having the highest number of cases, 12 and 18 respectively. In the sample of male campus bullying cases, bullies did not deliberately choose the restroom as a bullying location, which is a significant difference between male and female campus bullying. (See Table 1)

**Table 1: Locations of Male and Female Campus Bullying**

	Restroom	Dormitory	Hidden Corner	Playground	Classroom	Other open areas
male campus bullying	4	9	4	5	2	2
female campus bullying	12	8	3	2	0	0

Female campus bullying often occurs in dormitories and restrooms because these places have inherent privacy, making it difficult for campus administrators or other bystanders to promptly discover, intervene, or report bullying behaviors. Additionally, the enclosed nature of these locations creates a spatial isolation effect, making it harder for victims to escape from or break free from bullies. Moreover, for victims, being bullied in the restroom would intensify their psychological hurt. The higher frequency of female campus bullying in restrooms compared to male campus bullying further demonstrates the characteristic of psychological bullying in female campus bullying.

## 2.2 Female campus bullying often occurs in weak schools

Weak schools refer to schools that are relatively backward in terms of educational resources, teaching facilities, teaching staff, management level, etc., with poor student sources and low educational quality. Those schools usually exist in economically underdeveloped areas or peripheral areas of cities.

Through the research, it can be found that the number of female campus bullying cases (20 cases) occurring in weak schools is higher than the number of male campus bullying cases (15 cases). Those cases occurred in middle schools, boarding high schools in economically underdeveloped rural or county areas, as well as in some vocational schools and colleges. Among them, female campus bullying occurs the most in vocational school, with 12 cases, while only 3 male campus bullying cases occur in such school. (See Table 2)

**Table 2: Comparison of School Types Where Campus Bullying Cases Occurred**

	Rural middle school	Boarding High School	Vocational School	Other Non-Weak Schools
male campus bullying	3	9	3	10
female campus bullying	2	6	12	5

Female campus bullying is more common in boarding high schools or vocational schools, because the academic pressure of these schools is much lower than that in ordinary high schools. Students in such schools, many of whom are minors in their adolescence and rebellious period, are exposed to more diverse cultures and have more channels and conditions to access negative social information. Such schools generally adopt a boarding system. Students spend more time in school. Daily friction between students is more frequent, and there are more conditions and opportunities for campus bullying. In addition, most of such weak schools have poor management and inadequate protection for female students' safety, making it easy for female campus bullying to occur.

## 2.3 Female campus bullying often occurs in form of group bullying

Scholars have pointed out that group bullying has become the most common form of campus bullying. This study confirms

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this conclusion. In the sample of cases, there were 19 cases of male group bullying, while all 25 cases of female campus bullying were group bullying. In cases of female campus bullying, there were only 4 cases of bullying committed by 1-3 people, and 21 cases of bullying committed by more than 4 people; But male campus bullying cases are significantly different, with 16 cases involving 1-3 people and 9 cases involving 4 or more people. (See Table 3) Compared to male bullies, female bullies prefer to form bullying groups to implement collective bullying, as group bullying has a higher success rate and causes more serious harm to victims. Female bullies usually expand the size of the bullying group thus achieving the effect of easily suppressing the victims.

**Table 3: Comparison of the number of bullies in sample cases**

	1 bully	2-3 bullies	4-5 bullies	More than 5 bullies
male campus bullying	6	10	4	5
female campus bullying	0	4	17	4

Although campus bullying is more common among same-sex individuals (with a total of 47 cases of same-sex bullying out of 50 sample cases), men still play a significant role in female campus bullying. In a sample of 25 cases of female campus bullying, there were 11 cases of male involvement in bullying, of which 8 cases involved male participants physically assaulting victims along with female bullies. There were also 3 cases of opposite sex bullying committed by 2-3 males against female victims. On the other hand, in male campus bullying cases, opposite sex bullying rarely occurs. (See Table 4) In the only two male group bullying cases involving female participants, female participants did not play a major role and only engaged in video recording and verbal attacks against the victims.

**Table 4: Gender comparison of bullies in sample cases**

	Only male bully	Only female bullies	Bullies that include both males and females
male campus bullying	23	0	2
female campus bullying	3	14	8

Case study indicates that female campus bullying is more characterized by group behavior, and bullies are more inclined to suppress victims by expanding the size of the bullying group or leveraging male power. In fact, in most cases of female campus bullying, the victims did not resist when they were bullied.

### 2.4 Female campus bullying has significant psychological harm

Although most campus bullying includes both physical bullying and mental bullying, mental bullying has a higher proportion in female campus bullying cases, with all 25 case samples involving mental bullying, and in 5 cases, it was committed solely by the victim. (See Table 5).

**Table 5: Comparison of Bullying Types in Sample Cases**

	Only physical bullying	Only mental bullying	Both physical bullying and mental bullying
male campus bullying	7	0	18
female campus bullying	0	5	20

There are also differences between female campus bullying and male campus bullying in terms of specific forms of bullying. Behaviors such as slapping, tearing clothes, and forcing kneeling are more common in female campus bullying. Compared to other types of physical attacks, these behaviors cause relatively less harm but are more emotionally insulting to the victim. Among 25 cases of female campus bullying, 20 cases involved "slapping" behavior, 10 cases involved "tearing clothes" behavior, and 3 cases involved "forced kneeling" behavior; On the other hand, in cases of male campus bullying, bullies are more likely to cause physical pain to the victims, often using violent strikes or even armed attacks to carry out bullying behavior. In addition, in cases of female

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campus bullying, the incidence of psychological bullying behaviors such as isolation, sexual bullying, and verbal aggression is also higher than that of male campus bullying. (See Table 6)

**Table 6: Comparison of Bullying Methods in Sample Cases**

	Slapping	tearing clothes	forcing kneeling	physical attacks	armed attacks	Sexual bullying	verbal attacks	isolation
male campus bullying	4	0	0	25	9	0	18	0
female campus bullying	20	10	3	10	0	3	20	5

The study also found that bullies recorded bullying videos in female campus bullying cases significantly higher than in male campus bullying cases, and the majority of video recorders were female (see Table 7). For female victims, being recorded in bullying videos is undoubtedly a form of mental harm, as it can bring immense psychological pressure to their personal privacy through video recording and public exposure. Sometimes, it can also be used as a leverage by bullies to achieve long-term humiliation or control over victims.

**Table 7: Comparison of Video Cases in Campus Bullying**

	recording videos by male bullies	recording videos by female bullies
male campus bullying	5	0
female campus bullying	2	8

Overall, compared to male campus bullying, female campus bullying typically exhibits more significant psychological bullying characteristics, with bullies often resorting to physically or mentally humiliating bullying to increase the victim's psychological distress.

### 3 THE CAUSES OF FEMALE CAMPUS BULLYING

Currently, the frequent occurrence of female campus bullying is not accidental, but the result of a combination of multiple factors. These factors include campus safety environment, campus education and cultural environment, and gender role differences in society. Analyzing its causes can help schools, families, and society work together to develop and implement effective prevention and intervention measures to reduce the occurrence of female campus bullying.

#### 3.1 Weak security environment provides space for campus bullying

In weak schools, such as rural middle schools or vocational schools in remote areas, the infrastructure and security hardware are relatively poor. The probability of female campus bullying in such schools is much higher. This physical environment is a reflection of disorder and lack of governance in nature, which can have a negative psychological impact on those within it, as there is a high possibility of evading punishment for deviant behaviour in an unregulated environment.

The supervision of illegal activities is not only based on electronic surveillance, but also on spontaneous supervision, which is formed by the natural interactions of people in the environment, that is, people discovering and immediately stopping or indicating illegal activities taking place around them. The continuous occurrence of undetected bullying in school toilets indicates the failure of spontaneous surveillance. Specific cases show that female campus bullying is more prevalent in public toilets in schools, as these areas have a high degree of privacy and no electronic surveillance, making it easier for bullies to carry out their actions in an isolated environment. In the research samples, the duration of bullying in toilets was not very short, but none of the bullying was stopped in time. The reasons for this may lie in bullies deliberately preventing unrelated people from entering the toilets, such as putting up cleaning signs or banning access, but this is ineffective against teachers or campus management staff. Secondly, the location of the

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toilets objectively reduces the possibility of bullying being detected, as these school toilets may be located far from classrooms, teachers' offices, security posts and campus management staff rarely or never appear in the vicinity, and school authorities lack regular security checks of public toilets, leading to a low probability of bullying being found out. In other words, the weak campus safety environment provides a space for campus bullying to occur.

Moreover, due to factors such as economic backwardness and inequitable distribution of educational resources, many weak schools in order to increase their high school or college enrollment rate often adopt differentiated management systems, paying more attention to high-performing students and neglecting those with poor academic performance. This process leads to the division of student groups and the emergence of “troublemakers” whose unhealthy behaviors have become commonplace due to long-term lack of management, and some students who have been harmed in daily friction have become targets of bullies due to not being valued by teachers or schools.

### **3.2 Criminal subculture creates groups of bullies**

In the sample of female school bullying cases examined in this paper, the perpetrators often act in groups with the aim of inducing pain, fear or obedience in the victims, as a routine means of solving problems or as a way of having fun. In one case in Jia County, Shanxi Province, a bully gathered several “sisters” to hurt the victim after he was refused permission to change seats, mentioning that they had several “older brothers” in society to support them. In another case of bullying in Lingao county, Hainan province, bullies forced several female victims to buy food and cigarettes by blackmailing and abusing them. They were not really short of money, and some were even children from wealthy families, but they regarded bullying women through violence as a common pleasure.

These cases illustrate that in the minds of the bullies, violence is a more powerful means of achieving their goals. In order to gain controlling power, bullies tend to form bullying groups by forming gangs. In such a group, members often lack a proper sense of right and wrong, values, empathy and basic respect for people. When conflicts or needs arise in their daily lives, they either resort to violence or seek violent support from the bullying group. Bullying group members' identification with the bullying behaviour is a representation of their internal values, which are constantly stimulated by the psychological satisfaction or practical gain from the bullying behaviour and transformed into motivation for the next bullying behaviour. This criminal psychology can be explained by the theory of criminal subculture. Criminal subculture is contrary to the main culture, but it contains some basic characteristics of the main culture that apply to specific groups. Not only does it have bad values, behavioural norms and lifestyles, but it is also related to the crisis of the main culture.

Although the members of the school bullying group are unwilling to accept education according to the social model and to listen to the teachings of teachers and parents, they also seek wealth, status and the praise of others. Through the implementation of bullying, they find that they can also obtain money and obedience of the bullied in bullying, but they do not need to be bound by the main culture or campus authority, thus forming a cultural identity of bullying. Some followers find that joining the bully group can also bring some material benefits, and they take the initiative to move closer to the main bully in behaviour and cognition, and have a status and power worship for the main task of the bully group. Values within the bully group are repeatedly catalysed by the happiness brought about by the success of the bullying behaviour, resulting in the distorted values of “worship of violence” and “pleasure in hurting others”. The main reason why the subculture of a bully group spreads to the surrounding population, but is well protected from the influence of the dominant culture, is that the bullies do not get the satisfaction or validation that they get from bullying by being accepted by the dominant culture.

### **3.3 Special Gains from Females Bullying Mak Them to Be Primary Victims**

In fact, male campus bullying and female campus bullying behavior is similar in many aspects. However, when bullying female students, bullies may gain some special benefits, that are often related to social and cultural gender roles, gender stereotypes, and gender power dynamics.

From cases studying, the Special Gains from bullying female students for bullies include the following aspects:

No.1. Gender Power Superiority. In some cases, male bullies attempt to display their gender superiority, to reinforce their own gender roles, or to demonstrate their “masculinity” and “manliness” by bullying females to gain a psychological satisfaction of

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feeling that men are stronger than women.

No.2. Peer Group Recognition. In certain bully groups, especially those dominated by males, bullying female students may be seen as a cool or capable behavior that can earn them the recognition or praise from their peers in their social circle. If the leaders of the bully group have prejudices or discriminatory views towards female, bullies more likely use bullying females as the tribute to gain the identity recognition of the leaders.

No.3. Enhance Social Status. In some cases, bullying females can become a way to boost bullies' status and authority. This situation is more likely to occur in female circles. Bullies can solidify their position in the group by using bullying to exclude or marginalize other females they dislike or view as competitors.

No.4. Sustained Benefits. In some cases, bullies can gain long-term control benefits over victims by obtaining and spreading female students' personal information, secrets, or private details that bullies could use to threaten or disseminate female victims to provide them sustained material benefits and to keep silence.

No.5. Compensation for Inferiority Complex. In some situations, bullies compensate for their inferiority complex by bullying females. For example, some bullies choose to target easier-to-bully females aiming to shifting or masking their own weaknesses; if bullies themselves are inferior to a female classmate on certain aspects, bullying her could also provide them compensation for Inferiority Complex.

No.6. Revenge Psychological Satisfaction. In some cases, bullies may vent their negative feelings towards women by bullying female students. Students from single-parent families who were abandoned by their mothers, or those who have experienced family violence by women, are more likely to bully females as a form of revenge.

No.7. Gender Discrimination or Sexual Gratification. Some bullies may have inherent biases or discriminatory views towards females. By bullying, they can satisfy their discriminatory psychological needs. Some minors choose to satisfy their sexual curiosity and sexual desires by bullying females.

### **4 RECOMMENDATIONS AND COUNTERMEASURES**

As mentioned earlier, the occurrence of female campus bullying is related to the weak campus safety environment, the prevalence of campus crime subculture, and the special benefits of bullying. Schools and relevant educational management agencies should take measures to improve these weak links, enhance women's safety protection, and create a healthy and safe campus growth environment for them.

#### **4.1 Improving campus safety environment to reduce bullying occurrence space**

Some scholars, based on the theory of interaction between criminals and environmental characteristics, advocate preventing crime through environmental design and propose that a clean and orderly physical environment can effectively prevent criminal activities. The author also believes that building a safe environment is particularly important for preventing campus bullying, especially for preventing female campus bullying. Schools should take measures to focus on monitoring high incidence areas of female campus bullying to improve the campus safety environment.

Firstly, to install surveillance equipment in public areas, specifically in areas with high incidences of bullying, such as playgrounds, dormitory corridors, and secluded areas around public toilets, to expand the monitoring range of public areas.

Secondly, to install safety distress devices in high-risk areas, such as classrooms, dormitories, corridors, and toilets, especially in relatively hidden areas not covered by cameras, so that students can immediately seek help when encounter campus bullying.

Thirdly, to install nighttime lighting facilities like sound-activated or motion-sensitive lighting in secluded public areas of the campus, such as unoccupied dormitories, corners of corridors, toilet arounds, and corners of playgrounds to reduce dark areas.

Fourthly, to improve campus layout, by designing more open spaces and less isolated or enclosed areas, designing that public toilets are located not too far from teachers' offices, dormitory managers' rooms, or security monitoring room, limiting students to stay in open spaces other than to enter into enclosed areas, to reduce the space and opportunities for campus bullying.

Fifthly, to design reasonable security patrol routes so that campus security could regularly check the hidden corners of key areas such as corridors, toilets, playgrounds, and dormitories to ensure the environmental safety.

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By these physical environment improving measures, schools can reduce the risk of bullying for female students.

### **4.2 Strengthening Anti-Bullying Education to Mitigate the Influence of Criminal Subcultures**

The stratification phenomenon of criminal subcultures is related to weak moral education in schools. Schools should adopt measures in the realms of moral education and cultural development to weaken or eliminate the negative impacts of criminal subcultures, creating a safer, healthier, and more positive learning and living environment for female students.

First of all, moral education should be enhanced. Schools should offer dedicated moral education courses that systematically teach students fundamental moral principles such as respect, empathy, fairness, and justice. Greater interaction and communication between teachers and students should be encouraged, with teachers acting as moral mentors and psychological supporters to help students establish correct values and behavioral norms. Positive student role models should be cultivated and recognized, guiding others through their exemplary behavior and moral conduct. Media tools such as school broadcasts, newspapers, and websites should be utilized to regularly publish articles and reports on respect, empathy, and fairness, fostering a positive public opinion environment. Schools should organize regular moral reflection and discussion activities, encouraging students to share and discuss their moral beliefs and behavioral choices to promote mutual learning and influence. Inviting moral exemplars or successful individuals to deliver lectures can also inspire students with their experiences and values, stimulating positive emotions and behavior. Additionally, volunteer service and social activities can cultivate students' sense of social responsibility and mission.

The second, shame education should be emphasized. While strengthening positive education, schools should also focus on "shame education," instilling the value that bullying behavior is disgraceful. Students should be educated to understand that violence and bullying, particularly against women, are morally reprehensible acts. Such behaviors inflict severe harm on the physical and mental health of victims and demonstrate a lack of responsibility toward others and society. Bullying behavior violates fundamental moral principles, contravenes fairness and justice, and infringes upon the human rights of victims. Perpetrators of bullying not only face moral condemnation but are also subjected to negative societal perceptions, legal accountability, and disciplinary actions from schools. Such behavior severely damages the moral image of the perpetrators, causing them to lose trust and support from peers, teachers, and parents. Persistent bullying behavior can impair the perpetrator's social skills, making it difficult to form positive interpersonal relationships and affecting their future social adaptation. As a stain on one's personal record, bullying may also hinder career development, bringing adverse impacts on personal growth and future prospects. When bullying escalates to illegal acts, the consequences become even more severe. Those who ignore the suffering of others, cheer on, encourage, or condone acts of violence, or participate in bullying as a means of social integration, should also be morally condemned.

### **4.3 Developing anti-bullying policies to reduce bullying benefits**

Human behavior is often driven by intrinsic motivation (such as self-satisfaction, emotional needs) and extrinsic motivation (such as social recognition, material rewards). Bullies usually engage in bullying behavior in order to gain some form of external benefit, such as controlling others, gaining a sense of power, attracting others' attention, etc. According to behaviorist reinforcement theory, behavior is maintained or reduced through positive reinforcement (reward) and negative reinforcement (punishment). Reducing the bullying "benefits" of bullies through punitive measures to weaken their motivation to bully is an effective strategy in preventing female campus bullying. To address this issue, schools can take the following measures:

Firstly, Clarify Anti-Bullying Policies in their regulations. Schools should prohibit all forms of bullying, explicitly psychological bullying, such as verbal attacks, emotional abuse, and sexual harassment (which are more likely to be inflicted on female students), making it clear to students that committing campus bullying will lead to serious consequences, such as suspending their positions of student leaders or revoking their eligibility for awards and honors.

Secondly, Schools should implement a tiered punishment mechanism for Bullies: anti bullying education and psychological counseling should be provided to bullies whose bullying behavior is not so harmful; compulsory campus community service and corrective education should be provided to bullies who have repeatedly violated regulations with serious consequences; Bullies who cause serious consequences may be expelled from school.

Thirdly, schools should establish a joint supervision mechanisms between school and family. Once bullying behavior is detected, the school should promptly notify the parents and require their cooperation in implementing disciplinary measures. Regular parent

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meetings should be held to update them on the status of bullying incidents and the measures taken, thereby increasing the pressure for parental supervision and cooperation.

Fourthly, schools should establish a community exposure mechanism, which can publicize the list of bullies who participate in psychological counseling, anti-bullying education, compulsory corrective education, and compulsory campus community services on campus bulletin boards or websites, in order to increase social pressure and peer supervision on bullies in the campus social circle.

Fifthly, schools should establish a victim privacy protection mechanism to ensure strict confidentiality of the victim's identity information when reporting and handling bullying incidents. The schools should impose severe penalties for leaking or disseminating the victim's privacy to encourage victims to promptly notify teachers, parents, or report to the police when they are bullied.

Additionally, schools should implement incentive measures to encourage students to report any instances of campus bullying they discover, and provide safety and privacy protection for the whistleblowers.

### **4.4 Emphasize on Gender-Differentiated Correction**

According to the general principle of illegal correction, with the severity of the delinquent behavior increases, the intensity of correctional education and the punishment also rises. The correction methods for adolescent delinquent should vary according to the degree of harm caused by their behavior. For minor deviant behavior, such as occasional offenders or marginalized individuals in criminal groups, their rehabilitation can be achieved through family education, as well as school education and supervision. For those who engage in serious delinquent behavior, such as long-term bullies or repeat offenders, they should be concentrated in specialized schools for correction, and when necessary, judicial or administrative authorities should intervene to impose criminal or administrative penalties on bullies. For adolescents whose delinquent behavior has objectively constituted a crime but who are not of an age to be held criminally responsible, their correction should be implemented by isolated schools and be carried out under the supervision of judicial organs.

Some research has found that early-onset delinquency's effect on female is more severe than those on males, it has long-term consequences which may lead female to criminal behavior years later, and even possibly extending to the next generation. Those adolescent females are more likely to experience mental disease. When designing correction plans for adolescent females, longer-term correction programs should be adopted, with a greater focus on psychological correction. Studies also show that high-risk offenders should receive more intensive correctional interventions, while intervention should be minimized for low-risk offenders as much as possible. This principle is more effective when applied to females and adolescents compared to adult males. Therefore, the intensity of correction for adolescent females and males should differ. The intensity of corrective measures applied to adolescent females with minor delinquent behavior should be less intense than those applied to adolescent males, because females are more susceptible to external education than males when it comes to breaking minor bad habits. While for adolescent females whose committed crimes, the intensity of corrective measures should be more stringent, because, in terms of breaking serious bad habits, females are less susceptible to external educational influences than males.

Furthermore, the more serious the illegal behavior, the more difficult for remedial education to achieve good results by adopting collective methods. Therefore, for bullies who receive home correction, school correction, and specialized school correction, the remedial education can be implemented regardless of gender. But for bullies who are forced to receive remedial education in isolated schools due to constituting juvenile crimes, remedial education should be provided separately for male and female juvenile crimes based on gender.

## **5 CONCLUSION**

Female campus bullying cases frequently occur, which is closely related to the school's safety management. Most female campus bullying cases happen in weak schools that lack of necessary safety protection facilities and mechanisms. Schools should improve the physical environment and layout of the campus, focusing on monitoring areas where female campus bullying occurs most.



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Female campus bullying often occurs in the form of group bullying, which is closely linked to the prevalent of crime subculture in campus. Many schools and educators underestimate the severity and long-term impact of campus bullying. To eliminate the soil in which the subculture of female campus bullying thrives, schools should improve the campus cultural environment by strengthening moral education and shame education against female campus bullying.

As many of the bullies are minors, schools traditionally adopt a lenient policy towards bullies, sometimes even pressuring victims to accept reconciliation through internal pressure. However, lenient policy does not prevent female campus bullying from recurring; instead, it creates an impression that bullies can easily escape punishment. On the issue of protecting victims, punishing bullies strictly rather than being lenient to them is the strongest support for victims. Punishing perpetrators not only provides psychological relief to the victims but also reduces bullies' perceived benefits from female campus bullying, thereby eliminating the motivation for potential bullies. Schools should establish measures such as a tiered punishment system, community exposure mechanisms, joint supervision mechanisms between school and family, and mechanisms to protect the privacy of victims to prevent female campus bullying.

Finally, when constructing punishment and correction mechanisms for bullies, schools should also adopt differentiated correction measures based on the severity of their illegal acts and the gender of the bullies to improve the success rate of correction.

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