

The Formation Mechanism and Prevention of Campus Bullying Crime Psychology

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Abstract. The issue of juvenile campus bullying has always been a challenge for schools and families. The tolerance of violent behavior in society, lapses in school management, and deficiencies in family education can all lead to the unhealthy psychological development of students. To solve the problem of campus bullying, it requires the collective effort of all sectors of society to create a good learning and living environment for adolescents. Strengthening family education is the prerequisite; parents should establish correct educational concepts, learn to understand and respect their children. Schools should build comprehensive prevention and intervention mechanisms in line with students' developmental needs, thoroughly explore the formation and prevention mechanisms of campus bullying crime psychology, promptly identify and properly handle bullying incidents, and regularly conduct psychological education to enhance students' psychological resilience and ability to cope with setbacks. Society should also pay attention to the psychological health of adolescents, create a positive cultural atmosphere, advocate values of tolerance and respect, reduce the negative impact on adolescents, thus curbing the spread of campus bullying and safeguarding the healthy growth of minors.

Keywords: Campus Bullying, Crime Psychology, Prevention Mechanism.

1. The Importance of Preventing Campus Bullying Crime Psychology

1.1. Protecting Students' Physical and Mental Health

When discussing how to prevent the severe issue of campus bullying, we must deeply recognize that the school is a crucial place for children's growth, and its environment directly affects their overall development and mental health. With increasing social competition, students face academic pressure and interpersonal challenges, making potential bullying behavior more likely to arise on campus. These behaviors, whether verbal insults, exclusion, or physical harm, gradually erode the mental defenses of victims. Importantly, mental health and physical health complement each other; once mental defenses collapse, it often leads to a series of chain reactions (see Figure 1), and in severe cases, students may resort to extreme measures, causing irreparable harm to themselves, their families, and society^[1-3]. Therefore, creating a bully-free campus environment is not only necessary for maintaining campus order but also a deep concern for students' physical and mental health. It is the foundation for ensuring their healthy growth, happy learning, and confident entry into society in the future.

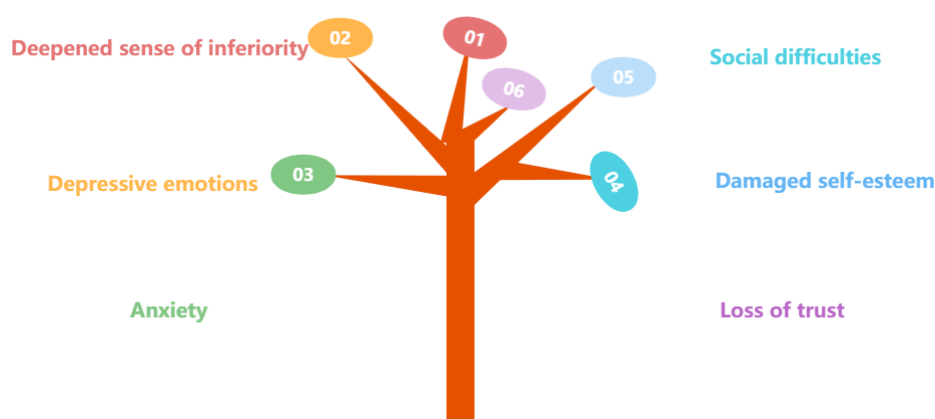


Figure 1: The Psychological Impact of Bullying on Victims

1.2. Maintaining Campus Harmony and Stability

Maintaining campus harmony and stability is the focus of building an educational environment. As a vital place for imparting knowledge and shaping character, the harmony of the campus atmosphere directly impacts students' comprehensive development and growth quality. Once campus bullying occurs, it corrodes campus harmony, causing deep psychological trauma to both the victims and perpetrators on an individual level and triggering chain reactions on a collective level, disrupting the unity and harmony of the class, grade, and even the entire school. If bullying behavior is not effectively curbed in time, its negative impact will quickly spread, potentially leading to more students imitating such behavior and forming a vicious cycle, increasing the frequency of campus violence incidents. Therefore, preventing campus bullying crime psychology is a critical task for maintaining campus harmony and stability. Through related measures (see Figure 2), a safer, more harmonious, and positive learning and growth environment can be created, allowing every teacher and student to study and work happily and safely, jointly promoting the prosperity and development of campus culture.

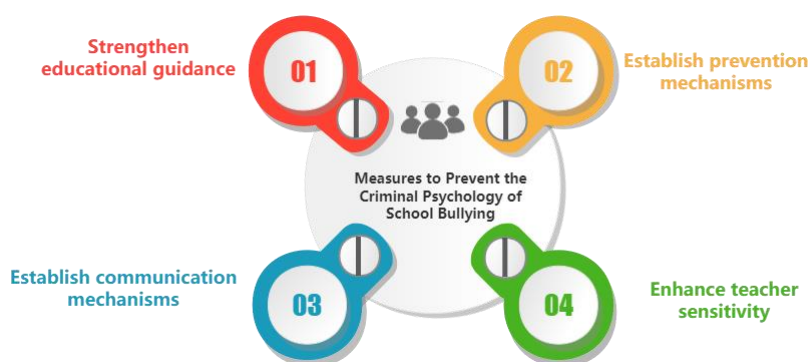


Figure 2: Measures to Prevent the Criminal Psychology of School Bullying

1.3. Promoting Students' Comprehensive Development

Promoting students' comprehensive development requires us to pay attention to their academic achievements and their emotional, social, and psychological growth. In this complex and ever-changing society, students need comprehensive qualities and abilities to face future challenges and opportunities. However, campus bullying becomes an obstacle to their comprehensive development. Victims often suffer emotional trauma, making it difficult for them to open up to others; socially, they may avoid interactions due to fear or shame, leading to increasingly narrow social circles; psychologically, prolonged stress and harm leave indelible shadows, affecting their self-perception and mental health^[4-5]. Preventing campus bullying crime psychology is key to promoting students'

comprehensive development. By strengthening awareness and education, improving teachers' and students' recognition and sensitivity to bullying behavior, we can create a campus atmosphere that opposes bullying and advocates respect and care. Establishing effective prevention and intervention mechanisms, providing timely psychological support and help to victims, and helping them emerge from the shadows, rebuild confidence, and truly support students' comprehensive development.

2. The Formation Mechanism of Campus Bullying Crime Psychology

The causes of campus bullying are complex and multifaceted, involving various emotional, social, and environmental factors. Emotional bullying often arises from internal conflicts and anger management issues, where the bully becomes angry and takes out their frustrations on others. These emotional outbursts can be triggered by personal insecurities, family problems, or past trauma, leading the individual to exert power over their peers as a means of coping.

Attitudinal bullying, on the other hand, stems from deeply ingrained discriminatory and contemptuous attitudes. Bullies may target weaker or marginalized groups, reflecting societal and cultural norms that perpetuate stereotypes and prejudices. This form of bullying is often learned behavior, where children mimic the negative attitudes they observe in their environment, reinforcing a cycle of discrimination and marginalization.

Another significant cause of bullying is unmet needs. For instance, a child may demand money or other resources from classmates and resort to violence when their demands are not met. This type of bullying highlights socio-economic disparities among students, where some may feel compelled to assert dominance over others to fulfill their material desires or cope with financial insecurities. The bully's aggression is often a manifestation of their own unmet needs and frustrations, projecting their struggles onto their peers. Group bullying against an individual is a prevalent method with distinct characteristics of minors. In such scenarios, children may bully others to gain recognition or approval from their peers, often under the influence of a "leader" or dominant group member. Peer pressure plays a significant role in this form of bullying, as children seek acceptance and validation within their social circles. The desire to fit in and be part of a group can drive individuals to participate in bullying behavior they might otherwise avoid.

Additionally, the advent of technology and social media has introduced new dimensions to bullying, such as cyberbullying. This allows bullies to harass their victims with relative anonymity, often leading to relentless and pervasive abuse. Cyberbullying can be particularly damaging due to its potential to reach a wide audience and persist beyond school hours, making it difficult for victims to find respite. Moreover, the lack of effective supervision and intervention by teachers and parents can exacerbate the problem. When adults fail to recognize the signs of bullying or dismiss them as harmless teasing, it allows the behavior to escalate unchecked. Effective communication and proactive measures between students, teachers, and parents are crucial in identifying and addressing bullying behaviors early on.

2.1. Seeking Self-Awareness

Seeking self-awareness and a sense of "adulthood" is also a significant feature of adolescent campus bullying. During the key transitional phase from childhood to adulthood, accompanied by puberty, adolescents undergo rapid physical development and profound psychological changes. They begin to crave recognition as independent individuals, no longer satisfied with the "child" role, and urgently desire the same respect and status as adults. The pursuit of this sense of adulthood drives adolescents to make bold attempts to demonstrate their uniqueness and strength. However, some may choose the wrong ways to achieve this goal, such as bullying to show their "strength" and satisfy their distorted fantasies of the adult world. This behavior severely violates social moral norms and causes profound harm to victims, hindering their healthy growth^[6].

2.2. Lack of Social Support Systems

Bullying often occurs among individuals with weak social support systems, a significant social phenomenon. Left-behind children are typical representatives of this group. Due to the long-term absence of parents, they face numerous difficulties in life and bear great psychological loneliness and helplessness. They may appear more vulnerable in school due to the lack of effective family support, combined with introverted and unsocial personalities, making them easier targets for bullies. These children seldom interact with other students, are taciturn, solitary, and introverted. From the perspective of social support systems, these children, after being bullied, may not even have parents to "back them up," making them easier to bully at a low cost—a common thought among many students who bully others. Therefore, establishing a sound campus protection mechanism and strengthening the construction of students' social support systems, especially focusing on and helping those lacking family support, is crucial to preventing and reducing the occurrence of campus bullying behavior.

3. Strategies for Preventing Campus Bullying Crime

3.1. Improving Laws and Regulations

For a long time, campus bullying has been a significant issue affecting the physical and mental health of young people and the harmony of the campus, and its harmfulness cannot be ignored. To effectively curb this phenomenon, the state has established a comprehensive legal and regulatory system based on actual conditions, using various laws, regulations, and policy documents to deter campus bullying. For example, the "Criminal Law of the People's Republic of China," the "Law on the Protection of Minors of the People's Republic of China," and the "Law on the Prevention of Juvenile Delinquency of the People's Republic of China," among others. Additionally, provinces (autonomous regions and municipalities) have specific related regulations. The most important among these are the Law on the Protection of Minors and the Law on the Prevention of Juvenile Delinquency. These laws and regulations provide specific definitions and quantifications of bullying behaviors and improper conduct, as well as the responsibilities of parents and schools.

3.2. Clarifying the Responsible Parties

Parents are the first responsible persons for their children, but in school, teachers and principals should also shoulder relevant responsibilities. On a societal level, every adult should be a moral and duty-bound guardian of children. To prevent campus bullying, the responsibility of parents should be emphasized first. Whether a child will bully others or be easily bullied by others is mostly related to their character. Before the age of ten is a critical period for the formation and development of a person's character traits. Therefore, parents should help their children develop good habits, establish a correct sense of rules, enhance self-esteem and confidence, and learn to interact with peers in the right way—neither bullying others nor being afraid of being bullied. When encountering bullying, they should have the courage to speak out. For left-behind children whose parents are often absent, schools can set up special care groups for left-behind children to regularly understand their study and living conditions, strengthen psychological health education, organize various extracurricular activities, provide more opportunities for interaction with peers, enhance mutual friendships, and offer more care and help^[7-8].

3.3. Providing Help from Bystanders

The causes of campus bullying are very complex, and the role of bystanders varies from person to person. Some bystanders may remain silent or even participate in bullying due to a lack of understanding, fear, or courage. Whether to stand up and stop bullying requires specific analysis of specific behaviors. Since minors themselves are a vulnerable group, they should not blindly confront bullying without sufficient self-protection ability. Schools should establish anti-bullying mechanisms,

allowing students to report bullying to teachers, ensuring their own safety while helping the bullied. Parents and teachers should provide positive guidance to children, gradually cultivating their awareness of resisting bullying, and encourage them to speak the truth to teachers.

4. Correct Ways to Handle Campus Bullying

4.1. Timely Detection of Abnormal Phenomena

Generally, parents can notice abnormal behavior in their children after they encounter campus bullying. First, behavioral abnormalities: children who usually chat with their parents or do homework in the living room may shut themselves in their bedroom and refuse to communicate after being bullied. Second, physical abnormalities: children who have been bullied may have injuries and try to cover them up, avoiding conversations with their parents. Third, emotional abnormalities: if a child who is usually cheerful suddenly becomes silent and depressed, parents should communicate with teachers to understand the child's recent situation. Therefore, regardless of how busy parents are with their work, they should take the initiative to communicate with their children, understand their study and psychological state, and avoid serious consequences^[9].

4.2. Establishing Effective Communication Channels

Parents are the first teachers of their children and their closest and most trusted people. It is recommended that parents talk to their children every night, sharing the day's experiences. Besides focusing on their studies and homework, parents should also engage in emotional communication. If parents are willing to communicate with their children as friends, children will naturally open up to them. If a child encounters campus bullying, they will definitely confide in their parents. However, in most cases, due to fear, children may not want to tell their parents about being bullied, especially during the rebellious phase of adolescence when they lack the willingness to communicate with parents^[10-11]. Therefore, parents should take the initiative to regularly talk with their children, timely notice any abnormal behavior, understand their basic situation at school, and solve problems early.

4.3. Providing Psychological Counseling

If a child encounters campus bullying, they will suffer varying degrees of physical and psychological harm. Parents and teachers should promptly provide professional psychological counseling to help children relieve their emotions. However, psychological counseling can only solve part of the problem, and the mental trauma caused by campus bullying requires long-term recovery. For children, the best psychological therapy is receiving more companionship and care. Parents should actively communicate with their children, encourage them to open up. Schools should help children integrate into groups, be accepted by more classmates, make more friends, share common interests with peers, and help each other in learning, gradually reducing the psychological harm caused by bullying^[12]. Teachers should not give bullied children more attention publicly but should observe their changes secretly, providing necessary help without causing additional psychological pressure.

5. Conclusion

In summary, in-depth analysis of the psychological mechanisms of campus bullying crimes reveals that multiple psychological deviations and negative social factors lead to serious negative impacts. Both perpetrators and victims should actively receive psychological health education. Perpetrators may resort to extreme behaviors due to imitation, inferiority, or control desires, while victims may fall into silence due to fear and helplessness. These related psychological motivations can be reversed with early identification and effective intervention. Therefore, schools, families, and society can form a joint force to create an inclusive and harmonious cultural atmosphere, improve parents' ability to

identify and respond, and allow every child to run freely in the sunlight, with bright smiles and healthy growth.

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