

Analysis on the Aggressive Behavior of College Students after 00s and Its Educational Enlightenment

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Abstract: The "Post-00s" has gradually become the leader and protagonist of the university campus. They are deeply influenced by the develop networking and information technology and their increasingly aggressive behavior is becoming a hot-button issue in recent years. This study uses Mplus 8.0 to conduct common method deviation analysis, SPSS24.0 software to conduct descriptive statistics, and independent sample t-test and multiple regression analysis to investigate the current situation of Post-00s college students' aggressive behavior and psychological influencing factors. It studies on 1698 students from 3 colleges and universities in Guangxi, 2 higher vocational colleges and 1 college in Tianjin with a questionnaire consisting of the Cognitive Emotion Regulation Scale, the Chinese version of the Interpersonal Response Index Scale, the Active-Reactive Aggression Scale, the WSAP-Hostility Scale, and the Chinese version of the Adolescent Apathy and Relentless Trait Scale, provides educational enlightenment for ideological and political education in colleges and universities in the context of media integration.

Keywords: Convergence Media, Post-00s, Aggressive behavior, Ideological and Political Education

1. Introduction

With the rapid popularization and development of China's mobile Internet, great changes have taken place in the ecology and communication pattern of media. The emergence and rise of network media directly promote the process and pace of domestic integrated media, and mass media has entered the era of Convergence Media. With the development and promotion of the new generation technology and application of the Internet, the forms of communication media are more diversified and information is everywhere. Information about social media ecosystem, network settings, communication methods and so on has a great impact on the study and life of contemporary college students.

Since the autumn semester of 2018, "Post-00s" college students began to enter the university campus, and now they have become the main part of the college student group. As a large group with distinctive personality, they are more open-minded, active in thinking, strong in learning ability, accept more international information, broaden their horizons, and are willing to accept new ideas and new things. After study, college students spend a lot of time on the Internet, or study through the Internet or play video games. When the network information resources are difficult to be safely filtered, some students may indulge in them. At the same time, their ability to resist pressure is weak, their mood fluctuates greatly, and their behavioral response is violent. They are more likely to adopt the behavior mode of aggressive behavior to deal with external stimuli[1].

Aggressive behavior is an individual's behavior of deliberately hurting others in a specific emotional and physiological arousal state, and the behavior is resisted or rejected by the victim[2]. In recent years, with the youth of criminal groups, scholars at home and abroad have gradually increased their research on College Students' aggressive behavior[3-5]. How to prevent college students' aggressive behavior has become an important topic. Specifically, the aggressive behavior of college students in China shows a downward trend year by year, but it can be seen that the aggressive behavior of men is higher than that of women [6], and the educational level of parents can positively predict the aggressive behavior of college students[7], and the economic status can negatively predict the aggressive behavior of College students [8]. In addition, there are significant differences in the level of aggression between college students in rural areas and college students from cities and towns. Self-esteem in the traditional view can reverse predict aggressive behavior[9].

Indeed, there are many studies on the current situation, influencing factors and educational approaches of College Students' aggressive behavior. College Students' aggressive behavior is affected

by parents' educational level, family rearing style and personality characteristics etc.[9]. Specifically, it includes individual factors (such as gender, personality, self-esteem, shyness, etc.) [10-12], family factors (such as family environment, family rearing style, etc.) [13-14] and social factors (such as new media environment, life events, social support, etc.) [15-16]. The educational approaches of College Students' aggressive behavior include mental health education curriculum, home school cooperation, the combination of counselor curriculum and activities, etc.[4] [17-18]. In the past research on the aggressive behavior of post-90s college students, the higher the level of individual shyness, the more likely they are to show aggressive behavior[19]; Ruthless individuals are prone to violent and destructive behavior, and even violent crime[20]; Empathy is closely related to aggressive behavior, and empathy can effectively inhibit the occurrence of aggressive behavior[21].

Previous studies have discussed the current situation, influencing factors and educational approaches of College Students' aggressive behavior, but there is still a lack of research on the above aspects for Post-00s college students. The "Post-00s" college students show unique, complex and diversified psychological characteristics and behavior patterns, which brings new opportunities and challenges to the ideological and political education in colleges and universities. Therefore, this study will comprehensively analyze the development status and influencing factors of Post-00s college students' aggressive behavior, hoping to accurately grasp the thinking changes of College Students' aggressive behavior through this study. This helps to cultivate the "Post-00s" college students into new socialist people with ideals, morality, culture and discipline, can effectively prevent and reduce the problem of College Students' aggressive behavior, and improve the pertinence and effectiveness of the education and teaching of "strengthen moral education and cultivate people", which is of great significance to further improve the scientific level of College Students' Ideological and political education.

2. Research method

2.1. Subjects

Data sources of this study: 2 universities in Nanning, 1 University in Liuzhou and 1 University in Tianjin; Source of Higher Vocational Students: 1 higher vocational college in Nanning and 1 higher vocational college in Liuzhou. An investigation was conducted on the Post-00s aggressive behavior of freshmen to senior students of undergraduate and freshmen to junior students of higher vocational colleges. A total of 1800 questionnaires were distributed to the above subjects, and 1698 valid questionnaires were obtained. The effective rate of the questionnaire was 98.72%.

2.2. Research tools

This study involved Cognitive Emotion Regulation Questionnaire (CERO), Chinese version of Interpersonal Reactivity Index-C (IRI-C), active-reactive aggression scale, WSAP-Hostility scale and Chinese version of adolescent ruthlessness scale.

2.2.1. Cognitive Emotion Regulation Questionnaire

There are 36 items in this scale, including 5 positive emotion regulation dimensions such as rational analysis and 4 negative emotion regulation dimensions such as disaster. The scale is divided into 5 points, and the subjects are required to evaluate from 1 "never" to 5 "always". The scores are summed up according to the 9 subscales. The higher the score on a subscale, the more likely the subjects are to use this specific cognitive strategy in the face of negative events [22]. By processing the data, the overall reliability of the questionnaire is 0.957.

2.2.2. Chinese version of Interpersonal Reactivity Index-C (IRI-C)

There are 22 items in this scale (IRI-C), and the dimensions are viewpoint selection, personal pain, imagination and empathic care. The total score of empathy is 5 points, which is the sum of the scores of all 22 items[23]. By processing the data, the overall reliability of the questionnaire is 0.914.

2.2.3. Active - reactive aggression scale

The scale is divided into active aggression and reactive aggression dimensions, with 3 points. The high total score of each dimension indicates that the aggressive level of this dimension is high [24]. By processing the data, the overall reliability of the questionnaire is 0.876.

2.2.4. WSAP-Hostility scale

WSAP-Hostility scale includes hostile attribution and goodwill attribution. The total scale includes 16 vague provocative sentences. The scale is divided into 6 points, and the subjects are required to evaluate the appropriateness of the two types of words to provocative sentences from 1 "not at all" to 6 "very similar". The average score is the score of trait hostility attribution bias[25]. By processing the data, the overall reliability of the questionnaire is 0.944.

2.2.5. Chinese version of adolescent ruthlessness scale

There are 24 questions in this scale, which adopts 4-level Likert scoring method, of which 12 questions adopt reverse scoring. The overall score represents the level of individual indifference and ruthlessness [26]. By processing the data, the overall reliability of the questionnaire is 0.851.

2.3. Statistical Analysis of Categorical Data

SPSS24.0, Mplus8.0 software was used to data processing. Cronbach α coefficient was used to test the reliability of the scale: product moment correlation was used to explore the relationship between the main variables. In this study, confirmatory factor analysis was used to test the discriminant validity of each scale and whether there was a common method deviation. The results are shown in Table 1. The fitting effect of the first model is the best, which shows that the four variables in this study have good discrimination.

Table 1: Confirmatory factor analysis results of each main variable ($N = 1698$)

Model	χ^2	df	χ^2/df	TLI	CFI	RMSEA
1. Three factor + method factor	35.71	4	8.93	0.95	0.99	0.06
2. Three factor model	800.40	11	72.76	0.57	0.77	0.00
3. Two factor model	1571.66	15	104.78	0.37	0.55	0.00
4. Single factor model	2043.34	18	113.52	0.32	0.42	0.00

2.4. Research results

2.4.1. Current situation of Post-00s college students' aggressive behavior

2.4.1.1. The overall situation of Post-00s college students' aggressive behavior

From the statistical results, the average score and standard deviation of total aggressive behavior of Post-00s college students are $M = 28.16$ ($SD = 4.41$), and the average score and standard deviation of active aggressive behavior are $M = 12.75$ ($SD = 1.93$); The mean score and standard deviation of reactive aggressive were $M = 15.41$ ($SD = 3.04$), and the score of aggressive behavior was normally distributed. The number of Post-00s college students with extremely high and very low aggressive behavior is small, and most college students show aggressive behavior to a certain extent.

2.4.2. Analysis of gender differences in Post-00s college students' aggressive behavior

It can be seen from table 2 that in the total aggressive behavior, male ($M = 28.70$, $SD = 5.65$) and female ($M = 27.95$, $SD = 3.80$), $P < 0.05$. It can be seen that there is a significant difference between gender in the total aggressive behavior; After further test, there was a significant difference between gender in active aggressive behavior ($P < 0.001$), and there was no significant difference in reactive aggressive behavior.

Table 2: Comparison of aggression scores of college students in different genders and degrees($\bar{x} \pm s$)

Gender	Number of people	Statistical value	Active aggressive behavior	Reactive aggressive behavior	Total score of aggressive behavior
Male	480		13.11 \pm 2.74	15.59 \pm 3.48	28.70 \pm 5.65
Female	1218		12.60 \pm 1.48	15.34 \pm 2.84	27.95 \pm 3.80
		Value of t	-3.811	-1.38	-2.67
		Value of P	<0.001	0.169	<0.05

2.4.3. Analysis on the differences of aggressive behavior of Post-00s college students with different degrees

It can be seen from table 3 that in the comparison between undergraduate and higher vocational students, there is a significant difference in aggressive behavior between undergraduate ($M = 28.58$, $SD = 4.61$) and higher vocational ($M = 27.74$, $SD = 4.17$), $P < 0.001$.

Table 3: Comparison of aggression scores of college students with different educational backgrounds($\bar{x} \pm s$)

Education	Number of people	Statistical value	Active aggressive behavior	Reactive aggressive behavior	Total score of aggressive behavior
Undergraduate	850		12.85 \pm 2.17	15.73 \pm 3.04	28.58 \pm 4.61
Higher vocational college	848		12.64 \pm 1.66	15.10 \pm 2.30	27.74 \pm 4.17
		Value of t	-2.22	-4.29	-3.92
		Value of p	<0.05	<0.001	<0.001

2.4.4. Analysis on the differences of aggressive behavior of Post-00s college students in different grades

It can be seen from table 4 that in the analysis of grade differences, since most of the junior and senior students are post-90s students, only freshmen (M = 28.14, SD = 4.32) and sophomores (M = 28.04, SD = 4.33) are compared, and the difference of aggressive behavior is significant.

Table 4: Comparison of aggression scores of college students in different grades($\bar{x} \pm s$)

Grade	Number of people	Statistical value	Active aggressive behavior	Reactive aggressive behavior	Total score of aggressive behavior
Freshman	591		12.71 \pm 1.95	15.43 \pm 2.98	28.14 \pm 4.32
Sophomore	424		12.96 \pm 2.30	15.79 \pm 3.17	28.74 \pm 4.88
		Value of t	-1.84	-1.80	-2.03
		Value of p	<0.05	<0.05	<0.05

2.4.4.1. Analysis on Influencing Factors of Post-00s college students' aggressive behavior

From the regression analysis of aggressive behavior and ruthlessness, emotional regulation and empathy (Table 5): the first is the influence of ruthlessness, which can significantly predict the aggressive behavior of Post-00s college students. $B = 0.18$, $t(1696) = 7.58$, $P < 0.001$, ruthlessness explained 33% of the variation in Post-00s college students' total aggressive behavior; It explains 89% of the variation of Post-00s college students' active aggressive behavior, followed by the influence of emotional regulation. Emotional regulation can predict Post-00s college students' aggressive behavior to a certain extent. $\beta = 0.11$, $t(1696) = 4.58$, $p < 0.001$, negative emotion regulation explained 32% of the variation of total aggressive behavior of Post-00s college students, including 53% of the variation of reactive aggressive behavior of Post-00s college students; Positive emotion regulation explained 11% of the variation in Post-00s college students' reactive aggressive. The last is the influence of empathy, which can predict Post-00s college students' aggressive behavior to a great extent. $\beta = 0.14$, $t(1696) = 5.86$, $p < 0.001$, empathy explained 20% of the variation in the total aggressive behavior of Post-00s college students, including 42% of the variation in the reactive aggressive behavior of Post-00s college students.

Table 5: Multiple regression analysis of influencing factors of aggressive behavior

Dependent variable	Independent variable	R	R ²	F	B	β	t
Total aggressive behavior	Ruthlessness	0.181	0.033	57.489***	0.110	0.181	7.582***
	Emotion regulation	0.111	0.012	20.990***	0.024	0.111	4.581***
	Positive emotion regulation	0.046	0.002	3.555	0.016	0.046	1.885
	Negative emotion regulation	0.179	0.032	56.303***	0.084	0.179	7.504***
	Empathy	0.141	0.020	34.296***	0.043	0.141	5.856***
Active aggressive behavior	Ruthlessness	0.299	0.089	166.506***	0.080	0.299	12.904***
	Emotion regulation	0.016	0.000	0.443	-0.002	-0.016	-0.666
	Positive emotion regulation	0.062	0.004	6.612*	-0.010	-0.062	-2.571*
	Negative emotion regulation	0.048	0.002	3.884*	0.10	0.048	1.971*
	Empathy	0.001	0.000	0.002	0.000	-0.001	-0.042
Reactive aggressive behavior	Ruthlessness	0.073	0.005	9.041**	0.030	0.073	3.007**
	Emotion regulation	0.171	0.029	51.126***	0.025	0.171	7.150***
	Positive emotion regulation	0.106	0.011	19.345***	0.026	0.006	4.398***
	Negative emotion regulation	0.230	0.053	94.894***	0.074	0.230	9.741***
	Empathy	0.205	0.042	74.677***	0.043	0.205	8.642***

Note: ***For $P < 0.001$, ** for $P < 0.01$, * for $P < 0.05$

2.4.5. Discussion

This study found that the total score of aggressive behavior of Post-00s college students was at a high level, but there were significant differences in gender; There are also significant gender

differences in active aggressive behavior among Post-00s college students. The results of significant gender differences in aggressive behavior are consistent with the research results of Zhu Linlin (2020)[27] Male aggressive behavior is generally more than female aggressive behavior. The results of this study also found that men have more active aggressive behavior than women, but there is no significant difference in reactive aggressive behavior, which is partially different from the results of Li Ying (2016). Li Ying's research results show that there are significant differences between gender in reactive aggressive behavior. It can be seen that at any stage, men show their dominant position in order to achieve their own goals or actively control others, which is consistent with the research results of Xin Sufei and Zheng Yang (2019). The gender difference in reactive aggressive behavior of men or women Post-00s is not significant, which shows that the self-protection behavior made by both men and women in order to protect themselves is similar, and their performance after being threatened in the corresponding environment is similar, accompanied by anxiety and other corresponding emotions.

In terms of education and grade, there are significant differences in Post-00s college students' aggressive behavior. In terms of educational background, the aggressive behavior of higher vocational students is lower than that of undergraduate students, which is consistent with the research results of Zhang Xin (2012). This may be that the selected higher vocational colleges have a more stringent student management system, which makes the aggressive behavior of higher vocational students lower than that of undergraduate students. In terms of overall aggressive behavior, the average score of aggressive behavior of senior students is higher than that of junior students. Newly enrolled students are not familiar with the new environment and may not adapt to school, Senior students are already familiar with college life, and there are situations of take advantage of their seniority and bully or cheat strangers. Therefore, senior students will have more aggressive behaviors than junior students. At the same time, due to their complex society, their psychological pressure, life pressure and employment pressure are increasing. At a time when senior students are about to enter the society, the situation and pressure they have to face are more severe. Under this condition, it is inevitable to have various psychological problems, which is consistent with the research results of Tan Xingxiu[28].

In the regression analysis, there are significant differences in the three dimensions of ruthlessness, emotional regulation and empathy. In other words, we can weaken the aggressive behavior of Post-00s college students from the above three aspects. From different dimensions, the reduction in aggressive behavior of Post-00s college students can be made according to multiple perspectives, such as different gender and grades.

3. The research on the aggressive behavior of Post-00s college students and Its Enlightenment to ideological education in Colleges and Universities

3.1. Give full play to the important role of convergence media technology in aggressive behavior

The key to reduce the possibility of sudden violence is to use convergence media technology to timely and accurately grasp the ideological dynamics of students and clearly, effectively, quickly and correctly evaluate the existing crisis risk. Firstly, taking the semester as the dividing line, a questionnaire survey on aggressive behavior was conducted on all students with the help of convergence media platform. To identify students with high-risk aggressive behavior in colleges and universities by timely analyzing, valuating and processing the obtained data. The schools are suggested to optimize their mental health education and teaching, realize the combination of offline and online education, and adhere to the teaching method of universal prevention supplemented by targeted prevention. Through on-the-spot investigation and monitoring and analyzing college students' cyber attack behavior, the schools carry out differentiated teaching when grasp the development characteristics of students' attack behavior in different grades. At the same time, they can do a good job of encouraging students to unite and cooperate in case the isolation and exclusion damage other students by high-risk students, creating a harmonious and good class atmosphere. Secondly, in order to engender trust between teachers and students, students can contact their counselors when they are helpless. Finally, the schools establish an "information network" of dormitories, classes, colleges and schools to popularize and educate the principals on the identification and impact of aggressive behavior, so as to timely identify the students with abnormal psychology and behavior in the information network and dredge them in time.

3.2. Expand the focus of aggressive behavior education with the help of convergence media

Society makes full use of the means of convergence media to expand the college aggressive behavior education beyond colleges and universities through the Internet, and let the social mainstream media provide positive public opinion support for the college aggressive behavior education. The cooperation of school, society and family is the "umbrella" to reduce students' aggressive behavior. The three complement each other and jointly help students out of difficulties when dealing with students' violence; Each of the three should perform their respective duties and handle the work within their respective time limits; At the same time, the three complement strengthen mutual contact, communicate with each other about students at risk of aggressive, and jointly deal with violent incidents. Harmonious family environment atmosphere and parents' respect and understanding are the necessary factors to promote students' physical and mental health. In normal study and life, parents should pay more attention to their children's mental health and growth, use reasonable ways to communicate more with their children in words and mind, rather than directly use rough educational methods such as beating and abuse, and avoid brutal interference or control over their children's daily life. Therefore, parents should carry out online and offline aggressive behavior knowledge publicity, and recommend parents to pay close attention to the information of network psychological knowledge and psychological crisis series lectures, so as to enable college students' parents to form a scientific understanding of aggressive behavior and provide guidance for them to deal with violence in the family environment. We should also call on the government to call on the whole country and all sectors of society to give positive public opinion publicity to aggressive behavior, and guide the masses to treat, care for and help students with psychological abnormalities and high-risk aggressive behavior scientifically.

4. Conclusion

School is a micro society, and the external influence is everywhere. Compared with the external influence, college students find their own shortcomings, so as to adjust their talents and abilities, and tap their potential inadvertently. Example demonstration is an educational process for college students. It promotes the all-round development of college students through some examples. For schools, the subtle assimilation is brought by adhering to the correct role model. They can collect the deeds of college students with excellent behavior for teachers' publicity and announcement on the school's official website actively, hold an anti campus violence video contest, give appropriate material rewards, actively launch micro film shooting for aggressive behavior education, and regularly push it on Yiban and other we-media app platforms. In the model study, we should firmly adhere to the guidance of socialist core values and guide students to create harmonious and friendly values. It'll encourage college students to learn friendly value and interact well with others which the schools analyze the values of role models and shape college students' friendly moral character.

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