

Simple Analysis of the Influence Path on Empathy Ability to Secondary Vocational School Students' Aggressive Behavior

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Abstract

Aggressive behavior has become a hot topic in secondary vocational schools in recent years, and has attracted the attention of all walks of life. This study takes the students of public and private secondary vocational and technical schools in Bao'an District of Shenzhen as the research object, explores the influence path of empathy ability on aggressive behavior, and analyzes that self-monitoring and peer relationship play a chain intermediary role in empathy and aggressive behavior of secondary vocational students. It is an effective strategy to improve the empathy ability of secondary vocational school students in order to enhance the level of self-monitoring, improve the peer relationship and achieve the benign development of reducing aggressive behavior. This study puts forward feasible suggestions and measures from families, schools and education administrative departments to create a good environment for the healthy growth of adolescents, which plays an important role in improving the study and life of secondary vocational school students and promoting their future life development.

Keywords

Empathy, Aggressive Behavior, Secondary Vocational School Students

Adolescent secondary vocational school students, in the stage of rapid physical and psychological development, will encounter difficulties from emotional, interpersonal, physical and mental development and other aspects. As a special group of middle school students, the students of secondary vocational and technical schools (hereinafter referred to as "secondary vocational school students") are naturally no exception. As secondary vocational school students generally belong to the group with relatively low scores in the senior high school entrance examination, there are problems and puzzles in many aspects, among which the aggressive behavior is one of the most prominent. In recent years, more and more attention has been paid to campus aggression. This increasingly prominent issue has an important impact on the study and life of secondary vocational school students and their future life development.

Empathy, in a broad sense, is a behavioral adaptation that all mammals have. It includes emotional expression of pain, fear and hunger (Carter, 2009). From the perspective of cognitive neuroscience, empathy is the unique ability of human beings as advanced animals. Then, for human beings, empathy is of great significance to individual development and individual social adaptability. High-level empathetic individuals are more likely to feel the emotions of others and are much more sensitive to situational information; Low-level empathetic individuals can not use the above information to guide their behavior, and are more likely to be aggressive to others (Zhao Lingbo, 2016). Among the many factors that lead to aggressive behavior, "Empathy" becomes one of them.

1. Research process

Taking the students of public and private secondary vocational and technical schools in Bao'an District, Shenzhen as the research object, the convenient sampling was conducted, and 18 classes of students were selected for questionnaire survey. The students were between 15 and 18 years old.

On the basis of literature review, this study is mainly conducted by questionnaire. The specific measurement tools are as follows: basic empathy scale (BES) (Li Chenfeng, 2011), high self-monitoring subscale (Xiao Chonghao, 2009), peer relationship subscale (Chen Guopeng, 1997), and Aggression Questionnaire (BPAQ) (Li Xianyun, 2011).

Since the survey was conducted during the epidemic period, all the questionnaires were completed through wechat questionnaire Star program on the Internet. Take the class as the unit, and the head teacher shall reserve time for unified answers. Before the test, the head teacher sent instructions to all the testers to fill in the questionnaire, stating that the questionnaire was mainly used to investigate the campus life of secondary vocational schools. It was completely anonymous and the surveyers told the students that the survey data were only used for academic research and other matters which should be attentioned.

According to the answers given by students, effective questionnaires were filtered and selected, and the collected data were analyzed and processed by SPSS 22.0 and excel 2017 software.

Harman single factor test was used to test the scale by common method. Exploratory factor analysis was performed on all items of the four scales involved. If the variance interpretation rate of the first factor is found to be greater than 40%, it can be judged that there is a serious common method deviation; if the variance interpretation rate of the first factor is less than 40%, it means that there is no serious common method deviation in the scale studied in this paper. The variance interpretation rate of the first factor is 20.55%. It can be judged that there is no serious common method deviation in the scale of this study.

According to the data analysis (Song Zhao, 2020), empathy is related to self-monitoring, peer relationship and aggressive behavior. Empathy has significant positive correlation with self-monitoring, peer relationship and aggressive behavior. The correlation coefficient r is 0.291, 0.353 and 0.280 respectively, which are all greater than 0 and $P < 0.001$. There was a significant positive correlation between self-monitoring and peer relationship and aggressive behavior. The correlation coefficient r was 0.189 and 0.312, both of which were greater than 0 and $P < 0.001$. There was a significant positive correlation between peer relationship and aggressive behavior. The correlation coefficient r was 0.358, greater than 0 and $P < 0.001$.

According to the mediation effect test procedure proposed by Wen Zhonglin and others, the mediation effect test of empathy, self-monitoring, peer relationship and aggressive behavior of secondary vocational school students was conducted. The model involves six variables: major, grade, class cadre, gender, whether it is an only child, and whether it is a deep family source. The independent variable is empathy, the intermediary variable is self-monitoring and peer relationship, and the dependent variable is aggressive behavior. The test result is that the chain mediation model is established. The influence of empathy on aggressive behavior is partly self-directed influence, and partly through self-monitoring and peer relationship. The indirect effect accounts for 57.09%.

2. Mediation analysis

Self monitoring and peer relationship play a chain intermediary role in empathy and aggression of secondary vocational school students (Song Zhao, 2020). Empathy, as an individual's ability to detect others' emotions, share others' emotions and understand others' thoughts, is a positive prediction of self-monitoring level and peer relationship, and a negative prediction of aggressive behavior. In the path of the entire chain mediation, empathy, as an independent variable, plays the most fundamental and critical role.

1) Empathy, self-monitoring and peer relationship of secondary vocational school students have a negative predictive effect on aggressive behavior. The improvement of empathy ability, self-monitoring level and peer relationship of secondary vocational school students can effectively reduce the aggressive behavior of secondary vocational school students, which is conducive to the healthy growth of adolescents.

2) Empathy ability of secondary vocational school students is a positive predictor of self-monitoring and peer relationship. The self-monitoring level of secondary vocational school students has a positive predictive effect on peer relationship. If secondary vocational school students improve their empathy ability, they will have a higher level of self-monitoring and better peer relationship, so that teenagers can have a more harmonious growth environment, and seek appropriate ways to express themselves in maintaining interpersonal harmony and self-harmony. At the same time, if they improve the level of self-monitoring, they will improve the peer relationship, lay a good foundation before entering the society and live a happy life in the future.

3) Self-monitoring and peer relationship play a chain intermediary role in the prediction of empathy and secondary vocational school students' aggressive behavior. Empathy can directly predict aggressive behavior, and can also indirectly predict aggressive behavior through self-monitoring and peer relationship; Self-monitoring can directly predict aggressive behavior, and can also indirectly predict aggressive behavior through peer relationship.

To sum up, improving empathy ability can enable individuals to better observe the surrounding situation, perceive others and understand others, so as to improve self-monitoring level, improve peer relations and effectively reduce the benign development of secondary vocational school students' aggressive behavior.

3. Measures and suggestions

It is suggested that the family, school and education administrative departments should work together to improve empathy ability and create a good environment for the healthy growth of teenagers.

First of all, parents should create a good family atmosphere for the growth of teenagers. Secondary vocational school students are in adolescence and have strong emotional sensitivity and self-centered consciousness. In this period, a harmonious family atmosphere is helpful to healthy growth of secondary vocational school students. Parents should give their children a warm and harmonious growing environment, take more time and much patience to accompany their kids, listen to them, communicate with them, lead by example to teach them how to understand others well and properly express themselves, how to get along well with their peers, and help them grow up by building a good growth environment.

On the school side, in the face of secondary vocational school students, the school should provide students with sufficient platforms to show themselves, appropriately increase the number of student cadres and class cadres, so that students can learn to communicate well and get along better with others in the process of serving as student cadres or class cadres. Secondly, more community activities should be carried out. The rich and colorful community activities can not only enrich the after-school life of secondary vocational school students, but also transform the surplus energy of secondary vocational school students to focus their attention on the activities jointly carried out with their classmates and teachers.

Finally, the education administrative department should pay full attention to the allocation of psychological teachers and the construction of psychological counseling rooms in secondary vocational schools, allocate enough psychological teachers according to the teacher-student ratio, and give strong support in terms of personnel, financial and property. The school has opened a full range of mental health courses, giving secondary vocational students correct and healthy psychological guidance in the psychological class, carrying out special activities or training to improve their empathy ability, improving the ability of secondary vocational students to perceive others' emotions, feelings and understand others' views, reducing campus aggression in many ways, and building a harmonious and happy growth environment for teenagers.

4. Deficiency and Prospect

The subjects in this study are students from secondary vocational and technical schools run by citizens in Bao'an District, Shenzhen. Geographically, there are certain limitations, and it is only a sampling survey of secondary vocational students in an administrative region; From the perspective of investigation channels, since no secondary vocational schools in China were opened during the epidemic period, this study was conducted through the Internet using the questionnaire star questionnaire. It is difficult to strictly guarantee that all the answers given by the testers are true and effective. In a comprehensive view, whether the research results can represent the secondary vocational students in China needs further research.

It is hoped that the sample size can be further expanded in the future, and the research facing only one administrative region is still very limited. I hope to conduct targeted and in-depth research on the aggressive behavior of the secondary vocational school students in the whole province and even the whole country.

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