

Research on the Relationship between Hostile Cognitive Bias and College Students' Dating Violence

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Abstract

With the continuous development and progress of Internet media, "PUA" (pick up artist), dating violence, dating violence and other terms gradually enter the public field of vision, and also gradually cause social concern and thinking. Research shows that the incidence of dating violence has increased from 10% to 69% over the past 10 years, with an overall year-on-year trend. Dating violence has a negative impact on the physical and mental health of college students and is an urgent social and public problem. Therefore, this study will take the relationship between the cognitive deviation of hostility and the violence of dating violence of college students as the research problem. Quantitative research methods is used. The research sample is the university students with different levels of dating experience, and through the analysis of the collected data, the influence of hostile cognition on the violence in dating is explored.

Keywords

Hostility Cognitive Bias; Dating Violence; Violence.

1. Introduction

With the popularization of love among college students, romantic violence among college students is increasing. Romantic violence is now a social and public issue worthy of China's and the world's attention. Domestic and international studies have found that victims of romantic violence have a range of physical, psychological and sexual problems. On the physical side, college students who experience romantic violence on a regular basis may experience local body aches, bruises, skin trauma, broken bones and other physical injuries. Psychologically, college students who experience romantic violence are prone to negative emotions such as anxiety, depression and, in severe cases, post-traumatic stress disorder [1]. For victims of romantic violence, romantic violence not only causes them physical and psychological harm that cannot be eliminated at present, but also has a negative impact on personal relationships with others. If an individual is unable to establish a good relationship in a close relationship, it is likely to affect how the individual handles intimacy issues in the future. This study helps to enrich the research on factors that influence the occurrence of romantic violence, and helps to understand the formation of hostile cognitions at the cognitive level, and how to effectively control and reduce the occurrence of romantic violence. University students provide ways to protect themselves

2. Literature Review

2.1. Love Violence

Date violence is an assault in which one partner commits or threatens to commit physical, sexual coercion or emotional abuse against the other in a non-marital relationship[2].

2.2. Hostile Cognitive Bias

Hostile cognitive bias refers to hostile thoughts that arise in the course of an individual's interactions with others based on their reactions. It is characterized by automation, stability and permanence, including negative assessments and hostility towards others and ambiguous behaviour[2].

3. Research Process

3.1. Research Questions and Research Hypotheses

3.1.1. Research Questions

Question 1: What is the situation of romantic violence among college students who have been in a relationship? What is the level of hostile cognitive bias in college students in love ? Are there differences in demographic variables such as gender, grade, school type , etc.?

Question 2: Is there a relationship between the level of hostile cognition and physical violence, psychological violence, and sexual violence ?

3.1.2. Research Hypotheses

This study proposes the following hypotheses:

H1: There is a positive correlation between the level of hostile cognitive bias and the frequency of physical violence.

H2: There is a positive correlation between the level of hostile cognitive bias and the frequency of psychological violence.

H3: There is a positive correlation between the level of hostile cognitive bias and the frequency of physical violence.

3.2. Research Methods

3.2.1. Research Objects

By distributing questionnaires to social platforms of college students of different types of universities (referring to those who are receiving basic higher education and professional higher education and have not yet graduated , so the scope of this article is from freshman to doctoral students) , a total of 907 copies were returned, and no love experience was deleted first. There were 352 questionnaires, and a total of 555 samples of college students with dating experience were selected for analysis . Next , 53 invalid questionnaires were eliminated by mistake and omission . Finally, 502 valid questionnaires were obtained, and the questionnaire efficiency was 90.63%. Therefore, the research object of this study is a total of 502 college students who have dating experience.

4. Research Result

4.1. Correlation Analysis between Romantic Violence and Hostility Cognition Level

Table 1. Correlation analysis between romantic violence and hostility cognition levels

variable	hostile cognition	physical violence	psychological violence
physical violence	0.333 **		
psychological violence	0.326 **	0.829 **	
sexual violence	0.266 **	0.763 **	0.765 **

Note: * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

According to the correlation analysis results in Table 1 , it can be seen that each variable has a significant correlation at the 99% significance level, and the correlation coefficients are all greater than 0, indicating that there is a relationship between romantic violence and hostile cognition. positive correlation. The correlation coefficient between the level of hostile cognition and physical violence is 0.333, which is a positive correlation, and the correlation coefficient between the level of hostile cognition and psychological violence is 0.326, which is a positive correlation . The correlation coefficient is 0.266, which is a positive correlation.

4.2. Differences in the Levels of Violence in Love and Cognitive Bias in Hostility

Through the method of multivariate variance test, gender, grade, major, school type, school location, whether it is an only child, parents' marital status, the number of love affairs, whether and whether they have ever had sexual relations as independent variables, love violence and hostility are identified as independent variables. The knowledge level is the dependent variable, and the difference test is carried out respectively.

When physical violence was used as the dependent variable, multivariate analysis of variance was used to test for differences. The results showed that the type of school (F(3,499)=2.615, P<0.05), the location of the school (F(2,500)=6.872, P<0.01), the number of love affairs (F(3,499)=3.035, P <0.05), the main effect of cohabitation experience (F(1,501)=12.485, P<0.01) was significant.

When psychological violence was used as the dependent variable, a multivariate analysis of variance was used to test for differences. The results showed that the type of school (F(3,499)=2.492, P<0,05), the location of the school (F(2,500)=5.544, P<0.01), whether there was cohabitation experience (F(1,501) = 21.777, P < 0.01), the main effect is significant.

When sexual violence was used as the dependent variable, a multivariate analysis of variance was used to test for differences. The results showed that gender (F(1,501)=5.323, P<0.05), school location (F(2,500)=12.021, P<0.01), parents' marital status (F(1,501)=4.332, The main effects of P < 0.05), number of relationships (F (3, 499) = 2.621, P < 0.05), and cohabitation experience (F (1, 501) = 15.782, P < 0.01) were significant.

When the level of hostility cognition was used as the dependent variable, the multivariate analysis of variance was used to test the difference. The results showed that gender (F(1,501)=5.684, P<0.05), school type (F(3,499)=2.958, P<0.05), school location (F(2,500)=6.190, P<0.05) 0.01) the main effect is significant.

4.3. Regression Analysis of Love Violence and Hostility Cognition Level

According to the results of correlation analysis, this part uses physical violence, psychological violence, and sexual violence as dependent variables, and uses the level of hostility cognition as independent variables to carry out regression analysis.

Table 2. Analysis of the regression results between the level of hostility cognition and physical violence

independent variable		Model 1	Model 2	
characteristics	School Type (Overseas Institution)	Academy	-0.07	0.00
		Ordinary colleges	0.03	0.06
		985/211	-0.09	-0.03
	School location (city)	rural	-0.50 **	-0.48 **
		County town	-0.02	-0.04
		1 time	-0.17 **	-0.19 **

	total number of times of love (more than 5 times)	2 times	-0.12 *	-0.12 *
		3~5 times	-0.12 *	-0.14 *
	cohabitation experience (none)	have cohabitation experience	0.15 **	0.13 **
level of hostility				0.27 **
F			24.813 *	30.250 *
R ²			0.30	0.38

Note: *p<0.05, **p<0.01, ***p<0.001

By observing the F value (F (10,491) =30.250, p<0.05), it is found that the model is significant . It can be seen from the above table that the degree of fit R² is 0.38, It shows that the independent variable hostility cognition level and the control variable can explain 38% of the fluctuation of the dependent variable somatic violence . Combined with the regression coefficient B value (B=0.27, p<0.01) , it shows that the level of hostility cognition has a positive predictive effect on physical violence.

Table 3. Analysis of the regression results of hostility cognition level and psychological violence

independent variable		Model 1	Model 2	
characteristics	School Type (Overseas Institution)	Academy	-0.11	-0.04
		Ordinary colleges and universities	-0.06	-0.03
		985/211	-0.15	-0.09
	School location (city)	rural	-0.42**	-0.41**
		County town	0.05	0.02
	Whether you have cohabitation experience (none)	have cohabitation experience	0.23**	0.21**
level of hostility			0.25**	
F		37.119*	41.253*	
R ²		0.30	0.36	

Note: *p<0.05, **p<0.01, ***p<0.001

By observing the F value (F (7 , 49 4) = 41.253, p<0.05), it is found that the model is significant . From the above table, the degree of fit R² is 0.36, indicating that the independent variable hostile cognitive level and the control variable can Explains 36% of the fluctuations in psychological violence in the dependent variable . Combined with the regression coefficient B value (B=0.27, p<0.01) , it shows that the level of hostility cognition has a positive predictive effect on psychological violence .

By observing the F value (F(9,492)=20.341, p<0.05), it is found that the model is significant. It can be seen from the above table that the degree of fit R² is 0.42, indicating that the independent variable hostility cognitive level and the control variable can explain the dependent variable psychological 42% of violent fluctuations. Combined with the regression coefficient B value (B=0.21, p<0.01), it shows that the level of hostility cognition has a positive predictive effect on psychological violence.

Table 4. The analysis of the regression results between the level of hostility cognition and sexual violence

independent variable			Model 1	Model 2
characteristics	gender (male)	Female	-0.01	-0.04
	School location (city)	rural	-0.47**	-0.46**
		County town	0.02	0.00
	Parents' marital status (not married)	parents are married	0.07*	0.08*
	total number of times of love (more than 5 times)	1 time	-0.17*	-0.19**
		2 times	-0.11	-0.12*
		3~5 times	-0.11	-0.12*
Whether you have cohabitation experience (none)	have cohabitation experience	0.16**	0.14**	
level of hostility				0.21**
F			18.252*	20.341*
R ²			0.38	0.42

Note: * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

5. Conclusion

Through literature reading, a literature review was conducted on the research status of domestic and foreign violence in love and the research status of hostility cognition, and the questionnaire survey method was used to investigate and study the level of romantic violence and hostility cognition of college students who are in or have been in an intimate relationship. The obtained data were systematically analyzed by descriptive statistics, multivariate analysis of variance, correlation analysis and regression analysis in SPSS. The main conclusions of this study are as follows:

(1) The incidence of psychological violence in love violence is the highest, followed by physical violence, and the lowest is sexual violence. There are significant differences in the incidence rates of the three types of romantic violence in terms of gender, school type, school location, parents' marital status, whether they have cohabitation experience, and the number of love affairs . There is no significant difference.

(2) There are significant differences in the level of hostility cognition in terms of gender and school type, school location, grade, major , school type , whether it is an only child, parents' marital status, the number of relationships, whether there is cohabitation experience, and whether there is a sexual relationship. There is no significant difference.

(3) The level of hostility cognition can positively predict the occurrence of romantic violence, including physical violence, psychological violence and sexual violence. The higher the level of hostility perception, the higher the incidence of romantic violence.

References

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