THE INFLUENCE OF PARENT ADOLESCENT ATTACHMENT AND EMOTIONAL REGULATION

STRATEGIES ON AGGRESSIVE BEHAVIOR IN CHINESE MIDDLE SCHOOL STUDENTS

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Graduate School Srinakharinwirot University

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CAO YUN

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THE INFLUENCE OF PARENT ADOLESCENT ATTACHMENT AND EMOTIONAL REGULATION

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BY

CAO YUN

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Title	THE INFLUENCE OF PARENT ADOLESCENT ATTACHMENT AND EMOTIONAL REGULATION STRATEGIES ON AGGRESSIVE BEHAVIOR IN CHINESE MIDDLE SCHOOL STUDENTS
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The purpose of this study was to investigate the influence of parent-adolescent attachment and emotion regulation strategies on aggressive behavior in Chinese middle school students, and to propose measures to reduce school aggression and create a harmonious school environment. The study employed a convenience sampling method and administered questionnaires to 318 students from a rural middle school in Huangshan City and an urban middle school in Nanjing City, using three standardized scales: the Parent-Adolescent Attachment Scale (Cronbach's α=0.812), the Emotion Regulation Scale (Cronbach's α=0.810), and the Aggressive Behavior Scale (Cronbach's α=0.964). Additionally, structured interviews were conducted with five parents and five teachers to analyze the influences further. The results showed that,1)there was a significant correlation between attachment, emotion regulation, and aggressive behavior, with higher attachment, better emotion regulation, and lower aggressive behavior.2)attachment and emotion regulation significantly predicted aggressive behavior.3)there were significant differences in these variables across gender, rade, and region; 4)structured interviews indicated that home-school cooperation, early intervention, and long term adherence are important for reducing schoolyard aggressive behavior are important.

Keywords: middle school students, parent-adolescent attachment, emotion regulation, behavior

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CHAPTER 1

INTRODUCTION

1.1 Background

The construction of a safe school is a crucial aspect of school management and the foundation of an effective education and teaching environment. Building a harmonious and safe school can not only ensure student safety and prevent various accidents and violations but also promote physical and mental health, improve learning efficiency, create a harmonious and stable school atmosphere, cultivate students' positive and healthy mentality, and create a safe school. A good school environment is crucial to the healthy physical and mental growth of students, and it also plays an important role in ensuring the development of school education and teaching. In our daily mental health work, we have found that school aggressive behavior can affect students' physical and mental health and academic progress, as well as the social adaptation ability of attackers and victims, and may even develop into adult violence or crime. Related studies abroad have shown that aggressive behavior during childhood can lead to juvenile delinquency (Combs-Ronto, 2008). In recent years, the issue of adolescent mental health has received widespread attention, and frequent aggressive behavior has become a key social problem that must be addressed in the process of adolescent education.

With the development of Chinese society, young people's awareness of protection is constantly increasing. Especially in recent years, there has been a continuous increase in discussions and articles on aggressive behavior in Chinese schools. However, according to previous research, compared to other countries, the study of adolescent aggression in China is still insufficient and in its early stages, with limitations. Most articles first introduce the attention that school attacks have received in recent years and analyze the reasons for these attacks, but do not propose solutions. Adolescents (12-18 years old) are at an important stage in their life development. During this period, they are forming their outlook on life and worldview.

Middle school students are in the early stages of adolescence, a critical period for the development of social relationships. The social network of adolescents expanded rapidly, gradually extending from family to school and society. They were in the most rebellious age stage and were in a critical period of" physical and mental transformation," also known as the" psychological weaning period". During this period, children have the strongest sense of independence and resistance and relatively poor emotional control. This kind of sensitivity and high self-esteem is manifested at home as a tendency to "confront" parents. When they got to school, they became restless and aggressive towards others. Previous research has found that students tend to have high levels of aggressive behavior during this period, which is also a time when aggressive behavior is frequent in schools.

Aggressive behavior is an outwardly displayed problematic behavior that seriously influences adolescents' physical and mental health, academic progress, personality development, and social adjustment, and increases the risk of juvenile delinquency. Nowadays, aggressive behavior has become a common phenomenon among children and adolescents. The range of negative behaviors triggered by aggressive behavior in schools, such as suicide, school dropout, depression, anxiety, loneliness, and social phobia, has also attracted much public attention. In addition to behavioral manifestations, aggression usually includes an internal state of anger or aggression towards others. For the attacked students, aggressive behavior makes them feel unworthy of love and unwanted; they feel less social support, which leads to the development of negative self-evaluation, becoming low self-esteem, timid, sensitive, etc., and even triggers stress reactions such as insomnia and anorexia(East et al., 2018), development of an aversion to learning and even suicidal, serious behavior(García-Sancho et al., 2014). For students who attack others, aggressive behavior can damage their academic performance, personality, interpersonal relationships, and social adjustment. If aggressive behavior is not properly channeled and controlled, it may develop into self-harm, suicide, or crime(Bowie, 2007). At the same time, school

aggression may transform into social aggression, endangering social safety and development.

This phenomenon continues to fester globally and has become an unavoidable haze in the growing process of countless young people. It not only causes serious physical and psychological trauma to the students who are attacked but also poses a threat to the harmony and stability of society. However, when we try to find out whether there is an accepted standard for aggressive behavior in schools, we must face the complex reality of the intertwining of cultural and legal factors. In the mid-twentieth century, with the in-depth research in the fields of psychology and sociology, people's understanding of aggressive behavior in schools has gradually deepened. Scholars have begun to focus on the long-term influence on the mental health of students who are attacked and the psychosocial mechanisms behind aggressive behavior(Dan Olweus, 1997). The development of aggressive behavior in adolescents is often the result of a combination of complex factors. It is the result of the interaction of individual factors (genetic and disease factors, family factors, environmental factors, psychological factors). Individual factors mainly include neurotransmitters(Rice, 2016; Xia & Hou, 2019), hormone secretion(Lewis et al., 2006), and emotion regulation, etc. Family factors mainly involve family upbringing, parental education level, and family economic status (Yan et al., 2021), of which family upbringing has the most profound influence(Chen et al., 2014). Based on the content explanation of family systems theory, it is not difficult to infer that there is a non-negligible relationship between individual aggressive behavior and family environment. With the development of science and technology, the Internet is closely connected to life, and harmful online information has become an important hidden danger in adolescents' growing environment(Di Giunta et al., 2010). Other national studies have also shown that adolescents who play violent games perform poorly in real life. Aggressive behavior is more common among adolescents than among those who play non-violent games. Psychological factors include emotional stability, personality traits, cognitive style, and stressful events. Emotionally unstable people are more likely to engage in aggressive behavior.

Research has shown that adolescents with high emotion management skills have better interpersonal relationships and more pro-social behaviors(Yan & Liu, 2017). Qazi found that people with aggressive behaviors cannot manage their emotions effectively and are prone to negative self-perceptions, which is a risk factor for the occurrence of aggressive behaviors. A person's level of self-esteem can negatively predict aggressive behavior, and when a person lacks self-esteem, aggressive behavior is more likely. Combining the above theories and empirical studies, it can be inferred that even when faced with the same thing, different people are likely to have different perceptions and understandings, which in turn lead to different emotions(Shi et al., 2017). Emotion regulation refers to the process by which individuals regulate their subjective experience, behavioral expression, or physiological responses to emotions according to certain strategies and mechanisms(Wang & Guo, 2003). Emotion regulation strategies include expression inhibition and cognitive reappraisal. Adolescents with better adjustment skills are less likely to experience negative emotions associated with help-seeking' (Lopes et al., 2011). Adolescents with lower emotion regulation skills tend to employ positive emotion regulation strategies and show less aggressive behavior in the face of negative events(Luo et al., 2011). The higher the emotion regulation skills of middle school students, the less aggressive behavior they exhibit "Middle school students have very rapid physical development. They can complete all aspects of their physical growth and developmental tasks and reach maturity in 2 to 3 years. However, their psychological development is relatively slow, and their psychological development is still in the transition period from childishness to maturity. In this way, the body and mind of adolescent boys are in a state of imbalance, leading to various contradictions in psychological development". Middle school students are characterized by an imbalance in their physical and mental development, and drastic changes in their emotions are usually manifested in aggressive behaviors in outward behaviors.

Attachment is the first pattern of interpersonal relationships that humans are exposed to since birth. It is also a special, intimate relationship that a child establishes with his or her parents. The quality of attachment relationship directly influences the

behavioral development of adolescents. A good attachment relationship in the family can reduce adolescents' aggressive behaviors (Yue Wang, 2019) and has a crucial influence on adolescents' growth by promoting their social, emotional and cognitive development. Family is one of the most important environments for the physical and mental growth and socialization of individuals. Compared with other interpersonal relationships in the family, attachment relationships have a more direct impact on adolescents and are an important factor influencing individual personality development, mental health, and adaptation. By analyzing existing literature and empirical data and examining the role of parent-adolescent attachment and emotion regulation strategies, this study will provide a more comprehensive understanding of how these variables interact to influence students 'aggressive behavior. The relevance of this study is to inform interventions for students' aggressive behavior as much as possible, to help students regulate their attachment to their parents, to improve their emotion regulation strategies, and to help provide empirical research and references for factors influencing aggressive behavior in schools. In summary, studying the influence of parent-adolescent attachment and emotion regulation strategies on middle school students' aggressive behaviors can provide insight into the causes of middle school students' aggressive behaviors and can also provide a basis for developing effective interventions. This study not only helps to improve the psychological health and social adaptability of middle school students but also provides scientific guidance for family education and school education, helps middle school students to establish a healthy psychological state and good behavioral habits, and promotes the overall development of middle school students. We will create a more just and inclusive school environment. Considering factors such as parent-adolescent attachment and emotion regulation strategies, this paper will provide a new perspective and approach to understanding aggressive behavior.

1.2 Research Question

1.2.1 What are aggressive behavior, parent-adolescent attachment, and emotion regulation strategies?

1.2.2 Are parent-adolescent attachment and emotion regulation strategies associated with aggressive behavior?

1.2.3 How do parent-adolescent attachment and emotion regulation strategies influence aggressive behavior?

1.2.4 How does the model reduce for aggressive behavior?

1.3 Objectives of Research

1.3.1 To study students' aggressive behavior, parent-adolescent attachment, and emotion regulation strategies.

1.3.2 To study the correlation between parent-adolescent attachment and the emotion regulation strategies of students' aggressive behavior.

1.3.3 To study the influence of parent-adolescent attachment and emotion regulation strategies on students' aggressive behavior.

1.3.4 To study a model for reducing aggressive behavior in schools.

1.4 Significance of Research

1.4.1 Theoretical Significance

By systematically studying the relationship between parent-adolescent attachment, emotion regulation strategies, and aggressive behaviors in middle school students, this paper aims to provide effective intervention recommendations for students and contribute to the body of theory in this area of research on adolescent development.

1.4.2 Practical Significance

For students, through research, students can better understand their behavior patterns and psychological states, recognize the root causes of aggressive behavior, promote the development of self-cognition, and can also help students learn to identify and manage their emotions, improve relationships with family members, and learn to interact with others more positively and healthily. Researching the aggressive behavior

of middle school students not only helps improve students' personal behavior and mental health but also enhances their self-management ability, which is of great significance to their long-term development.

For parents, parents can understand the causes of aggressive behavior, adjust their education methods, provide more effective guidance and support, and promote the healthy growth of their children. The knowledge and strategies provided by the research can help parents improve their ability to educate their children, promote communication with their children, prevent and solve family problems that may be caused by aggressive behavior in advance, establish a more harmonious attachment relationship, and enhance family cohesion.

For schools, this study can provide information on factors that affect aggressive behavior in schools. By identifying early signs of aggressive behavior (such as verbal provocation, social loneliness, and emotional outbursts), schools can intervene in time to prevent conflicts from escalating and prevent violent incidents from occurring. The research results can provide a scientific basis for the school's management system and improve the school's ability to prevent and respond to students' aggressive behavior. Through research, schools can develop more effective teacher-student communication strategies and establish good teacher-student relationships. It can promote cooperation between parents and schools, jointly pay attention to and guide children's behavioral development, and maintain good campus safety and order.

1.5 Scope of The Study

Phase1: Questionnaire

The purpose of this study was to examine the influence of parent-adolescent attachment and emotion regulation strategies on middle school aggressive behaviors, focusing on how these factors interact with each other to influence middle school behavioral performance. The target population of this study is middle school students in urban and rural areas of China, aged between 12 and 15 years old. Students at this stage are in adolescence and undergo significant changes in behavior and emotions.

They are an ideal group to study the influence of parent-adolescent attachment and emotion regulation strategies on aggressive behavior.

The subject of this study is Chinese middle school students. The "convenient sampling method" was used to draw a class from a public middle school(rural)in Mount Huangshan City, Anhui Province, and a public middle school(urban)in Nanjing City, Jiangsu Province. According to Taro Yamane's(1967)statistical formula, the planned sample size is 318 students, calculated as $318=1500/(1+1500 \times (0.05^2)$. The sample selection will cover students of different genders, grades, and family backgrounds to ensure representativeness and sufficient statistical validity of the sample. During the sampling process, a class is randomly selected from each grade in the secondary school section of two schools to ensure a relatively balanced sample size for each sampling unit.

Phase 2: Interview

Based on the data collected in the first stage, five teachers and five parents of middle School students will be selected as participants, and the interview method will be employed to interview the participants about their knowledge of aggressive behavior in school, their approach to educating their children, and their strategies for coping with aggressive behavior, which will support the analysis of the questionnaire data.

1.6 Definition of Terms

1.6.1 Aggressive Behavior

Aggressive behavior is behavior that harms someone physically or psychologically, which may be intentional, deliberately causing harm to a person, animal, or other target. Aggressive behavior in schools is behavior that occurs in schools and may cause a range of injuries to the person being attacked.

In this paper, I use the Aggressive Behavior Scale (also known as the Buss-Perry Aggression Questionnaire) to measure aggressive behavior in middle school students. It contains four dimensions: physical aggression, verbal aggression, anger, and hostility. Among these, physical and verbal aggression are behavioral

manifestations, anger is an emotional manifestation, and hostility is a cognitive manifestation.

1.6.2 Parent-Adolescent Attachment

Parent-adolescent attachment refers to the formation of an enduring emotional bond between a child and their primary caregiver, typically the mother. This bond is not only physical contact but also includes a psychological connection. Secure attachments help children develop a good sense of self and problem-solving skills, while insecure attachments can lead to psychological problems and social adjustment difficulties in adulthood.

In this paper, I use the Parent-Adolescent Attachment Scale (IPPA)to assess the attachment relationship between adolescents and their parents. It consists of three dimensions, namely communication, trust, and alienation. Communication is a measure of the frequency and quality of a person's communication with their parents or peers about emotional and practical issues. Trust is a measure of a person's confidence in their parents or peers for emotional support, understanding, and empathy. Alienation is a measure of loneliness, separation, and stress in one's relationship with parents or peers.

1.6.3 Emotion Regulation Strategies

Emotion regulation strategies are the methods individuals use to monitor and regulate the internal processes and external behaviors of their emotions to adapt to their external environment and interpersonal demands. Consciously using a range of methods to regulate and manage their emotional responses.

In this paper, I use the Emotion Regulation Questionnaire (ERQ)to assess students' ability to regulate their emotions, including enhancing positive emotions and reducing negative emotions. It consists of several dimensions, the two most critical of which are cognitive reappraisal and expressive suppression. Cognitive reappraisal is the process of regulating emotions by changing the way things are perceived and interpreted. When we are faced with a negative situation or experience a setback, we can change the way we perceive the situation, thereby reducing the influence of negative emotions. Expressive suppression is the suppression of imminent or ongoing expression,

mobilizing self-control and initiating the process of self-control, used to suppress one's emotional behavior.

1.7 Research Conceptual Framework

    The conceptual framework for this study is designed to explore the factors that influence aggressive behavior among Chinese middle school students. The independent variables include emotion regulation Strategies(Gross, 1998)and parent-adolescent attachment(Van der Veer, 1996), while the dependent variable is middle school students' aggressive behavior(Dan Olweus, 1997). The framework outlines the hypothetical relationships between these variables.
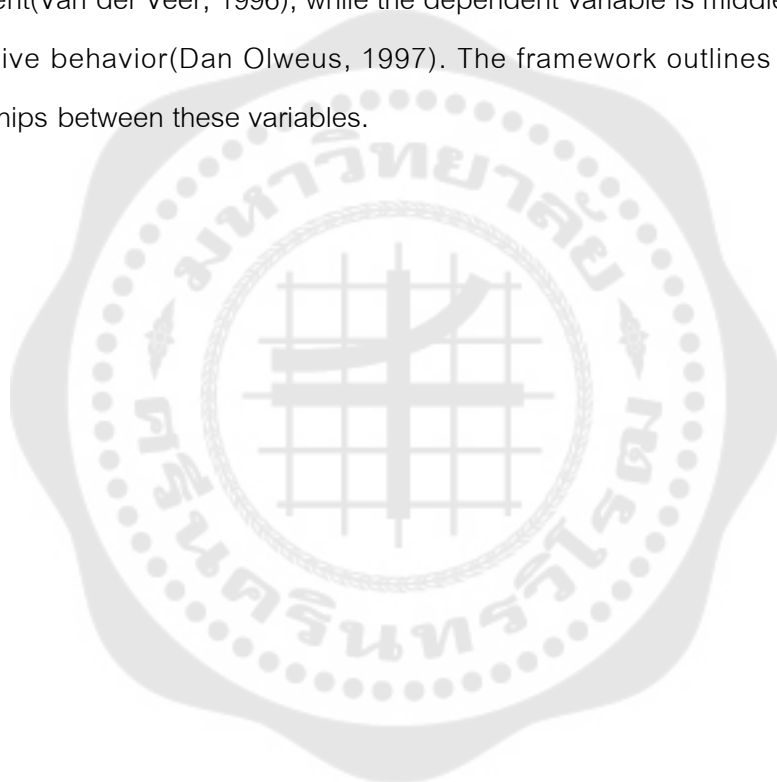
Figure 1 Framework of the Research

1.8 Research Hypothesis

In my study, the independent variables were parent-adolescent attachment, emotional regulation Strategies. The dependent variable was aggressive behavior.

1.8.1 There is a significant difference in demographic variables between parent-adolescent attachment, emotion regulation strategies, and aggressive behavior.

1.8.2 Parent-adolescent attachment, emotion regulation strategies are related to the aggressive behavior of students.

1.8.3 Parent-adolescent attachment, emotion regulation strategies influence aggressive behavior.

CHAPTER 2
LITERATURE REVIEW

In this chapter, the dependent variable, aggressive behavior, along with the two independent variables representing the factors influencing aggressive behavior, will be thoroughly reviewed and expounded upon. A detailed explanation of each of these variables will be provided, combined with relevant theoretical literature, and the existing research on the correlations between these independent variables and the dependent variable will also be discussed in depth.

2.1 Aggressive Behavior
2.1.1 Meaning of Aggressive Behavior

In 1978, Olweus studied aggressive behavior in Swedish and Norwegian schools and introduced the term "bullying" in English to define such behavior among students(Dan Olweus, 1997). Gao (1997) further expanded the concept of aggressive behavior by stating that, in addition to the previously defined physical aggressive behavior, it also includes verbal aggressive behavior towards others. (Yue et al., 2010) defines aggression as the behavior of a person who intentionally inflicts physical or psychological harm on another person; this definition divides the outcome of harm into physical and psychological dimensions and gives more quantifiable indicators. Aggression is the act of intentionally harming another person to cause physical or psychological harm and includes consciously harming oneself or other targets(Gustafsson et al., 2014).

Aggressive behavior can be defined as a behavior or tendency to harm others, including physical, verbal, and psychological harm(Tian et al., 2019). According to Robert Baron, aggressive behavior is a behavior that harms itself and others. Atkinson and Hilgard explain aggressive behavior as the act of intentionally harming another person (physically, verbally, and by appropriating property) (Labella et al., 2019; Makarova & Makarova, 2019). Sofyan argues that aggression is the result of anger reaching its peak, while aggressive behavior is the result of a motivational definition of

harming others. Aggression is physical or verbal violence against another person or object(Park et al., 2017). Aggressive behavior includes physical aspects, verbal aspects, and destructive or devastating aspects(Budi & Alfian, 2020) (Singh et al., 2007).

For many years, domestic and foreign psychological researchers have had different interpretations of the meaning of aggressive behavior. Freud believed that aggression is an innate instinct of human beings. Dollard et al. (2013) proposed that aggressive behavior is the behavior of an individual intentionally causing harm to other individuals. Bushman proposed that aggressive behavior refers to harmful behavior against others, causing mental or physical damage to others(Anderson & Bushman, 2002). Buss (1962) regards aggressive behavior as a type of harmful behavior without a specific target. Chinese scholar Gao (1997) believes that aggressive behavior is behavior intended to harm other individuals, and such behavior is not accepted by social morality. Ji (2007) proposed that aggressive behavior refers to behavioral reactions that cause substantial harm to other individuals.

In summary, aggressive behavior is behavior that physically or psychologically harms another person, including physical, psychological, and verbal aggression. The behavior may be intentional and designed to cause harm or damage to a person, animal, or other target. By studying the mechanisms and causes of aggressive behavior, we can help students improve their aggressive behavior and promote personal growth and development.

2.1.2 Factors of Aggressive Behavior

The occurrence of aggressive behavior in adolescents is often the result of a combination of complex factors. It results from the interaction of individual factors (genetic and disease, family, environmental, psychological, etc.).

Genetic Factors: Some aggressive individuals may have minor genetic defects that suggest that aggressive behavior is partially influenced by heredity.

Disease Factors: Certain mental illnesses and traumatic brain injuries may also contribute to aggressive behavior. Individual factors mainly include neurotransmitters (Rice, 2016; Xia & Hou, 2019), hormone secretion (Lewis et al., 2006), and emotion

regulation. Research has shown that aggressive behavior is associated with individual brain regions such as the frontal lobe, parietal lobe, hippocampus, and amygdala(Hou et al., 2005). By comparing positron emission brain scans of serial killers and normal people, aggressive murderers have significantly lower activity in the frontal and temporal lobes, which are involved in self-control and empathy. Certain specific antisocial, aggressive behaviors are highly heriot.

The rule of confrontation in the game world is that the stronger the fighting power, the faster the advancement, the higher the level, and the better the chance of winning. The game world speaks with fists, and once the rules of the real world are assimilated into the rules of the game world, the level of danger for adolescents will be greatly increased. Other studies in China have also shown that adolescents who play violent games exhibit more common aggressive behaviors in real life than those who play nonviolent games(Tian et al., 2019). Aggressive online games increase perception of aggression, decrease empathy and pro-social behavior, and lead to more frequent aggressive behavior(Shu Jing Yang, 2016). In terms of the external social environment, an exploratory study on the relationship between online game content and aggression in Korean adolescents. One thousand thirty-eight students were divided into game-using and non-using groups. The results showed a slight increase in aggressive behaviors and thoughts among participants who used the games, and violent video games increased aggressive beliefs, which was also controlled for other variables that may affect aggression. Based on the above observations, it can be inferred that individuals can increase the incidence of problematic behaviors such as aggression by observing the external manifestations of members of their environment and learning through self-regulation (Bandura, 1986).

Psychological factors: Psychological factors include emotional stability, personality traits, cognitive styles, and stressful events. Emotionally unstable people are more likely to exhibit aggressive behavior, and adolescence is a period of high incidence of aggressive behavior. In addition, people with specific personality traits such as suspiciousness, stubbornness, and emotional instability are more likely to exhibit

aggressive behavior. Stressful events, such as serious and persistent life events that are difficult to cope with, can also be triggers for aggressive behavior. Different people have different perceptions and understandings of the same thing, resulting in different emotional and behavioral responses. As early as the 20th century, studies have pointed out that negative emotions due to frustration can have a significant impact on aggressive behavior(Berkowitz, 1989). Through the necessary research on related theories, many scholars have conducted empirical studies. Studies have shown that adolescents with high emotion management skills have better interpersonal relationships and more pro - social behaviors(Yan & Liu, 2017). Adolescents with low emotion management skills have weaker social skills and are more likely to express negative emotions (Ramsden & Hubbard, 2002), or the individuals themselves have deficits in emotion regulation (emotion dysregulation), which affects the individual's behavioral activities, such as a decrease in social competence, such as a decrease in social competence, a rise in the propensity for violence, and a significant increase in aggressive behavior(Li et al., 2012). It has been found that individuals with aggressive behavior cannot effectively manage their emotions and are prone to negative self-feelings, which is a risk factor for aggressive behavior. An individual's level of self-esteem negatively predicts aggressive behavior, and an individual's lack of self-esteem. The likelihood of aggressive behavior is higher (Khan et al., 2015)

In conclusion, aggressive behavior is the result of the interaction of various factors such as the individual, family, and society. With the development of the times, aggressive behavior tends to occur at a younger age. Therefore, the research on aggressive behavior should also keep up with the times.

2.1.3 Measurement of Aggressive Behavior

Foreign scholars have conducted extensive research on the measurement of aggressive behavior and have developed numerous sophisticated scales. In the field of aggression research, the earliest and most used scale for evaluating individual aggression is the "Buss-Durkee Hostility Inventory," jointly developed by Buss and Durkee in 1957. This scale is highly representative of the many instruments that have

been used to assess aggressive behavior. In 1992, Buss and Perry developed the Buss-Perry Aggression Questionnaire (BPAQ)using factor analysis.

In this paper, we will use the "Buss-Perry Aggression Questionnaire" to measure the aggression of Chinese middle school students. The Bus Perry Aggression Questionnaire (BPAQ)consists of 29 items and 5 factors: physical aggression, verbal aggression, anger, hostility, and self-aggression. It is scored on a five-point scale ranging from total noncompliance (1 point) to total compliance (5 points), with higher scores indicating greater aggression. Many scholars in China have also used this questionnaire in their studies of adolescent aggression. The results showed that the questionnaire also has good reliability and validity in China. The improved BPAQ consists of four dimensions, namely physical aggression, verbal aggression, anger, and hostility.

Among them, physical aggression and verbal aggression belong to aggressive behavior, anger belongs to emotional expression, and hostility belongs to cognitive expression. The scale has become one of the most authoritative assessment tools for measuring individual aggression.

2.1.4 Research on Aggressive Behavior

Research on aggression by foreign psychologists began in the 1960s, and in recent years, most of the research has focused on the prevention and intervention of aggression. In the late 1980s, research on aggression began in China, beginning with a general introduction of foreign research. In recent years, the scope of research has been expanded, with the focus concentrating on how an individual's social development affects his or her aggressive behavior and the possible negative effects of aggressive behavior. The increasing number of studies on media violence exposure in the past two years and the focus on the prevention and treatment component are in line with the trend abroad. Both the aggressor and the aggressed suffer various consequences.

Children's aggressive behavior during adolescence is characterized by stability (Liu, 2006). The main reason why scholars have focused their research on aggression during adolescence is that children at this stage are prone to aggressive behavior due

to incomplete physical and mental development and poor self-control. The damage caused by aggression in children at this stage is also quite serious. Numerous studies have shown that many children who are aggressive during adolescence may exhibit the same behaviors as adults (Fang, 2019). Aggressive behavior can negatively affect an individual's adjustment, which in turn affects the number of emotional problems (Na Lv, 2012). The parent-adolescent attachment has direct and indirect effects on middle school aggressive behavior, and she believes that improving parent-adolescent attachment can prevent and reduce the occurrence of aggressive behavior in middle school students(Gu, 2012).

In conclusion, psychological counseling for secondary school students should be strengthened to improve their self-esteem and reduce their level of social anxiety in the prevention and control of aggressive behavior. Intervention through empathy training can reduce adolescent aggressive behavior(Li et al., 2017). These empirical studies have accelerated the localization of aggression research and further promoted the trend of related research. Scholars in various countries hope to find methods and measures to reduce the occurrence of aggressive behavior in adulthood.

2.2 Parent-Adolescent Attachment

2.2.1 Meaning of Parent-Adolescent Attachment

In this world, our lives are tied to various attachments from the cradle to the grave. The starting point of all relationships is attachment, which defines us and the world we see. Attachment is a positive emotional bond that develops between a young person and a specific individual (usually the most stable caregiver, meaning a parent). Children's attachment to adults is necessary for their psychological development (Van der Veer, 1996). The most important aspect of adolescent social development is attachment formation. Attachment is a type of parent-adolescent attachment, which refers to the emotional relationship between children and their parents in early childhood, or the way parents interact with their children; early parent-adolescent attachment is the basis for children's later relationships with others; and parent-adolescent attachment is one of the key factors in the development of adolescents' psychological health.

Attachment has been an important research topic in the field of psychology at home and abroad.

One of the first psychologists to focus on attachment was Freud, who placed great importance on the impact of early experiences on young children's development through the parent-adolescent attachment relationship. Freud was also one of the first scholars to focus on attachment. He argued that attachment originates in human infancy and childhood, primarily through breastfeeding and cuddling by the mother. Individuals can establish the earliest, long-term, stable relationship with their mothers, which is the root of their later psychological development. However, an in-depth study of attachment was conducted by Bowlby(Bowlby, 1982). They found that post-war orphans, even when cared for by orphanage volunteers, experienced varying degrees of psychological or behavioral problems because of the loss of or separation from their parents. In terms of the nature of attachment, Bowlby argues that attachment refers to the earliest socio-emotional bond established between a child and a primary caregiver in early childhood and suggests that attachment is a stable and enduring emotional bond formed through ongoing interactions with another person over a long period and development. Ainsworth, based on Bowlby's research, defines attachment as the mutual emotional bond that develops between adolescents and the individuals, they are close to and interact with regularly.

Since the end of the 20th century, researchers have expanded their focus from early childhood to adolescence and adulthood. Chinese scholars have also given different conceptual definitions of attachment. Attachment usually refers to a lasting, strong, and intimate emotional connection between an individual and an important object. This connection enables individuals to feel secure and comfortable and influences the formation of later intimate relationships with others(Yue et al., 2010). Attachment, as the object of attachment, is an enduring and irreplaceable relationship formed between an infant and a caregiver. Synthesizing the definitions of attachment by many scholars, it can be found that attachment mainly refers to a special, continuous, enduring, and intimate emotional bond between an early individual and his or her

primary caregiver (usually a parent). This emotional state is continuously developing and not easily changed. A good attachment relationship between a parent and an adolescent can provide the individual with enough security and confidence to understand and explore the world

2.2.2 Factors of Parent-Adolescent Attachment

Attachment has always been an important topic in the study of children's personality and socialization, and exploring the factors that influence the formation of parent-adolescent attachment is one of the core issues in attachment research.

Family factors: The mother serves as a "key player" who provides positive emotional support, and all the resources needed for growth. If infants grow up in a group environment like an orphanage, they will not experience motherly love, and their depression and anxiety will worsen as they get older. One study found that when parents are hypersensitive to their children's needs, adolescents can lose their sense of security if their parents show aversion, as well as trigger their anxiety. They can develop ambivalent feelings toward their parents, both wanting to be close to them and rejecting them at the same time. The quality and sensitivity of parental care for the infant determine the type of attachment that develops between the infant and the parent. In addition, the quality and experience of early attachments affect their attitudes toward the next generation and, thus, their sense of security in their children's attachments.

Social factors: Different social environments and cultural values have an impact on the formation of children's attachment styles. In contemporary China, due to the influence of family planning, parents have devoted more attention and love to their only child, and the breastfeeding period is relatively long. When the baby is anxious or crying, parents (especially mothers) will immediately comfort them. Babies growing up in this environment mostly have a high sense of trust in their parents and are prone to form secure attachment relationships. In the later stages of their life development, they will also have better communication with their parents. Many Western European countries encourage children to be independent, wean early, and reduce intimate contact between mothers and infants. Compared to China, Western European countries have a larger

interpersonal distance between parents and children, and Western European children exhibit more avoidant attachment characteristics than Chinese children. In addition, parents' income also affects their children's attachment to a certain extent. Parents with lower income may feel greater life pressure, which can affect their enthusiasm for comforting their children and easily lead to insecure attachment.

2.2.3 Measurement of Parent-Adolescent

The Inventory of Parent and Peer Attachment (IPPA)is a psychometric instrument used to assess attachment relationships between adolescents and their parents and peers. The questionnaire was developed by Amsden &Greenberg (1987), who focus on relationships and personal development. It reflects the quality of parent-adolescent attachment through three dimensions: parent-adolescent trust, parent-adolescent communication, and parent-adolescent alienation. The purpose of using the IPPA is to determine whether an individual's attachment style is secure or insecure. Individuals with secure attachment styles communicate well with their parents and peers in terms of emotion and support, feel understood and respected, and usually form stable and satisfying relationships. Individuals with insecure attachments may experience difficulties in building trust and communicating effectively and may feel rejected or unsupported in their relationships. The IPPA questionnaire provides a way for mental health professionals to identify potential issues that adolescents may have in their attachment relationships by quantitatively studying the characteristics of interpersonal relationships.

For example, insecure parental or peer attachment may be associated with a range of mental health issues, including depression, anxiety, and behavioral problems. The Parent Peer Attachment Questionnaire(IPPA)starts from an affective-cognitive orientation to attachment quality and hypothesizes that adolescents' expectations of their attachment figures(internal working model)can be examined through two kinds of experiences: a positive "affective-cognitive" experience: trust, in which the individual has confidence in the proximity of the attachment figure and trusts that the attachment figure will respond; One is a negative "affective cognitive" experience: anger or despair due to the attachment object's lack of response or inconsistent response. Of these, alienation is

a negative dimension, and the father and mother scales can be summed to form parent-adolescent attachment. The Parent and Peer Attachment Questionnaire is currently the most widely used instrument by researchers to measure parent-adolescent attachment.

Most of the early measures of parent-adolescent attachment were observational and descriptive. With the continuous enrichment of attachment theory research, various measurement tools have been developed for different attachment objects, different test subjects, and different age stages. Interviews and questionnaires are the main measurement tools for studying parent-adolescent attachment. Domestic scholars have also developed many related questionnaires in specific studies.

The extent to which adolescents perceive positive and negative "affective cognitive" experiences, and particularly the degree of perceived security, in different attachment relationships was measured by asking them to self-assess the extent to which their fathers, mothers, and peers influence their sense of psychological security. The questionnaire consists of three scales for fathers, mothers, and peers, each including three dimensions: trust, communication, and alienation The "Parent and Adolescent Attachment Scale" was used in this study. The scale is simple to implement, used frequently among middle school students, and has good reliability and validity. It can measure the level of parent-adolescent attachment of middle school students and is suitable for Chinese middle school students.

2.3 Emotional Regulation Strategies

2.3.1 Meaning of Emotional Regulation Strategies

Emotion regulation strategies are ways in which an individual can improve or control negative emotions through specific behaviors or ways of thinking. Emotion regulation strategy is a component of emotion regulation, which is the process of using strategies in emotion regulation. Many researchers at home and abroad define emotion regulation strategy as the response process of emotion regulation, which refers to the process by which an individual tries to maintain, inhibit, and enhance emotional experience and expression. It is the ability to control emotions and develop corresponding mechanisms to manage emotions, including reactive regulation and

reactive process regulation. Emotion regulation strategies belong to the regulation of reactive processes; mainly, a series of behavioral strategies are acquired. Gross (1995) proposed the theory of the empathic process model, and at the same time, he believed that good emotion regulation has a positive impact on the individual's interpersonal relationships, life, and work. Therefore, he suggested that there is a choice of emotion regulation strategies, the most used and valuable of which are cognitive reappraisal and expressive inhibition. Cognitive reappraisal refers to understanding or rationalizing the event that triggered the negative emotion with an optimistic mindset. Expressive inhibition refers to the suppression of anticipated or ongoing emotion-expressive behaviors. Brenner noted that individuals make various attempts and efforts to regulate their emotions, including cognitive strategies, expressive and behavioral regulation strategies, and interpersonal strategies(Cao et al., 2007)

Children between the ages of 10 and 12 have learned to use sound emotion regulation strategies to regulate their negative emotions, and the younger they are, the simpler the strategies used. Emotion regulation refers to the use of cognitive reappraisal and expressive inhibition by individuals to elicit certain changes in physiological responses, subjective experiences, and expressive behaviors related to emotions. In conclusion, emotion is a mixed psychological phenomenon, and emotion regulation is a dynamic process that uses appropriate methods to reduce negative emotions and make individuals feel physically and emotionally happy (Fu et al., 2020)

2.3.2 Measurement of Emotional Regulation Strategies

Emotion regulation can be measured using both qualitative and quantitative research methods. The main measurement methods include implicit association tests, physical parameter measures, and questionnaires. Qualitative research methods include self-assessment and observation, both of which are highly subjective and difficult for the primary participants to control. This type of qualitative research can lead to discrepancies in results and is generally not recommended. Quantitative research includes the questionnaire method and experimental method. The questionnaire method and experimental method are commonly used in the research process. To obtain more

objective results, the questionnaire method was used in this study. The Emotion Regulation Strategies Scale was developed by Gross based on his proposed process model. The questionnaire consists of two dimensions, cognitive reappraisal and expressive inhibition, totaling ten items. Cognitive reappraisal consisted of 6 items, and expressive inhibition consisted of 4 items. Both dimensions were scored on a 7-point Likert self-assessment scale, including regulation of negative and positive emotions. Whichever dimension scores high indicates which strategy the individual prefers to use to regulate emotions. This scale has been widely used by researchers due to its good reliability and validity and was used in this study. The reliability and validity of cognitive reappraisal and expressive suppression were good.

Since the scale was developed based on Gross's dynamic process model and is the theoretical basis for the formation of the hypotheses of this study, the scale was used in this study to measure the application of emotion regulation strategies in middle school students.

2.3.3 Research on Emotional Regulation Strategies

Emotion research has always been a hot topic in the field of psychology, and emotion regulation strategies were gradually discovered by scholars in the 1980s.In recent years, emotion regulation strategies have been widely studied by scholars at home and abroad.

Emotion regulation strategies are different attempts of people to control their emotions, including cognitive strategies to change irrational beliefs with reasonable beliefs and regulatory strategies to replace inappropriate behaviors with appropriate ones(Lopes et al., 2005). It has also been argued that emotion regulation strategies refer to the methods and means by which individuals actively and consciously control and regulate their emotions. Emotion regulation strategies are the efforts and actions taken by an individual to regulate his or her emotions to achieve the desired emotion. Under the same social interaction conditions, good emotion regulation is more conducive to social adaptation. In a study on emotion regulation strategies and social functioning, it was found that students with good emotion regulation skills seldom have conflicts with

others, are more likely to be recognized and supported by others and show more pro-social behaviors. Meanwhile, the positive correlation between nonadaptive emotion regulation strategies and problematic behaviors has also been confirmed by research(Liu et al., 2009). In recent years, our scholars have conducted extensive research in the field of emotion regulation strategies. Emotion regulation strategies have a clear initiative and purpose. They effectively regulate emotions through continuous efforts to keep individuals in a good emotional state. It is a relatively advanced psychological activity.

Regulation strategies are cognitive or behavioral strategies that people use to regulate their emotions. According to the experimental methods of physiological psychology, emotion regulation strategies are divided into four types: evaluative neglect, evaluative attention, expressive suppression, and expressive catharsis. Differences in emotion regulation strategies among middle school students are related to whether they are bullied or not. Emotion regulation strategies have been proven to be associated with a variety of variables, and expanding research on emotion regulation strategies is especially necessary. Based on previous research, this study defines the concept of emotion regulation strategy as an individual's planned effort to regulate and control emotions. It is the process by which individuals regulate their emotions to keep themselves in a state of emotional equilibrium so that they can better adapt to their environment and society.

2.4 Research on Parent-Adolescent Attachment, Emotional Regulation Strategies, and Aggressive Behavior

2.4.1 Research on Parent-Adolescent Attachment and Aggressive Behavior

The influence of the family of origin on an individual's behavior is profound and lasting. The family of origin is the earliest social environment an individual is exposed to and plays a crucial role in the growth and development of the individual. As the primary site of an individual's socialization, the family is the initial and primary source of problem behavior. From personal aggressive beliefs in childhood to aggressive behavior in adolescence, family environmental factors can modulate the developmental process. If

we want to reduce the incidence of aggressive behavior in adolescents, it is not a bad idea to improve the family environment of individuals with strong aggressive beliefs in childhood. According to the studies, the family system is an important external system that influences aggressive behavior. Since the parent-adolescent relationship is an important aspect of the family environment, existing research has also explored the relationship between parent-adolescent relationships and children's social behavior.

For example, an individual's expectations and feedback regarding the development of social relationships in the living environment can be influenced by the parent-adolescent relationship. Past research has found a link between parent-adolescent attachment relationships and problem behaviors, and a significant relationship with aggression. Social control theory elucidates the relationship between the parent-adolescent relationship and aggressive behavior by stating that children develop a close relationship with their parents. When this relationship is loose, such as when family members are estranged, the child is unable to understand the normal expectations of the parents, and the probability of deviant behavior increases significantly if there are problems with behavioral development. It follows that children whose parents have a poor relationship with their parents are more likely to develop aggressive behavior than children whose parents have a good relationship with their adolescents. The study by Yue et al. (2010) confirms the above notion that individuals with weak parent-adolescent attachment tend to exhibit more problematic behaviors. The poorer the quality of parent-adolescent attachment, the higher the individual's level of aggressive behavior.

Individuals who lack security and trust will be filled with hostile perceptions in interpersonal interactions and react negatively to the external environment. Good parent-adolescent attachment provides social control functions that motivate individuals to suppress aggressive behavior. The higher the level of attachment between adolescents and parents, the lower the level of aggressive behavior, and there is a significant negative correlation between the two(Chen, 2018). Good parent-adolescent attachment

is a strong social support for individuals, which can enable individuals to better adapt to society and reduce the likelihood of problematic behaviors.

Adolescents who have poor-quality close relationships with their parents engage in a variety of problem behaviors, and adolescents with insecure attachment relationships engage in more aggressive behaviors. Some researchers believe that if children develop close bonds with their parents at an early age, they will feel comfortable with people when they grow up and can reduce their adverse behavioral responses. Conversely, having a relatively loose connection with their parents may increase the likelihood that they will engage in aggressive behavior. The social control theory proposed by Hirsch can well explain the relationship between parental and adolescent attachment and aggressive behavior. He states that attachment belongs to a close social bond established between individuals and others. When this bond is relatively loose, it increases the probability that the individual will develop problematic behaviors. As a result, individuals with poor attachment quality are unable to identify with their parents and establish good interpersonal relationships with others and, therefore, engage in more aggressive behaviors.

In conclusion, a large body of research suggests that children who grow up in homes where their parents have a good rapport with their adolescents tend to exhibit fewer problem behaviors and higher social skills. (Baron & Neuman, 1996). A learned condition for increased adolescent aggression and antisocial behavior is the progressive development of unhealthy parent-adolescent relationships(Hou et al., 2005). Research on parent-adolescent relationships and child behavior suggests that parent-adolescent attachment predicts children's implicit and explicit problems later in life.

There has also been no shortage of academic research on mother-child relationships and child behavior. In the 1990s, Greenberg et al. (1993) found that children who received less attention from their mothers or who had cold, negative mother-child relationships typically exhibited more aggression and disruptiveness. Maternal hostility and control in the mother-child relationship may explain some of the causes of children's externalizing problems. Subsequently, more relevant research has

delved into the impact of parent-adolescent relationships, particularly mother-adolescent relationships, on children's aggressive behavior. For example, research has directly demonstrated that children's aggressive behavior is closely related to the parent-adolescent relationship and that the harmonious relationship formed between mothers and their children reduces the incidence of aggressive behavior in children. Children with early secure mother-child attachment relationships tend to exhibit fewer problematic behaviors and psychopathological symptoms throughout childhood and adolescence. Thus, risk factors for significant problems in children include, to some extent, poor mother-child relationships. In addition to the mother-child relationship, research in the field of parent-adolescent relationships has also emphasized the role of the father-child relationship in child development, with many studies revealing that the strength of the father-child relationship affects the development of children's problematic behaviors; for example, one study found that good parent-adolescent attachment relationships were negatively correlated with children's anxiety and withdrawal problems. It has also been shown that the degree to which a father cares about a boy's life positively predicts his implicit and explicit problems, while the degree to which a father rejects an adolescent's demands positively predicts his explicit problems (Chen et al., 2014) Research in the field of attachment has even found that if a person has a secure attachment relationship with his father, he has less problematic behavior in childhood and adolescence. Additionally, in predicting children's manifest problems (e.g., aggressive behavior), many studies have compared the role of the parent-adolescent relationship and found that the role of the parent-adolescent relationship was more prominent than that of the parent-adolescent relationship. Although some scholars have explored the direct effect of the parent-adolescent relationship on aggression, and some scholars have studied the relationship mechanism between the parent-adolescent relationship and aggression, the existing research results are not rich enough due to the limitations of the research environment and the characteristics of the research subjects.

2.4.2 Research on Emotional Regulation Strategies and Aggressive Behavior

The root cause of aggressive behavior often stems from the failure to effectively regulate negative emotions and the lack of proper and rational attribution methods, leading to the escalation of these negative emotions that should be regulated and transformed in the mind of the aggressor. Emotion regulation strategies and aggression are an important part of this study, and there is a lot of related research in this area. The General Aggression Model (GAM)proposed by Anderson et al. suggests that an individual's performance of aggression is determined by the mutual activation of the four elements of cognition, arousal, emotion, and interconnectedness related to aggression. Morris et al. suggest that emotion regulation affects other activation and that choosing different emotion regulation strategies will have different effects on an individual's cognitive and behavioral tendencies.

Cognitive reappraisal and expressive suppression are two of the most common emotion regulation strategies that also have a significant impact on the occurrence of aggressive behavior. Cognitive reappraisal occurs primarily during the emotion perception stage, in which individuals regulate their emotional experiences and undergo cognitive changes. Expressive suppression occurs primarily in the later stages of the emotion generation process, where individuals express their emotions and adjust their responses. These two emotion regulation strategies have a logical sequence of choices and are essentially interactive cognitive-emotional processes. Emotion regulation strategies are significant predictors of aggressive behavior and various factors. Emotion regulation strategies mediate between home environment factors, personality traits, and aggressive behavior(He et al., 2017). Difficulty in emotion regulation is a significant risk factor for aggressive behavior. Children with emotion regulation deficits have a lower ability to regulate negative emotions and are prone to antisocial behavior. Individual emotions are closely related to behavior. Individuals' behavioral outcomes are influenced by their emotional experience, emotional expression, and emotional regulation strategies. Negative emotional experience triggers an individual's aggressive behavior, while positive emotion regulation strategies help individuals maintain a balanced emotional

state. Therefore, emotion regulation is also one of the important factors influencing aggressive behavior.

Violent offenders in adolescence tend to use expressive suppression strategies and fewer cognitive reappraisal strategies(Cao et al., 2007). Cognitive reappraisal has a moderating effect on aggressive behavior, and cognitive reappraisal training can effectively intervene and reduce aggressive behavior. Through the High-Low Aggressive Behavior Group study, it was found that aggressive behavior was significantly related to the way they managed their emotions. Adolescents with high emotion regulation skills are less likely to engage in aggressive behavior(Luo et al., 2011). Adolescents with low emotion regulation tend to adopt positive emotion regulation strategies and show less aggressive behaviors in the face of negative events (Luo et al., 2011) The higher the emotion regulation ability of secondary school students, the less aggressive behaviors they have(Zhu, 2017).

In conclusion, adolescents with strong emotion regulation tend to use cognitive reappraisal strategies and exhibit less aggressive behavior; adolescents with weak emotion regulation tend to use expressive inhibition strategies and exhibit more aggressive behavior(Bowie, 2007). When certain emotions cannot be effectively controlled and regulated, they are released or expressed through aggressive behavior, which prompts further thinking about the relationship between emotion regulation and aggression. Studies at home and abroad have shown that emotion regulation strategies play an important role in aggressive behavior.

2.5 Ecological Theoretical Model (ETM)

2.5.1 Ecosystem theory: expanding from the individual psyche to the social environment

Traditional psychology considers human behavior to be driven more internally, with a strong emphasis on the influence of factors internal to the individual on his or her behavior. However, more researchers have recognized that human beings cannot exist independently of their surroundings and have begun to focus on the relationship between individuals and their environments. Bronfenbrenner's The Ecology of Human

Development systematically introduced the concept of ecology into the study of human behavior and pioneered a specific model of the human living environment.
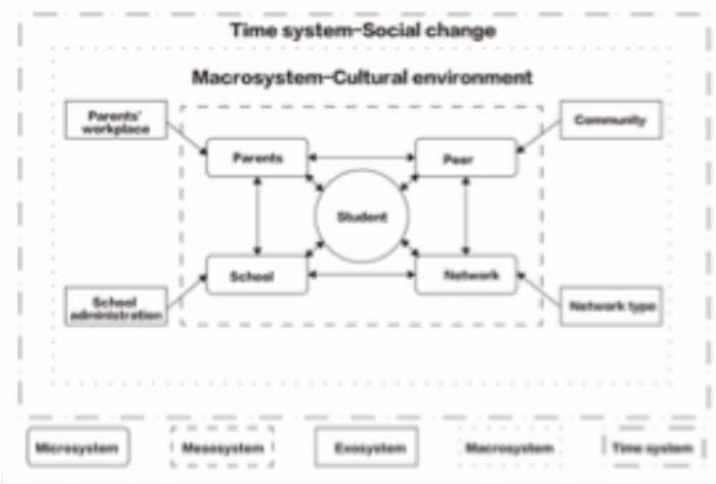
Figure 2 Ecosystem Theory Model

Bronfenbrenner argues that development comes from the interaction between human beings and their environment, and that this interaction defines the path of human development. The ecological view of development, which sees the individual's environment as a dynamic process of continuous change and development, further expands the concept of "environment" (Zhu, 2005). Accordingly, Bronfenbrenner developed a theoretical model of human-environment interaction, in which the system can be divided into five levels, from the inside to the outside: microsystem, mesosystem, exosystem, macrosystem, and chronosystem(Liu & Meng, 2009).

We can use the concept of the "ripple effect" to explain this theory. Imagine that you throw a stone into a pond, and the water ripples spread out in circles. The ripples in the center are you (physical and psychological), and the second circle of ripples is the direct contact environment: for example, the home you live in every day (parents, siblings), the school you study in (teachers and classmates), and the friends you often play with. These second-circle ripples will influence each other. If your home is full of encouragement, you will be more confident in school (positive ripple diffusion). If there are frequent quarrels at home, you may be sensitive and suspicious at school (negative

ripple diffusion). As time goes by, the ripple circle will get bigger. When you are young, there is only the small ripple of home. When you go to school, school and friends join in. As you grow up, additional outer ripples, such as work, community, and culture, emerge. But the core is still you, and the second layer of ripples is closest to you. Just like the ripples in a pond will overlap and affect each other, the growth of a person is the result of the constant collision of these different circles.

If students are spoiled at home and given priority in the allocation of toys and food, they will be very dissatisfied if they do not enjoy such treatment at school, making it difficult for them to establish harmonious and close friendships with their classmates, and influencing the way teachers instruct and educate them. In addition, if a student has been subjected to cold treatment or even violence in the family for a long time, he or she tends to have low self-esteem in the process of getting along with classmates at school, and it is difficult to maintain an equal mentality towards peers in the neighborhood, and he or she will easily become an object of isolation.

Beyond the mesosystem are factors that directly influence the significant others in the microsystem, such as parental social interactions and home-school relationships, which make up the exosystem. Although children do not directly participate in the larger social circles (such as their parents' workplaces and community affairs), these circles still have an impact on them. For example, when parents are under a lot of pressure and feel bad when they go home, they naturally fail to take good care of their children. For example, if parents and teachers cannot communicate well, it will directly affect whether children can study smoothly at home. Although children do not call teachers themselves, the more parents and teachers cooperate, the more parents can help their children when they write at home. Also, parents' work environment is typical of the exosystem. If parents get a sense of fulfilment from their work and enjoy what they do, these positive feelings will influence how they behave at home(Liu & Meng, 2009).

The fourth environmental system is the macrosystem. The macrosystem differs from the other three in that it does not point specifically to groups but covers the cultural and social environment in the microsystems, mesosystems, and exosystems mentioned

earlier. The macrosystem is essentially an ideology that is widely shared by society. These ideologies exist in the microsystem, mesosystem, and exosystem and directly or indirectly influence the acquisition of children's knowledge and experiences. It potentially defines how children are to be treated, what they are to be taught, and what they should strive for. These concepts vary from country to country or region to region. For example, in some regions there is a social ideology that favors an early entry into society, while in others there is a tendency to believe that the higher the level of education the better, and these ideologies are not static, but continue to change with the times and the economic level of the region.

In addition to the original four systems, Bronfenbrenner included the temporal system, constituted by social change and its influence on other systems, residing in the outermost part of the model field (Bronfenbrenner, 1994; Bronfenbrenner & Morris, 2007).In recent years, in the research on campus aggressive behavior, many researchers have begun to pay attention to social-ecological theory, placing individuals with campus aggressive behavior into the ecosystem in which they live for observation, to more systematically and comprehensively examine the relationship between individuals and the ecosystem in which they live(Wang, 2017).

CHAPTER 3
METHODOLOGY

3.1 Research design

This study used a mixed research method combining qualitative and quantitative approaches to explore the influence of parent-adolescent attachment and emotion regulation strategies on aggressive behavior in middle school students and to make rationalized recommendations to reduce the occurrence of aggressive behavior on campus and build a harmonious campus.

3.2 Research sample

3.2.1 The subjects of this study were Chinese middle school students. Using the "convenience sampling method", one class was randomly selected from each grade in the middle school section of a public middle school in Huangshan City (rural area), Anhui Province, and a public middle school in Nanjing City (urban area), Jiangsu Province, respectively. According to the statistical formula of Taro Yamane(1967),$318=1500/(1+1500*(0.05^2)$,318 middle school students were planned to be sampled as the research subjects for the questionnaire survey, the investigator explained the precautions to be taken, and the questionnaire was filled out independently and then recovered on the spot. The significance of the survey was explained to all the students surveyed before the survey was conducted, and informed consent forms were signed by their parents. Inclusion criteria:(1) age: 12- 15 years old;(2) current middle school students;(3) voluntary participation in this survey. Exclusion criteria:(1) age:<12 or>15 years old;(2) not in middle school;(3) unwilling to participate in this survey.

Table 1 Intribution table of subject-specific characteristics(n=318)

Variables	Category	n	Percentage (%)
Gender	Male	157	49.4
	Female	161	50.6
Grade	Grade7	106	33.3
	Grade8	106	33.3
	Grade9	106	33.3
Place	Nanjing, Jiangsu	159	50
	Huangshan, Anhui	159	50
Family	Only child	139	43.7
	Non-only child	179	56.3

3.2.2 To saturate the data, a 'purposive sampling method 'was employed to select five teachers and five parents from each grade in the middle school section of a public secondary school in Huangshan City (rural area), Anhui Province, and a public secondary school in Nanjing City (urban area), Jiangsu Province, respectively. Random coding was used for all parents and teachers to protect respondent privacy. The average length of the interviews was 60 minutes, conducted using semi-structured interviews, and the interviews focused on the aggressive behavior of middle school students. They signed an informed consent form before the interviews.

Table 2 Respondent information (parents)

Respondent No.	Sex	Age of respondents	Child's grade level
P001	F	45	Grade9
P002	M	40	Grade7
P003	F	41	Grade8
P004	M	50	Grade8
P005	F	37	Grade7

Table 3 Respondent information(teachers)

Respondent No.	Sex	Age of respondents	Student's grade level
T001	F	44	Grade9
T002	F	37	Grade7
T003	F	25	Grade7
T004	F	27	Grade8
T005	M	40	Grade8

3.3 Research Tools

3.3.1 Aggressive Behavior Scale

In this study, we used the Buss-Perry aggression questionnaire (BPAQ), a 29-item scale with four dimensions, namely Physical Aggression (PHY), Verbal Aggression (VER), Anger (ANG), and Hostility (HOS), to measure aggressive behavior. The scale measures the individual's aggressive behavior and is based on a Likert 5-point scale (from"1=Strongly Disagree" to"5=Strongly Agree"). where subjects chose in order of how well their feelings or reactions listed in the scale fit with them, with higher scores indicating higher levels of aggressive behavior in middle school students. In this survey, the Cronbach alpha coefficient of the questionnaire was 0.964, and the alpha coefficients of the four subscales were 0.936,0.891,0.925, and 0.927, respectively.

3.3.2 Parent-Adolescent Attachment Scale

In this study, we used Armsden&Greenberg's inventory of parent and peer attachment (IPPA), which has 25 items in total, including three dimensions: trust, communication, and alienation, and can comprehensively reflect the quality of emotional attachment in the adolescent stage. A 5-point Likert scale (from "1 = never" to "5 = always") was used, and the results were expressed as the average of the scores for each item in each dimension. Positive scores indicated trust and communication, while negative scores indicated alienation. Higher scores indicated higher attachment security. The higher the total score, the higher the attachment security. In this survey, the

Cronbach's alpha coefficient of the questionnaire was 0.812, and the Cronbach's alpha coefficients of the communication, trust, and alienation dimensions were 0.915,0.897, and 0.845, respectively.

3.3.3 Emotion Regulation Strategies scale

In this study, we used Gross's Emotion Regulation Strategies Scale(ERS), which has a total of 10 entries comprising 2 dimensions: Cognitive Reappraisal and Expressive Suppression, and is scored on a 7-point scale(ranging from "1=very much not in line" to "7=very much in line"). The higher the score on a dimension, the more likely an individual is to use a strategy to regulate emotions (Chai,2018). In the present investigation, the Cronbach's alpha coefficient for the questionnaire was 0.810, and the Cronbach's alpha coefficients for the cognitive reappraisal and expressive suppression dimensions were 0.943 and 0.920, respectively.

3.3.4 Semi-structured interviews

In this study, we used the case interview method to select five students' parents and five middle school teachers in Huangshan City and Nanjing City, and continued to explore the factors influencing middle school students' aggressive behavior through the interviews, which complemented the questionnaire survey method, and enabled us to have a more in-depth understanding of the reasons for the frequent occurrence of aggressive incidents in schools, as well as to be able to put forward some specific and targeted countermeasures to reduce the occurrence of the phenomenon.

3.4 Data Analysis

I used SPSS statistical software 27.0 and AMOS 29.0 to process and analyze the collected data. The first step was to examine the reliability and validity of the three scales by drawing a random sample of 50 out of a sample of 318. The second step involved a descriptive statistical analysis of parent-adolescent attachment, emotion regulation strategies, and aggressive behavior, as well as their differences in relation to demographic variables, using independent samples t-tests, one-way ANOVA, and Pearson's correlation. Then, correlation and regression analyses were conducted among

the three. Finally, a multilevel model is constructed by combining Bronfenbrenner's ecosystem theory.

3.5 Ethical Consideration

During the research process, ethical standards will be strictly followed to ensure that the rights and interests of participants are protected. Firstly, before the investigation begins, participants and their guardians will be provided with a detailed explanation of the research objectives, content, and potential risks, and their written informed consent will be obtained. All participants will be strictly confidential, used only for this study, and anonymized during data processing and analysis to ensure that personal information is not leaked. Participants can withdraw from the study at any time without any form of punishment or adverse effects. At the same time, we will ensure that the storage and processing of data comply with relevant laws, regulations, and academic standards.

CHAPTER 4
RESULTS

4.1 Descriptive Statistical Analysis

4.1.1 Overall level of aggressive behavior in middle school

Statistical analysis of the data in the table shows that the total mean score of the questionnaire is close to 3, indicating that the overall aggression of secondary school students is at an intermediate level, and that the four sub-dimension scores indicate a balanced performance of various types of aggressive behavior. Individual differences, targeted interventions for students with high scores(scores>4), focusing on specific manifestations of verbal aggression (highest score) and hostility (lowest score).

Table 4 Overall level of aggressive behavior (n=318)

Variable	Mean	SD	Level
Physical Aggression	2.941	1.245	Medium
Verbal Aggression	2.983	1.271	Medium
Anger	2.949	1.267	Medium
Hostility	2.928	1.249	Low
Aggressive Behavior	2.950	1.077	Medium

4.1.2 Overall level of parent-adolescent attachment in middle school

The mean scores for the communication and trust dimensions of parent-adolescent attachment for middle school students ranged from 3-4, indicating that the daily communication and trust between students and their parents were at a moderately high level, but there is still some room for improvement. The mean score for the alienation dimension was 2.882, and because it was positively scored (low score=high sense of

alienation), attention needs to be paid to whether individuals with higher scores (>4) have family conflicts or emotional disconnection.

Table 5 Overall level of parent-adolescent attachment (n=318)

Variable	Mean	SD	Level
Communication	3.105	1.052	High
Trust	3.087	1.102	Medium
Alienation	2.882	1.066	Low
Attachment	3.050	0.611	Medium

4.1.3 Overall level of Emotion Regulation Strategies in middle school

The overall score level(M=4.040)was close to 4, indicating that middle school students used emotion regulation strategies with moderate frequency, as the sub-dimension cognitive reappraisal scores were positive and students with high scores were usually able to proactively use more adaptive forms of regulation, while the expressive suppression scores were negative, and it is necessary to pay attention to the presence of a tendency towards emotion suppression in the low-scoring students(with high tendency towards suppression), and it is recommended that they be guided through a psychological programmed to undergo cognitive reassessment.

Table 6 Overall level of emotion regulation strategies (n=318)

Variable	Mean	SD	Level
Cognitive Reappraisal	4.037	1.757	High
Expression Suppression	4.035	1.788	High
Emotion Regulation	4.040	1.679	High

4.2 Analysis of Differences in Demographic Variables across Study Variables

       4.2.1Comparison of the characteristics and differences of aggressive behaviors among middle school students

       Looking at the grade level data, the results of a one-way ANOVA showed a significant difference in aggression levels between grades(F=11.861,p-value<0.001).To further determine exactly which two grades were significantly different from each other, a post hoc test(LSD)was conducted, which revealed that in comparison, the aggressive behavior of 9th grade students was significantly higher than that of 7th grade students, and there was no significant difference between 7th grade and 8th grade students. Aggressive behavior increased as students advanced in grade.

       Gender difference, males(3.178)showed significantly higher aggressive behavior than females(2.721)(t=3.870, p-value=0.000), combined with the previous finding that emotion regulation is greater for girls than boys, suggests that boys are more likely to externalize aggressive behavior in terms of emotion management, and that biological factors(e.g., testosterone levels)and societal expectations(that boys are to be aggressive)may be working together to cause the difference.

       The level of aggression in middle school students living in towns versus those living in rural areas was also significant, and the reasons need to be explored in depth for the development of targeted interventions. The only variable that was not significant was the only child variable, suggesting that aggressive behavior is influenced by grade level, gender, and geography, and has little to do with the presence of siblings in the family.

Table 7 Descriptive statistics of aggressive behavior-1

Variable	Group	Mean	SD	F	p-value	LSD
Aggressive	grade7	2.729	1.149	11.861***	0.001	7、8<9
Behavior	grade8	2.807	0.949			
	grade9	3.304	1.042			

Note: *** p-value <0.001

Table 8 Comparison of aggressive behavior between grades

Variable	Grade (I)	Grade (J)	MD (I-J)	ST	p-value	95%CI Lower	95%CI Upper
Aggressive Behavior	7	8	-0.077	0.145	0.933	-0.426	0.271
		9	-0.575*	0.151	0.001	-0.937	-0.212
	8	7	0.077	0.145	0.933	-0.271	0.426
		9	-0.497*	0.137	0.001	-0.827	-0.168
	9	7	0.575*	0.151	0.001	0.212	0.938
		8	0.497*	0.137	0.001	0.168	0.827

Note: * p-value <0.05

Table 9 Descriptive statistics of aggressive behavior-2

Variable	Group	Mean	SD	t	p-value
Aggressive Behavior	male	3.178	1.052	3.870***	0.001
	female	2.721	1.056		
	urban	2.770	1.095	-2.962	0.954
	rural	3.123	1.032		
	only child	2.943	1.092	-0.058	0.954
	non-only child	2.950	1.068		

Note: *** p-value p<0.001

4.2.2 Comparison of the characteristics and differences of middle school students' parent-adolescent attachment

From the Table, it can be observed that the overall level of attachment is in a moderate state. From the perspective of grade data, seventh grade students have a higher level of attachment than eighth and ninth grade students, but the difference between different grades is not significant; There is no significant difference in

attachment level between only child students and non-only child students; The attachment level of rural students is higher than that of urban students, and it needs to be combined with specific backgrounds such as parental companionship time, economic pressure, and family atmosphere; There are also significant differences in gender, with middle school girls having a higher level of attachment than boys(t=-3.042, P<0.05), which is statistically significant.

Table 10 Descriptive statistics of attachment -1

Variable	Group	Mean	SD	F	p-value	LSD
Attachment	grade7	3.072	0.659	1.426***	0.242	7、8<9
	grade8	3.100	0.553			
	grade9	2.966	0.612			

Note: *** p-value p<0.001

Table 11 Comparison of attachment between grades

Variable	Grade (I)	Grade (J)	MD (I-J)	ST	p-value	95%CI Lower	Upper
Attachment	7	8	-0.028	0.836	0.983	-0.229	0.174
		9	0.106	0.874	0.534	-0.104	0.317
	8	7	0.028	0.836	0.983	-0.174	0.229
		9	0.134	0.802	0.262	-0.059	0.327
	9	7	-0.106	0.874	0.534	-0.317	0.104
		8	-0.134	0.802	0.262	-0.327	0.059

Table 12 Descriptive statistics of attachment -2

Variable	Group	Mean	SD	t	p-value
Attachment	male	2.942	0.617	-3.042**	0.003
	female	3.147	0.589		
	urban	3.169	0.584	3.670***	0.001
	rural	2.923	0.613		
	only child	2.998	0.595	-1.231	0.219
	non-only child	3.083	0.622		

Note: ** p-value <0.01; *** p-value <0.001

4.2.3 Comparison of the characteristics and differences in emotion regulation strategies of middle school students

Cognitive Reappraisal, Grade Difference: Grade 7:Mean=4.330, SD=1.096, Grade 8:Mean=4.101, SD=1.571, Grade 9:Mean=3.681, SD=1.732, F value=3.798, p-value=0.024(significant difference), LSD shows a significant difference between grades 7,8, and 9. Gender Differences: Male: Mean=3.701,SD=1.736, Female: Mean=4.365,SD=1.72,t=-3.430, p-value=0.001(Significant Difference).Girls use cognitive reassessment strategies significantly more than males. Rural/urban differences: Urban: Mean=4.188, SD=1.76, Rural: Mean=3.887, SD=1.747,t=1.530, p-value=0.127**(no significant difference), Only child vs. not only child: One child: Mean=4.054, SD=1.777, Not one child: Mean=4.024, SD=1.746,t=0.150, p-value=0.881(no significant difference), Only child vs.

Expression Suppression, Grade Difference: Grade 7:Mean=3.634, SD=1.901, Grade 8:Mean= 3.887, SD=1.674, Grade 9:Mean=4.375, SD=1.718, F-value=4.665, p-value=0.009(significant difference), LSD shows a significant difference between grades 7,8&9.Gender Difference: Male: Mean=4.199, SD=1.796, Female: Mean=3.738, SD=1.756,t=-2.316, p-value=0.021(Significant Difference), Males used expression suppression strategies significantly more than females. Rural-urban difference: Urban:

Mean=3.759, SD=1.844, Rural: Mean=4.171, SD=1.712, t=-2.065, p-value=0.040**(Significant Difference), Rural students used expression suppression strategies significantly more than urban students. Only child vs. Not only child: One child: Mean=3.831, SD=1.792, Not one child: Mean=4.070, SD=1.784, t=1.182, p-value=0.238(not significantly different).

Cognitive reappraisal strategy is a positive emotion regulation strategy with significant differences in grade level, gender, and higher grades and lower grades students were more inclined to use this strategy. The expression suppression strategy is a negative emotion regulation strategy with significant differences in grade level, gender, and rural/urban background, with males, higher grades, and rural students being more inclined to use this strategy. There was no significant difference in the use of the two strategies between only children and non-only children.

Table 13 Descriptive statistics of emotion regulation strategies -1

Variable	Dimension	Group	Mean	SD	F	p-value	LSD
Emotion Regulation Strategies	cognitive reappraisal	grade7	4.330	1.096	3.798*	0.024	7、8>9
		grade8	4.101	1.571			
		grade9	3.681	1.732			
	expression suppression	grade7	3.634	1.901	4.665**	0.009	7、8<9
		grade8	3.887	1.674			
		grade9	4.375	1.718			

Note: * p-value <0.05; ** p-value <0.01.

Table 14 Comparison of emotion regulation between grades

Variable	Variable	Grade (I)	Grade (J)	MD (I-J)	ST	p-value	95%CI Lower	95%CI Upper
Emotion Regulation Strategies	cognitive reappraisal	7	8	0.230	0.240	0.712	-0.348	0.807
			9	0.649*	0.250	0.030	0.047	1.252
		8	7	-0.230	0.240	0.712	-0.807	0.348
			9	0.420	0.227	0.185	-0.127	0.967
		9	7	-0.649*	0.250	0.030	-1.252	-0.047
			8	-0.420	0.227	0.185	-0.967	0.127
	expression suppression	7	8	-0.252	0.246	0.666	-0.845	0.340
			9	-0.741*	0.249	0.010	-1.340	-0.142
		8	7	0.252	0.246	0.666	-0.340	0.845
			9	-0.488	0.233	0.108	-1.050	0.073
		9	7	0.741*	0.249	0.010	0.142	1.340
			8	0.488	0.233	0.108	-0.723	1.049

Note: * p-value <0.05

Table 15 Descriptive statistics of emotion regulation strategies -2

Variable	Dimension	Group	Mean	SD	t	p-value
Emotion Regulation Strategies	cognitive reappraisal	male	3.701	1.736	-3.430***	0.001
		female	4.365	1.72		
		urban	4.188	1.76	1.530	0.127
		rural	3.887	1.747		
		only child	4.054	1.777	0.150	0.881
		non-only child	4.024	1.746		
	expression suppression	male	4.199	1.796	-2.316*	0.021
		female	3.738	1.756		
		urban	3.759	1.844	-2.065*	0.040
		rural	4.171	1.712		

Table 15 (continued)

Variable	Dimension	Group	Mean	SD	t	p-value
		only child	3.831	1.792	1.182	0.238
		non-only child	4.070	1.784		

Note: * p-value <0.05; *** p-value <0.001

4.3 Correlation Analysis

Pearson Product-Moment Correlation analyses were employed to examine the relationship between adolescents' levels of attachment and emotion regulation and their levels of aggressive behavior. The results of the analyses are presented in Table 13.

Table 16 shows that the level of parent-adolescent attachment was positively correlated with cognitive reappraisal (r = 0.244, p-value < 0.001) and negatively correlated with aggressive behavior (r = -0.338, p-value < 0.001), suggesting that good parental attachment helps adolescents to employ positive emotion-regulation strategies and to reduce aggressive behavior. Meanwhile, cognitive reappraisal was negatively correlated with aggressive behavior (r = -0.583, p-value < 0.001), whereas expressive suppression was positively correlated with aggressive behavior (r = 0.597, p-value < 0.001), further confirming the critical role of emotion regulation strategies in aggressive behavior. Furthermore, there was a high correlation between physical aggression, verbal aggression, anger, hostility, and aggressive behavior (r values between 0.612 and 0.874, p-value < 0.001). The results of Pearson correlation analyses support the significant relationship between the level of parent adolescent attachment, emotion regulation strategies (especially cognitive reappraisal and expressive suppression) and the level of aggressive behavior, with good parental attachment and positive emotion regulation strategies (e.g., cognitive reappraisal) contributing to a reduction in aggressive behavior, whereas negative emotion regulation strategies (e.g., expressive suppression) may increase the risk of aggressive behavior. These findings highlight the important influence of parent-adolescent attachment and emotion regulation strategies on aggressive

behavior and provide important clues for understanding the underlying mechanisms of aggressive behavior in adolescents.

Table 16 Correlation analysis results of attachment, emotion regulation, and aggressive behavior

Variable	1	2	3	4	5	6	7	8
1	1							
2	.244***	1						
3	.267***	.792***	1					
4	-.303***	-.514***	.529***	1				
5	-.286***	-.531***	.508***	.651***	1			
6	-.305***	-.517***	.546***	.689***	.657***	1		
7	-.264***	-.451***	.466***	.597***	.612***	.654***	1	
8	-.338***	-.583***	.597***	.878***	.819***	.874***	.844***	1

Note: 1= parent-adolescent attachment,2= cognitive reappraisal, 3= expression suppression,4=physical aggression, 5=verbal aggression, 6=anger, 7=hostility,8=aggressive behavior,* p-value < 0.05; ** p-value < 0.01 ; *** p-value < 0.001.

4.4 Regression Analysis

The study analyzed the influence of several predictor variables on aggressive behavior when it was the dependent variable. The predictor variables included: parent-adolescent attachment (communication, trust, alienation) and emotion regulation strategies (cognitive reappraisal and expressive suppression). The results of the analyses are presented in Table 17.

The study found that communication, trust, and cognitive reappraisal had a significant negative influence on aggressive behavior as follows: for each unit increase in communication, there was a 0.176 unit decrease in aggressive behavior ($b = -0.176$, $t = -2.848$, $p\text{-value} < 0.001$); for each unit increase in trust, there was a 0.139 unit decrease in aggressive behavior ($b = -0.139$, $t = -2.442$, $p\text{-value} < 0.001$); and for each unit increase in cognitive reappraisal, there was a 0.181 unit decrease

in aggressive behavior ($b = -0.181$, $t = -4.094$, p-value < 0.001). In contrast, alienation and expression suppression had a significant positive influence on aggressive behavior, as shown by a 0.333 unit increase in aggressive behavior for each unit increase in alienation ($b = 0.333$, $t = 5.723$, p-value < 0.001).

In the standardized situation, alienation ($\beta = 0.330$) and expression suppression ($\beta = 0.363$) had a greater influence on aggressive behavior. These results suggest that improving communication skills, trust levels, and developing effective cognitive reappraisal skills, along with reducing alienation and expressive suppression, may contribute to the effective reduction of aggressive behavior in individuals.

Through the above data, we found that communication, trust, and aggressive behavior in parent-adolescent attachment are negatively correlated, indicating that the better the communication and the higher the trust of adolescents in their parents, the less aggressive behavior. Alienation is negatively correlated with aggressive behavior, indicating that the stronger the alienation in the parent-adolescent relationship, the more aggressive behavior. In emotion regulation, cognitive reappraisal is negatively correlated with aggressive behavior, indicating that the use of cognitive reappraisal strategies can effectively reduce aggressive behavior. Expression suppression is positively correlated with aggressive behavior, indicating that inhibiting the expression of emotions will increase aggressive behavior. In practical application, we should focus on communication and trust, reduce alienation, and cultivate effective cognitive reappraisal strategies to avoid excessive inhibition of emotional expression.

Table 17 Regression analysis of dimensions of attachment and dimensions of emotion regulation on aggressive behavior

Variable	Predictive Variables	Dimension	b	SE	β	t
Aggressive Behavior	Parent adolescent attachment	communication	-0.176	0.062	-0.172	-2.848***
		trust	-0.139	0.057	-0.143	-2.442***
		alienation	0.333	0.058	0.330	5.723***
	Emotion regulation strategies	cognitive reappraisal	-0.181	0.044	-0.295	-4.094***
		expression suppression	0.219	0.043	0.363	5.034***

Note: * p-value < 0.05; ** p-value < 0.01；*** p-value < 0.001.

4.5 Model of preventing and reducing for aggressive behavior in middle school students


Figure 3 Models for Reducing Aggressive Behavior

Based on the results of the interviews and combined with the ecosystem theory proposed by Bronfenbrenner, a model for reducing adolescent aggressive behavior can

be constructed to comprehensively analyze and solve the problem of adolescent aggressive behavior from micro to macro level, which not only focuses on the internal factors of the individual, but also takes into account the influences of the external environments such as the family, the school, the community, and the socio-cultural environment, and provides comprehensive strategies and methodology.

Microsystem: This is the environment in which individuals have direct contact and participation. In the microsystem of the family, attachment relationships have an extremely critical influence on the emotional, cognitive, and behavioral development of individuals. A warm family environment with good attachment relationships can raise children with confidence, optimism, and good social skills, while a family with conflicts and contradictions may lead to psychological problems or behavioral deviations. National and international studies show that parental emotional warmth and companionship can enable students to better integrate into the school community, thus reducing the frequency of aggressive behavior in schools. Specifically, students can learn adult ways of interacting from their parents.

Intermediate system refers to the connection and interaction between microsystems, for example, the relationship between family and school, the degree of importance attached by the family to education and the communication and co-operation between the family and the school will influence the child's performance in school and the effect of school education on the child, if the family actively cooperates with the school, participates in school activities and communicates well with the teachers, the child tends to get a more comprehensive development, and on the contrary Otherwise, there may be a disconnect in education that hinders the child's development.

Exosystems are those environments in which individuals do not participate directly but which influence them indirectly, such as the economic situation of the community. Macrosystems cover a wider range of socio-environmental factors such as socio-cultural values, legal systems, etc. Individuals' behavioral norms can vary greatly in different cultural contexts. The temporal system, on the other hand, emphasizes the dynamics of the environment and the changing relationship between the individual and

the environment as the individual develops. It reminds us that when studying and intervening in individual development, we cannot look at the individual in isolation, but rather we need to consider the whole environmental system in which he or she lives and its interactions in an integrated manner, to develop more targeted and effective strategies to promote the health and development of the individual.

Interview results are presented:

Microsystems level

Family environment: improving the family atmosphere, reducing family conflicts, providing a level of mental health and sensitivity of parents, employing positive parenting styles, and increasing parent-adolescent attachment. School environment: creating a harmonious classroom climate, teachers employing encouraging and supportive teaching styles, promoting positive peer interactions, and reducing conflict.

Mesosystem level

Family-school cooperation: Strengthening communication between schools and families, working together to formulate behavioral intervention plans, and ensuring consistency in educational concepts and approaches.

Utilizations of community resources: to make use of community resources, such as parent-adolescent activities, psychological counselling services, etc., to support the educational work of schools and families.

Exosystemic level: Parental work environment, reducing work stress and increasing job satisfaction, indirectly reducing aggressive behavior among adolescents.

Macrosystem level: cultural values: advocate peaceful and friendly socio-cultural values, influence social attitudes towards aggressive behavior through media campaigns. Legal policies: improve child protection laws and provide effective legal interventions against aggressive behavior.

Intervention strategies

1. Individual level: Psychological counselling is provided to help students deal with emotional problems, improve cognitive styles, enhance self-control, conduct behavioral training, and grant students effective social skills and conflict resolution.

2. At the family level: Parent training is conducted to improve parenting skills, enhance parent-adolescent communication, and improve family relations. Family support services are provided to help families resolve difficult life situations and reduce family stress.

3. At the school level: Implement classroom management to create a positive classroom atmosphere and reduce the incidence of conflict and aggressive behavior. Mental health education is conducted to raise teachers' and students' awareness of aggressive behavior and effective intervention methods.

4. Community level: Organize community activities to create a harmonious community environment. Provide community support services, such as psychological counselling, family education guidance, and help families solve problems.
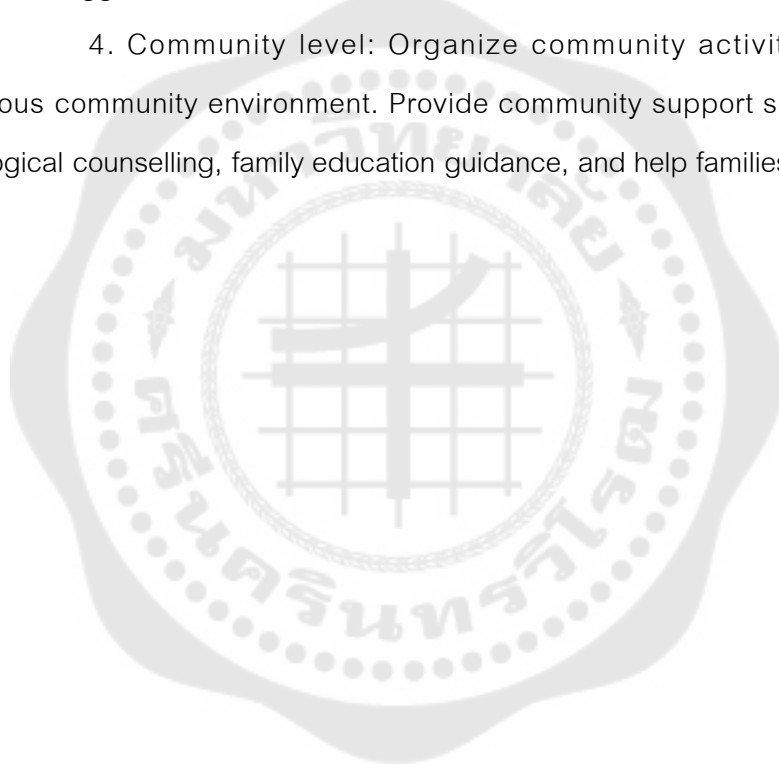
CHAPTER 5
DISCUSSION AND CONCLUSION

5.1 Conclusion

      5.1.1 There are significant differences in parent-adolescent attachment, emotion regulation, and aggressive behavior among middle school students by gender, grade level, and geographic region. There are significant differences in parent-adolescent attachment, emotional regulation, and aggressive behavior among middle school students of different genders, grades, and geographic regions. The imbalance of educational resources between urban and rural areas, the different living standards, and the amount of time parents spend with their children can all lead to differences. The pressure of entering higher education for 9th-grade students can also lead to differences between 7th and 8th-grade students. Physiological factors can also lead to significant differences between boys and girls.

      5.1.2 There is a significant correlation between parent-adolescent attachment, emotion regulation, and aggressive behavior in middle school students. Studies have shown that parent-adolescent attachment is significantly negatively correlated with aggressive behavior. The lower the level of attachment, the more aggressive behavior middle school students have, and the higher the level of attachment, the lower the aggressive behavior. Middle school students with secure attachment are more likely to adopt positive emotion regulation strategies, thereby reducing the occurrence of aggressive behavior. Parent-adolescent attachment affects the occurrence of aggressive behavior by affecting emotional regulation ability. Therefore, establishing a good attachment relationship and improving emotion regulation ability are important ways to reduce the aggressive behavior of middle school students.

      5.1.3 Parent-adolescent attachment and emotion regulation are significant predictors of aggressive behavior in middle school students. Secure attachment helps middle school students establish stable self-cognition and emotional regulation abilities, and cope with stress and challenges in a positive and healthy way, thereby reducing the

occurrence of aggressive behavior. Insecure attachment can easily make middle school students show indifference, alienation, and a lack of emotional support in interpersonal communication. When encountering conflicts, they may also adopt aggressive behaviors due to the inability to communicate effectively. Students with strong emotion regulation ability can better identify, understand and express their emotions, and can adopt positive coping strategies when facing problems, thereby reducing the occurrence of aggressive behavior. Middle school students with weak emotion regulation ability are prone to emotional outbursts and may vent in an impulsive and aggressive manner. In summary, parent-adolescent attachment and emotion regulation strategies are important factors affecting the aggressive behavior of middle school students.

5.1.4 Parent-adolescent attachment and emotion regulation jointly affect aggressive behavior, with cognitive reappraisal and expressive inhibition partially mediating the effects. Studies have shown that parent-adolescent attachment is the emotional connection between middle school students and their parents. Parent-adolescent attachment is negatively correlated with aggressive behavior. The lower the level of attachment, the more aggressive behavior. Emotional regulation is the process of an individual's cognition, expression, and regulation of emotions. Emotional regulation is negatively correlated with aggressive behavior. The stronger the emotion regulation ability, the less aggressive behavior. Cognitive reappraisal is an individual's cognition and understanding of a situation. Specifically, secure attachment and good emotion regulation can help middle school students form good cognitive evaluations and reduce the occurrence of aggressive behavior. Expressive suppression is an individual's inhibition of emotional expression. Secure attachment and good emotional regulation ability can help middle school students reduce expressive inhibition, thereby reducing the occurrence of aggressive behavior.

5.2 Discussion

5.2.1 Analysis of the differences in demographic variables on various research variables

This study shows that overall, regardless of grade, gender, being an only child, or family residence, the aggression of middle school students is at a moderate level, with fewer students showing strong aggression. In this study, an independent sample t-test found that the level of aggression among middle school students was higher in terms of gender, with boys having a higher level of aggression than girls. Middle school students living in urban areas had a significantly higher level of aggression than those living in rural areas, and the difference in aggression levels between the two was significant (P<0.05), with statistical significance. This research result supports the views of Ren (2009). There are differences between rural and urban children from birth in many places, and their parents have different parenting styles, which can lead to differences in their levels of aggression.

According to the analysis results, the attack level of seventh-grade students is relatively low, the attack level of eighth-grade students is at an intermediate level among the three grades, and the attack level of ninth-grade students is the highest. The one-way ANOVA results show significant differences in attack level among different grades (P<0.001). After inspection and analysis, it was found that as the grade level increases, the level of aggression among middle school students also increases. Ying (2008)also believes that as individuals age, their aggression tends to increase. This may be related to the stage-specific characteristics of psychological development among middle school students. Firstly, seventh-grade students have just entered a new environment and are in a transitional period between primary and middle school. However, their sense of independence is stronger than that of elementary school students, and they are increasingly expressing their ideas. The psychological development of middle school students is unstable and easily influenced by external factors. If they are not guided to form correct learning, life, and peer communication concepts currently, they are prone to frustration and even hostile emotions. Secondly, eighth grade is the most prominent stage of individual adolescence, and it is also a critical period for individual development and education. The contradiction between rapid physical development and psychological needs is increasingly intensifying, leading to an imbalance between their

physical maturity and intellectual development. Currently, middle school students have weak self-control and poor emotional regulation ability, and their willpower is easily affected by emotions, leading to impulsive behavior. Coupled with external environmental constraints, students are prone to self-isolation or aggression. Compared to seventh and eighth-grade students, ninth-grade students face greater academic pressure, and the direct consequence of increased negative emotions is an increase in aggressive behavior.

The survey found that there was no significant difference in the attachment level of middle school students in terms of "only child status" and "place of residence" in this study; The one-way analysis of variance also showed no significant difference in attachment level between grades in middle school, which is consistent with the research results of Liu (2006). They conducted a multiple factor analysis of variance on parental and adolescent attachment, which also indicates that there is no significant difference in parent-adolescent attachment between grades. The independent sample t-test results show that the attachment level of female middle school students is higher than that of male students, and there is a significant difference between the two. This may be related to the differences in emotions and emotional characteristics between male and female students in middle school. Although both boys and girls in middle school have rich emotions and feelings, girls are more prone to emotional outbursts and are more easily influenced by others; Boys have strong emotions that also contain depth, which leads to a lower level of attachment to their parents compared to girls. The results of bivariate correlation analysis indicate a negative correlation between parent-adolescent attachment and aggression among middle school students. From this analysis, it can be inferred that the lower the safety of parent-adolescent attachment among middle school students, the higher the probability of aggressive behavior. This result is consistent with the research of Chen (2011). Establishing a safe and stable parent-adolescent relationship between parents and children is not only beneficial for parent-adolescent communication but also helps to provide timely and correct guidance to children and, to some extent, helps prevent the occurrence of negative behaviors such as aggression.

5.2.2 Correlation analysis and regression analysis of each research variable

There is a significant correlation between attachment quality and aggressive behavior, and parent-adolescent attachment can significantly predict aggressive behavior. This conclusion is consistent with previous studies by Chinese scholars. Attachment theory believes that individuals rely on the internal working model formed by early interactions with important others to guide their future lives, which has a huge impact on the individual's socialization. This study and previous studies have found that alienation, a risk factor, affects the aggressive behavior of middle school students. Individuals who are alienated from their parents do not agree with their parents' expectations or do not care about their expectations, which makes them more likely to rebel during adolescence, resulting in excessive behavior or speech. On the other hand, the source of alienation between teenagers and their parents can be traced back to infancy. Parents' low attention to their babies and inability to immediately calm their children's anxiety and crying can lead to a sense of distrust towards their parents. As children grow older, their personalities may show strong hostility or resistance towards adults, especially when they are criticized by the outside world, and are prone to exhibiting strong resistance. Individuals with high attachment quality and secure attachment to their parents, in need of when they are supported, believe that their parents will help them without hesitation. Parents are their big trees and warm havens. They can receive better advice from their parents and learn how to handle difficult things on the right track, thereby avoiding and reducing problematic behaviors. Therefore, parents need to strive to get along with their children more, be good at using good communication skills to communicate with them, create a good atmosphere of parent-adolescent interaction in the family, take good care of their children, and form a safe attachment relationship. This can prevent the occurrence of problematic sexual behavior, especially aggressive behavior, in children. For children in adolescence, it's not just about increasing communication frequency. Adolescents are subject to rapid physiological and psychological changes and are prone to impulsiveness. The generation gap between the two generations is more evident during this period.

Adolescents begin to have a strong sense of privacy, so parents should be careful not to probe, interrogate, or pressure their children. They should be tolerant and understanding of their children and have patience when dealing with intergenerational relationships.

There is a significant correlation between emotion regulation ability and aggressive behavior of junior high school students. The use of emotion regulation strategies can predict the frequency and intensity of aggressive behavior of junior high school students. This conclusion is highly consistent with developmental psychology research at home and abroad. Emotion regulation theory points out that an individual's cognitive assessment and management ability of negative emotions directly determines the adaptability of their response. This study found that junior high school students who express inhibition are more likely to engage in aggressive behavior. When these students are unable to transform their emotions, they will adopt a pattern of repression to explosion, such as aggressive behavior after long-term endurance. Students with good emotion regulation ability have significantly lower rates of aggressive behavior. Children with good cognitive reappraisal ability will respond to negative events as new challenges. Parents and schools can work together to develop skills and guide parents to become "emotion coaches". After system training, junior high school students can significantly improve their ability to transform emotional abilities into social abilities, fundamentally reducing aggressive behavior.

5.3 Recommendations

This study explores the status of aggressive behavior among middle school students from different developmental backgrounds. Based on data analysis results, combined with research conclusions, and deepening mechanism exploration through quantitative data and multi-party interviews (teachers and parents), the following educational suggestions are proposed from the perspectives of families and schools to prevent and improve the situation of aggressive behavior among middle school students:

5.3.1. Correctly examine the aggressive behavior of middle school students

Adolescence is a period of transition from immaturity to maturity. Middle school students are in an unstable stage of psychological and physiological changes and face various pressures, such as learning and further education. They are prone to developing extremist thoughts and rebellious psychology. If excessive pressure and negative emotions are not properly released, they may resort to violent means of venting; Secondly, due to their inferior psychological, physiological, and other aspects compared to adults, their practical experience makes it difficult for them to actively cope with this series of changes, leading them to blindly adopt wrong behaviors. The research results (Gao, 2017) indicate that the behavior of middle school students attacking their peers is only an instinctive reaction of self-protection. Correctly understanding their aggressive behavior and providing appropriate mental health education can enable them to have a correct understanding of themselves, avoid taking extreme measures to enhance their rebellious psychology, and effectively prevent the occurrence of aggressive behavior in middle school students.

5.3.2 Improving the learning and living environment for middle school students

The social learning theory, represented by Bandura, holds that adolescent aggressive behavior is a result of learning and a product of the interaction between individuals and the environment. Individuals acquire this behavior through observation and imitation of others, indicating the importance of environmental factors in the occurrence of adolescent aggressive behavior. Some studies have shown that the differences in learning environments between urban and rural areas can also lead to significant differences in the probability of aggressive behavior among middle school students. Therefore, improving the learning environment can effectively reduce the incidence of aggressive behavior among middle school students. The living environment of middle school students is not only the school environment, but also includes the family (Wu et al., 2018)

The attachment relationship between children and their parents has an important influence on the formation of various behavioral habits on their path of growth

and development. After entering adolescence, children become more independent, and they wish to get rid of the constraints of their parents and reduce their communication with them. Therefore, parents need to pay constant attention to their children's developmental changes during adolescence and provide the necessary emotional support and effective communication to help them solve difficulties in their growth and endeavor to create a good family atmosphere. Secure attachment relationships allow children to learn communication skills with their parents and apply them to their school life; in a good attachment environment, children can develop a healthier personality and adapt better to school and social life.

     5.3.3 School Education - Strengthening Mental Health Education for Middle School Students

     As the main place for middle school students to live and study, schools must attach great importance to aggressive behavior. In the process of school education, it is necessary to strengthen legal publicity and education for middle school students, so that students can reduce direct or indirect aggressive behavior. As the closest role to students besides parents, teachers should play the role of guides, help students master correct and reasonable methods of emotional disclosure and self-regulation, and carry out personal psychological counseling, group counseling, and other appropriate mental health education. Although the expression suppression in emotional regulation strategies is relatively negative and not worth promoting, cognitive reappraisal is still a strategy worth learning. Strengthen mental health education in rural schools and reduce aggressive behavior caused by a lack of supervision. Pay attention to covert attacks in a high-pressure, competitive environment in urban schools, utilize regional cultural resources, design localized moral education courses, establish cross-provincial data sharing platforms, and optimize intervention strategies.

     5.3.4 Homeschool cooperation strengthens the prevention and punishment of aggressive behavior

     According to the elaboration of the theory of aggressive behavior in school and the analysis of the study results, family and school are the main places for students to

grow up, and cooperation between both parties to create a safe environment is crucial for the healthy growth of students.

Timely identification and problem solving, home-school cooperation can provide a comprehensive understanding of students' behavioral and emotional changes, which can help identify potential conflicts and problems in time and jointly find solutions to prevent problems from escalating into aggressive behavior. Prevent problems from escalating into aggressive behavior. Enhance educational synergy. Families and schools work together to formulate behavioral norms, which help students form correct behavioral habits. Provide emotional support and guidance. Parents and teachers pay attention to the emotional needs of students and provide necessary guidance to help students learn emotional regulation and conflict resolution, and to reduce the occurrence of aggressive behaviors. In summary, home-school cooperation plays an important role in preventing and responding to aggressive behavior in schools.
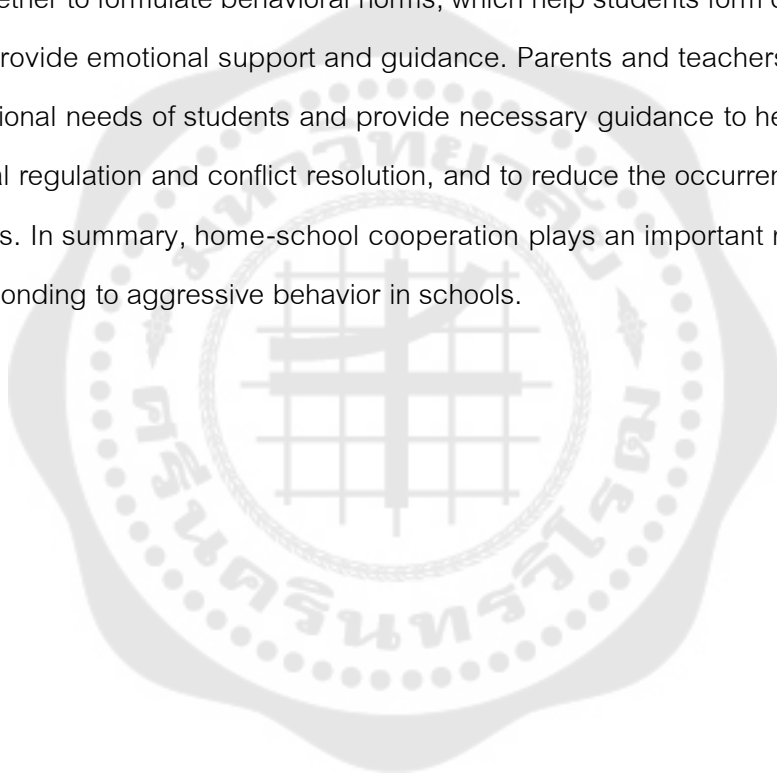
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APPENDIX

APPENDIX SCALE

Dear students,

Thank you for taking the time out of your busy schedule to fill out this survey. This survey is meant for academic research purposes only, and the information you provide will be valuable to our research. Based on the principle of confidentiality, the questionnaire is filled out anonymously, and no personal information will be disclosed. There are no right or wrong or good or bad answer choices, so please answer accordingly. Your cooperation is sincerely appreciated.

Part 1: Basic Information

Please check the options based on the actual situation.

1. Your Gender: A. Male B. Female

2. Your Grade Level: A.Grade 7 B.Grade 8 C.Grade 9

3. Are you an only child? A. Yes B.No

4. Your school: A.A public middle school in Nanjing, Jiangsu Province. B.A public middle school in Huangshan, Anhui Province

Part 2: Questionnaire

1. Aggressive Behavior Scale

Aggressive behavior refers to actions aimed at harming the physical or psychological well-being of another person, including physical, psychological, or verbal attacks. This behavior may be a purposeful and intentional act of harming or destroying people, animals, or other targets. Student aggressive behavior refers to aggressive behavior that occurs both in and out of school and may cause physical, psychological, or sexual harm to the victim. It encompasses four key dimensions：physical aggression, verbal aggression, anger, and hostility. Among them, physical and verbal aggression belong to aggressive behavior, anger belongs to emotional expression, and hostility belongs to cognitive expression.

In this study, I used the Buss-Perry Aggression Questionnaire (BPAQ). Many scholars in China have also used this questionnaire in their research on adolescent aggression. The results show that the questionnaire also has good reliability and validity in China (Yang&Wang,2012). The BPAQ includes items that assess four dimensions of aggressive behavior: physical aggression, verbal aggression, anger, and hostility. The attack measurement scale adopts a 5-point scale from "1 = Strongly Disagree" to "5 = Strongly Agree". The questionnaire consists of 29 items, with physical aggression measured by items 2,5,8,11,13,16,22,25, and 29, verbal aggression measured by items 4,6,14,21, and 27, hostility measured by items 3,7,10,15,17,20,24, and 26, and anger measured by items 1,9,12,18,19,23, and 28. Items 9 and 16 are reverse-scoring items. The higher the score, the stronger the aggressiveness.

Topic	1	2	3	4	5
1. If I must resort to violence to protect my rights, I will.					
2. I have become so mad that I have broken things.					
3.Occasionally, I can't control the urge to strike another person.					
4.I have threatened people I know.					
5.Given enough provocation, I may hit another person.					
6.I can't think a good reason for ever hitting a person. (Reverse question)					
7.If somebody hits me, I hit back.					

8.There are people who pushed me so far that we came to blows.					
9.I get into fights a litter more than the average person.					
10.I tell my friends openly when i disagree with them.					
11.I can't help getting into arguments when people disagree with me.					
12. When people annoy me, I may tell them what I think of them.					
13.I often find me disagreeing with people.					
14.My friends say that I am somewhat argumentative.					
15.Some of my friends think I am a hothead.					
16.I am an even-tempered person.					
17.I flare up quickly but get over it quickly.					
18.I have trouble controlling my temper.					
19.When frustrated, I let my irritation show.					
20.I sometimes fell like a powder keg ready to explode.					
21.Sometimes I fly off the handle for no good reason.					

22. When people are particularly kind to me, I wonder what they want.					
23. I wonder why I feel so bitter about things.					
24.I am suspicious of overly friendly strangers.					
25.I am sometimes eaten up with jealousy.					
26.At times I fell I have gotten a raw deal out of life.					
27.I sometimes fell that people are laughing at me behind my back					
28.Other people always seem to get the breaks.					
29.I know that "friends" talk about me behind my back.					

2. Parent-Adolescent Attachment Scale

Parent-adolescent attachment refers to the lasting emotional connection formed between a baby and its primary caregiver (usually the mother). This kind of connection is not limited to physical contact but also includes intimate psychological connections. Secure parent-adolescent attachment helps children develop good self-awareness and problem-solving abilities, while insecure attachment may lead to psychological problems and social adaptation difficulties in adulthood.

The Parental and Peer Attachment (IPPA) includes three dimensions: trust, communication, and distance. The trust dimension measures a person's level of emotional support, understanding, and resonance with their parents or peers, including whether parents can understand and respect their children's thoughts and feelings, as well as whether children trust their support and guidance. The communication dimension

measures the frequency and quality of communication between an individual and their parents or peers on emotional and practical issues, including whether parents are willing to communicate openly with their children and whether children can freely express their thoughts and feelings. The dimension of alienation measures loneliness, separation, and stress in attachment with parents or peers, including whether conflicts frequently occur between parents and children, and whether children feel isolated or excluded.

In this study, I used the Attachment scale Armsden&Greenberg (1987) developed the Parent and Peer Attachment Questionnaire, which includes three dimensions: trust, communication, and alienation. The Parent and Peer Attachment Scale (IPPA)measures the perceived level of positive and negative "emotional, cognitive" experiences in different attachment relationships, especially the degree of perceived security, by allowing adolescents to self-evaluate the impact of their father, mother, and peers on their psychological development and security. scale (IPPA)consists of 25 questions, each with a 5-point scoring system.' 1 ' represents ' never', and ' 5 ' represents ' always.

Topic	1	2	3	4	5
1.I like to seek the opinions of my parents when dealing with problems.					
2.I don't think it's necessary to express one's feelings to parents.					
3.When I am unhappy, my parents can feel it.					
4.My parents have high expectations for me.					
5.My parents know very little about the things that bother me.					
6.My parents helped me understand myself better.					

7.I will tell my parents about the problems and troubles I have encountered.				
8.My parents will discuss with me the difficulties I encounter.				
9.My parents are not aware of what I have been through recently.				
10.When I need to relieve my worries, I can rely on my parents.				
11.If my parents knew I was troubled, they would ask me.				
12.My parents respected my feelings.				
13.I think my parents are competent parents.				
14.My parents can accept everything about me at present.				
15.When we discuss things, my mother cares about my opinions.				
16.My parents trust the judgments I make.				
17.My parents understand me very well.				
18.When I am angry about something, my parents will try their best to understand me.				
19.I trust my parents.				
20.I hope to have a father and mother who are different from what they are now.				

21.Talking to my parents about the problems I encounter makes me feel shy or foolish.					
22.When I am with my parents, I easily get upset and uneasy.					
23.My parents also have their own troubles, so I won't disturb them with my troubles.					
24.I will be angry with my parents.					
25.My parents rarely pay attention to me.					

3.Emotion Regulation Strategies scale

Emotional regulation Strategies refer to the monitoring and regulation methods adopted by individuals to adapt to external situations and interpersonal relationships, focusing on the internal processes and external behaviors of emotions. In practical life, the application of emotion regulation Strategies is very extensive. For example, by changing their lifestyle, activities, physical exercise, or ways of expressing themselves, individuals can effectively regulate their emotions, which not only helps improve their emotional health but also enhances their sense of happiness. The emotion regulation Strategies scale usually includes multiple dimensions, with the two most critical dimensions being cognitive reappraisal and expression suppression. Cognitive Reappraisal regulates emotions by changing the interpretation and evaluation of a situation. Expression suppression is the suppression or masking of one's emotional expression.

In this study, I used the Emotion Regulation Strategies scale, which consists of 10 items in two dimensions: cognitive reappraisal and expression suppression. Cognitive reappraisal includes six items, while expression suppression includes four items. The scoring method used is a seven-point scoring system (ranging from "1 = very much not in line" to "7 = very much in line").

Topic	1	2	3	4	5	6	7
1.When I want to feel more positive emotion (such as joy or amusement), I change what I'm thinking about.							
2. When I want to feel less negative emotion (such as sadness or anger), I change what I'm thinking about.							
3.When I am faced with a stressful situation, I make myself think about it in a way that helps me stay calm.							
4.When I want to feel more positive emotions, I change the way I think about the situation.							
5.I control my emotions by changing the way I think about the situation I'm in.							
6.When I want to feel less negative emotion, I change the way I think about the situation							
7.I keep my emotions to myself.							
8.When I am feeling positive emotions, I am careful not to express them							
9.I control my emotions by not expressing them.							
10.When I am feeling negative emotions, I make sure not to express them.							

Part 3: Interview

1. Interview Outline

To gain a deeper understanding of the attitudes and opinions of teachers and parents towards school aggression, this plan selected five teachers and five parents of students for visits. The aim was to understand their understanding of school aggression, ways of educating children, and coping strategies.

1.What is your understanding of aggressive behavior?
2.Do you think it is important to value aggressive behavior?
3.What do you think is the impact of aggressive behavior on students/child?
4．To reduce aggressive behavior among students/children, what measures do you think the schools/families, and children can take?

2. Interview Record - Parents

1. What is your understanding of aggressive behavior?

P001: A child's aggressive behavior often stems from his or her emotional problems. A mother in our parent group mentioned that since she and her husband divorced, her son has always badmouthed other students, and when other students get good grades in their exams, her son will say that he must have plagiarized, but in fact, her son is saddened by his broken family. In my opinion, this kind of aggressive behavior does not only mean that the child is bad, but also because the child does not know how to deal with his/her own emotions, so he/she will vent his/her pain by hurting other people. In some families, the adults speak loudly, and the child will be influenced by this for a long time, so he/she will think that quarrelling and striking are the normal ways of communication, and he/she does not realize that it will hurt other people at all, so the parents need to teach him/her by example and by words.

P002: Nowadays, the form of combative behavior has become more complicated, not limited to physical conflict. My children have mentioned to me, there is

a girl in their class, just because her classmates refused to lend erasers, and they isolated the girl together with several people. This is cold violence. In my opinion, aggressive behavior, whether it manifests itself in the form of hitting, bad language or deliberate isolation of others, its essence is to intentionally cause harm to others, take my nephew as an example, he often used to swear in the game, and over time, he began to learn to do so in real life, see students wearing glasses, call each other four eyes, which is from the virtual world spreads to real-life combat behavior if parents are not vigilant enough, the child may be able to take this kind of violence. If parents are not vigilant enough, children may take this practice as a joke, but it has caused harm to others.

P003: Nowadays, children are in a very complex environment, so for their offensive behavior cannot just look at the surface, take a few children in our neighborhood, sometimes it looks like playing, but it is a hidden mystery, I think the offensive behavior, refers to the inner intention to make others feel uncomfortable, whether through the hands or the mouth to achieve, my home downstairs the little boy, is always making up bad things about classmates behind the back, saying what so-and-so stole there is no such thing, and he does this just want to make other students to isolate that person, this kind of bad practice behind the back than when the face of the bad things. The little boy downstairs, always making up bad things about his classmates behind their backs, saying that so-and-so stole something there is no such thing, and he did this only to let other students to isolate that person, this kind of bad behavior behind the back is worse than the face to face quarrel, the point is that the children do not realize that this is a harm to others, but rather think that I didn't hit, but in fact, hidden in the bottom of the heart of the malice is the most But in fact, the hidden malice is the most important thing to pay attention to.

P004: Aggressive behavior exists in a variety of situations. Some children will take the initiative to provoke others, and some children are bullied and then fight back excessively. Xiao Hao downstairs, his pocket money is often taken away by his

senior classmates, and one time he was so angry that he brought a toy knife to school, which almost caused a big trouble. This shows that the causes behind aggressive behavior are very complex; perhaps the child has no way to vent their anger, or they are imitating a TV episode, or they are trying to get the attention of others. As a parent, you can't just focus on whether the child is doing it, but you need to look deeper into the reasons why they are acting this way, to see if the child has suffered from aggression at school, or if there is something in the family that is affecting him or her.

P005: Nowadays, children are more intelligent, aggressive behavior is sometimes very hidden, cold violence belongs to this kind of situation, my child told me, there is a transfer student in their class, students do not talk to her, when the teacher asked, everyone said we did not bully her, just do not want to take care of her, which, is more hurtful than the quarrel, it will make the transfer student feel rejected, inner very lonely, in my opinion, no matter whether it is openly or secretly offensive behavior is essentially a reflection of disrespect for others and lack of empathy, how to? In my opinion, whether it is overt or covert offensive behavior, it is essentially a reflection of disrespect and a lack of empathy. Middle school students are in puberty and are prone to mood swings, and occasionally they may think, "I'm just like this, so what?" Parents should warn them that this kind of behavior can be hurtful to others, and that they should not act capriciously.

2.Do you think it is important to pay attention to aggressive behavior?

P001: When it comes to paying attention to aggressive behavior, I think of my neighbor's family. His child started by pushing and shoving his classmates, and his parents didn't care because they thought it was normal for a boy to be naughty, but it slowly developed into extorting other people's pocket money, and he was finally sent to a juvenile detention center. Middle school children are like being fired pottery, this stage sets the type, it will be difficult to change, pay attention to offensive behavior is also helping children to establish the correct concept of right and wrong, so that they

understand what can be done, what cannot be done, know how to show respect for others, which can be more important than the test scores, and ultimately, to be a person is the most basic.

P002: I think the attention to aggressive behavior is for the child's future, to stop the loss, think about it, when you snatch toys, scolding this kind of thing if you do not control, may grow up to become a hit or even break the law, we have a child in the neighborhood, initially just pushing and shoving classmates, parents think the boy is naughty and normal, and then the situation gets worse and worse, and ultimately because of the fights into the juvenile hall, the parents regret to cry and no avail. This time the parents regret crying is not helpful, middle school is an important stage in the formation of the child's character, the behavior at this time will have a lifelong impact, if the school crackdown on the frequent occurrence of behavior, how can other parents can rest assured, so pay attention to both their children are responsible, but also responsible for other people, the social environment depends on the common guardianship of the people.

P003: When it comes to this matter, I think of the family upstairs, his children were always robbing others when they were young, but the parents did not care about it, thinking that it was just a child's playfulness, and then when they went to middle school, they fought with other people, and they were punished by the school, and if they had paid attention to it earlier, how would it have developed into such a situation. Aggressive behavior is like a newly sprouted tree grows crooked, in the seedling period, if not corrected, it will be difficult to grow up, especially when children are in puberty, emotions are easily agitated, if you do not guide them to recognize the boundaries of the behavior, the future into society is bound to be planted a big headache, in addition to the school is a group of places, if a child frequently violates other children, other children will be afraid of, and thus affect the learning atmosphere of the whole class. If one child violates others too often, other children will be afraid, which will affect the

learning culture of the whole class, so parents must consider this and stop thinking that their children are too young to matter.

P004: Nowadays, children are not small pressure, some of their aggressive behavior can sometimes become a signal of their psychological problems, my colleague's child due to poor grades, always tearing classmates' workbooks, and then realized that it was because his mother always compared him to others, making him anxious but no way, only through this way to vent their emotions, pay attention to the aggressive behavior is the Concern for the child's mental health, which is like a physical illness need to take medication, psychological problems when the same need to be timely to channel, and the school is a place of learning, if there are children frequently attacking others, other children will be difficult to listen to the lecture, the teacher also need to spend a lot of energy to solve the disputes, so pay attention to this matter for the whole class is beneficial to the atmosphere of learning.

P005: Attention to the child's aggressive behavior is beneficial to the shaping of its character, my cousin's children always snatch toys when they were young, parents to the child is small, do not understand the reason did not implement the education, to middle school, the child because of the basketball court with classmates fighting, by the school demerits, at this time the parents regret a lot, realize that at first should be corrected, the child's behavioral habits are formed from early childhood, young, if you belittle the offensive behavior, grow up to be difficult to correct, and will affect interpersonal relationships and future development. Children's behavior is formed at an early age, and if offensive behaviors are taken lightly at a young age, they will be difficult to correct when they grow up and will affect their relationships and future development. A child who knows how to respect others and discipline his or her behavior will be welcomed wherever he or she goes, so it is important for parents to give their children the right concepts from an early age.

3. What do you think is the impact of aggressive behavior on children?

P001: Aggression has a long-lasting effect on children. There was a boy in our neighborhood who always beat up his classmates. After that, his classmates called him a bully, and no one was happy to play with him. He became more withdrawn, and he was even more distracted from his studies. My cousin's child was nicknamed and taunted by his classmates, and now he suffers from social phobia, is afraid to go to school, and hides at home all day long. You can see how this affects the child's growth, and the child who inflicts aggression thinks he is very strong, but in reality, he has lost his friends and respect, and the child who is harmed has a shadow in his heart, which he may not be able to eliminate for the rest of his life, so it is important to detect it and intervene at the earliest possible time.

P002: Aggressive behavior is like a bad seed, sown in the child's heart will gradually sprout, I know a parent, his son frequently beat his younger brother, and then in school will also beat his classmates, the teacher repeatedly concerned about this matter after the discovery of this child holds the idea that the hands can solve all the problems, do you think that such a child grows up how to be good, and will certainly be in the community to encounter all kinds of obstacles, the attacked children, how, I What about the child who was attacked? My colleague's child was taunted by his classmates for being an idiot, and now he doesn't even dare to raise his hand when doing his homework, worrying that he will be ridiculed for answering incorrectly, and his academic performance will drop. This kind of impact is two-way, which not only harms others but also isolates oneself, so parents must be aware of this.

P003: There is this boy in our daughter's class, cursing all day long, and now his classmates are avoiding him, and the area around his seat is empty. Before the parent - teacher conference, his mother said he came home always said no one to play with me, you think this child's heart should be how bad to feel, to hurt other children seem to be very powerful, but the final loss is their own, no friends not to mention, but also let the teacher feel headache, the natural school will be implicated, and the hurt

child is even more pitiful, my colleague's family of children by classmates to take the nickname, and now become timid and low self-esteem, do not even dare to raise their heads in class. And low self-esteem, even dare not raise his head in class, you see how great the impact, and not just for a moment, perhaps a lifetime will leave a shadow in the heart, so be sure to pay attention to it.

P004: Aggressive behavior is one of the factors that disrupts the atmosphere in a classroom, and in my son's class there was a bully who kept the rest of the class on edge for fear that they would inadvertently provoke him, and the teacher would often have to stop the class to settle the dispute, which in turn delayed the teaching and learning process. For the bully himself, his classmates gradually began to avoid him, so he gradually fell into a marginalized situation, and I heard that he frequently lost his temper when he went home, which caused his parents a lot of distress, and those children who suffered from his attacks were even more unfortunate, some of whom became timid and cowardly, and some of whom were even afraid of going to school, Which is not only related to academic performance, but also to mental health and the environment in which they grow up. Such effects are not only related to academic performance, but more critically to the mental health of the child and the environment in which he or she grows up and deserve the attention of parents and school authorities.

P005: Children appear aggressive behavior, often lose the trust of others, my district has a girl, always behind the back of classmates to say bad things, and now everyone thinks she cannot be relied on, class activities are no longer called to participate in her mother said that she went home and always crying, feeling unpopular, but did not know that this is exactly their behavior caused by the consequences of the child suffered this kind of attack, such as my friend's family children! For example, my friend's child was ridiculed by his classmates because of his accent, and now he doesn't even dare to speak out loud, and he has extremely low self-esteem. The effects of this kind of attack build up gradually, like a soft knife without seeing blood, which is very

unfavorable to the child's psychological development, so parents must detect and stop their children's combative behaviors on time.

4. What measures do you think families and children can take to reduce aggressive behavior in children?

P001: Family atmosphere is very crucial. Our family always politely communicates with each other, and even if conflicts arise, we will not argue. When my daughter did not get good grades in the monthly examination, she dropped her books when she got home, but I didn't scold her. We will find the reason together, and soon her mood will be stabilized. Children themselves must learn to express, I taught her; if you are angry, say I am very unhappy at the moment, because you took my things but did not return, do not be impulsive on the hand, and the development of hobbies and interests is also quite effective, my daughter loves to draw, after school to devote themselves to painting, not only temperament has improved, but also learned patience and tolerance.

P002: The family should first set the rules, my family is stipulated that do not say hurt people, no hands, if contrary to, we must be punished to do chores, scrub the floor or wash the dishes and so on, so that the child understands that doing something wrong will have consequences, usually also need to communicate with the child, my son sometimes after school face is not right, I asked him if he is not in the school ran into something, so that he will be aggrieved to speak out, do not stifle, the child himself must learn to control his emotions, I bought him a decompression toy, when he was angry, squeeze a pinch, and slowly also calm down. Children themselves must learn to control their emotions. I bought him a decompression toy, He was angry when he pinched a pinch, and slowly calmed down, and let the child to participate in more group activities, play soccer, basketball ah these, in the team he understands that we must work together, cannot rely on themselves, so that over time, the offensive behavior will naturally be less.

P003: The family is indeed the child's first school, the parents' behavior is very critical, the child's father and I never quarrel in front of the child, everything will be communicated properly, the child will see these, they know how to resolve conflicts, I often chat with my daughter, if she is unhappy at school, she will come home to tell me, then I will guide her, if you feel aggrieved, can you express it differently! I bought her a small notebook so that when she gets angry, she can scribble in the notebook and vent her anger on the paper. Last time she and her classmates have conflicts, after going home, drew a lot of angry little people, after drawing, said to me, mom, I feel much better, and, to let the child know how to sympathize with others, I once took her to the orphanage to visit the children, and asked her; if you are bullied, what will be the feelings of the heart, and over time, she understands that you cannot easily go to hurt others.

P004: Families need to teach children to deal with conflict appropriately, I made a pact with my son, every time you want to get angry, first inhale deeply for ten seconds, so that their calm before speaking, before he had a fight with his desk because of the eraser, and came home to tell me, Dad, I was close to hitting, but think of our agreement, then go to the teacher for help. This shows that children can learn to discipline themselves. The focus is on how parents' guide; the child should also understand, encounter difficulties to solve problems, not die alone, and not fight to solve problems. But should learn to ask for help, to parents, teachers, or trusted classmates to ask for assistance, but also to let the child to participate in sports activities, my son loves to play basketball, running on the court jump, excess energy to be able to disseminate! My son loves to play basketball, run, and jump on the court, so he has been able to release his excess energy and become more docile, and he rarely gets into trouble with his classmates now.

P005: Families need to give their children more positive guidance. I ask my daughter every day if she has helped others at school today, and if she has done something good, I praise her and let her know that her friendly behavior is praiseworthy. When she has a temper tantrum, I don't fight with her, and when she calms down, I

analyze the situation and analyze the situation with her. You have just thrown something down, and I know that you are very angry, but is it appropriate to do so, and can we express ourselves in another way? I will take my daughter to participate in some p ublic welfare activities and visit the elderly in nursing homes, so that she can learn to care for others and feel the joy of helping others to do good. In this way, she will pay less attention to her own negative emotions, and her offensive behaviors will be cut down naturally.

3. Interview Record - Teachers

1.What is your understanding of aggressive behavior?

T001: Aggressive behavior is not just about physical injury, but also verbal, physical, and other injuries.

T002: As an educator, I deeply understand that aggressive behavior is a "compound traumatic projection" intertwined with the sense of family privilege and adolescent power exploration. It is not only the perpetrator's morbid compensation for the lack of parent-adolescent relationship, but also a miniature social experiment of capital alienation values in the underage group, which also exposes the structural crisis of family education in the era of material abundance. I will adopt the following intervention strategy: set up "assistant principal day": let them experience the responsibility constraints that public power needs to match. Conducting "Blind Box Mutual Help": anonymously helping bullied classmates fulfill their wishes to awaken their empathy. Collaborative governance between home, school, and society. Establishment of "Psychological Parallel Space", setting up "Tree Hole Mailbox" and "Safe Island" for victims (24-hour shelter can be provided by specific teachers), implementation of "Cognitive Reassessment Training", and reconstruction of class cognition through sand-tray rehearsal.

T003: Aggressive behavior is when a person intentionally acts in an unfriendly way toward others, which can hurt them. Behaviors such as hitting, verbally abusing, and taunting others, or intentionally ostracizing and isolating others, are all considered aggressive behaviors. These behaviors can be physically harmful or psychologically damaging to others, and either way, they can affect the relationships and mental health of the person who engages in them.

T004：Aggressive behavior is when students use words or actions to hurt others, such as fighting, name-calling, ostracizing, and rumor-mongering. It may be motivated by anger, frustration, or a desire to get attention or show that they are better than others, but all are essentially harmful to the physical and mental health of others.

T005：As a classroom teacher in a key middle school, the most common form of aggressive behavior in key schools is academic aggression(performance discrimination, hogging of academic resources). The specific background of key middle schools in Nanjing is the environmental pressures, the pressure to advance to higher education, the parents say that the expectations are too high, and the psychological gap generated by the tiered teaching in key middle schools, while the social influences are the lack of social skills of urban only children, the distortion of values due to the inward spiral of education in Nanjing, and the social influence is the lack of social skills of urban only children. Influence is the lack of social skills of urban-only children, and the distortion of values caused by the inward spiral of education in Nanjing.

2.Do you think it is important to pay attention to aggressive behavior?

T001：It's important to take aggressive behavior seriously because it doesn't just hurt the person who is hurt, but in fact, aggressive students should be taken even more seriously and probably have a problem on the psychological side.

T002: As a teacher, I know that I must be as vigilant about aggressive behavior in schools as I am about protecting seedlings, not only because the Law on the Protection of Minors spells out our responsibilities in black and white, but also because I have seen firsthand the light extinguished in the eyes of children who have been bullied. Children are at an age when the prefrontal lobe of the brain has not yet grown strong, and a single malicious act can etch violence into the neural circuitry. I've reviewed the data: bullies who let it go are more than four times as likely to commit crimes as adults, and timely intervention can put 70%of kids back on the right path. Every time I deal with conflict, I do the math for the parents: spending half an hour to de-escalate a child now may save hundreds of thousands of dollars in future judicial costs. Last week, I just took the whole class to visit the factory assembly line, so that the parents could always threaten their classmates with power. Zhang see, behind the designer sneakers he flaunts, the countless workers up early in the morning and late at night in exchange for. Education is not about making peace, it's about using the law as a ruler, science as a lamp, and humanity as a fire, and carving the mark of "fear of life" in the hearts of children. Our class now hangs a "mood thermometer", the children learned to use the yellow card warning instead of fist talk, which is prouder of me than the first ten exams, because the respect planted today will grow into the backbone of society ten years later.

T003: Paying attention to aggressive behaviors can prevent physical and psychological harm that children may encounter. If not taken seriously, children with aggressive behaviors may develop bad habits and become more bullies in the future, affecting their future interpersonal interactions and lives. Children who are attacked will suffer physically and psychologically and may become timid and have low self-esteem,

affecting their learning and mental health. Paying attention to this problem can correct children with aggressive behaviors in time, protect other children, and create a harmonious and safe environment for them to grow up.

T004: It is important to focus on aggressive behavior, which may affect more students if not intervened in time:

1) To the victim: it may lead to depression, anorexia, and even a long-term psychological shadow.

2) To the abuser: Getting used to solving problems with violence may lead to more serious offenses in the future.

3) The collective atmosphere destroys the sense of trust, and over a long period of time, will hurt the atmosphere of the whole class and school.

T005:Attention to aggressive behavior on campus is crucial, this behavior not only directly affects the physical and mental health of students and campus safety, but also involves the realization of the essence of education, the continuation of social civilization, from the perspective of individual development, victims of aggressive behavior may produce PTSD, research shows that the incidence of depression in students who are attacked is two and a half times higher than that of the average student, and aggressive students are prone to form an antisocial if they are not corrected promptly personality tendencies, and the crime rate in adulthood is 4 times higher than that of the general population. Grade 8 is in the critical period for the midterm exam, and a violent environment can lead to a 10%-15%drop in average class grades(Jiangsu Province Education Quality Monitoring Report), and teachers' neglect of aggressive behaviors may constitute a dereliction of duty in education, and dealing with such incidents is a test of teachers' educational wisdom, which has a direct impact on parental trust in the school.

3. What do you think is the impact of aggressive behavior on students?

T001: For the physical and physiological aspects of the injury are likely to cause the injured student's psychological loneliness, depression; aggressive children will also have an impact on the parents or teachers will be criticized, the heart is likely to be repressed, will produce more negative emotions, and so on.

T002:As an educator, I see aggression as a two-way corrosive agent-for the abuser, violence hardens their prefrontal cortex prematurely, like cementing what should be a soft-growing sulcal gyrus, leaving empathy permanently stuck on the twelve-year-old scale; for the victim, continued mental repression reshapes the memory coding of the hippocampus that takes the place where youth is supposed to store knowledge and stuffs it with fragments of fear. It's not just an emotional storm, it's a physiological catastrophe: Medical scans show that the amygdala of a chronically bullied child's brain increases by an abnormal 23%in size, acting as a constant siren that triggers a stress response to the sound of footsteps in the hallway. The abuser's mirror neurons, on the other hand, atrophy with the repetition of violence and gradually lose the ability to perceive the pain of others, a neurological disability that is harder to heal than a broken bone. Even more frightening is the cancer of group memory-when aggression is tacitly accepted, the moral judgment threshold of the entire class slips collectively, creating a cognitive swamp that "rationalizes" violence. But because of the brain's neuroplasticity, every time we intervene, we are redirecting synaptic connections, like rewelding neuronal circuits that have been burned by violence with the photons of education. This is why I always emphasize in my morning meetings: the way you choose to spend your time together at this moment is not only writing the annals of your youth but also carving the neural map of the future citizens of our society.

T003: Children who have been attacked may be physically injured and psychologically prone to negative emotions such as fear, anxiety, and low self-esteem, making it difficult for them to concentrate on their studies, and their performance may suffer. Being attacked for a long time may also make them withdrawn and afraid to

socialize with others. For children with aggressive behavior, frequent attacks on others will make other children unwilling to play with them, leading to isolation, and they may also develop wrong values, thinking that there is nothing wrong with attacking others, which is extremely detrimental to their future development.

T004:

1) For students who engage in aggressive behavior:

For students who engage in aggressive behaviors, if they are not guided in time, they may become more impulsive and accustomed to solving problems with violence or verbal aggression, not knowing how to control their emotions. In the long run, this behavioral pattern may affect their character development, leading to conflicts or rejection in interpersonal interactions, and even affecting their future studies and work.

2)For students who are attacked:

Students who have been attacked are prone to negative emotions, such as low self-esteem, anxiety, fear of going to school, and in serious cases, they may develop psychological problems such as depression. This not only affects their mental health, but also their learning status, interpersonal relationships, and even the direction of their whole life.

T005:As a classroom teacher, I believe that the impact of aggressive behavior on second-year students is far-reaching and multilayered, especially for students who are in key secondary schools and at the critical stage of adolescence, and that this impact may permeate their psychological development, academic performance, interpersonal relationships, and the shaping of their future personalities, 1)the trauma of the student who is attacked,2)the atrophy of the attacking student's ability to empathize with his or her psyche, and 3)the bystander student's moral Numbing, uncorrected aggressive behavior in the second year of middle school may escalate into more dangerous behavior in the third year of middle school rebellion, and data on juvenile

delinquency in Nanjing show a tipping point for a steep increase in violent crime rates at age 14.

4. What measures do you think schools can take to reduce students' aggressive behavior?

T001: Measures,1. Parents and teachers should pay attention to the child's growth and solve the problems in time 2. Pay attention to the child's emotions when solving problems 3. To have moderate empathy for the students and understand the reasons behind them 4. To correct children's cognitive bias on time.

T002: As a teacher, I am convinced that curbing aggressive behaviors requires a sophisticated system of four-way linkage-the community must become a "rule of law protection network", set up youth crisis intervention stations, and have legal counselors come into schools regularly to interpret the provisions of the Public Security Administration Punishment Law regarding violence in schools. Schools need to set up "behavioral warning radars" to monitor fluctuations in physiological data through anonymous emotional bracelets, and initiate sand tray guidance before aggressive impulses develop; families must participate in the "parenting style reshaping program" and use the "family energy conservation table" to quantify the imbalance between material compensation and emotional accompaniment. Families must participate in the "Parenting Style Reshaping Program" and use the "Family Energy Conservation Table" to quantify the imbalance between material compensation and emotional accompaniment; and children themselves must become "peace engineers", experiencing the hidden traumas of the abuser's family in the Role Swap Theater, and redeeming community service points for the "Emotional First Aid Kit". This is like installing a four-dimensional braking system for youth: the community provides the brake pads for the rule of law, the school forges the steering wheel for cognition, the family calibrates the navigation for values, and the children themselves control the gas pedal for civilized driving-when they understand the dignity of labor when they help the vendor to settle the

bill in the vegetable market, and feel the strength of the underdog when they teach English in an orphanage, aggression will be like an ice prism that slowly melts when it sees the light. Ice prongs that see the light, slowly melting into a clear spring that nourishes life.

T003: For schools, it is important to strengthen character education and conduct more relevant lessons and activities to make students understand that aggressive behavior is not right. Establish a clear school code of conduct and deal seriously with children who attack others. Teachers should stop and educate aggressive behavior when they find it and create a campus atmosphere of unity and love. Professional counseling teachers may also be available to provide psychological support to students.

T004: To reduce students' aggressive behavior, schools can take the following measures:

1) Strengthening mental health education

Through the provision of mental health classes and themed class meetings, etc., help students to recognize their own emotions, learn emotional regulation and stress management, and reduce aggressive behaviors triggered by uncontrolled emotions.

2) Establish clear school rules and regulations

Establish clear behavioral norms and consequences so that students know what behaviors are not allowed, and in case of aggressive behaviors, the school should deal with them in a timely manner and give them appropriate education or discipline.

3) Strengthen teachers' daily observation and guidance

Class teachers and classroom teachers should pay attention to students' emotional and behavioral changes, intervene in conflicts promptly, and communicate

and counsel problematic students as early as possible to prevent problems before they occur.

4) Provide psychological counseling and tutoring support

Set up a psychological counseling room, encourage students to take the initiative to seek help, and provide professional support for students with behavioral problems or psychological distress.

5) Conducting anti-bullying activities in schools

Raise the awareness of all students through publicity, lectures, scenarios, experiential activities, etc., so that everyone learns to respect others and creates an atmosphere of caring and helping each other.

6) Strengthen home-school cooperation

Schools should maintain communication with parents, provide timely feedback on students' performance, and work together to guide children to establish correct concepts of behavior and awareness of interpersonal relationships.

T005:Combined with the educational ecology of Nanjing and the characteristics of adolescent students, I believe that schools can realize the source management of aggressive behavior through institutional innovation and precise support,1.preventive mechanism, mental health curriculum upgrading,2.set up" sunshine mailbox" and "campus 110 The "Sunshine Mailbox" and "Campus 110" apps, the "Most Beautiful Conflict Mediator "contest(student self-management), home-school collaboration, and the weaving of an "educational community", the need to improve the professional competence of teachers, and the establishment of a "classroom teacher "program. Teachers' professional capacity needs to be improved, a "Class Teacher's Tree Hole" should be established, and an "Education Risk Fund" should be set up for the handling of emergencies. In Nanjing, a city with high competition in education, the management of aggressive behavior in key high schools needs to deeply integrate Nanjing's historical and cultural heritage with modern educational technology to create a model of campus civilization with Jingling characteristics, which is not only necessary for

the healthy growth of students, but also an educational response to the construction of Nanjing.