

Research on the Cause and Coping Strategy of Implicit Aggression Among Female Students

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Abstract. Implicit aggression is a kind of indirect aggression in the conflict between the two, which occurs more among female than male. The aggression form is more secret. When students are in school, they interact more frequently, which is prone to conflicts and leads to implicit aggression. The purpose of this paper is to study the relationship among female students, learn the real examples of implicit aggression through interviews, and analyze the cause of implicit aggression among female students as well as the way they deal with it. It is found that the occurring of implicit aggression among female students and the way they deal with it have nothing to do with one's status in a relationship but is more related to one's background and living environments. Therefore, to solve this problem, changes should be made by female students' parents, teachers, as well as themselves.

1 Introduction

During students' school life, communication has become another very important part of learning. In the process of communication, conflict is inevitable. In addition to the direct physical or verbal aggression, people may also choose indirect ways, such as deliberate anger, cold violence, and delay to express their dissatisfaction. This indirect way of aggression is called implicit aggression [1]. In the process of communication, students will have conflicts and express them directly or implicitly. According to the existing data, inquiry, and investigation, combined with the real experience, it is found that the aggressive behavior of female groups is more inclined to implicit aggression [2]. The Lebanese poet Gibran said, "the essence of a man lies not in what he reveals to you, but in what he does not reveal to you" [3]. Therefore, it is very meaningful to study the causes of hidden attacks and how to solve them. This paper examines, in interviews, when and why implicit aggression occurs among groups of female students. Studying this issue could help solve communication problems between female students and reduce the harm they accept from implicit aggression.

2 Methodology

2.1 Research Goal and Design

This paper uses the form of interviews to learn the real examples of female students experiencing implicit aggression. According to the possible status of the interviewee in a relationship when the implicit aggression occurs, the interviewees are divided into two parts: interviewees being attacked by implicit aggression

and interviewees implementing the implicit aggression. In order to better understand the cause, process, and result of the example and their psychological state when they are in different positions in a relationship, the interview content is designed in the form of guiding questions.

2.2 Research Participants

The author interviewed a group of 15 female students, with an age span between 16 and 22. All respondents are currently living a school life of high school or college. Since any case provided by the respondent during the interview is of the reference value, even if the experience shared is inconsistent with the classified interview type, it must be recorded and classified again according to the interview type after the interview.

Participants Being Attacked Implicitly in an Unbalanced Relationship. When women are implicitly attacked, the conflict between the two may occur in an unbalanced relationship [1] or an equal relationship. The scenarios in which these two kinds of relationships occur are different, and the content of the conflict is also different. What students concern the most are mainly about their learning, appearance, and social status. These three aspects usually cause competition among students. This paper set questions based on these three kinds of information. The author first asked some preliminary questions, such as what subjects they are good at or not good at in learning, whether they have had the opportunity to show their strong learning, etc., to bring the interviewees into a specific scene, where they are more likely to recall relevant experiences.

Participants Being Attacked Implicitly in an Equal Relationship. In the communication process in an equal relationship, student groups may have conflicts because of

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different views in daily communication or cooperation. Since there are no specific restrictions in this scenario, there is not much guidance on the problem. However, due to the large scope, the interviewees were given a long time to think during the interview.

Participants Implementing Implicit Aggression.

When implementing implicit aggression, people may know that their actions belong to implicit aggression, or they may not aware that their actions are implicit aggression. Another situation is that they have the idea of implicit aggression, but they do not implement it after thinking. Since the thoughts and feelings when generating implicit aggression are also important for the analysis, the actions of implementing ideas are also regarded as implicit aggression. By giving examples to, illustrate the scope of implicit aggression when asking questions, the interviewees are allowed to correspond to the relevant experience.

3 Result and Analysis

All the fifteen female students interviewed had the experience of being implicitly attacked. Each of them also carried out implicit aggression once. However, no one was clear about their actions, saying that they did not make implicit aggression or have the ideas. By summarizing the experience of all the interviewees, the author finds that the occurring of implicit aggression has nothing to do with one's position in a conflict relationship. Taking the experience of A, B, and C as examples, they are in different positions in a conflict relationship, but are all attacked by implicit aggression, and when they face implicit aggression, they do not choose to confront and solve the problem together with the person who carries out the implicit aggression.

A is outstanding in learning, especially in mathematics. Once in class, the teacher explained the expanding knowledge. The teacher explained fast, but A was able to keep up and quickly gave the correct answer. A noticed that her desk mate had some problems in expanding knowledge, and wanted to explain it to her, but was rejected. Later, A was ignored many times by his desk mate.

B is fatter than all girls in her class. When attending the opening ceremony, all girls were asked to wear shirts, skirts, and stockings. After B changed her clothes, B's classmates pulled B's stockings to make it rebound on B's legs and make a sound. Even B stopped her classmate from continuing to do so, B's classmates did not stop and said, "don't you think it's very interesting?" B was embarrassed by the sudden laughter around her.

C and her classmates quarreled over whether to turn off the air conditioner. C feels cold a lot. She sat near the air conditioner and was blown by the wind all morning. She wanted to turn off the air conditioner at noon, but other students said that the weather was too hot, turning off the air conditioning would make them sweat and uncomfortable. After the quarrel, C's classmates adjusted the air conditioner to a lower degree. Even if C wanted to adjust the air conditioner back to the original degree, C's classmates would lower the degree again.

To conclude, A is a strong player in learning, B is on the weak side in an unbalanced relationship, while C is in an equal relationship with her classmates. They have different positions in the relationship, but in the end, they did not choose to confront and solve the problem together with the person who secretly attacked them. Their common ground is to reflect on themselves, such as their appearance, speech, and behavior, and then deny themselves against their problems after being implicitly attacked. When dealing with the problem, because the implicit aggression is not as bad as the direct aggression, they dare not express themselves to the party who carry out the aggression because they think that the direct expression will worsen the other party's malice towards them again.

On the other hand, the experience of D and E is different. They have experienced implicit aggression, but they do not care about the aggression, and they pay more attention to how to solve the problems. They dare to tell the truth, express their feelings, and carefully and objectively analyze the cause of the conflict. Compared with directly denying their appearance, speech, and behavior, they tend to point out their mistakes and recognize their correct choices. They respect their own ideas and express them truthfully.

According to the result of the interview, female students who can deal with implicit aggression has nothing to do with her position in a conflict relationship. The author interviewed the respondents about their life backgrounds again and found that different life backgrounds led to different attitudes and handling methods towards implicit aggression. The living environment of A, B, and C is full of constraints on women. They are often disciplined by their parents: "girls should be quiet and don't make a lot of noise." "Girls should be quiet and don't run around like boys." "Girls are just sensible and obedient." These remarks make them confined to the cage of not expressing themselves loudly. For D and E, their parents give them less constrains, allowing them to release themselves and encouraging them to do what they like. For example, D's parents encouraged D to play car racing and participate in modified car racing with D. In contrast to A, B and C, it will be easier for D to say what she thinks. But even if D and E are less restrained, the society and campus are still full of voices of restraining women. In that case, a female student may lose the courage to speak for herself even if she knows that she should directly express her emotions. Subconsciously, women will still express their dissatisfaction secretly because of restrictions.

4 Suggestions

People differ in personality, age, education level and many other aspects. People are easy to accept people who have the same or similar views as themselves. It can be difficult to communicate and build relationships with people who are different. Implicit aggression arises in distinction and difference [4]. Women are more likely to have implicit aggression. Society's stereotyped requirements inhibit women's development, making women think that

expressing their dissatisfaction directly is not in line with their female identity. [5] An American scholar said: "as long as people's reason is still harmed by irrational passions rooted in the discord and irrationality of life, we will never be able to obtain the truth." [6] Especially for students who are gradually forming their values, it is very important to provide them positive guidance in solving communication problems.

4.1 Suggestions from the Perspective of Students Themselves

Firstly, female students need to bravely express their ideas, release their nature, and follow their heart. American behavioral scientist Larry L. Barker believes that "confessing to others and obtaining their secrets is one of the most effective interpersonal communication tools" [7]. Expressing oneself truthfully is usually regarded as a sincere act by others. Sometimes keeping true will prevent conflicts from occurring at the beginning. Even after the conflicts occur, the exchange of ideas will help solve problems faster.

4.2 Suggestions from the Perspective of Parents

Parents should recognize and encourage their children instead of restricting them. When children experience implicit aggression, listen to their difficulties, understand their situation, and teach them how to express themselves to deal with the problem. Intervene in implicit aggression between children if necessary. When a child is evolved into bullying, communicate with school and the other children's parents. The first step is to establish anti-bullying cooperation between parents and schools to fundamentally curb this from happening [8]

4.3 Suggestions from the Perspective of Teachers

Firstly, it is necessary for teachers to treat all students equally. Secondly, there is a need to clarify the standardized governance and punishment process for school bullying. If a teacher finds any implicit aggression or bullying, he or she should punish the bullying according to the school bullying standards [9]. Finally, educate students on correct values. Some implicit attacks and bullying may not disappear because of punishment, so it is also important for teachers to teach students to apply correct communication methods. For example, students need to be taught that passive bystanders are the "accomplices" of school bullying, and "supporting the bullies by watching, laughing, etc. can promote the occurrence and deterioration of bullying" [10].

5 Conclusion

This paper concludes that the cause of implicit aggression among female students and the way they deal with it has nothing to do with one's position in a conflict relationship, but to a large extent, relates to their backgrounds and

living environments. The paper also gives some suggestions on how to help reduce implicit aggression from the perspectives of the students themselves, their parents, and teachers. Some limitations of this paper include the insufficient interviewees and incomplete information, which may lead to some deviation from the real situation. However, through the existing information, it can be inferred that society has a great impact on female. Some stereotypes about women not only restrict the views of women but also limit women's self-development. Through the reflection on the problems brought by the implicit aggression, the author hopes females can recognize themselves and dare to express their ideas truly and directly, instead of being limited to the other's dissatisfaction. Parents and teachers, as essential instructors for students, should also support children in any field of development and do not limit children by gender norms.

Acknowledgement

Thanks to all the students I interviewed for this research. They all thought very hard about their relevant experiences and were happy to share them with me. At the end of the interview, they continued to discuss relevant issues with me and helped me refine the content of the interview. I would also like to thank my teacher for the guidance on the improvement of my paper's structure, content and other details, so that the process of completing the paper is very smooth.

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