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Mental Violence and Chinese New Educated Youth:

A Study of Workplace Conflict in Modern China

by

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A Master's Thesis

Submitted in partial fulfilment of the requirements for the award of

Master of Philosophy of Loughborough University

July 2012

ABSTRACT

Mental Violence in present study is similar to a western concept, bullying. But is has its characteristics, forms and causes in Chinese workplace. It is a form of indirect interpersonal aggression and identified through the perceptions of its receivers. It does not involving touching receivers physically but is psychologically damaging. It exists between individuals of equal status, such as colleagues. Moreover, it is a two-way phenomenon, which could be reversible. Mental Violence may be the result of a conflict of values. It is particularly evident among the Chinese New Educated Youth. *Chinese New Educated Youth* is that cohort of young people who were partly Confucian and Collectivistic for emphasizing harmony but also partly Individualistic and Westernized for pursuing personal goals. For this cohort, the above two orientations were incompatible and dissonant leading to stress. Furthermore, they had a competitive lifestyle which was no longer supported by the welfare of a planned economy – this exacerbates their stress. To relieve stress, Mental Violence was employed in their daily contacts, e.g. in workplaces. The evidence in support of this account was discussed and evaluated.

There is no excuse for any violence. However, we have to say sometimes a kind of violence is not always too noxious for someone, such as the sender of violence. To some limited extent, violence could be considered as positive and it at least helped people to relieve stress and recover a balance from unbalanced situation. Mental Violence is such violence. It is a result of negotiation and a side effect of stress as well. Nevertheless, most of things are double-edged swords. Mental Violence is no exception. For the sender, it might be a buffer and makes him or her relaxed; for the receiver, it is absolutely negative,

discomfort and even aggressive. For helping readers to clearly understand such violence, and for advising others to raise their awareness of the violence, this study would explore its causes and characteristics.

From ancient traditional society to the present modern one, Confucianism and Collectivism afterwards represent a kind of gentle culture which deeply influences traditional Chinese. Chinese traditional philosophy, such as Confucianism and Taoism, stresses the significance of the harmony relationship for the growing, maturing and success of the Chinese. Chinese New Educated Youth who were disciplined for such a culture in thoughts and behaviours while growing up. Therefore, to keep harmony and to avoid conflict becomes a key characteristic for Chinese interactions in a collective society. However, the opening policy to the West world exposed China to the influence of Individualism which is absolutely unlike Confucian or Collectivism. Confucianism's influence has been challenged by Westernized values because of globalization. The difference between two values made Chinese New Educated Youth confused in their thoughts and appropriate behaviours in interpersonal relationships. To recover a balance, they need to relieve such a stress from the confusion and other stressors as well. While using the two value systems in interaction with others, Mental Violence usually happened. Therefore, the conflict of two different values in dealing with social relationship became one cause for Mental Violence. In present research, I tried to reveal Mental Violence, a particular kind of daily conflict in interactions among modern Chinese.

For pursuing why Chinese New Educated Youth was special and experienced Mental Violence often, they were compared with other generations in China. Therefore, this research invited participants from three generations (*Chinese New Educated Youth*, *the older*

generation who were born before 1970s, and *the younger generation* who were born in 1980s) and from different cities in China. Participants' occupations covered different professions, and all of them worked in three sizes of offices (small, big and single). Both of qualitative and quantitative data collecting methods were used in the study. They contained semi-structural interviewing and filling up the questionnaire. And main methods of data analysis are factor analysis, correlation and Thematic Analysis.

The result indicated that Mental Violence of Chinese educated youth occurred in workplace was the most often, but was largely unseen by people outside of the group. Because I had to establish why this cohort would be inclined to apply more Mental Violence in daily life, I compared them with their previous generation and the later generation through measuring demographics, westernised, individualism and collectivism. Three generations are different in the Individualism-Collectivism tendency. Chinese New Educated Youth were always in the middle. They were seemed as partly Collectivistic and partly Individualistic. Linked with categories of Mental Violence Chinese New Educated Youth usually experienced, it seems they applied double standards to deal with social interactions. Due to such standards made them failed in establishing good relationships with colleagues, in other words, whatever Chinese New Educated Youth or their colleagues did not feel happy in their social interactions, it means Chinese New Educated Youth have conflict in Individualism-Collectivism tendency.

Otherwise, through the investigation, I noticed significant demographical difference other than the generation in experiencing Mental Violence. Male participants reported experiencing Mental Violence more than female ones. The higher education the participant

got, the more he or she experienced Mental Violence. Comparing with other occupations, intellectual respondents reported sending Mental Violence the most. Participants who worked as staffs experienced Mental Violence more than people who worked as administrators in the workplace. And people who were singles experienced Mental Violence the most in workplace.

Because conflict of relationship seems a sensitive topic for Chinese, I started interviews from talking about overviews of participants' workplaces with them. Therefore, the result also shows characteristics of structure and social relationship of Chinese modern offices. China had lot of small size offices in which 2 to 10 staffs worked. Small offices organised small relative closed groups. In such a group, staffs had long time for face to face interaction everyday. Such offices were much more than single offices where only one person worked in and big offices where more than ten persons in. Both of the above characteristics of workplace are not beneficial for physical aggressions as previous study proved but could considered as a structural factor for Mental Violence. Actually, the Mental Violence which reported occurring in small offices is the most often, especially among Chinese New Educated Youth.

Hope this research could be a model for further more thorough relevant study. All of the above would be a step towards further study on Mental Violence and Chinese New Educated Youth.

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My hope is that this study will help others know more about current Chinese, help Chinese know more about themselves, and help me know more about myself.

------ by the author

INTRODUCTION

I have a very close friend whom I got to know when we were in junior middle school. She was a very mild lady and smart at art. We had been keeping in touch with each other whenever we studied or worked in different cities. She treated nearly everyone very patiently. And she was admired by others very much. However, I knew that she was not very happy just because she often mentioned that she was really stressed in working with colleagues for endless projects. She even lived in the office and was asked to join a meeting by her leader after midnight often. Otherwise, she was not married and even did not have a boyfriend. Nevertheless, while I consoling her that took the work easy or sharing her stress with her leader, she always rejected and said that her leader was nice to her so she would not like to refuse working for him. However, it seemed everything went not bad until one day a trifle occurred between her and me in year 2004. I was preparing documents for applying a PhD position in the U.K. And I thought a nice cover for my application documents would provide a good first expression to the department. She passed through mind because she was good at painting. Furthermore, she had colleagues who were designers or artists. Therefore, I told her that I need her help and she invited a colleague to design a cover. I really appreciated her and her colleague's help. However, I tried to seek greater perfection. So I sent her a text message and enquired her if her colleague could improve something for me. I just considered something as it stood. What she responded surprised me. She said that I was insatiable and she had never begged others for any help except for my issue this time. Finally she told me that it would be

impossible for her to beg the colleague for help again. I was really shocked by her reply. However, I replied her text message and said that I was sorry. Honestly, I empathized with her much more than blamed her. Why she was different from had been or from what we had thought of her before? Why she responded so bitterly under a reasonable request? Why her casual response or behaviour would make others unhappy? Why she was impatient to a peer but surprisingly patient to parents or leaders? What did we expect her to do on that issue? From then on, I started to think about the questions and noticed that she was not the unique one. All of them had something in common. They were born in 1970s and well educated. They were expected to tolerate in dealing with relationships. Nevertheless, they were stressed and unhappy with social relationships in workplace more or less. Linked with my previous study on Mental Violence among this cohort in collective dormitory while they were postgraduate students during year 2001 - 2004, their later experiences which I noticed prompted me to do a further study on this cohort, their life and the negative phenomenon which they experienced in social relationship in workplaces.

Advantaged opportunities are less important than terrestrial advantages, which in turn are less important than the unity among people. Mencius, who is a significant Confucian representative personage second just to Confucius, wrote down the above famous sentence in his book, the second part of Gongsun, BC 319. This stresses that how significant the relationship is on the growing, maturing and success for Chinese. Chinese traditional culture which remains Confucianism dominant is the unique, ever continued, ancient culture of human beings (Tang, 2000). Confucianism places a premium on civil and etiquette whereas harmony is emphasized in

interpersonal interactions. However, it supported rulers to rule people successfully for dynasties and dynasties. Moreover, it standardized behaviours of Chinese people for generations and generations. Meanwhile, people, especially educated ones have tried and been expected to perform well in cooperation and keep harmony in relationships. Therefore, harmony or be lack of conflict, becomes a significant characteristic for Chinese interactions. Nevertheless, the Confucianism's influence seems to have weakened in the background of globalization (Jing, 2006) since reforming and opening policy worked. This research tried to reveal a particular kind of daily conflict in interactions among current Chinese.

It is the story of Mental Violence, a kind of conflict in Chinese workplace relationship. Mental Violence is a particular type of violence which maybe a result of and expressed because of stress. Mental Violence is identified by behavioural sender's negative behaviour and the negative cognition experienced by the behavioural receiver. In general, the sender and the receiver are in face to face contact often in a small relatively closed environment for long time, and their relationship are couples, housemates or colleagues, etc. When breaking down the normal interactions with others, the behaviour of Mental Violence does not directly violate the body of other person, and does not involve the receiver's physically injury or the possibility of physically injury. Instead, the individual consciously adopt a kind of negative behaviour, such as not cooperating with or isolating the receiver to destroy the receiver's normal expectation of behaviour, or to disturb the receiver by other negative behaviours. Therefore, the consequence of Mental Violence is not directly damage of the receiver's body or the loss of receiver's life, but mainly it is receiver's unhealthy mood, such as becoming uncomfortable, resentful,

grievous, or even depressed, etc. Furthermore, the receiver will lack the capacity to rationally choose a way of behaviour. Therefore, the receiver is mental and psychological injured. However, different from physical violence which makes victim's body injured, whether a kind of negative behaviour could be considered as Mental Violence should be identified by the cognition of receivers. If the receiver does not feel about any hurt from the negative behaviour, it could not be looked as Mental Violence. To date, there is lack of academic research on Mental Violence in different small groups besides of within domestic violence.

It is the story of Chinese New Educated Youth, a particular generation who matured in an incredible social change. It is also the story of their real life including of confusion and stressors. Chinese New Educated Youth is a special cohort who was born in 1970s when socialism China had been built up for more than 20 years, and matured during the policy-opening and pragmatic reforming period of China. It was considered as the most hopeful cohort. Because people belonged to this cohort were more mature than younger generations and more energy than older generations. Meanwhile, their professional background made them more promising and more ambitious in their career. However, it was the most stressed cohort in modern China. Because of the reforming, they did not enjoy any socialism welfare policies, such as free higher education and free accommodations, etc. They had accepted traditional values since they were young. Like all other traditional Chinese, Chinese New Educated Youth had duty to support their parents and their own family as well. Whatever Confucianism, Buddhism, Taoism and Collectivism later, emphasize the importance of social relationships in common. Meanwhile, Chinese values emphasises keeping harmony in personal interactions. "People should be considerate to others if they were educated" has become a

social expectation. So nearly all Chinese New Educated Youth tried to approach and fulfil it. Meanwhile, they started to be affected by western values such as encouraging the pursuit of individual goals and just being myself. In short, Individualism. On one hand, such two absolutely different values often made them confused even stressed. As Festinger (Festinger, 1962) said that people hope to decrease stress or dissonance and recover balance in heart. In this study, stressed Chinese New Educated Youth were eager to look for a way to decrease the confusion or imbalance and to recover a consistence in cognition. So they often used some negative even indirect aggressive behaviour in interactions of workplaces. That is Mental Violence. They were inclined to choose Mental Violence to express their stress. On the other hand, Chinese New Educated Youth often suffered Mental Violence because of their over-thinking custom. Their behaviour would make others uncomfortable if they did not use the expected behaviour. For instance, during a social interaction, Chinese New Educated Youth used Individualistic response toward others' Collectivistic expectations. Both of them would experience unhappiness through the interactions. And the Individualistic behaviour would be considered as Mental Violence in terms of such a situation. It is also a reason why they were considered as experienced Mental Violence the most often.

Thus, to some extent, Mental Violence could be a coping mechanism which helps to deal with stress. Nevertheless, Mental Violence might accumulate until develop into physical violence, even extreme violence, such as murder or suicide if it is not dealt with. The suicide rate among youth in China was 23 per 100,000 annually which was one of the highest in the world. Amongst youth who had ever thought of suicide, most of them mentioned their overstress in work and life

(China Net, 2006). It seems that stress in youth adults was a serious issue in Chinese society today. Through this study, I hope that such a situation could be faced up to, and more uttermost violence, in other words, physical violence, such as murder, suicide could be controlled through controlling Mental Violence. Therefore, serious impacts on youth could be avoided.

Mental Violence of Chinese educated youth usually occurred in workplace or family but was largely unseen by people outside the group. Because I had to establish why this cohort would like to use more Mental Violence in daily life, I compared them with their previous generation and the later generation through measuring Mental Violence, demographics, westernised, individualism and collectivism. So this study is also aimed to understand the lives of Chinese New Educated Youth through investigating the concept of Mental Violence as a topic for social scientific study. And I also hope this study could fill the gaps in such kind of research in China.

Chapter One

SCOPE AND BACKGROUND OF RESEARCH

Introduction

The main content of the whole study will be generally introduced in this chapter. This study investigates the daily contacts and mental health of educated youth, who were born in 1970s. They were at age 30-40, well-educated, had well-paid jobs, and usually got married, etc. I call the above group as Chinese New Educated Youth. Chinese New Educated Youth, the one subject of the present study belonged to a special era, but Chinese modern history might be unfamiliar to most western readers, an introduction of traditional cultural background and its change which influenced Chinese New Educated Youth mostly will be provided. Therefore, the story will be started from one of the most significant concepts in Chinese daily life, "mian-zi", the "face".

1.1 "Face" in Chinese Relationships

"It is impossible to understand Chinese personal behaviour without attempting to understand 'face'" (Bonavia, 1989, pp.72). The concept of "face", is called "mianzi" in Chinese. "Mianzi", means such kind of mentality and behaviour which is resulted from whether others look up to or look down upon what somebody expresses (Zhai, 1995). It could be explained from the following two main aspects. Firstly, for Chinese people, it is a desire to be decent and moderate. If the "face" is only understood in the above way, it is common for westerners as well. However, besides of the preceding aspect, in traditional Chinese's thoughts, people have to not only keep their own "face", but also have the responsibility to keep relevant people's "face". In other words, traditional Chinese were trained to try their best not to be looked stupid but smart and moderate; meanwhile they would better be polite to others and help others to be looked smart and moderate as well. It sounds complicated or sophisticated for western people and even for younger generations in China.

In western tradition, it is common for people to admit their mistakes and try to be better afterwards. It is called as a "good loser" (Bonavia, 1989, pp.73). However, it is unusual for Chinese people to commit mistakes in straight, especially in public. Furthermore, it could be a taboo if people point out others' mistakes in public, such as criticize. It signifies that they did not give relevant people "face". In other words, it makes relevant people loss their "face". Therefore, the above mentioned behaviour would be looked as impolite, even hostile to one another.

The traditional Chinese could usually avoid taboos and be familiar with dealing with complicated relationships among people, such as social relationship with colleagues in workplaces. The ability of dealing with relationships is absolutely significant for Chinese in Chinese society, particularly in traditional society. To some extent, it is more significant than one's professional ability. Of course basic professional ability is always required. Only people who are good at both of the above sides are able to access the success in career. In other words, they know how to keep their own "face" and to save their colleagues' "face" as well (Bonavia, 1989). Otherwise, people could try to avoid further contact if they made somebody loss "face". In this regard, westerners might think Chinese are lack of principles. In fact, most of Chinese, whoever modern or traditional ones, has their own principles in arrange things. But they are rather sophisticated in dealing with relationships, especially in interested people. In short, different from rational westerners, Chinese are used to be involved their emotions in their career, or in other words, workplaces. For westerners, it is normal to refuse some colleagues to do something. But it is considered as unkind for traditional Chinese to say "no" or "sorry" to others. They have never been willing to give a straight refusal and have preferred to use complicated manners to express their unwillingness (Bonavia, 1989).

1.2 Friendship in Workplaces

"Tremendous suspiciousness" (Bonavia, 1989, pp.56) of each other could be looked as a characteristic of human relationships among Chinese. Experienced cultural and political movements before, such as the Cultural Revolution during 1960s - 1970s which will be talked

later, it is hard for Chinese people to believe what would be prolonged or to trust in others easily. However, most of time, they just think about by heart or suspect in secret but would not like to express it in public. Let me describe how Chinese make friends in workplaces as an example. Chinese people are wary of strangers, especially for Chinese women. However, they are friendly to nearly all, includes of any new colleague. They are friendly when face to face, and prefer to observe new ones in private to see if they could be entrusted in. They would be friendlier than the beginning through inviting the new colleague to have working lunch together if the new one is seemed reliable. Gradually, they would invite the new person to have dinner or go shopping together when work off if they feel sure that the new person is really reliable. To some extent, it is a start of friendship of the workplace. Therefore, they would help with and support each other. For traditional Chinese, including previous generations and Chinese New Educated Youth, it is hard to distinguish relationships in work from relationships in life, after work.

It might be inconceivable for westerners that Chinese would fall over themselves for friendship in workplaces. However, friendship is common in traditional Chinese workplaces. In other words, Chinese would like to have close colleagues who could share benefits, such as information, with each other whatever in work or life. Chinese people suppose that "society should construct in reasonableness, or qingli" in which exist "face" and "favour" (Zhai, 2004, pp.48). It is difficult for Chinese to behave rationally or irrationally. In most cases, they prefer to find out a mid-way to deal with and keep a balance (Zhai, 2004).

Chinese people display great initiative in dealing with friendship in workplaces. Meanwhile, they hope the counterpart could requite them

through providing helps when they need or at least showing appreciation or just confidence. It is a kind of "exchange". And it could not be counted. If so, it would be unkind (Zhai, 2007). For example, colleague B did a petty mistake in work. So the leader criticised B and even wanted to punish B. At that time, colleague A, who is close to both of B and the leader, forwardly made a pitch for B in front of the leader and help B to avoid penalty. B remembered A and told other colleagues that A is faithful to friends. If this happens then colleague A would have "face" in front of others which means he/she would have good reputation later. From this, it is hard to count down how much A did for B, or how important B did for A. However, an "exchange" which involved in "face" and "favour" was built. Furthermore, there is relationship of deep affection constructed between colleague A and B. Only like this, it would be in accord with the thinking custom of Chinese people (Zhai, 1999).

1.3 Relationships between Generations in China

Confucianism states that families are basic units in the society, and filial piety which means to be loyalty and respect to one's parents is the most significant portion of relationships in a family (Moise, 1994). Meanwhile, in Confucian doctrine, there are five key human relationships. They are "father to son, ruler to subject, husband to wife, elder brother to younger brother, and friend to friend" (Moise, 1994, pp.12). Most Chinese people are conservative about social change; believe securely in the "usefulness of old virtues, such as propriety, moderation, good manners, public-spiritedness and self-respect" (Bonavia, 1989, pp. 36). Especially previous generation expect their filial generation, the Chinese New Educated Youth, could

be submissive. Among the above five key relationships, the former four ones are linked to a superior towards subordinate. Only the last one, friend to friend is equal. That, to some extent, could help westerners to understand why Chinese people would try to build friendships in workplaces.

Traditional Chinese always try to create conditions as good as possible for their filial generations and hope they could live better than themselves (Bonavia, 1989). The previous generation is not willing to spend money on enjoying good life, such as eating well, wearing luxury, travelling and so on. However, they are willing to cost all what they have on their children's and descendents' happiness although most of them did not save too much treasure because of their background. For instance, they support adult children to buy accommodations, to prepare weddings and even to bring up grandchildren as babysitters since it could save relevant fee for their children. Most of previous generation treats their children in such a way whatever their ability and material condition is. Furthermore, they would like to live with parents and grandparents in the same accommodation (Bown, 1977). So they could share the happiness of a family union. It means that all bitters they suffered would be worth.

1.4 Particular Experience of Previous Generations, Especially the Educated Youth

When previous generation were students, they looked education upon as a process of "gongdu", means partly "working" and partly "studying". They should recite the quotations from Mao's thoughts which were an important portion of studying at the time. Meanwhile,

most of young people were sent down to the countryside as educated youth, remaining people were pushed to experience special education in the countryside and factories. They were arranged to take part in "working" with workers and peasants. They made industrial produce, and planted vegetables as well.

The government started sending youth "down to the countryside" to be "re-educated" by or "learn from the peasants" (Bonavia, 1989, pp.32) from early 1950s. More youth joined such a movement in 1960s. And the movement reached a nationwide crescendo during the Cultural Revolution. From early 1960s to late 1970s, more than 17 million of urban educated youth were sent to the countryside (Liu, 1998). Such a grand movement not only changed the life of previous generation, but also affected personal benefits of billions of urban people. Furthermore, people who living in the countryside were affected by educated youth through living together.

Apart from the influence of Cultural Revolution, the development and evolution of the grand political movement which as the above called "up to the mountain and down to the countryside" movement were affected by the following main problems aroused from educational reconstruction. They were lack of plans whereas problems from the economic reconstruction: "overheating" and "deflation" (Liu, 1998, pp.2).

For anti-illiteracy, the government tried its best to make the education universal from the People's Republic of China was born in 1949. And it obtained huge achievement in short time. In the end of year 1952, the number of students in primary schools approached 51.1 million and was much more than 23.49 million in year 1949.

Meanwhile, the number of students in secondary schools approached 2.49 million and was more than 1.04 million in year 1949 (Liu, 1993, pp.321, pp.334). However, the over development of primary schools but less development of secondary schools resulted in lack of proportions between graduates from primary schools and secondary schools （Editorial for Almanac of Chinese Education, 1984, pp. 89）. It means that millions of primary students could not continue their study in secondary schools, whereas thousands of secondary school students could not be further educated. In year 1953, there were 2.13 million above mentioned youth in China (Editorial for Almanac of Chinese Education, 1984, pp. 983). And the number increased continuously each year. Obviously, the development of education could not satisfy with the needs of people. Under such a pressure, the central government proposed to organize a part of youth to go working in factories and to go farming in the countryside as well. Actually, only 12.1% of youth revolved in industrial producing but 88% of youth went farming in the countryside (Editorial for Almanac of Chinese Education, 1984, pp. 856). Down to the countryside for farming, became the main way out for the youth, because the hastily developing urban industry was not able to provide enough employments for newly increased graduated youth in new born China.

This movement could be rated as "the most long-drawn-out social activity which organized by the government" (Liu, 1998, pp.3) and lasted for more than 25 years. Nearly every family should have one youth to take part into the group. They were called as educated youth, or called the "zhiqing" in Chinese. Among the youth, includes of one portion who were just graduated from junior middle schools and the other portion who were just graduated from high schools, majority believed the policy was required and went voluntarily while others

were not sure. Whatever they liked or not, 17 million of urban youth were finally joined the tide (Cheek, 2006). Merely in Shanghai, between 1958 to 1974, about 8 million middle school graduates went down to the countryside (Bown, 1977). Those urban youth should live with peasants, learned farm activities, such as planting foods, from peasants. Therefore, they were apart from families for long time and had to get used to a "crude and harsh" (Bonavia, 1989, pp.32) life in the countryside, besides of being discontinued education. They were astonished by the countryside of 1960s. Timothy Cheek (2006, pp.79) described the situation as the following, "often without electricity, not to mention the schools, medical services and entertainments of the city, these rural communities did not in the main welcome these strangers, who lacked local knowledge or farm skills". Zhijun, a female educated youth who was a native of Beijing, the capital city, joined the construction in countryside in Heilongjiang province, North-eastern China, from July, 1968. I excerpted one passage from one of her letters to her parents on 9th May, 1969. "I was just back from Xitong on foot. It is 108 li (a Chinese traditional unit for length, equals to around 35 miles) away. It was hard for me to walk on the mud. I was set off at four o'clock am in the morning, and arrived Raohe at around three o'clock pm. I think I did not walk slowly, about 11 li (one mile equals to 3.22 li) per hour, because I had breakfast and lunch on the way. The road is uneasy for walking. Sometimes the mud was knee-deep" (Shi et al, 1996, pp. 72).

北大荒的兵团知青宿舍

Photo 1-1: A dormitory for educated youth in Beidahuang which means the Northern Wildness (Photo: Shi et al, 1996, pp.19). Beidahuang was famous for farming by educated youth, located in North-eastern China.

Educated youth had tight and strict work schedule everyday. Fatigue life with plant workers and farm peasants taught students to cherish their "happy" life. However, it cost too much time and labours for them who were no more than 18 years old (Bonavia, 1989, pp. 171-172). Zhijun, wrote in her another letter to her mother on 1st September 1968 as the following: "we got up at five o'clock am; had breakfast during five am to half past five am; read political news during six o'clock am to seven o'clock am; worked in the farm during seven o'clock am to eleven o'clock; had lunch at eleven o'clock; worked again during one o'clock pm to five o'clock pm; had dinner at half past five o'clock pm; had meeting for public accusation, criticism, study and discussion at seven o'clock pm". (Shi et al, 1996, pp. 18)

It sounds really busy. However, it is not unique, but has its counterpart. Zhengjian, a male educated youth, worked in Heilongjiang province during August, 1969 to 1974. He wrote to his mother and brother on 24th October 1969 and mentioned: "I got your letter on 21st October and am just replying at the moment. You may not know that I did really have no time to reply you. If you do not believe, I would like to share my daily schedule with you all. I got up at half past five am; did morning exercises during five forty to six ten am; had a wash during six ten to six forty am; had breakfast during six forty to seven twenty am; did "every reading" on political news and documents at seven twenty to eight twenty; worked during eight twenty to twelve twenty; had lunch during twelve twenty to one o'clock pm; had a short rest during one to half past one o'clock pm (just half an hour); worked again during half past one to five pm; had dinner during half past five to six ten pm; leeway during six ten to seven ten pm but the power was cut in the dormitory; did "every listening" to political news and documents during seven ten to eight ten (I can't remember what happened later). Please have a look if I have time to do my own business. Have no way. " (Shi et al, 1996, pp. 78) Strict daily schedule disciplined educated youth's behaviours and suppressed their thoughts. Majority of youth felt anguished. Zhang Yuhai, a male educated youth who was a Beijing native, had worked in Yunnan province, South-eastern China, during October 1968 to March 1969. He joined the army later and sacrificed in the summer 1969 when he was 21 years old. He wrote a letter to his friend on 12th June 1969, as the following. "The educated youth here are the same. We are depressed, painful, frustrated and even depraved; or crazy, or committed a suicide, and some others become nearly bandits. It seems it is our common situation. Here is worse than your place. Actually, we students become poor guys who have high ideals but are

lack of survival capacity. We could not keep on the way which we were familiar with, we were dropped into here which we could not image before, everything is inferior here, includes of material and spirit. Furthermore, we are far away from our parents, brothers and sisters, away from our shining family in the city. It is naturally that we are blind to see our future and do not know how we could continue. And we are suppressed to be mad by dreary daily life and heavy spiritual burdens." (Shi et al, 1996, pp. 54)

The Cultural Revolution purposed to change people's nature (Bown, 1977). It hoped to put politics into human heads through discontinuing normal university and school education all over the country. I noticed nearly all educated youth began or finished their letters with expressing their respect to the Party leaders. I extracted portions from several educated youth's letters to their families. "First of all, let us think about Beijing, the capital, and wish Chairman Mao who is the reddest sun in our hearts may have a long life!!!!!!" (Shi et al, 1996, pp.4) "First of all, with endless faith, let's bless our Chairman Mao may have a long life! May have a long life! (Shi et al, 1996, pp. 14) "Firstly, I wish our greatest leader, Chairman Mao, may have a long life!! Wishing Vice-chairman Lin could be in good condition! I was cultivated by the Party. And I am always a primary school student who belongs to the workers, peasants and the people. I will be loyal to Chairman Mao for ever, be loyal to Maoism, and be loyal to Chairman Mao's revolutionary line. " (Shi et al, 1996, pp. 20) "With the high respect to the proletariat cultural revolution!" (Shi et al, 1996, pp. 24)

Moreover, people at that time, includes of educated youth, were required to study through reciting Mao's quotations as lessons in schools and later in the countryside. They had every day reading and

every day listening to political documents which mainly containing the editorial of the People's Daily and three old Articles as well. Three old Articles which written by Chairman Mao, were the most significant texts or education programmes for young people to recite (Bown, 1977). They are "In Memory of Norman Bethune", written in 1939, "Yu Gong Removed Mountains", written in 1945, "Serve the People", written in 1949. For previous generations, they had to recite the full three articles. For Chinese New Educated Youth, they were still required to recite parts of the three articles on textbooks of primary schools or middle schools in 1980s, early years of reforming and opening. Through intensive propaganda, individuals were exhorted to behave and think in a revolutionary manner for good of all. Even in letters to family by educated youth, we could experience strong political complexion. For instance, "Xiaogang (the writer's brother) has to overcome the tendency of paying no attention to politics. If he has no correct political directions, he would be soulless." (Shi et al, 1996, pp. 17) "Finally, I hope my brothers and sisters could carefully read Chairman Mao's books, could obey Chairman Mao's orders, could do things according to Chairman Mao's instructions, and could be a good soldier of Chairman Mao. The youngest brother and sister should study Chairman Mao's selections much more, and don't play too much. Mum, you should become a revolutionary mother. Your kids go to different places nationwide and do different revolutionary jobs. It is the requirement of revolution. You bring up children just for the revolution nowadays not for yourself when you are old in past view. As a mother, the more your children have done for the revolution, the more you should be happy for us." (Shi et al, 1996, pp. 24) "I am not fear of walking on the long way, because it trained my body and trained my spirit. It is a good chance for making my thoughts revolutionized. I know we could approach the victory if we

depend on the revolutionary perseverance, the daredevil." (Shi et al, 1996, pp. 72)

上山下乡知识青年在天安门广场宣誓

Photo 1-2: The educated youth were taking the oath on the Tianmen Square in Beijing before going up to the mountain and down to the countryside. (photo: Shi et al, 1996, pp.24)

In those days, military dance routines were popular around the whole country wherever in cities or countryside. Socialism education were covered ninety percent of Chinese children in primary schools, while seventy- five percent of youth in middle schools by 1975 (Bown, 1977). It means that nearly all present adults of previous generations are included. Not only young people were politicized in their educations, but children of age three to seven in kindergartens, or the pre-school children who were born in 1970s, were also taught "bitter past" by workers. Present Chinese New Educated Youth were

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belonged to the above cohort. Socialism is such a philosophy which supposes people could work and study hard for interests of the people and the whole society not for individual's benefits. All children were trained to "love" the people and concern for their motherland as well (Bown, 1977).

Meanwhile, the party advocated the concept of "unity" and encouraged all people had an "ultimate desire for the unity" (Bown, 1977, pp.63). Chinese of that time worked not for their own benefit, such as bonus or self- improvement, but for winning honour for Chairman Mao and their socialist motherland. In 1970s, China was richer than it in pre-liberation times. And most of Chinese were freer than they had ever been since "freed from starvation and poverty, and obtained rights to educations, medical cares, social security and had a decent standard of life". However, it was still pervasive similar to former Soviet Union. Common Chinese had little chance to access the negative view of China, and was "politically correct about everything" (Bown, 1977, pp. 71-75). In the mid- and late 1970s, about ten years later, parts of the youth were back to their hometowns, urban China. However, the experience has marked them for life and made them be absolutely different from their children, the Chinese New Educated Youth, but still tried to interfere with the latter by their values.

From the above reading, we could see the educated youth in Chinese history, were not the youth who received higher education in ordinary view but a cohort who just received secondary education or even primary education in that particular era. I tried to find out why they were called educated youth through literature reviews. Unfortunately, I have not found out a clear answer. However, "educated youth" could

be looked as a relative statement. Leaving their urban hometowns, they were sent to the countryside for farming and living with peasants, most of whom were illiterate. Therefore, for peasants, the youth were really more educated than them. Otherwise, due to the movement of "up to the mountain and down to the countryside" was compulsive for majority of youth at that time, "educated youth" sounds like a good title which could make the youth comfortable psychologically and spiritually encourage the youth more or less.

The concept of Chinese New Educated Youth was originated from educated youth in the history. As we know from the introduction of Chinese background, the educated youth was a cohort who passively experienced a moving from cities to countryside and then back in their life. For Chinese New Educated Youth, they have been experiencing a kind of moving from traditional society to modern society, and they are passive as well during the moving. These two cohorts have something in common and something different. Furthermore, both of them were or are confused, helpless but spiritual in their age while experiencing the moving. Therefore, I called the latter cohort as Chinese New Educated Youth in my study.

1.5 Living from the Planned Economy to the Market Economy

1.5.1 Previous generations

China was a state socialism country with a planned economy from the late 1940s to the late 1970s. The household registration system, or

called "hukou" in Chinese, has been a significant portion of Chinese political system since 1950s. This system restricted peasants to communities of countryside, and also restricted people to one area from freely moving to other areas whatever in the same province or between different provinces. In those days, nobody could have extra private property, such as car, besides of basic living stuffs. In agriculture, industry or services, there were only stated or collective factories, farms and financial institutions. And the work unit, or called "danwei" in Chinese, was a "full service" employer (Cheek, 2006, pp.24-25). If one was a staff of a factory, then he/she could enjoy many benefits from the factory. During the past 30 years after socialism China established in 1949, most Chinese were eager to get a job in a work unit, such as a factory, for one's security and benefit. And the wages were higher than other jobs, such as clerking, running a store and so on. At that time, only a small number of people got particularly high income. They might be senior Party officers or the senior scholars. Therefore, a job in factories, to some extent, was the most secure and ordinary one which be possible for nearly everyone (Bonavia, 1989).

People were closely associated with their work units (Bonavia, 1989). The majority of people resided close to the factory which they worked for since they were provided regulated size of accommodations according to one's length of service and work grand in the factory. And the apartment buildings usually built very close to the factory. Meanwhile, nearly all stated factories could offer kinds of medical insurance for their staffs and even built a hospital in the district of living. Otherwise, large plants provided other welfare through building cinemas, libraries or sports studios for workers' healthcare and entertainment. Furthermore, they concerned about staffs' children's

welfare, such as establishing schools, kindergartens, technical schools and even colleges. Some units supplied allowance for staffs' daily life necessaries whenever weekends or festivals, from shampoo to toilet paper. Besides of providing welfare to individual workers, work units usually encouraged workers to look for girl friends or boy friends in the same units through providing extra benefits to working couples, because it could keep the work unit more stable through resolving the problem of marriage among young workers, especially male ones. In short, all stated work units assured staffs enjoy benefits and services of healthcare, education even though they were not big enough to build their own services. Some factories even permitted one of a worker's children could replace of the parent's job after the parent retired. Therefore, staffs had no worries at work. In addition, they "count themselves lucky to share its prosperity and security" (Bonavia, 1989, pp. 21).

However, the opportunity of obtaining a job in a stated enterprise, especially an industrial factory, was scarce. Therefore, people cherished their job very much. In those days, few of them had thoughts of giving up current jobs and looking for new ones. In other words, they were lack of mobility of labour between different units or different areas. Majority of people occupied just one job for lifelong and were even belonged to one work unit in one's life. In terms of that, it is difficult for them to understand why current young people are not satisfied with jobs as easily as they did (Bonavia, 1989). Since the work units could supply employment, accommodations, children's education and medical care, working in the work units and living in the communes "reinforced a political passivity and dependency" (Cheek, 2006, pp. 48). Such a system of work unit, or "danwei" system, "created a mutual dependency in which the individual gave up a great

deal of individual choice in exchange for very high expectations that the group would take care of each individual" (Cheek, 2006, pp.48). People who non - democratic involved in the life of work unit did not have the habits and expectations to reject official opinions. And they are accustomed to follow and to be arranged by the organization, or the work unit, if required. Besides of the above, they would like to pass parts of their values and expectations to Chinese New Educated Youth or younger generations (Cheek, 2006).

1.5.2 The growth of Chinese New Educated Youth

Chinese New Educated Youth were taught to play roles when they were young. They acted the role which parents and other adults required them to do - to become "obedient and cute" (Bonavia, 1989, pp. 59). Most of them were trained in such a way when they were still in infancy. They were told to do this and to do so but not to do that nor to do it in that way. This kind of training made them "obedient and cute" but lost freedom in naturally choosing ways to deal with issues and treat others.

Leaving from the incredible "warmth and security of parental and grandparental love", they entered a social world in which teachers took over and supervised their thoughts and behaviours. For a long time, they believed that "adults, especially teachers are always right" (Bonaiva, 1989, pp. 59). Textbooks and blackboard always continued guiding Chinese New Educated Youth to be persons which expected by the society when they became primary school students after leaving kindergartens. All texts on books and articles on blackboards told Chinese New Educated Youth should "love labour, love studying, and

love the people" and should study hard for the "four modernization of China before the 21st century". Therefore, textbooks and blackboards, the two main popularization means became an important machine of "political education" (Bonavia, 1989, pp.60). From primary schools to middle schools, Chinese New Educated Youth were trained through textbooks by teachers. School children were taught to be polite to teachers, and they were not encouraged to suspect teachers' opinion. In fact, they did as required, if not, they would be looked as "bad child" by teachers and classmates. However, nobody in traditional society would like to accept a child can be "bad" (Bonavia, 1989, pp. 59). And "bad child" was looked down upon by classmates and had few friends in schools.

All Chinese New Educated Youth experienced the same severe training of discipline in schools and became accustomed to at the time. What comes next is try to describe some situations of classroom discipline which used happen everyday. During the ringing of the school bell, all school children ran into classrooms and sat down quietly. A teacher entered a classroom and announced "Class begin!" "Stand up!" The monitor of the class announced. Then all students stood up and loudly said to the teacher together. "Good morning/afternoon, teacher!" Afterwards, the teacher should bow down one's head and said to students, "Good morning/afternoon, students!" Then students could not sit down until the teacher or the monitor announced, "Sit down please!" All children were not permitted to talk in the class unless teachers asked them to answer questions. If a child who wanted to answer a teacher's questions, s/he had to put up one's hand firstly and keep quiet, then stood up to answer after being called by the teacher, finally sat down again. After the class finishing, the monitor, the teacher and all students would

display the same behaviours as the class began but the greeting was changed into "Good bye, students/teacher!" In Chinese New Educated Youth's studying age, all primary schools and middle schools kept the above mentioned classroom discipline. Teachers enjoyed the absolute authority in the society which emphasized education so much.

For traditional Chinese, education could only be less significant than foods. All parents would be proud of if their children are well-educated, thus they are willing to afford the expenses on education. The children became current Chinese New Educated Youth. Only enough knowledge and lucky enough could support young people to win in competition through examinations. Confucianism regards education as a process of "studying, revising and repeating". In the era of modern China, especially in post-Mao China, such a Confucius' idea was revived. Rote learning planted reputed value of Ancients and guiding theories of the Party into young people's heads (Bonavia, 1989). Since the national college entrance examination revived in 1977, China faced with "the problems of the big fall-out" (Bonavia, 1989, pp. 179). High school graduates, who studied severely hard, smart enough and lucky as well, could pass the strongly competitive examination. To some extent, trying one's best was not enough since the examination was not a qualification test but a screening test. Based on nearly ten million candidates yearly, majority of students had to experience the failure although numbers of failed candidates have been smaller and smaller since reforming of education system in the past decade. "To be a university student" was a dream for all Chinese New Educated Youth, and their parents also hoped children could make the dream come true instead of them who missed the opportunity because of the Cultural Revolution. "Entering a university" seems an ultimate target of education in China, because it

is looked as a good start of one's successful life. In a sense, it is an ultimate target for an ordinary student in China. Even in the age of younger generation who were born in 1980s, they still keep the above dream. They try to be a student in a good university if there is different from Chinese New Educated Youth.

On entering their adulthood, their common personalities emerged, such as study and work hard, obtain good qualifications, respect their superiors, "marry at the right age", have children at the suitable age after married, and "perform socially useful acts" (Bonavia, 1989, pp. 60). However, because of the reforming and opening policy, they have started to think differently although previous generations always hope to transfer them the values by social modelling (Cheek, 2006).

The Chinese reform was started from late 1970s. It includes of "moving a planned economy to a market economy and globalizing China's commerce, media and culture" (Cheek, 2006, pp.1). China have obtained economical development "at a tremendous rate over the past two decades – faster than any other major countries in the world" (Cheek, 2006, pp.1). "The year 1978 is a reasonable date to mark the start of the current 'reform and opening' under Deng Xiaoping and the rejection of radical socialism and international isolation during the previous Cultural Revolution" (Cheek, 2006, pp.55). The reform China has broken the system of the "danwei" and "hukou". In other words, the systems of work unit and household registration have been less powerful in reforming China. Social services, from housing to education, have been accessed to market. Therefore, without household registration permits, 150 million rural workers went to urban areas for work or looking for job in the early 2000s (Cheek, 2006). The largest change in modern China was the

"creation and boom of the residential real estate market" (Cheek, 2006, pp. 25). There was impossible in the beginning for reform China. However, twenty years later, most urban residents own or rent their accommodations (Cheek, 2006). However, along with the continually upward of housing prices, there is only small part of Chinese could afford their accommodations payment at once. As we know from the preceding paragraphs, previous generations enjoyed the welfare of housing in the age of planned economy. And majority of younger generation who were born in 1980s, are the only child of the family and could usually obtain the financial support from their parents on paying for housing. But for most of Chinese New Educated Youth, they usually have brothers or sisters, and their parents themselves do not have much savings, not to mention financially support children's housing. Therefore, Chinese New Educated Youth have to pay for housing in instalments by themselves. And it always costs them thirty to fifty percent of one's salary per month.

Since reforming and opening China emerged, official publications have aroused a large number of reports on revealing facts, or reconsidering past events, and to analyze right or wrong, or criticizing the bureaucracy. Meanwhile, "suggestions, schemes and debates" (Bonavia, 1989, pp.205) were spread out by intellectuals. Political atmosphere became freer than before. Chinese people could talk about their "problems and frustrations" more openly and need not be afraid of being criticized (Bonavia, 1989, pp.205). In the past decade, people could rise discussion on national issues or talk about state leaders of the government, and even make jokes on leaders in private. However, people enjoy freedom in expressing their opinions as long as not incite others to destroy the government and the Party. However, there were only literary works from former Soviet Union,

Eastern Europe or Korea before late 1970s. And topics of exported literary works have been changed from previous wars, revolutions to current ordinary daily life and emotions. Nowadays, millions of common audience and readers could have more ways to access what happened in China and countries other than China as well. They could read news on western radio through channels of shortwave, such as programmes of British Broadcasting Company or Voice of America which was looked as "enemy broadcast" and was prohibited listening in the past; could watch western TV programme if residing in star hotels; and could read news from everywhere in the world via the Internet since 1987 (Xinhua Net, 2003). Along with westernized life and values, western movies, TV plays and other literary works have been entered China from western world, for instance, Western Europe, America, Japan and so on. Otherwise, people have had the possibility to travel abroad since late 1980s. Gradually, more and more young people have taken part in the tide of studying abroad. However, Chinese have got to know different people, cultures and values more and more. "Individualism, pleasure-seeking, corruption, careerism and even emigration in search of a better life" becomes common in China (Bonavia, 1989, pp.290). Previous generations worry about if their offspring could follow traditional values as they have followed.

The younger generation, who were born and grew up in 1980s or later, in opening China, are usually the only child in one's family since the introduction of the one-child policy was started in 1980. The policy has produced a generation "raised without sibling but with relatively better-off parents and four doting grandparents" (Cheek, 2006, pp.87). Meanwhile, along with the decreasing of traditional thoughts' influence, such as considering others' feelings while contacting with others, the younger generation live in a self-centred environment.

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They believe that they live simply and do not care about what happened and what happening in China if it is irrelevant to them.

1.6 Characteristics of Chinese New Educated Youth

There is some research on western youth, for example, Epistein (1998) did research on Western youth in relation to biological vs. socialization issues. And he reviewed a wide range of disciplines, including sociology, social psychology, cultural studies, mass communications, critical studies, social work, and philosophy. Many environments of youth were explored to offer insights into how young people create and communicate in subcultures, which follow from a parent culture, and their values and activities affirm or reject the class culture; and how they interrelate or negotiate with the mass culture, as well as the adult authority structure. Kwong's (1994) framework is often used as a conceptual and organisational tool to analyse the negotiation between the lived culture of Chinese youth and the advertised, ideal culture put forward by the tradition. "The framework consists of the six categories of individualism: personal aspirations, growing alienation, immediate gratification, individual qualities, admiration for everything foreign, and political attitude" (Weber, 2002, pp.353).

Weber (2002) used the above framework to analyze negotiating youth self-identity in urban China based on *Shanghai Baby*, a novel which were burned in China but very popular in Western countries (Forshaw, 2001). The author, Wei, is also one of Chinese New Educated Youth, and describes her daily life in the novel (or a semi-autobiography what Wei called it as). Characteristics of Chinese New Educated Youth could be found in the article. For instance, a)

"They are less likely to continue to defer to parents wishes (sacrifice) when their personal desires remain unfulfilled" (Weber, 2002, pp. 356). b) "Youth expressed their criticism in a more focused way, targeting lower level administrators on university campuses over living costs and conditions" (Weber, 2002, pp. 363-364).

However, I think that they are a part of westernized characteristics of Chinese New Educated Youth. In other words, they are just the new-born characteristics following the rapid change of the whole society. The wind of globalization has made its way to rapidly growing cities in China; Chinese New Educated Youth have responded to it sensitively. Life of Chinese New Educated Youth is dramatically altered since their parents' generation which was significantly influenced by the Cultural Revolution and communist values. Chinese New Educated Youth are seeking for autonomy, individualism, and freedom, which used to be unthinkable in the collective society which their parents lived in. Urban Chinese youths today not only see themselves as independent beings, but also their views on lifestyle, such as consumption, communication, education, employment, marriage, and family, differ from their parents. On one side, Chinese society is still as strongly influenced by Confucian values of cooperation, obligation to others, and avoidance of conflict. On the other hand, Chinese people noticed that Western values emphasize the importance of being self-sufficient. The values of capitalism, direct competition, and individualism are highly regarded and thought to lead to social and economic benefits. Why the generation of 1970s lives in struggle mainly because they still have similar essential spirit which followed by the previous generation with traditional educational background since they were young. And the social changing cost they

have tendency of individualism, such as thinking and talking much more freely than their parents.

I also read *Shanghai Baby*. And I found it is interesting but just an ordinary novel, and Wei's life is far away from an ordinary youth's life, I thought her struggle in choosing her love life was an important aspect for a study of youth. For instance, she loved and took care of her boyfriend, who was gentle but impotent, but became Mark's (a Germany businessman who worked in Shanghai) mistress (Wei, 2001). I would like to say this kind of life would be chosen only by the generation of the 1970s. Because on one side, they are traditional like their parents, so they hope they could have an ordinary life in public; on the other hand, they are individuals, and they are eager to pursue their ideal life for supplying their ordinary life in secret. Therefore, such a choice makes them similar to the latter generation of 1980s who do most of things just follow their own individual will. In short, I think youth of 1970s is different from their parents and from youth of 1980s as well. And to same extent, the characteristics of individualism as Weber mentioned the above are more suitable for describing the youth of 1980s, who seemed to embrace the ephemeral aspects of western culture (e.g., fashion) (Weber, 2001) to contrast themselves from the previous generations who were much more austere. Yet when facing life decisions (career, marriage etc.), members of this cohort, youth of 1980s, were quick to defer to the Confucian and common values of tradition, and seek out the older generations for advice and guidance. And it is not difficult to imagine how these young people can shift so easily between these seemingly different value systems if we avoid the presumption that individualism and collectivism are separately theoretical positions but overlay each other.

Nevertheless, the educated youth of 1970s is the focus of this study through distinguishing them from youth of 1980s and previous generations. China has rapidly changed since the end of 1970s, we have to recognize that one decade maybe become one generation, because the life style, opinions and anything else have changed too much during the past decade. So I thought the youth of 1970s is different from youth of 1980s. And those 1970s are more orthodox than the youth of the 1980s.

Besides of the researcher of this study, I am also one of youth of 1970s. When I am in the UK, I have more opportunities than before to know many China's youth of 1980s there, because most Chinese there just graduated from university in China and pursue their postgraduate degree in the UK. I have to say they are much more different from me or other Chinese youth of 1970s. They run for western brand and life style, and like clubbing. It seems they are a cohort of hedonism and materialism. However other Chinese believe or not, youth of 1980s could be so simple and have no worries or fears. I once was young, or in other words, all Chinese New Educated Youth once were as young as youth of 1970s are, but we have never been so unrestrained or unaffected. It is mainly because Chinese New Educated Youth still have similar essential spirit which followed by the former generation with traditional educational background since we were small children. And the social change has caused Chinese New Educated Youth to have a tendency towards individualism, such as thinking and talking much more freely than our parents. However, youth of 1980s have already had few traditional ideas (i.e., tolerate patiently or modestly decline), but accepted much individualistic ideas from the West because they were born and grew up in the reforming and opening China. In terms of this, they might become a

new and much younger cohort which could be studied in the future.

1.7 An Oversight of Stressed Chinese New Educated Youth

Modern China is increasingly fast-paced and competitive and it is placing growing stress on youth to perform in their jobs, their study and social relationships. However, Chinese New Educated Youth are envied by others for working in good offices, having good incomes and even private cars (Department of Civil Affairs of China, 2008). Consequently they have not been concerned about the essential problems they face today and they do not have enough concern for their mental well-being. This has made them more susceptible to pressure. It is generally believed (Department of Civil Affairs of China, 2008) that the youth has the most risk in mental health in modern society because they have to bear various stressors in everyday life, especially from their family and work; this generation are also facing the stress from sharply rise of education, medical, and living costs, especially from high accommodation prices. The American Sociologist Robert Merton's Anomie Theory (1968) told us that there is much source of   stress in social structure and social environment, and the stress interferes directly or indirectly with the body, mentality and behaviour of social members. If their dealing ways and strategies are inconsistent with the social regulations and social expectation, behaviour of transgression may happen. As shown on an investigation report (Hui Cong Net, 2004) about health status of 1576 white collars, forty-five percent of them are stressed, twenty-one percent of them are much stressed, and three percent of them are extremely stressed and are near collapse. The result of the above stress are often

negative, such as devoice, inferior mental health, mainly are depressive disorder, etc. And youth even commit crimes, such as murder, under stress.

In modern China, stress has become the main reason which results in youth committing suicides. Ke Rui (2006), the first occupational consultant company in China, did a sample investigation on young white-collars in four developed cities, which are Beijing, Shanghai, Guangzhou and Shenzhen in February 2006. The report shows sixty-seven percent of Shanghai white collars are stressed, forty-five percent of Beijing ones, forty-six percent of Guangzhou ones, and sixty-four percent of Shenzhen ones. Otherwise, twenty-three percent of Shanghai, twelve percent of Beijing, eight percent of Guangzhou and ten percent of Shenzhen white-collars were considering about suicide because of stress (China Net, 2006). The following several reports are related to suicides or other violent behaviours which occurred on Chinese New Educated Youth during the past five years.

• Wu, about 35 years old, PhD, was a senior financial staff in Shenzhen, Guangdong province, had good salary, happy family and also had a daughter. He jumped from the building of his home in the end of 2003. According to the recollection of his colleagues, Wu spent nearly all of time on work, study and rarely took part in activities with them; and his wife said he was tired when at home; his friends were told by him that he was stressed and hope to do the best, however, sometimes he could not sustain any more (Ruan, 2004).

• Mao, 36 years old, an expert in high-energy physics, who had just been transferred to Bei Hang University, jumped from the window of his room located on 4th floor on 14th September 2005. He worked very hard and got excellent achievement in scientific research but suffered a small problem in his work, however, his wife left him and made him depressive (Yang, Wu and Ma, 2006).

• Xie, 27 years old, took a large number of soporific and died on 20th September 2005. He often complained that he was not competent at his new work, could not support himself and could not share burden of his parents. Before that, he got his master degree in pharmacy two months ago (Hua Xi City Daily, 2005).

• Li, about 35 years old, who worked as a senior administrator for a foreign trade company, died by jumping from a building on 20th March 2006. She was an admired office worker, and had good job and good welfare. Furthermore she had a happy family. The psychologist of the Mental Health Centre in Hua Xi Hospital thought Li committed a suicide because of over-anxiety by analyzing her negative behaviours and daily life when she was alive, such as insomnia and felt the stress from her job (Yang, 2006).

• Wu, 35 years old, and Yang, 27 years old, both of them were born in 1970s, were officers in the army and then sent by the army to pursue their Master degrees in a famous university of Jiangsu Province in 2004 and 2005 separately. They studied in the same laboratory. Wu killed Yang by knife in a restaurant on 23rd May, 2006. Then Wu had gone to his laboratory to wait for policemen. I was told by students

who research in the same laboratory of them that Wu was kind to them but talked little with them and seemed extremely nervous before exams and evaluations. Furthermore, Wu said he was difficult in accustomed in the environment of campus which is different from that of the army.

• Fang, 33 years old, committed suicide by jumping from the window of his office on 7th March, 2009. He worked in a centre for disease control after got his Master degree. His leader said that Fang worked very hard and was deeply impressed by Fang's passionate. After the earthquake invaded Sichuan province, Fang went to there for saving people. The work report of the relief office showed that Fang's foot was injured by a nail while working on the scene; he continued working after simply bound up. His familiars thought the record on the report correspondent to Fang's working and criticizing silently. However nobody could understand why such a strong young man chose such a frustrated way to finish his life (Sina net, 2009).

My study is based on the establishment that the most ordinary and prevalent behaviour of youth who are under stress in daily contact is Mental Violence. As we know that Chinese traditional culture always emphasis on the idea that "harmony should be the most important" and "people should be humility and modesty if he or she was educated". In this research, I investigated the conflict during daily contact of Chinese New Educated Youth through a research on the concept of the Mental Violence in workplaces. Furthermore, I hope through this study, they could know how important to achieve the expectation of a social role. We often "organized sets of expectations about how people in certain roles are supposed to act" (Baron, Byrne

and Suls, 1988, pp.69). As a social role, the Chinese New Educated Youth should understand the expectation by others if they expect others to accord with a relevant social role. According to traditional opinion of China, Chinese New Educated Youth should be accommodating and polite, should know that be harmony with others, and so on. In this way, youth can achieve the expectation of a social role.

Mental Violence is close to what in Western psychology is usually called indirect aggression (in contrast to physical aggression), psychological aggression or bullying. The terms all have slightly different meanings depending on what behaviours have been chosen to define each term, but the basic idea is the same, which means they are generally invisible to people outside but injure somebody deeply inside the group. Little is known about the form of indirect aggression which takes place between adults, especially in close interpersonal relationships (Forrest, Eatough, and Shevlin, 2005). On the assumption that Mental Violence exists outside of the family, this study chose Chinese New Educated Youth as focus of observation and study, and also chose the workplace where Chinese New Educated Youth not only contact others daily but also invoke Mental Violence most frequently, which contain small relative closed group as the circumstance of observation and study. From the angle of social psychology, I took a systermatic study in the categories of Mental Violence which exists in youth intercourse by way of analyzing typical cases, visiting individuals of cases and analyzing the behavioural process.

Conclusion

"Face" or "mian-zi" is looked as a principle, a tool to help Chinese construct and keep a harmony consciously. All traditional Chinese were disciplined to obey Confucianism and Collectivism, and to keep harmony in relationships through the education from family, schools and work units later. Especially during the Cultural Revolution, parents of Chinese New Educated Youth, in other words, the educated youth went down to the countryside and experienced severe life. In planning economic era, Chinese could enjoyed nearly all benefits which covering their whole lives from their units. It seemed easy for them to keep harmony in relatively equally distributed society without competition.

Chinese New Educated Youth were taught to be duteous persons by their parents and teachers while they were children. However, they soon started living in a competitive era which is really different from any previous generations since 1978, the opening and reforming policy worked in China. They no longer enjoyed welfare which enjoyed by their parents from free educations to free accommodations. More important thing is that they started to think which was different from what their parents thought. However, new values just partly influence with them unlike fully with younger generation who were born in the opening and reforming China. Chinese New Educated Youth were usually put in a vacillating, oppressive and confused position whatever on values, behaviours, daily life and especially dealing with relationships in workplaces. As examples shows in this chapter, in nowadays, suicides of this cohort were committed the most often while they could not bear the heavy load. Besides of committing

extreme behaviours, such as suicide, most of Chinese New Educated Youth often experienced a kind of negative behaviour in dealing relationships with colleagues. It is Mental Violence. This study focused on pursuing if there is a relationship between stress and Mental Violence through confirming Chinese New Educated Youth experienced more stress and more Mental Violence than other generations.

Chapter Two

REVIEW OF LITERATURE I: SOCIAL RELATIONSHIPS AND INTERACTION CONFLICT IN WORKPLACE

Introduction

We are unlikely to understand the essence and noxiousness of Mental Violence if we ignore the particularity and importance of social relationship in Chinese society. Therefore, in this chapter, literatures will firstly be related to normal social relationships in Chinese workplace through comparing it with Western relationships; and then interaction conflict especially in workplace will be reviewed, includes of Mental Violence and bullying mainly.

2.1 Relevant Study into Social Relationships in Workplace

It is a study on workplace conflicts in modern China. In this study, Mental Violence is a negative behaviour which could be considered as a failure or break of the normal interpersonal relationship (Zhang, 2004 a) in workplace. Before understanding how significant the Chinese normal harmony social relationship is, it would be really difficult for readers, especially Western readers to understand how serious that Mental Violence results in the failure and break of a normal relationship is. Therefore, we have to know and understand what normal or successful interpersonal social relationship is in Chinese workplace through comparing it with relationship in western workplace. Western literatures highly stated that there is absolutely difference between the Chinese and Western social cultures (Nisbett, 2005; Morris and Peng, 1994; Cheng and Chun, 2008; Bozionelos, 2003 & 2008). By contrast, Chinese academic literatures reported little relevant comparison research. Moreover, study on social conflict is uneasy to be read ever since it is looked as a taboo in Chinese research of social sciences. Therefore, I tried to unveil the Chinese workplace social relationship and conflict while making it known from the comparison with Western relationships in current study. Since interpersonal relationship is emphasized in Chinese society and workplace as well, the review of normal or successful interpersonal relationship could be started from the study on career success (Zhai, 2007).

2.1.1 Guanxi or relationship is related to career

success in China

Guanxi, means a network tie or a social relationship which informally but significantly exists in Chinese daily life, includes of workplace (Zhai, 2003; Bozionelos and Wang, 2006; Agelasto, 1996). This kind of informal relationship could provide confirmation, consideration, importance and other positive supports (Zhai, 2003). Huang (1988) classified the social relationship or Guanxi into three categories. They are "emotional relationship, mixed relationship and instrumental relationship" (pp.14-18). He is a very early one who pointed out the mentioned above categories. However, he is not the unique one but as a double in western literatures around 20 years later. Bozionelos and Wang (2006, pp. 1536) put forward two concepts, one is "expressive network resources", the other is "instrumental network resources". They are similar to Huang's emotional relationship and instrumental relationship. The former relationship or network resource is related to the supply of positive emotional element which could comfort the target whereas the latter relationship or network resource means a kind of support which would be helpful to the target's concrete benefit, such as promotion and so on (Huang, 1988; Bozionelos and Wang, 2006).

Bozionelos (2003) made a study on if network resources in western workplaces are related to career success and workers' personalities. He invited white-collar workers includes of staffs and administrators from three universities in the U.K. His findings supported that network resource is more strongly than mentoring related to western workers' extrinsic and intrinsic career success. Moreover, for western white-collar workers, "instrumental network resources contribute

more strongly than expressive network resources to extrinsic career success" (Bozionelos, 2003, pp. 46).And then he and Wang (2006) made a joint study on the relationship of mentoring and Guanxi (network, or relationships) with white–collar Chinese extrinsic and intrinsic career success in workplace. From the second study, Bozionelos and Wang (2006) found out that most of Chinese participants emphasized and mentioned they had mentoring in the workplace. It was similar to the findings from Western workplaces.

In Bozionelos' two studies, the mentor in the workplace means a comparatively senior and qualified person. This cohort is considered to provide other staffs kind suggestions or helps for their career promotion or free mobility if they have good relationship. Extrinsic career success refers to concrete profit for a staff, such as having job promotion, obtaining bonus and increasing salary, etc. Relative to extrinsic career success, intrinsic career success means staffs receive positive confirmation if he or she value what they have fulfilled from the work. However, the mentoring relationship was not considered to relate to Chinese white-collar workers' extrinsic career success but only intrinsic career success in the second study (Bozionelos and Wang, 2006). Actually, the existence of mentoring is more like a tradition for Chinese respect mentors in a public place as the same as they do in the family. To respect elders or seniors and to comply with the proper formalities between young and old is a common sense in Chinese tradition (Fei, 1985). Therefore, for Chinese, it is not necessary that they would certainly receive the deserved benefit if they have good relationship with the mentor, although it is really possible for them to experience unluckiness if they have a poor relationship with the mentor, for example, they do not respect the mentor (Zhai, 1999).

The most interesting and important thing of the second research is that Bozionelos and Wang (2006) did not find out evidence which could support their two typical hypotheses. The hypotheses were, "in the Chinese organizational environment, the amount of individuals' network resources or Guanxi will be positively related to their extrinsic career success, over and above the contribution of mentoring received"; and "in the Chinese organizational environment, the amount of individuals' network resources or Guanxi will be positively related to their intrinsic career success, over and above the contribution of mentoring received" (Bozionelos and Wang, 2006, pp. 1536). I did not say their two hypotheses were not established for the result but say they were not supported, just because majority of Chinese including me definitely believe those two hypotheses should be supported by the reality in China whatever in traditional China or in modern China nowadays. In other words, the importance of Guanxi decides the particular social relationship in Chinese workplace. Some people think it is sophisticated whereas others think it is flexible. Some people suspect the meaning of its existence and are tired even confused about it whereas others still emphasize and enjoy it. It is Guanxi, the social relationship in China. Zhang et al. (2008) stated that Guanxi is "one of the most important assets to a Chinese company" and the tradition of Guanxi strongly influences Chinese (pp. 2362). The Problem which resulted from treating with Guanxi constitutes the conflict in Chinese society or social relationships. For this study, to some extent, what I am focused on is the problems which originated from treating with Guanxi by Chinese New Educated Youth in workplaces.

2.1.2 The different social origins of Chinese and Western social relationship

Originated from Individualistic and Collectivistic values separately (Morris and Peng, 1994), Westerners and traditional Chinese are different in social behaviours and thoughts. Through relevant literature review, I noticed there are three main differences between Chinese and westerns. They are situation-centred vs. person-centred (Morris and Peng, 1994); relational-model vs. self-model (Cheng and Chun, 2008); and expressive vs. instrumental elements (Bozionelos, 2008).

In western Individualistic society, people are considered as individuals separately at first. They behave as they wish and feel according to basic rules not from reference to anyone else like Chinese do (Ji, Schwarz, Nisbett, 2000). Moreover, they have the freedom to leave a group if they hope (Morris and Peng, 1994). It is normal for people who just walk straight and look straight on their own way in public. It seems that they do not care about too much what others look at them. Meanwhile, as Ji, Peng and Nisbett (2000) mentioned in their cross-cultural study that Westerners do not show many interests on others, such as what others look like or wear like. It is my experience in the U.K. Most of people look self-confident with their out looking and just focus on their own issues although they might see something strange or interesting by split vision and discuss or gossip later. In contrast, traditional Chinese are accustomed to pay attention to social surroundings includes of people who have relationship with or even strangers nearby. They usually "give special attention to social relationships and spend a great deal of time getting

to know the people around them" (Ali, 2004; Choi, Nisbett and Norenzayan, 1999; cited in Ali, Lee, Hsieh and Krishnan, 2005, pp.4). They are considered as more sensitive to perceive relationships in the environment than Westerners are. Compared with the latter, the former people "might be more capable of detecting relationships in the environment", moreover, they are "more confident about relationships detection" (pp. 944).

For example, a person was late for work one day. He walked into an office where five staffs were working, and then started his job as soon as possible. Others show little interest in him, and might say "hello" to him at the most. Then every one continued their work. It is a usual institution in Western workplace. In traditional Chinese workplace, things might be a bit different. The situation started in a Chinese office as the same as in above western office. A person was late for work one day. He walked into an office where five staffs were working. At least four out of five staffs would stop working and raise their heads, and then looked at him as soon as he entering the office. They were showing that they were concern about him. However, before they asked the late guy why he was late, he apologized and explained why he had been late. For example, he was late just because his wife who was in a business trip else where and he had to send his son to the kindergarten which was done by his wife before. The more detailed he explained, the more he was considered that he made much account of his colleagues. Then, others, especially older colleagues told him that was usual for young parents. And they experienced the same thing when they and their children were young. Afterwards, it seems that every one satisfied with the above episode and returned to his/her work again. Please do not think it is too complicated, unnecessary, or waste time. It often costs three or five minutes. But it is a very

important for keeping a harmony relationship in a workplace. At least the late person would be considered as a nice man who cares his family; moreover he respects his colleagues and looks them as his close and important people. Since it is so helpful, Chinese think it is worth doing. From the above example, we could see Chinese are different from Westerners for they are looked as a member of some groups rather than as an individual unit (Morris and Peng, 1994). Maybe you have already been surprised with the above sophisticated experience just for an issue of lateness. And in any cases, thing would be much more sophisticated if somebody wanted to leave the group, for instance, change an office or a unit. Therefore, Chinese are considered as situation-centred whereas Westerners are considered as person-centred.

In causal exploring why there is difference between Chinese and Westerners in preservation of relationships, an interesting explanation was pointed out by researchers (Witkin et al, 1977; Ji, Zhang and Nisbett, 2004). Ji, Peng and Nisbett (2000) said that Chinese culture had been cultivated from agricultural economy whereas European culture had been originated from "hunting and herding" (pp. 953) economy. The former economy required a close social relationship whereas the latter just need a "relatively loose social structure" (Bary, Child, & Bacon, 1959; Whiting & Child, 1953; cited in Ji, Peng and Nisbett, 2000, pp. 953). In Ji, Peng and Nisbett's study (2000), Chinese are considered as "field-dependent" people and Westerners or Europeans or Greeks are "field-independent" people (Witkin et al, 1977, pp. 197). Traditional Chinese were taught as a part of their surroundings, such as the society, the school, the workplace and the family as well. Therefore, they are accustomed to think that they are a part of their surroundings. They care about

others' behaviours and requirements whereas are influenced by others heavily (Ji, Schwarz and Nisbett, 2000).

In China, there is little purely instrumental requirement among whatever familiars or strangers, such as colleagues in workplaces or even members in forum on the Internet who did not see each other yet in the reality, especially among traditional Chinese. Chinese usually start establishing relationship with others from expressive exchanging not instrumental exchanging whereas Westerners are accustomed to start relationship from instrumental elements and maybe relate to emotional exchange later (Bozionelos, 2003 and 2006). Then, they would continue to keep a relationship by such an exchange, for instance, emotional support. It is the most common and reasonable in Chinese interpersonal relationship. If conversely, in other words, somebody started or kept relationship through instrumental exchanging, he or she would be considered as a utilitarian person who is looked down upon in Chinese society, especially by traditional people.   Moreover, they do not like using the word 'exchange' in keeping relationship (Huang, 1988). It is usually acceptable if people only emphasize paying but not caring of repaying although everyone believe repaying would be received for sure. However, they could not emphasize that they expect being repaid. Therefore, what somebody emphasizing instrumental paying or expecting instrumental repaying is not highly thought of by Chinese. As mentioned in the chapter of introduction, giving Mianzi (faces) to each other is a key element for the harmony. In Chinese opinion, not to require repaying is another key element for keeping harmony in interpersonal relationship. The mentioned above has established by usage. Thus, other than instrumental exchange, caring of others' feeling, in other words, emotional support is expressed the great

esteem in nearly all social units besides of the family. Obviously, workplace is such a unit in China.

Different from the above studies on description of the normal interpersonal relationship related with career success in workplace, Zhang et al (2008) made a study to pursue the attributions of workplace failure in China. As we know, there is a bit different between Chinese and Westerners in understanding normal interpersonal relationships and career success. It does not seem the unique but the double. From the study, they also found that attributions were different between Chinese and European-American workers in job failure. Due to Chinese consider an individual is a part of the collective, Zhang et al's study (2008) revealed that Chinese prefer to attributting their career success, such as promotions and rewards, to the collective, for instance, the help of other colleagues, the support of junior workers and the recommendation of leaders. As for one's work failure, he or she was not expected to blame it to other colleagues or the situation. He or she would rather owe to his or her own problems. In fact, however a Chinese prefer or not, it is an expectation of social roles and has accepted through common practices, especially for an educated Chinese. If a Chinese did not do in this way, he or she would be unwelcome, unaccepted among colleagues and even antipathetic in workplace. It is the most significant origin for Mental Violence happens in Chinese workplace. To some extent, the unaccepted behaviour became a kind of Mental Violence to others.

As we know from the hypothesized model procedure of Mental Violence in Chinese New Educated Youth, Mental Violence is originated from the unbalance of Chinese traditional collectivistic

values and Western individualistic values. It is a negative or abnormal behaviour which violated the normal expectations of social roles. In sum, studies on normal and successful interpersonal social relationships in Chinese workplace were reviewed as above. Guanxi or social relationships in China was emphasized by the studies. Moreover, we could know Guanxi "plays a vital role in Chinese culture" and has "a positive impact on social and economic development" (Agelasto, 1996, pp.278). However, the importance of Guanxi was not recognized by Chinese participants in previous studies. It is why current study so required. Otherwise, we could not understand how severe the failure and break of relationship which resulted by Mental Violence for Chinese is but perfectly knew how significant and special the Chinese normal harmony social relationship is. Therefore, Mental Violence is not only a kind of negative or abnormal behaviour but also seems as a kind of aggressive behaviour which exists in Chinese workplace. Now it is time for us to discuss relevant studies on aggressive behaviours, particularly on workplace aggressions.

2.2 Relevant Research into Mental Violence in Chinese Literature

2.2.1 Mental Violence in Families

Up to date, in People's Republic of China, in Social Scientific research, mental violence often refers to a kind of domestic violence (Zhu and Jin, 1998; Song and Xue, 2003; Liu, 2003）. However, the research on domestic violence is limited to violence between husbands and wife, especially limited to violence from man to wife. Thus researchers

usually look mental violence as a kind of marital violence (Liu, 2003) which includes of physical violence and sexual violence as well. Some researchers have put forward the concept of Recessive Violence since the end of 20th century (Zhu and Jin, 1998). Recessive Violence means couples do not use hitting to deal with contraction but use behaviours, such as talk little with each other, ignore sexual life, lazy in doing house works and so on (Liu, 2003). The phenomenon of Mental Violence includes discrimination against women who give birth to female babies, such as not give women enough rest and nutrition they need to have after giving birth and so on, because of a partiality for males, which means that men are regarded as superior to and more useful than women and prefer sons to daughters as in Chinese tradition. On the other hand, some research has looked the behaviour of economic restriction (e.g. one limit their partners' expenses), unreasonable suspicions, speak ironically, abuse, treat coldly and ignoring the other although see and so on (Song and Xue, 2003) as mental violence. This amounts to profound mental violence that makes women unhappy, uncomfortable, repressed and other negative psychological consequences.

2.2.2 Mental Violence in Dormitories

Nevertheless, mental violence not only happens in families but also happens in any other kind of places where members of small relative closed group engage in social intercourse, such as collective dorms, workshops, offices and so on, although the level of violence maybe different(Zhang, 2004b). Zhang (2004a, 2004b) fulfilled a study on Mental Violence of university students, including undergraduates and graduates.

Zhang (2004b) defined Mental Violence as the Executer of Mental Violence, when conflicting with others, not directly violates the body of other person, the Victim of Mental Violence, but defies the victim's injure or the possibility of injury, and consciously adopt a kind of abnormal behaviour, which contains no cooperating or isolating and even aggressive words, to destroy the victim's normal expectation of executer's behaviour or to disturb victim to choose normal behaviour. Thus the result of Mental Violence is not the damage of the victim's body or the lost of victim's life, but mainly is victim's unhealthy mood, such as becoming sentimental, resentful or grievous, etc. Furthermore, the victim will be lack of possibility of choosing way of behaviour rationally. Therefore, the victim gets a mental and psychological scar.

Her research area was collective dormitories of students. In China, most of university students do not live in single or double rooms but collective dormitories in which there are 4-8 students. Furthermore, life or conflict in the dorm is the most secret for others except students. Therefore, students in the dormitory form a kind of small relative closed group. Meanwhile, male and female students live separately in present Chinese universities. It means the phenomenon of Mental Violence which accumulated from daily conflicts among students in dormitories is a kind of violence which happens in the same gender. In terms of that, Mental Violence which happened among students in dormitories was basically different from which happened between couples in families which relates to different genders, such as the husband to the wife. This research became an explore study for present research. At least, I could confirm that Mental Violence happens between the same genders and people with

equal resources whoever university students in the dormitory or co-workers in the same workplace, besides of happening between different genders in families.

I. Categories of Mental Violence in Dormitories

Through observing their daily life and conflicts together with in-depth interviewing 20 university students, including 10 graduates and 10 undergraduates, Zhang (2004b) classified phenomenon of Mental Violence in university dormitories into two categories. Firstly, it is a kind of Mental Violence which related to different customs or habits in daily life. For example, different students have different time for work and rest. Therefore, the least "enduring" phenomenon is "I want to turn off the light for sleeping but you want to the light on for reading" (Zhang, 2004b, pp.87). Secondly, it is a kind of Mental Violence which related to specific issues or particular periods. Amongst the above, the former is often related to choosing benefits-obtainers in competition or facing other limited recourses. For example, a student drew others over to his side to write a jointly singed letter in secret for driving the monitor away and then he became the monitor instead. As for the specific periods, Zhang (2004b) made an example of SARS. SARS means "Severe Acute Respiratory Syndrome" which is a kind of a respiratory disease of unknown etiology that apparently originated in mainland China in 2003; characterized by fever and coughing or difficulty breathing or hypoxia; can be fatal (West, 2003). In the spring of 2003, majority of university campuses were enclosed or semi-enclosed from outer world because of avoiding infections. Meanwhile, students who travelled from epidemic area at that time were required to segregate in the hospital for observing and checking up before returning to the campus or being back to their dormitories.

Under such a specific dangerous situation, students or any ordinary people would easily expose their real but uncompromised side. Although the exposure to negative behaviours like Mental Violence was against one's will, they were blameable enough for the target. For instance, the student A was back from one of epidemic areas and did not stay in the segregating room of hospital firstly but went to his dormitory to take some items of daily use. However, he was refused for entering the dorm by his roommates. Furthermore, his items were thrown out of the door by a roommate. It hurt him very much (Zhang, 2004b).

II. Analysis of Mental Violence among University Students

According to the characteristics of initiation, Zhang (2004b) considered that the behaviour of Mental Violence in universities is similar to a kind of unreal conflicts as Coser (1964) called it. Coser (1964) stated in his theory of conflict that freely opposing others in public is dangerous and not permitted in unreal conflicts. However, Zhang (2004b) noticed that Mental Violence is usually concealed in a limited space and uneasily open in public.

The resource of unreal conflict is some external factors which are uneasy to seize; and the target could not the resource of conflicts; the object of unreal conflicts is to lead hostile emotions off (Zhang, 2004b). In other words, the unreal conflict or Mental Violence is a kind of mode which does not need to reach some special goals but could finish automatically if a psychological tense or nervous removed. Therefore, comparing to the real conflict which pursuing unfulfilled targets, Mental Violence's initiation is not because of any competitive objects directly but of the executor desires to release negative

emotions, such as nervous (Zhang, 2004b).

Zhang(2004a, 2004b)'s study shows that there was not too much benefit or interest for university students to fight for, such as power, position, resource and so on, which is usually the target of real conflicts. Targets that executors of Mental Violence aiming at are not definite but usually changed following the change of situation.

Mental Violence in university students' dormitories means a failure or interruption in the process of establishing concord relationships among students. Successfully establishing a concord relationship with others is one of "principles in keeping mental health" (Zhang, 2004a, pp.89). Therefore, Zhang (2004b) considered that the essence of Mental Violence of students is a behaviour which expressing they are suffering problems in mental health.

Zhang's research (2004a, 2004b) is a significant improvement for research on Mental Violence, in other words, on aggressive behaviours among normal people's interpersonal intercourses in China. Basically, she stated the courses of Mental Violence among university students are "A (social cognition), B (behaviours) and E (relevant environment, including the specific place where Mental Violence happened and hometowns where students were from which related to their particular customs and habits)" (Zhang, 2004a, pp. 117). Zhang looked Mental Violence as the dependent, and the above three courses as independents, and worked out a formula which is: "MV=f (A, B, E)" (Zhang, 2004a, pp.117).

III. Limitations of Study on Mental Violence in Dormitories
As it is an exploring research and has its limitations. Zhang (2004b)

named two parties of Mental Violence as the executor and the victim. I consider that two names are not accurate at least in later study. Zhang tried to describe the user of Mental Violence as an executive, a relatively neutral word, so it is basically different from the name of "perpetrator"(Cowie et al, 2002) or "bully" (Hoel, Cooper and Faragher, 2001) which preinstalled that the person who use the negative behaviour is negative as well. However, while naming the receiver of Mental Violence, Zhang provided a negative name: victim. It is not match with the name of other party. Meanwhile, it is depart from her interpretation of Mental Violence and two parties as well.

Due to two parties of Mental Violence could change from each other in different situation. In other words, the Mental Violence receiver of this time might be the user next time. Therefore, I tried to name two parties of Mental Violence as the Sender and the Receiver. They do not have value tendency, so both of them are neutral. Up to date, I consider they are the most accurate names of two parties of Mental Violence. Furthermore, in present study, I stated that stress and confusing of two different values make the Sender of Mental Violence hopes to deliver one's stress and recover a balance, so he or she uses behaviours of Mental Violence to other one or other ones else. He or she usually does not choose the target for rewarding. Therefore, the person who receives the Mental Violence could not be simply called the target. And the Receiver would be rather called.

Otherwise, Zhang (2004b) considered that Mental Violence among university students is a kind of "unrealistic conflict" (pp.88), because she did not think that conflict among students was just related to expressing a negative emotions but non-related to concrete resources. In fact, at least the example of seizing the position of "monitor"

(Zhang, 2004a, pp. 118) which she mentioned in her article which was related to fight for the limited resource. Therefore, at least it means that sometimes Mental Violence is aimed at benefit or interest besides of releasing negative emotions. However, it requires me to analyze the concept deeply in present study. Furthermore, in workplaces, it is normal for co-workers to fight for limited resources although they are relatively equal as the same as university students. Therefore, there is difference, such as causes and essence of behaviours, between studying on colleagues in workplaces and students in collective dormitories.

Otherwise, the classification of Mental Violence was wide and limited in Sociology, and not scientific enough for further studies in Social Psychology. Therefore, I have tried to analyze the Mental Violence among co-workers in workplaces more scientific in present study. Actually, in western literature, there are researches on psychological relevant violence in workplaces besides of families.

However, to date, in China, the research on mental violence is just limited to the family, and there is little or no research into mental violence in other kind of small groups except Zhang's research (2004a, 2004b). However, I have to mention a cross-cultural study on direct and indirect aggressions among Chinese, Polish and American university students in 2007.

2.2.3 Indirect Aggressions on University Students

I. Highlights

A cooperative research project which was related to contrast direct aggression and indirect aggression in college students among China, U.S. and Poland was done by Forbes et al and me in 2007. It was a cross cultural research. We studied the aggression based on the collectivism and individualism. As Triandis (1995) stated, the "collectivism is characterised by close linkages between individuals and a greater sense of obligation to the group than to the individual" (cited in Forbes et al. 2009, pp.24); and the individualism is characterized by "much looser linkages between individuals and a greater sense of obligation to the individual than to the group" (cited in Forbes et al. 2009, pp.24). Before the study, we thought that China was a society which advocates collectivism and the U.S. was another society which believed individualism, and then Poland was in the middle. Thus we predicted if there was relation between collectivism & individualism and aggression. We worked out two different hypotheses. One is the "parallel forms hypothesis" (Forbes et al. 2009, pp.25). It means that collectivistic societies which are more prohibiting conflicts and direct aggression would be more unbearable to indirect aggression as well. The other is called "differential reinforcement hypothesis" (Forbes et al. 2009, pp.26). It means that collectivistic societies emphasize on maintaining harmony, and children are taught to avoid conflict or direct aggression, therefore prefer to indirect aggression instead of.   Finally results of the research confirm the parallel forms hypothesis is correct. Meanwhile, we suggest that there is difference in aggression among three countries or three cultures.

While little focused on aggressions of non-western cultures, Forbes et al's research is a new one. Furthermore, we tried to study on aggressions through the influence of different cultural values, in other

words, individualism-collectivism distinction is an important progress.

II. Limitations

However, we ignored measuring the collectivistic and individualistic values of participants through questionnaires then. Therefore, in this study, I added up relevant items in the questionnaire whereas relevant questions and topics in interviews for measuring the influence of two different cultural values. Otherwise, participants in Forbes et al's research were college students. For Chinese college students, who were born after 1980s and belonged to the younger generation in this study, they were fully influenced by western individualistic values and could not be looked as typical Chinese in the study. Therefore, the cross-cultural differences become smaller than they would be in the general population (Forbes et al. 2009). So far as the above, it is not surprising to suspect if the result could confirm the parallel forms hypothesis. The reality is that Chinese society, a collectivistic society emphasizes on maintaining harmony; traditional people, such as older generations and Chinese New Educated Youth, were taught to avoid conflict or direct aggression when they were young, therefore prefer to indirect aggression instead of. This is what I hope to investigate and interpret in this study.

Chinese New Educated Youth were confused by Collectivism and Individualism. Therefore, they often used two sets of principles while behaving and perceiving. On one hand, they were inclined to Collectivism while perceiving others' behaviours. If others used Individualistic behaviour, it would violate the social expectation of Collectivism by Chinese New Educated Youth and made them feel Mental Violence. On the other side, they were inclined to

Individualism while behaving to others. If they used Individualistic behaviour, it would violate the social expectation of Collectivism by other Chinese, so made them felt Mental Violence by Chinese New Educated Youth. In other words, in Western Individualistic workplaces, each staff is usually clear about one's responsibility or rights and performs one's own functions. However, in Collectivistic workplaces of China, the majority of people know that they should share their rights to their close colleagues. If they did not do like that or just acted in conformity with severe rules, they would violate the social expectation of others and made them feel Mental Violence. For instance, A was in charge of the photocopy service in a department. According to the rule, only staffs of the department could enjoy the service. B was a staff in the other department but a close colleague of A's. One day, B asked A to copy a file for her by using the photocopier of A's department. If A agreed, everything seems normal by Chinese. However, A disagreed and emphasised that B was not the staff of the department. B was angry and could not come around to A's idea. From then on, B turned a blind eye to A.

2.3 Relevant Research into Mental Violence in Western Literature

To date, I have not found out the name of Mental Violence exists in any western literature. However, I have read amounts of literatures which related to violence, psychological violence and bullying in workplaces. These concepts are more or less similar to Mental Violence in workplaces in present study.

2.3.1 Similar Mental Violence other Intimate

Relationships and workplaces

Similar to the above Chinese research, in Western literature, some researchers have investigated psychological violence when studying violence in adolescent romantic relationships (Kaestle and Halpern, 2005) and others consider psychological abuse when studying violence which women suffer in their intimate relationships (Nixon, Resick and Nishith, 2004). Other researchers use another similar concept: for example, emotional abuse (Harwell, Moore and Spence，2003), which is defined as fear of one's safety or being controlled by another individual. This research is based on the fact that respondents who reported having experienced Physical Violence and who reported that the perpetrator had intimate relationship with them, such as their current or former spouses, boyfriends, girlfriends were categorized as experiencing Intimate Physical Violence.

Before talking about psychological violence in workplaces, I noticed that workplace physical violence has been investigated extensively in western world. Some articles were focused on one occupation or risk sector, such as the health care sector (e.g. Flannery, 2000). The articles show that the risk of staff exposure to violence at work is especially high in service and human service jobs, and violence is often the result of an interaction of individual, situational, and structural factors as the following shown. I agree with it. The structural factor could be understood as a kind of small relative closed group, such as workplace.

The above mentioned physical violence in workplace is different from Mental Violence in workplace which is the focus of my research. Firstly

because Mental Violence does not touch others' bodies directly, secondly because the violence this study is interested in exists between staff in the workplace. In other words, both parties in the violence are equal and homogeneous, not like the violence between service providers and the people being serviced, such as nurses and patients, in the above research. However, how researchers define the relevant concepts, such as violent behaviour and the consequences of violence, how they analyze the behaviour has informed me greatly in my own research through demographic and structural factors.

In Europe, there is some research into psychological violence suffered in workplaces. For example, an Irish study found that there are threats to radiographers in Irish hospitals, and also determined the level and type of violence workers experienced in Accident & Emergency departments. Sixty three percent of all respondents were shown to have experienced at least one violent incident within the last 2 years, with psychological violence being the most common type (Healy, Brennan and Costelloe, 2002). But the study focused on radiographers who suffered violence from patients rather than from colleagues, who are equal to them, in a small relative closed group which is the focus of my research.

2.3.2 Bullying in workplaces

As indirect aggressions, research into bullying in workplaces, especially in Europe, is much more than the above mentioned names. Actually, researchers, such as Einarsen (1999), considered nearly all concepts of indirect aggressions in workplaces, such as "mobbing", "emotional abuse", and so on, are basically bullying in workplaces.

Adams's (1988) study on bullying in workplaces was considered as the earliest relevant study in the U.K. (Lee, 2000). However, I still use the concept of Mental Violence in present research because: firstly, I have not found out any suitable Chinese names for interpreting bullying in Chinese adult world; secondly I concluded that Mental Violence is different from bullying on several sides although they have some characteristics in common. Due to the Western research into Mental Violence is little but the research into bullying is much, I will try to review the latter in following to help readers know more about indirect aggressions in workplaces.

I. The Overview of Workplace Bullying

What is Workplace Bullying?

Although schools are traditionally the focus of research (Amodei and Scott, 2002), adult bullying, especially bullying in the workplace, has been systematically studied. Workplace bullying, is usually defined as a series of repeated aggressive behaviours, occasionally a single aggressive behaviour (Randall, 1997), including non-physical mostly and physical seldom (Salin, 2003), which direct towards targets within workplaces even for a long time (Einarsen, 1999; Hoel, Cooper and Faragher, 2001; Lee, 1999; Lewis and Orford, 2005)

Categories:

Non-physical: not touching targets' physical body although hurting them, such as talk behind one's back, and so on (Einarsen, 1999; Richardson and Green, 2003). Physical: touching targets' body, such as beating, and so on. It is rarely in workplace bullying but more in school bullying among adolescents.

Causes:

a. Personalities: Compare with non-bullied, Einarsen (1999) considered that victims often have special personalities. They are usually inclined to be "oversensitive", "suspicious", or "anxious in social settings" and so on (pp. 21). Through present study, I basically agree with what Einarsen found. *b. Environment:* Western researchers focused on the cause of man-made environment. Hoel, Cooper and Faragher (2001) explained the cause of bullying from the organizational impact. He considered that "constant pressure" and in workplaces would increase "hostile work environment" which revolves workers send bullying more often (pp. 459). Meanwhile, "increasing competition" is a resource of the above mentioned negative environment (pp. 460). Not unique but double. Einarsen (1999) noticed that "highly stressful and competitive environment" becomes a cause of bullying in workplaces (pp. 21). In Zhang's (2004a, b) research into Mental Violence of university students and present research, we tried to explore the cause of environment as well but not focus on man-made. We focus on structural environment of collective dormitories in previous research or workplaces in present one. We consider that the environment of Relatively Closed Small Group, which two to ten members in, is more easily for bullying or Mental Violence happens. *C. Conflict of Values:* Present research is focused on cultural values in exploring causes of Mental Violence or a kind of indirect aggressions. Differences of Chinese traditional value and Westernized value, in other words, collectivism and individualism make the behaviour of Chinese New Educated Youth violate the social expectation. And the social expectation is cultivated from formal educations and cultural backgrounds. The inconsistency between the receiving behaviour and the social expectation could make the receiver feel uncomfortable and even perceive that he or she is

violated.

II. Disputes of Western Research into Workplace Bullying

A. Yes or no? *Some behaviour in workplaces is not seemed as bullying but yes in some researches.* Salin (2003) considered that if it was not lasted for long time, a single negative behaviour such as being asked to fulfil tasks under one's capacity is normal in workplaces. But not all scholars think that kind of behaviour could not be seemed as bullying. For instance, Rayner and Hoel (1997) mentioned that "overwork" such as "impossible deadlines" or "destabilization" like "meaningless tasks" are bullying (cited in Cowie et al, 2002, pp. 35). For me, it depends on some conditions and is still valued on if it is persisted, if there is any flexibility after argument on the work between the subordinate and the superior, and if targets perceived the behaviour is acceptable or not. ***B. Behaviour or perceived?*** *a. The behaviour of bullying decides if it is a bullying.* In western researches, one significant purpose is to increase the cognition of bullying for ordinary people although bullying is "difficult to identify" (Adams, 1992; Bennett, 1997; cited in Lewis, 2006, pp.120). However, it at least means bullying happened, so it happened whatever it was perceived or not. Hoel, Faragher and Cooper (2004) went further pointed out that the victim of bullying experienced negative effects on one's health mentally and physically whether the negative behaviour he or she suffered was "labelled as bullying or not" (pp. 384). *b. The perceived of relevant behaviour decides if it is a bullying.* As Hoel et al (1999) noticed that attempts of perpetrators are usually sophisticated and uneasy to identify, Skogstad et al (2007) suggested that bullying could be defined from "subjective perception" (pp.60) of targets not from the intent of

perpetrators. It is stressed by Salin (2003) as well. They considered that "target's own perceptions" could be presumed through "target's own evaluation of the situation" (pp. 1216). In fact, it is a result which reported by the target rather than his or her perceptions which is more subjective but different from the former. In present study, the perception of receiver usually defines if a negative behaviour is Mental Violence or not. ***C. Series or single?*** *a. Only a series of behaviour could be seemed as bullying.* Heames, Harvey and Treadway (2006) considered that "repeated" (pp.348) negative acts could be considered as bullying, so only the act is happen frequently, on the other words, it could be called bullying when it is repeated or persistent for long time, although the act maybe not the some one but changes, all of them are negative even aggressive. *b. Even single behaviour could be seemed as bullying as well.* Randall's study (1997) told us that any aggressive behaviour should be seemed as bullying even though it happens rarely nor persists. ***D. Imbalance or not?*** *a. Just happens between imbalance parties:* Bullying was seemed as involving an imbalance power in Einarsen and Skogstad's study (1996, cited in Cowie et al, 2002). And only the superior who occupies more resource would direct towards subordinates or inferiors as the target. Usually, the latter are uneasy to defend themselves. *b. Peer or down towards the top:* Hoel, Cooper and Faragher (2001) considered that workplace bullying exists in different departments with different forms but there is no difference in numbers. And there is peer bullying in workplaces. In other words, bullying also happens between co-workers although no more often than happens between imbalanced parties (Hoel, Cooper and Faragher, 2001; Lewis, 2006). Salin (2003) cited that "bullying is not limited to vertical aggression from supervisors towards subordinates" from Ashforth's (1994) research. However, majority of researchers thought that conflicts in

people who occupied "equal strength" could not be seemed as bullying (Einarsen and Skogstad, 1996; Vatia, 1996, cited in Salin, 2003, pp. 1216). It means that bullying could not only from the superior towards the subordinate but also from the subordinate towards the superior although little research is mentioned that two parties reverse correspondingly. In present research, I noticed that workplace Mental Violence is suffered by co-workers more than by staffs in imbalanced positions. Meanwhile, two parties of Mental Violence could reverse from each other. There is very important reason to explain why more peer Mental Violence exists is in China, superiors usually occupy a private office but general staffs work in common offices where are organized Relatively Closed Small Groups. Therefore, colleagues have more possibility to suffer Mental Violence.

III. Limitations of Western Research into Workplace Bullying and What I obtained from Present Research in China

A. Feedbacks of the target were ignored

As an aggression, although the essence of it is one or a series of behaviours directed towards a target from the other, such as a perpetrator, a sender, or whatever, bullying was nearly a still behaviour in nearly all literatures up to date. In fact, bullying, Mental Violence or all aggressions, is a more complicated phenomenon which at least includes of FIVE sides: A. a sender; B. an aggressive behaviour; C. a target; D. feedbacks; E. results. As we know, there are literatures focused on sides A, B, C and E. But there is little attention on side D, which is about the feedback of target who received the aggressive behaviour from the sender. Feedbacks are different from results. The former should be more subjective, complex and more uneasy to be seen than results which means

targets' physical or psychological evidence. In other words, feedbacks are related to what targets think and what kind of behaviours they choose to treat the aggressive behaviour. In other words, what kind of behaviours they choose to counterattack.

Einarsen (1999) said that bullying is not an isolate phenomenon "but rather a gradually evolving process" (pp.19). Rayner, Sheehan and Barker (1999) looked the victim of bullying "as part of dynamic process" rather than a "passive recipient" (pp.13). It means that targets or victims of indirect aggression could not be seemed as an inactive or a peaceful recipient. However, the limitation of most relevant research which ignores the feedback of targets is lack of research into reversing behaviours. I consider that Mental Violence is a reversing behaviour which means the sender could become the target in other times and vice verse. And I noticed that there are no literature about a target becomes the sender next time after receiving bullying before. And bullying is seemed as an isolated behaviour. Therefore I once thought bullying is really different from Mental Violence because the former is a non-reversing behaviour. I read much more workplace bullying literatures and thought about it carefully later. I do not think that any behaviour of human beings could be received fully passively and there must be the other behaviour happens back to the behaviour. Therefore, bullying is not an expectation either although maybe the sender usually occupies more power than the target.

I focus on feedbacks of the target after he or she receiving the Mental Violence. I try to describe the whole process of Mental Violence, or an aggressive behaviour happens, from the beginning to the end. And I hope it could restore to the original state in the reality

of human beings. So far as I consider my current research into Mental Violence could be as a supplement of the research into aggressive behaviours, such as bullying.

B. Female more than males

Workplace bullying was reported more often from female staffs (Lewis, 2006). Is it because women are usually "vulnerable" (Hoel, Cooper and Faragher, 2001) or sensitive, or self-doubt (Lewis and Orford, 2005), so they are easily perceived suffering bullying or Mental Violence in present study? Or is it because that women are usually in inferior positions of workplaces, in other words, they are in the lower position of imbalance? However, there has been little study on how they recognize if the behaviour which suffered is bullying (Lewis, 2006). However, in present study, female or male participants have equal possibility of suffering Mental Violence in workplaces.

C. Superiors toward subordinates more than peers

In cases of bullying studies of U.K., 74.7% (Hoel, Cooper and Faraghe, 2001, pp. 459) of that are involving superiors targeted towards subordinates. The process of top towards down is more often. In present study, I am just focused on Mental Violence, an indirect aggression among equal colleagues. In fact, from the survey for present study, reports of aggression from the superior to the subordinates are not often in China. I tried to explore reasons based on Chinese traditional culture and current social situation as following:

a. In China, the boundary between superiors and subordinates is clearly demarcated. And an authority of the superior is usually

identified, at least on surface. Therefore, it is nearly impossible to obtain reports on top towards down even although bullying or Mental Violence happened between them. b. There is segment between workplaces of the superior and the subordinates. In other words, the superior usually works in a private office but subordinates work in a common office. Therefore, there is lack of opportunity for them happen frequent aggression in daily work. c. Because present study is emphasized on peer aggression, the design of survey, such as questions on the interview schedule and on the questionnaire is seldom related to the aggression from the superior direct towards the subordinates.

D. Data only from self report of victims

Up to date, previous western study into workplace bullying is based on data only from self reports of victims or targets (Einarsen, 1999). As we know, any report from somebody's own evaluation is limited to some extent. "Victims may not be the best source to give an accurate estimation of behaviours and characteristics of offenders" (Einarsen, 1999, pp. 22). My study not only obtained data from receivers, from observers as well, but also from Senders although who did not recognize that they are the Sender of Mental Violence or of any other negative behaviour. However, we could look it as evidence of Mental Violence from the Sender. Usually, the behaviour, for the Sender, it is normal or reasonable, but as perceived by the receiver, it becomes the Mental Violence. For example, Interviewee-6 mentioned that one female colleague is unwelcome by him and other colleagues in the office. Therefore, they often organize activities together after work but ignore the lady. I asked: How did you notice other colleagues except the female teacher for tea or dinner after work off? Because I think it seems difficult to notice all

colleagues but avoid one in the office. Interviewee-6 answered: It is easy. We would tell each other, except the female teacher, not leave after work off. And all would wait naturally after work off. Then we took a taxi toward the tea bar or restaurant. I asked: Did the female teacher know that? Interviewe-6: No no. We intellectuals are good at that.

VI．Characteristics in Common and Differences between Mental Violence and Bullying

Bullying and Mental Violence have something in common. The following four characteristics are main ones. A， have negative or aggressive behaviours; B， repeated or persistent for long time; C, the place where two kind of behaviours take place is alike, in other words, a relatively closed environment which uneasy to leave, such as offices; D， it is uneasy to be known by outsiders, difficult to survey and to punish the above two behaviours.

However, they are different. In other words, points they emphasized are different. As shown on the above literature review of bullying, it is broad. It at least includes of physical and non- physical behaviours; happened between parties of imbalanced mostly and between peers as well. Mental Violence in present study is just focused on NON-PHYSICAL behaviours; happened between EUQAL parties; furthermore, it could be REVERSING; the most significant point is that Mental Violence is only decided by the COGNITION OF RECEIVER. The following is the details. A, bullying includes of physical and non-physical aggressive behaviours although the former is rare and the latter is majority (Einarsen, 1999), but Mental Violence is just related to NON-PHYSICAL behaviours; B, for bullying, majority of two

parties are imbalance, such as superiors directed toward subordinates , but for Mental Violence, whatever Senders or targets are EQUAL, they usually own equal power, equal position and equal resources, such as housemates, co-workers, etc.; C, Up to date, there is no study shows that bullying is reversing, although there is study on the superior towards the subordinate and also on the subordinate towards the superior. However, MV is REVERSING; D, TRAITS OF THE BULLY'S BEHAVIOUR decides if it is a behaviour of bullying or not, but only COGNITION OF RCEIVER could decide if it is a behaviour of MV or not, in other words, if targets perceived the behaviour as hostile, so it could be looked as Mental Violence. That is why I should investigate Mental Violence in present study. I will compare them in details when I definite the Mental Violence as a concept in the following part of "Main Concepts".

Conclusion

Through reviewing literatures of normal social relationships in China, Chinese were considered as a part of a collective rather than an individual like Westerners. Chinese relationship usually starts from emotional express whereas Western relationship starts from instrumental express. If a Chinese starts a relationship from instrumental intentions, he or she would be looked as avoiding the expectation of harmony. Guanxi, network or relationship is one of the most important sections in one's career. Good Guanxi or relationship decided one's career success. Therefore, keep a good, at least normal relationship with colleagues is particularly important for Chinese. Any threats to the harmony especially by educated people were unpardonable in Chinese workplace. However, Guanxi was not recognized by Chinese participants in pervious studies although it sounds very significant. Moreover, study on conflicts or the threat to the harmony relationship in Chinese workplace was lack of.

In this study, the phenomenon of Mental Violence was considered as a problem or a break of a normal relationship in workplace, in other words, a kind of conflict in workplace. And it is bitter, negative and even aggressive for Chinese because the social relationship was particularly emphasized. Then similar concepts were reviewed, especially bullying. Bullying was noticed including some characteristics of Mental Violence. Both of them are negative or even aggressive behaviours which repeatedly occur in secret among people who belong to a small group and are invisible for people outside the group. However, they are different to some extent. This study only

focuses on Mental Violence which happens between peers, in other words, people who occupy equal resources. What emphasized in defining Mental Violence is different from bullying. Mental Violence was defined only as the receiver perceived. And some behaviours of Mental Violence appear because avoiding the expectations of social roles in Chinese traditional culture. Furthermore, whatever bullying or other aggressive behaviours in previous study were looked as an isolated or fixed behaviour, but feedbacks of the receiver or the target person was ignored. Mental Violence is a reversible phenomenon. The receiver of Mental Violence before could become the sender later. Therefore, as a kind of aggressive behaviours, Mental Violence will be researched as a lively process in present study.

Chapter Three

REVIEW OF LITERATURE II: STUDIES ON CHINESE NEW EDUCATED YOUTH

Introduction

After considering the concept of Mental Violence by reviewing the research on normal social relationships and conflicts, attention should be paid on relevant papers which help to understand the situation of Chinese New Educated Youth much better, although the directly relevant literature is very limited. This chapter will review the previous studies on Chinese New Educated Youth. I reviewed Chinese literature which mainly focused on the stressful situation and mental health of educated youth, and Western literatures on the relationship between stress and violence. As the characteristics of this cohort were discussed in the first chapter, thus, stressors they suffering, the relationship between stress and violence, and the situation of their mental health will be reviewed in this chapter. And the following questions will be mainly pursued: What have obtained from previous study and what is the limitation? What is it the relevant to present study? What will be provided or updated by present study?

3.1 Relevant Research into Stress of Educated Youth

3.1.1 Research into Stressors (Familial and Occupational mainly)

Stress is usually a result which originated from the distance between what you want individually and how you could get based on your present conditions, surroundings and other useful supports (Cooper and Cartwright, 1997; Rayner and Hoel, 1997). Heretofore, studies on stress among teachers were the most prevalent in China (e.g. Li & He, 2000; Liu, 2002; Xu, 2003; Lu, Zhang and Luo, 2004). Most Chinese articles about stress which focused on teachers, includes of research into female teachers, into young teachers, into college teachers, and into primary and middle school teachers. In Hong Kong, the occupational stress of teachers is the second highest that is just lower than that of policeman (Lau et al, 1997). The teachers' stressors were grouped into the following two categories: occupational stress and familial stress (Liu, 2002). The occupational stress is one of main stressors and it is resulted from the work. In modern China, whatever teachers who work in schools or colleges have to face more and more severe evaluation and examination of their professional titles (Lu, Zhang and Luo, 2004). On one hand, they should involve in research besides of fulfilling the teaching and then publish thesis or other achievements with required quality and quantity (Xu, 2003). On the other side, their teaching tasks have increased with the increase enrolment. Meanwhile, they should continue study for pursuing higher degrees to approach the relevant requirement of the school, college or university. Besides of the above mentioned daily work, for teachers, they should deal with relatively complicated social

relationships, such as the relationship with students, leaders, colleagues, the collective, and so on (Liu, 2002). Since good relationship with students could benefit for the teaching improvement, good relationship with leaders could increase teachers' self-confidence and obtain sense of honour, and good relationship with colleagues could improve the corporation in work, all of the above become a significant emotional support for teachers especially while they were suffering difficulties (pp. 44). Therefore, few teachers would ignore the importance of treating with relationships. However, the more people are eager to improve the relationships, the more pressure they would experience on that. Lu, Zhang and Luo (2004) found out from their study that 76% of stress was related to work for teachers (pp. 391). Another main stressor is the familial stress which considered from teachers' family, especially for female teachers of middle-age (Xu, 2003). On one hand, they should be filial to their parents and parents in law as well. On the other side, they should not only bring up their children but also spend time and spirit on children's study as much as possible. Moreover, relationships with extensive family members could bring them stressor as well (Zhang, 2001).

Li and He (2000) dealt with a research on comparative studying on stress among University faculty in China and Japan by multivariate analysis; and identify the relationship between stress and health in faculty's age group. Their study suggested that, compare with Japanese faculty, the stress Chinese faculty experienced was much higher and came both from their work and daily life, heavily influenced on their health. Teachers of Chinese colleges were stressed by "professional evaluation" very much, and then "family issues" and "social changes" (pp. 9). Therefore, they stated that Chinese

teachers' stressors were related to more sides than Japanese teachers, such as "social environment, personal work, living conditions and relevant organizational culture and school administration" (pp.9).

Besides of studies on teachers' stress, some of articles about stress which I have found focused on the stress of Chinese businessmen (Zhong, 2005) who faced painstaking marketing competition. Zhong (2005) mentioned Chinese businessmen, especially entrepreneurs were stressed because of "unreasonable or undefined policies" (pp. 17) which made them running their enterprises very difficultly. So far as I reviewed, most of Chinese stress relevant studies were about limited occupations, such as teachers or businessmen. The remaining few studies about ordinary youth's stress were focused on stresses from their marriage and family (Tang, 2005). They mainly mentioned that present youth especially in cities have difficulty in finding partners to marry because the imbalance of gender rate, single males are much more than single females; they have difficulty in purchasing accommodation for the price is high in cities for ordinary people especially for those new working youth; they have difficulties in bringing up their children, for most of them only have one child, so they hope to give children have a better education and living environment, but not all young parents can bear the high cost of that.

Similar to the study on teachers, Lau, Yung, Mak and Wallace(1997) learned that "coping with work demands and rearing children were reported as the highst stress response" (pp. 101) through their study on everyday stressors among Chinese in Hong Kong. Meanwhile, they pointed out that people felt stressed not because of one aspect but because of kinds of stressors usually; and it would make people more stressed if the stressors combined together. Lau et al (1997) found

out majority of the stressor people suffered in the workplace, especially in an office workplace, was trifles, such as "conflict with workers, time pressures, or difficult colleagues" (Pelletier, 1984, cited in Lau et al, 1997, pp. 102). However, it was annoyed by people in the workplace everyday. In the family, people were stressed on dealing with relationships among family members, such as relationship between female participants and their mothers in law especially if they live together in an extensive family. Besides of that, rearing children became a biggest stressor in the family. To cope with the stressors, workers in Hong Kong accustomed to use instrumental tendency to face the work. They emphasized "material rewards" or money directly in their life because they thought that only money was a "useful material resource to ensure not only financial stability, but security in life" (Mak and Lau, 1995, cited in Lau et al, 1997, pp. 107). It is a study on Chinese in Hong Kong which was taken in 1990s. Hong Kong was more developed than mainland then. To some extent, in terms of the developmental level, we could consider that current mainland is similar to Hong Kong of that time around twenty years later. Through current study, a part of participants, mainly from younger generations inclined to take instrumental attitude on their work and therefore, this part of people experienced Mental Violence relatively less in the workplace. More details would be shown in the result and discussion of the thesis.

Apart from stressors from daily life, Cassidy (1999) pointed out that life events or issues if which could not be controlled would become a stressor. For instance, people usually feel more stressed after close friends or family members passed away, especially suddenly. In another aspect, continuously boring situation would make people

stressful as well. For example, "work underload" (pp. 65). As we know, overload work would give people pressure. It is very easy for understanding. However, people are also stressed if they do not have too much work to do in workplace. It would make them to worry about if they are still needed in the workplace or work load obviously decreased because of economic trend, such as financial recessions. Therefore, people would show great anxiety concerning their career future. This phenomenon will be confirmed and discussed in explaining the result of present study. Moreover, all participants of current study worked in office workplaces and majority of them did not have overload work to do. Nevertheless, they were very stressed about the work. Actually, they were tired of and anxious about interpersonal relationships in the office workplace. It is a significant and particular research focus in present study. And it is really different from previous work stress studies which highly related to work content, such as people to be asked to fulfil work through limited resources or work time, such as people to be required to work overtime or to finish in limited time (Cassidy, 1999). In discussing the behaviours of releasing one's stress, Cassidy (1999) mentioned stressful people usually behave unhealthily as diet disorder, drinking, smoking, and so on. In present study, aggressive behaviour, in other words, Mental Violence would be considered as a kind of stress releasing behaviour.

The above mentioned researches into stress are scientific and systematic, and this is different from and better than the news report of surveys on stress. But majority paid attention only to a cohort who belongs to a specific occupation, such as teachers or businessmen, and did pay little attention to a cohort of specific age, for instance, the

Chinese youth. As we know, every occupation has its characteristics, thus the research in the cohort of the definite occupation is limited and narrow. It required me to investigate the stress status among Chinese educated youth who have different occupations. However, the previous study certifies that Chinese educated youth are stressed by life, work and study in present, because whatever young teachers or young businessmen who were studied belong to Chinese educated young people. Meanwhile, as we knew from many news reports in the chapter of background, some Chinese New Educated Youth committed suicides because of stress. This is what I have already seen and thought of. Thus the above research could help me to analyze the correlation between stress and Mental Violence among Chinese New Educated Youth. On the other side, so far as I read, I noticed that all studies on stress just focused on describing what kind of stress participants had and discussion how to reduce it. There is few study on causal exploring. Furthermore, the stressors were related to daily life, such as to work and to family support. There is no study on the stressor which resulted by confused thoughts or unbalanced values. It would be one of the significant sides which focused on in present study. Causes of stress were discussed from the microscopic view and macroscopic view in this study. I explored and tried to certify that the dissonance between Confucian values and Individualistic values which experienced by Chinese New Educated Youth as a new resource and cause of stressor, besides of stressors from work, family and dealing with interpersonal relationships. Meanwhile, for explaining the origination of the conflict between two values, the change which Chinese New Educated Youth experienced includes of living environment, wellfares and so on, since opening and reforming policy started in China was revealed and discussed.

3.1.2 Studies into Relationship between Stress and Violence

There are few researches into the relationship between bullying and stress except some elementary exploratory works (Rayner and Hoel, 1997). There is little study on bullying or aggressive behaviours result in stress. However, the reverse study, in other words, study on stress result in aggressions is much less. Amongst the above, stress was considered as a significant result which originated from bullying in the workplace (Agervold and Mikkelsen, 2004). From the study, they noticed that "bullied employees report a higher level of stress-related symptoms than their non-bullied colleagues" (pp. 348). Western researches into stress are usually related to health researches (Rutter et al, 1993; Cassidy, 1999). A few of researches mentioned that bullying in workplaces would result in stress or nervous for the bullied or the victim (Einarsen, 1999; Agervold and Mikkelsen, 2004). Lee (2000) discussed the problem of workplace bullying related to stress in her study. Nearly 200, 000 Britons experienced "stress or depression caused or made worse by their work" (MSF, 1995, cited in Lee, 2000, pp. 600). Up to "a third of UK stress-related employment legal cases are primarily a result of workplace bullying" (Earnshaw and Cooper, 1996, cited in Lee, 2000, pp.600).

Meanwhile, a few of other researchers were related to pressure or stress results in violence (Hoel, 1997 and 2001). In the psychological study, thermal stress was reported as an origin of violence and employee behaviours such as quitting job and making troubles (Simister and Cooper, 2005, pp.13). Because the above two researchers noticed that thermal stress alike other stresses could

"cause the human body to produce hormones...strain occurs if temperature and other stresses exceed the body's tolerance threshold" (Mawson, 1999, pp. 177, cited in Simister and Cooper, 2005, pp. 5). Adrenaline, noradrenalin and testosterone are three hormones. The first and the second hormones prepare "a human to run away from or use aggression towards, a threat"; moreover, noradrenalin, the second one has relationship with "anger, which is a frequent precursor of aggression" (Kemper, 1990, pp. 29-33, cited in Simister and Cooper, 2005, pp. 5); otherwise, "the interaction of noradrenalin and testosterone cause aggression" (Kemper, 1990, pp. 31, cited in Simister and Cooper, 2005, pp. 5). Simister and Cooper went further obtained a result that people inclined to quit their job especially in July and August, the summer time. It means the hotter the weather was, the more people leave job. And they explained the evidence as that "hot summer temperatures are stressful, and that this stress causes people to act rashly, leading to a greater risk of" making troubles for other colleagues or of other "over-reacting" (pp.7). The above mentioned result and its explanation obviously gave us a support that violence was optionally resulted from the stress which is not only related to temperature.

Hoel, Cooper and Faragher (2001) found out from their research that "high levels of pressure" of workplaces "increasing the likelihood of bullying taking place" (pp. 459). The most significant point is that MacIntosh's (2005) study showed that "the work climate or atmosphere conveyed impressions of tension or stress as well as guarded atmosphere" occurs bullying more often than those relaxing places; "sometimes tension or stress was intensified when participants noted that bullies' decision-making patterns reflected dishonest, unethical, or illegal practices"; and "sometimes that

tension was related to bullies' actions and decisions" (pp. 899). Moreover, victims were forced to feel that they became a block in the process of work when they were ignored in the workplace. Therefore, the atmosphere of the workplace would become further tensional and stressful. Stress was considered "as an active and dynamic process between a person and his/her environment" by Cox (1978) (cited in Rayner and Hoel, 1997, pp. 188). Thus a stressful climate would cultivate bullying or other aggressive behaviours much more often. In other words, people would be eager to reduce the stress through some manners, for instance, negative behaviours toward others. It is usually a vicious circle. Although there was little deep analysis on the above, it strongly support my hypothesis of stressful Chinese New Educated Youth experience Mental Violence or other aggressions more often than other people in present study.

Present research is focused on cultural values and stressors in exploring causes of Mental Violence or a kind of indirect aggressions. First of all, differences of Chinese traditional value and Westernized value, in other words, Confucianism and Individualism make the behaviour of Chinese New Educated Youth violate the social expectation. In other words, people expect Chinese New Educated Youth response by Confucian behaviours. For instance, they are required to start a relationship from emotional expression and would violate others' expectation if they use instrumental expression to start a social relationship. And the social expectation is cultivated from formal educations and cultural backgrounds. The inconsistency between the receiving behaviour and the social expectation could make the receiver feel uncomfortable and even perceive that he or she is violated. Otherwise, the above mentioned two different values conflict, together with other social requirements, such as personal

improvement, family supporting and so on, becomes the stressor for Chinese New Educated Youth. However, it makes them more easily to perceive and meanwhile send the negative behaviour and even the aggressive behaviour in workplace contacts.

Stress is risky for human's health which includes of physical health and mental health (Cooper and Cartwright, 1997, pp. 13). In other words, it is "considered as a risk-assessable disease" (Clarke and Cooper, 2000, pp. 174). Due to it is a study on talking about Mental Violence, stress and their negative sides, I also reviewed the literature which is relevant to the issue of mental health. On the other hand, I could confirm the necessity of studying Mental Violence and stress on Chinese New Educated Youth if the evidence of their negative mental health will be obtained.

3.2 Relevant Research into Mental Health in China

Continued with studies on the stressful status of teachers, here is a survey on the mental health of teachers. The survey which about mental health of primary and middle school teachers demonstrates that 32.18% of teachers had light mental disturbance, 16.56% of them had moderate mental disturbance and 2.49% of them had mental illness (Anon, 2005). For example, since the reforming and opening up, Chinese young and middle-aged female college teachers have begun to face enormous stress from their work and family lives. "Chinese Economic Reform and Opening refers to the program of economic changes called 'Socialism with Chinese characteristics' in the mainland of the People's Republic of China that were started in 1978 by pragmatists within the Communist Party of China led by Deng Xiaoping and are ongoing as of the early 21st century. The goal of

Chinese economic reform was to generate sufficient surplus value to finance the modernization of the mainland Chinese economy. Neither the socialist command economy, favoured by conservatives, nor the Maoist attempt at a Great Leap Forward from socialism to communism in agriculture (with the commune system) had generated sufficient surplus value for these purposes. The initial challenge of economic reform was to solve the problems of motivating workers and farmers to produce a larger surplus and to eliminate economic imbalances that were common in command economies" (Wikipedia, 2006).

Designed by Derogatis in 1975, Symptom Check-List 90 (SCL-90) has been used most universally by Chinese scholars in researching Mental Health among Chinese in recent years (Jin, Wu and Zhang, 1986; Tang, Cheng, Yuan & Deng, 1999; Li, et al, 2004; and Xu, 2004). This scale consists of 90 items which includes of 10 factors, such as depression, anxiety, somatisation, obsessive-compulsive, interactions, hostility, phobic anxiety, paranoid ideation, psychotism and so on (Derogatis, 1977).

Jin, Wu and Zhang(1986) surveyed 1338 objects which consisted of 664 females and 724 males in 13 areas nationwide by SCL-90, and worked out a Norm, which means a model of normal Chinese people. In the Norm, the means of values of different factors among normal people is 1.23- 1.65. And there was no significant difference between male and female except obsessive-compulsive, phobic anxiety, and psychotism. Otherwise, means of factor values of the group of youth and the group of climacterium are the highest among all groups of different ages. Especially the group of youth got the highest value in interaction, paranoid ideation, psychotism.

Afterward, Tang et al (1999) summarized and analyzed 169 articles which researched by using SCL-90 during 1984-1997. She found out that "Out of 169 articles, 69. 23 % was used in different groups (normals, medical patients, etc) for mental health screening, 10.06% were used in effective evaluation of therapy, 6.5% in psychiatric diseases and 14.21% in correlating with other scales. The college and high school student, worker, army man had more psychological symptoms than other groups" (Tang et al, 1999, pp. 16).

Xu (2004) analyzed the total values and values of different factors among different groups in China by using SCL-90, through the above, they compared different situations of mental health. He stated that there is different in total values and other 9 factors by measuring different education background. Especially participants who accepted postgraduate or much higher education got the highest value in total values and any other factors except somatisation (Xu et al, 2004). It means the cohort of higher education is inclined more in the risk of mental health than any other cohorts who accepted comparative lower education. And Chinese New Educated Youth belongs to the above cohort. It encourages me to research on them for it is necessary indeed. Otherwise, according to the result of assessing different ages, there is significant difference among ages in total value and other factors except depression (Xu et al, 2004). Group of age 20-30 and group of age 30-40 got absolutely higher value than group of 41-50 and group of 51-60 (P< 0.05) through multiple comparing total values of different age groups (Xu et al, 2004, pp. 172). Meanwhile, Xu et al (2004) summarized that participants who accepted lower education and older had relatively sound mental health. On the other side, Li et al (2004) fulfilled a study on different blue workers through mete-analysis. And they pointed out that all of

the values were low except somatisation, and concluded that cohort's mental health was fundamentally normal except a few people who were in special physical environments (Li et al, 2004).

These two surveys were done during 2002-2004, and most of participants who were in age 20-30 and age 30-40 were born in 1970s. Combining the previous result of different education background, I could assume the educated youth of 1970s, or Chinese New Educated Youth is valuable to be researched on for their unsound mental health. Nevertheless, I also found out values of youth, such as in interaction, were high in the Norm of 1986. And the youth in 1986 should be the previous generation in this research. Does it mean youth of all generations are in the risk of mental health? In fact, youth are relatively sensitive and hardly full-mature in physiology and mentality whatever generation they are belonged to. It makes them more difficult to deal with issues in life, such as thoughts and interactions than members of older generation. If there is large change in the society while youth growing up, such as opening and reforming policy in China, it would make them much more difficult in dealing with issues, even to choose suitable behaviours and things like that. Chinese New Educated Youth is such a kind of cohort. Thus it is required to be researched on the youth by us, and to look for causes of the mental risk from different aspects, then to help them to decrease the risk.

Conclusion

Through reviewing literatures on stress and situation of mental health of educated youth, Chinese youth were considered as stressful and their mental health was not sound. However, there is little study on Chinese New Educated Youth's stress and mental health. Otherwise, from the limited studies on stress resulted in violence or negative behaviours in Western literatures, it becomes possible to study further on the relationship of stress and violence and to certify the hypotheses of stress causes violence in this study. All of the above confirms present study on them is possible and necessary.

Chapter Four

THEORETICAL CONSTRUCTION: RESEARCH QUESTIONS, CONCEPTS AND THEORETIC FRAMEWORKS

Introduction

This chapter will be started from presenting the hypothesized procedure of Mental Violence. Research questions will be displayed to support the procedure. And then three main concepts in present study will be defined as well. They are Chinese New Educated Youth, Mental Violence, and Small Relative Closed Group. Finally, two classical theories which could support present study will be generally stated.

It is a systematic social psychological study into the stress and daily conflict of Chinese youth which is lack of up in to date. And the concept of Mental Violence which limited in the study of Domestic Violence is extended. In this study, workplace was chosen as the beginning of observation and study, and Chinese New Educated Youth was chosen as a research object.

Through this research study, I have tried to explore the characteristics, causes of the Mental Violence among Chinese New Educated Youth; to certify why Chinese New Educated Youth experience more Mental Violence by comparing with previous and later generation; to unveil the real life of the sender and the receiver of Mental Violence to the public and to help people to know more about the Mental Violence, meanwhile, to reveal the conflict in interactions among Chinese in workplaces through this study.

4.1 Hypothesis

Hypothesis: Among three generations, Chinese New Educated Youth are the most stressed, and they experienced Mental Violence the most often in workplace.

The following hypothesized model procedure could show readers how Mental Violence occurs among Chinese New Educated Youth.

Real life (from familial and occupational aspects mainly)

↓

Traditional value orientations　→　Confusion　　　Stress
(Confucian and　　　　　　　　　　in thoughts
Collectivism)
Occidentalized values　　　　　　　　↘　　　　　↓
(Individualism)　　　　　　　　　　　　Uncertain in choosing
　　　　　　　　　　　　　　　　　　　　　behaviours

↓

Mental Violence
(a side effect & a coping strategy of stress)　←　Negative behaviours
　　　　　　　　　　　　　　　　　　　　　　　which do not fulfil
　　　　　　　　　　　　　　　　　　　　　　　the expectation of
　　　　　　　　　　　　　　　　　　　　　　　social roles
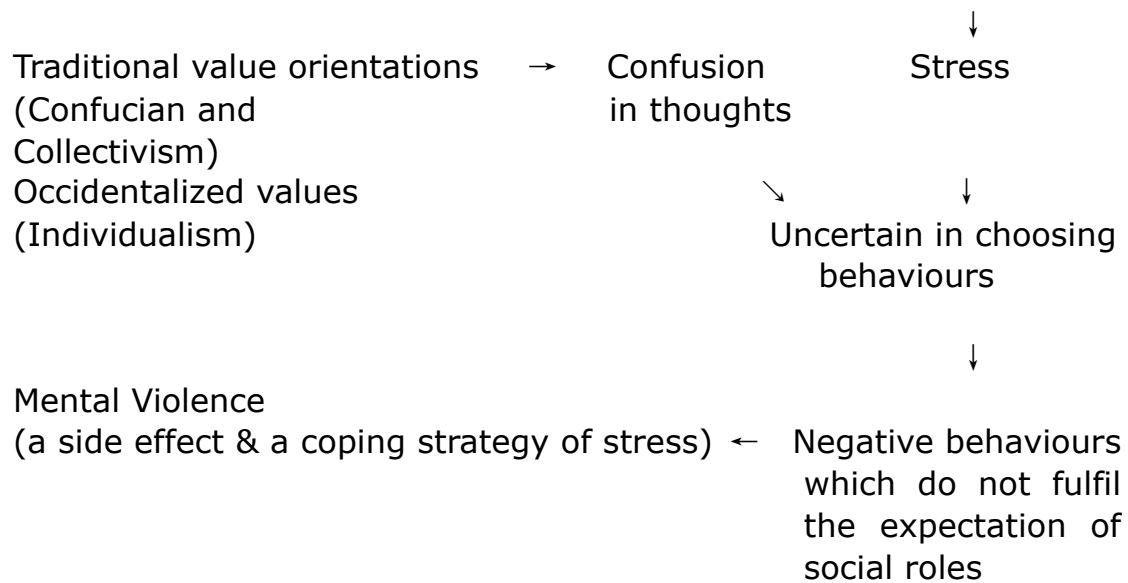
Figure 4-1: Hypothesized Model Procedure of Mental Violence in Chinese New Educated Youth

4.2 Research questions

In order to explore the above mentioned hypothesis and hypothesized model, the following research questions were constructed in this part. Compared to the university students whom I researched while pursuing my Master degree, the cohort of Chinese New Educated Youth is more mature psychologically, and their worldview is relatively sound, furthermore, their interaction is much more rational. Therefore, the conflict could not easily burst through an extremely intense way, such as quarrelling with or making fun of others, but through coldness or other behaviours of Mental Violence, which could result in others mentally hurt much more serious. In this study, the following research questions are addressed:

a) Do Chinese New Educated Youth experience stress more than

other generations?

b)   Do Chinese New Educated Youth experience Mental Violence more than other two generations?

c) Is there any correlation between stress and Mental Violence?

d) What is an overview of relationship in offices of modern China?

e) Among Chinese New Educated Youth, what kind of persons would experience behaviour of Mental Violence more easily than others? In the other words, who are more vulnerable to Mental Violence? And what are the characteristics and background of the above persons.

f) In which situation, would the behaviour of Mental Violence happen most often?

g) What kind of behaviour of Mental Violence occurs among Chinese New Educated Youth?

h) What are consequences of the Mental Violence? In other words, what influence does Mental Violence have on the receiver?

i) What is the difference among Chinese New Educated Youth and other two generations?

j) What made Chinese New Educated Youth stressful?

k) Is there any relationship between Mental Violence and demographic factors, especially the generation?

   1 Generations (1=born before 1970s; 2=Chinese New Educated Youth; 3=born in 1980s)

   2 Gender (1=Male; 2=Female)

   3 Education Background (1=College diploma or under; 2= Undergraduate; 3= Postgraduate; 4= Research, such as PhD)

4   Occupation (1= Intellectual and scientific professions; 2= Office workers; 3= Sales workers)

5   Position in Occupation (1= Management; 2= Ordinary staff)

6   Hometown (1= Countryside; 2= Town; 3= City)

7   Sibling status (1= Only Child; 2= Sibling)

8   Marital Status (1= Single; 2= Have a regular partner; 3= Married; 4. Devoiced)

4.3 Definition and Classification of Concepts

Since the ideas which constitute this study are not used often before, such as Mental Violence, meanwhile new terms which occur the first time in the study, such as Chinese New Educated Youth and small relative closed group, so they are not in a completely precise form yet. Therefore, I had better define them as precise and unambiguous as possible in this theoretic chapter before proceeding to present the whole investigation.

4.3.1 Chinese New Educated Youth

One of the key issues here is to define youth in years and then in other ways such as behaviour, habits, values etc.

The earliest concept of educated youth existed in China was in the Cultural Revolution. The Cultural Revolution was launched by Mao Tse-tung, the chairman of Chinese Communist Party, during his last decade in power (1966-1976) to renew the spirit of the Chinese revolution. Millions of junior middle school students and high school

students had their studies discontinued and sent to villages to live and labour with local peasants in early 1960s. All of youth in this cohort were called Educated Youth (Zhiqing). In the part of Chapter one, *1.4 Particular Experience of Previous Generations, Especially the Educated Youth (Zhiqing,* I provided detailed experiences of this cohort.

However, Chinese New Educated Youth are different from the educated youth of the Cultural Revolution. Furthermore, most of Chinese New Educated Youth are the children of the educated youth. Thus, they are two generations at least. As mentioned in the chapter of background, educated youth (Zhiqing) experienced tough, poor and boring life in the countryside. The most important thing is that they had to do everything as arranged with a lash of scorpions, such as when to do what and what could do as well. In the course of time, they became disciplined to behave, even to think following rules of the society and the traditional customs as well. For example, hardship increases status. They considered that they would not mind how hard will be just because they suffered the hardest time. They knew how to enjoy the hard time and to tolerate unfair in the reality. Moreover, they did not think there was something which they could not get used to accept. They believed that keep a peaceful life and harmony relationship could be the most significant. They tried to do it actually. Meanwhile, they tried to influence with their children, Chinese New Educated Youth could follow and confirm it, too.

Chinese New Educated Youth whom this study interested in is such a special cohort, who were born in 1970s, at the end of or after the Cultural Revolution, in other words, at the end of Mao's time, grew up during the pragmatic reforms and were forced to confront China's

rapidly changing social typography. Therefore, they have a close relationship with traditional China but played a key role in forging contemporary China out of Deng Xiao Ping's vision. I assume that is why they seem to revere Deng much more than previous leaders. They are about in age 35, well-educated, and have well-paid jobs, and usually got married recently, etc. thus they belong to a generation who live flounderingly between traditional opinions and the Western values. And I called the above cohort as Chinese New Educated Youth, similar to "Mao's Babies" a term used by western researchers.   As we know from the introduction of Chinese background and the above, the educated youth was a cohort who passively experienced a moving from cities to countryside and then back in their life. For Chinese New Educated Youth, they have been experiencing a kind of moving from traditional society to modern society, and they are passive as well during the moving. These two cohorts have something in common and something different. Furthermore, both of them were or are confused, helpless but spiritual in their age while experiencing the moving. Therefore, I called the latter cohort as Chinese New Educated Youth in my study.

4.3.2 A comparison of three generations: Previous generation, Later generation and Chinese New Educated Youth

I. Different growing background of three generations

For Chinese New Educated Youth and the previous generation who were educated youth mainly, grew up in different social and cultural

background. The People's Republic of China was built by Communist Party in 1949, thus we call the year of 1949 as the beginning of new China. People who were older than the previous generation were born before liberation during 1940s when was a war era. People who belong to the previous generation grew up after liberation and in the new China, and they were taught that there would be no new China if there was no Communist Party (Li, 1999). And they live in a collective society where "socialisation places emphasis on compliance, obedience, and responsibility" (Kim, 1994; cited in Ali, Lee, Hsieh and Krishnan, 2005, pp.4). Their life was simple and frugal but satisfied, and they were not required and had no opportunity to work much to obtain a better life than others, because all stuff were dissipated by the government. And the government provided basic stuff to the people but focused on political thoughts. Then majority of them became educated youth in 1960s - 1970s. And they grew upward in countryside in Cultural Revolution, because they were broken-up study and sent by the government from city to countryside to accept re-educate and experience the life of peasants, and also to do physical labour and live with peasants when they were 16-20 years old. And most of them returned to cities after Cultural Revolution, but others still live in the countryside to date, because they were not lucky to get an opportunity to be back home (it does not mean that every educated youth had the equal opportunity to return to cities, and it depended on relationships or if they passed entrance exams to universities since 1978) or because they married local men or women and established their families in countryside. However, the special experience gives the previous generation a special life, thus they have a common culture. They have never suspected that they should obey the "harmony", the principle of interaction, and they think that giving others the "face" (Mian Zi) is the most important in interaction. It

means such kind of mentality and behaviour which is resulted from whether others look up to or look down upon what somebody expresses (Zhai, 1995). Furthermore, they believe in the idea of collectivism which means that "consideration of implication (costs and benefits) of one's own decisions and/or actions for other people, sharing of material resource, sharing of nonmaterial resources, susceptibility to social influence, self-presentation and facework, sharing of outcomes, feeling of involvement in others' life" (Hui and Triandis, 1986, pp. 227-231)Meanwhile, they hope that they could transfer their knowledge and value to their children, the youth of 1970s, in which includes of Chinese New Educated Youth.

Compare with the previous generation, and even all previous generations in China, youth of 1970s did experience few significant events which could change the history or their life, for instance, revolutions, wars, famine, population migration, political movements and so on, but grew up in a pacific and developing era when the government began to focus on both political thoughts and materiel life, especially on modernization-building from class struggling. Thus, youth of 1970s lived through the transferring of the whole social environment, and interfered strongly by the way of communications, idea of market economy and examination oriented education system. Because of the political atmosphere being relatively weak and free, social life changes. On one hand, knowledge became more and more important and the results of study became the only way to entering universities, thus they studied hard; on the other, because of the weak political sense, they accepted much more humane knowledge than the previous generation. Otherwise, universities were not enough whereas the population of middle school students increased too much because the Family Plan did not emphasize in most time of

1970s (He, 2000). The Family Plan means that Couples are encouraged by the government to birth one child in China since the end of 1970s. Thus, the competition of entering universities became extremely strong for youth of 1970s, which made them stressed not only in study but also in mentality (Xu and Wang, 2000). They became university students from the end of 1980s to the beginning of 2000s, and it meant that they fulfilled a long-cherished hope of their parents who had little opportunity to enter university when they were young. During the life of universities, the youth of 1970s realised that the knowledge is the most important, thus most of them studied very hard. In the other respect, kinds of cultural thoughts (i.e., concepts of freedom and equality) and life experiences (i.e., cohabitation before married), which existed but had not been permitted openly following the reforming and opening of China, attracted youth to think about or to have a try. On one hand, the youth of 1970s were taught much about Confucian values and Collectivistic culture when they were young, and they emphasized the importance of family and community. Furthermore, they were still influenced by family members when they made individual decision. On the other hand, they were partly westernized individuals who would not like to fully fulfil the expectations of others, and hoped to have opportunities to build a life path based on their own interests and enjoyment, and they thought that they would emphasize their personality. However, they could not as fully obey Collectivism as the previous generation; nor emphasized Individualism as confirmedly as the later generation either.

Then, the later generation, who were born after Chinese social structure changing and the policy of opening & reforming in 1980s, has been affected by western culture and thoughts through mass communications, especially the Internet, since they were ignorant.

They ran for western brands and life style, such as going to pubs often. It seems they were a cohort of hedonism and materialism. They believed that they were the most important and what they did was the most important thing, and subordinated goals of the collective to their individual goals. In short, they were independent and lack of concern about others (Hui and Triandis, 1986).

II. Dealing with daily conflict which faced by three generations in different ways

The special growing background, as above mentioned, determines the educated youth of 1970s always had a characteristic response, which was different from the previous or later generation, when they faced conflicts in everyday interaction, that is might be a reason why only this cohort experienced Mental Violence often in everyday interaction. For instance, while suffering disturbance by others in the workplace, the previous generation, who were born before 1970s, in the other word, traditional Chinese would be accustomed to restrain themselves consciously, because they have never suspected if they should obey the "harmony"; the later generation, who were born in 1980s, in the other word, modern Chinese, they would directly ask the person to stop disturbance, and even quarrel, because they believed that they were the most important and what they do is the most important thing; as for the youth of 1970s, they would try to restrain themselves at first, but their patience is limited, so they hope to express their uncomfortable, but for them, it is uneasy to directly ask others to stop disturbance, thus they feel much more uncomfortable and think about to go on restrain or to ask for stop, and most of them choose some negative behaviour, such as non-cooperating with the person in the future or ignore the person intentionally, to express

their unsatisfied feeling and to counterattack. It is the truth among interaction of educated youth of 1970s, though the above example maybe a bit exaggerative. At least, we could see the struggling characteristic of Chinese New Educated Youth from the example.

III. Dealing with stress which faced by three generations in different ways

Similar to the way of dealing with conflict, traditional Chinese, or the previous generation inclined to REN (ignore or tolerate) when they suffer stress. On one hand, they think that they are mature and could not make their stress, which should be a kind of negative feeling or matter, known to the public, if they do, they think it means they are coward. Thus they would like to make themselves seemed easy-going and well-being. On the other side, they think their relatives and friends would worry about them if be told the issue of stress. And they would not like to makes others to worry about them, thus, they tolerate the stress by themselves. However, in traditional Chinese culture, REN is a core concept in dealing with kinds of relationship, even all life matters (Zhai, 2001). REN has been emphasized by people especially those who hope to have a successful life. Traditional Chinese believe a person could achieve success whatever in career or life if he or she could tolerate, such as their stress or others' negative treating. Since affected by the above traditional opinion, the previous generation believes it is reasonable to suffer hardness or stress in one's life. Furthermore, compare with their previous life when they were young, the present life is really much better.

Then the later generation, compare with the older or previous generation, they often choose the opposite way to deal with stress.

Most of them, especially female youth of 1980s, prefered to loose their stress by telling their stressed feeling and other negative feelings to others, such as their friends, partners or parents, even in BLOG on the Internet. They grew up in a peaceful and secure society, and they have never been required to tolerate any hardness. Thus they thought that as modern human beings, they had no responsibility to silently tolerate any negative things (Li, 2008). They hoped they could be helped, meanwhile, they think they should be helped. And they thought to make themselves be comfortable is the most important. They do not think it is serious if they make others to worry about. Furthermore, they do not think it is a kind of coward behaviour if they let others know their stress. They run for a freedom of personality and individual, which is deeply affected by western culture.

When being stressed, the Chinese New Educated Youth, youth of 1970s, were undoubted to accept attitude of REN (tolerate) as well in the beginning. They still believed the importance of REN in building up a successful future. They thought that they faced much more stress than others because they hoped to have a much better life, thus they could tolerate in ordinary. For instance, in nowadays, a portion of Chinese New Educated Youth give up present job and return the university to pursue an advanced degree. However, to some extent, the new life makes them be stressed because of their study, family, economical situation, and even worries of future occupation. They could persuade themselves that such a hard life should be temporary, and they believe that they could go through it. Thus they could tolerate the hardness, or the stress. On the other hand, they are affected an opinion of freedom and hedonism. They hope to obtain a free feeling or life through loosing stress. Thus sometimes they would

like to open their stress to their friends but rarely to their parents. Most of them believe it is behaviour of violating filial piety if they tell parents their stressed feeling and make them worried. However, ways of loosing stress are fewer than kinds of stress which Chinese New Educated Youth are suffering. They could not willingly tolerate the stress like the previous generation do, nor easily pour forth their stress to others like later generation do. And the traditional attitude of dealing with stress and western opinion negotiate again. As pointed out by Lewin's Dynamic Psychology (Shen, 2001), the dynamic force of individuals' behaviour comes from their need, and they would be nervous if they are under stress. However the mental system of nerve would be released after individuals finish something which required satisfying the above mentioned need. Meanwhile, their mentality would be balanced from imbalanced before. The negotiation of two kinds of thoughts makes Chinese New Educated Youth dissonance. For example, in a workplace, the desire of loosing stresses makes them has possibility to express stress through keeping silence in cooperation with other colleagues, complaining, and so on. As they were expected to tolerate stress, they were considered as childish if they could not tolerate. However, their unexpected expression would make others uncomfortable and even feel aggressive. Such an expression or behaviour becomes a kind of Mental Violence in dealing with daily intercourse.

4.3.3 Mental Violence

Actually, the concept of Mental Violence becomes clearer and clearer through reviewing literature in the previous chapters. Due to it is the

most important concept in present study, I should emphasize it and make it much clearer in this part. For neutrality, two parties of Mental Violence in present study are named as the sender and the receiver instead of the perpetrator and the victim. The phenomenon of Mental Violence in this study is decided by behavioural the Sender's negative behaviour and the negative cognition of the behavioural receiver. It means that the behaviour of Mental Violence does not directly violate the body of other person, and does not involve the Receiver's injury or the possibility of injury when the sender of Mental Violence breaking down the normal interactions with others. Instead, the sender consciously adopt a kind of negative behaviour, such as not cooperating with or isolating the Receiver to destroy the receiver's normal expectation of behaviour, or to disturb the Receiver by negative behaviour. Therefore, the consequence of Mental Violence is not directly damage of the receiver's body or the loss of receiver's life, but is the receiver's unhealthy mood mainly, such as becoming unhappy, resentful, grievous or even depressed, etc. Furthermore, the receiver would lack of capacity to rationally choose a way of behaviour. Therefore, the Receiver is mental and psychological injured. However, whether behaviour could be considered as the Mental Violence is finally decided by the cognition of receivers. If the receiver does not feel about the hurt from the behaviour, it could not be looked as Mental Violence. However, the behaviour which could be looked as Mental Violence is to against ordinary culture or to violate social expectation or the receiver's expectation. That is why such kind of special behaviour would make the target hurt mentally and become the receiver.

Mental Violence is not a common concept, so I compared it with bullying, which is much more common in previous Western studies. I

wanted to make the concept of Mental Violence clear, meanwhile its four characteristics were indicated as the following mentioned, such as a negative or aggressive behaviour, repeat and resist for long time, happens in a small relatively concealed group and it is difficult to be seen or punished. A comparison figure (*Figure 4-2*) of the above two concepts was worked out for this study. And following is the details of the comparison.

4.3.4 Bullying vs. Mental Violence

I. **Characteristics in Common**

a) Both of bullying and Mental Violence have negative or aggressive behaviours, such as isolation (e.g., leaving somebody alone when others chatting and laughing), rumour spreading, attacking other's private life or attitude and so on.

b) It is unusual to consider single negative acts as bullying or Mental Violence. So only the act appears frequently, in other words, it could be called as bullying or Mental Violence when it is repeated or persistent for long time (Salin, 2003), although forms of the act might not be the some one but changed. However, all of them are negative even aggressive.

c) The place where bullying or Mental Violence takes place is alike. It always takes place between members of organization, for instance, in workplace, exactly in office or workshop where characterised by few people who could not leave freely. So the behaviour usually occurs in

silence. That is why it happens often but people who outside of the place could not know. It means it is different from other forms of interpersonal violence and aggression, which may involve outsides.

d) Because bullying and Mental Violence often happens in a concealed place, and the behaviour and consequences are often unseen, it is difficult to survey if bullying happens in a place, such as workplace. And it is more difficult if we want to punish the bully by law (Zhang, 2004b).

Ⅱ. Different Key Points

a) Bullying has been seen as involving IMBALANCE power very often, the target is usually a subordinate of the perpetrator (Einarsen and Skogstad, 1996, cited in Cowie et al, 2002). For this reason, the behaviour of bullying is usually related to "overwork", giving a tight deadline, "meaningless tasks" (Rayner and Hoel, 1997, cited in Cowie et al, 2002, pp.35) and so on. And the results of bullying would concentrate on job interrelated stress (Agervold and Mikkelsen, 2004). However, there is no study clearly shows that bully and receiver changed each other, in other words, no study shows that the victim counterattacked the previous bully because of bullied before. In short, bullying in workplace could be seemed as a kind of NON-REVERSING violence. The last thing which I need to mention is that the TRAITS OF THE BULLY'S BEHAVIOUR usually decides if it is bullying. In other words, whether behavioural receivers realize that they suffered or are suffering bullying, the nature of bullying, namely the traits of bully's behaviours, has already determined when it takes place (Hoel, Faragher and Cooper, 2004).

b) Mental Violence never touches targets' body and is only NON-PHYSICAL. If negative behaviours appear between people who occupied equal resources are not named as bullying (Einarsen and Skogstad, 1996; Vatia, 1996, cited in Salin, 2003), although there are scholars stated that it is possible to happen between peers (Cooper and Faragher, 2001). As for Mental Violence in present study, the sender and the receiver of Mental Violence are EQUAL, they maybe colleagues, classmates or roommates. Their social recourses are the same. And the sender and the receiver of Mental Violence may change with each other. Thus, Mental Violence is a kind of REVERSING violence in contrast to the bullying. Based on the negative behaviour of the Sender of Mental Violence and the cognitional deviation of Receiver of Mental Violence, such behaviour should be considered as Mental Violence (Zhang, 2004b). Therefore, the COGNITION OF RECEIVER is very important for determining if it is a Mental Violence. Besides of those negative behaviours which are similar to bullying, as above mentioned in common characteristics with bullying, Mental Violence has some other behaviours, such as speaking loudly on the phone when others working or studying in a room, and any other behaviour which seems very trifling in daily life. As we know that Chinese traditional opinion of value always lay stress on the idea of "harmony should be the most important" and "somebody should be reasonable and polite if he learning much". Therefore, Chinese Educated Youth are considered as a cohort who got higher education should be more polite and reasonable. And as social roles, they are required to understand others' expectation. If they could accord with their social roles, people would affirm or even appreciate them. If they couldn't behave in the required way, they would make others be uncomfortable, if the behaviour takes place frequently or persist for long time, it could be looked as a kind of violence which is called as

Mental Violence.

Therefore, comparing with bullying, we could judge if a behaviour of violence is Mental Violence through considering the above four characteristics in common and three particular characteristics. Moreover, Liu (2003) points out that how to judge a Mental Violence, we should consider if it related to a comparably serious result. As we know, the concept of "violence" is more serious than an ordinary negative behaviour. It is uneasy to judge Mental Violence because of its subjective limitations, thus it is required to judge Mental Violence from its serious damage results. For instance, is mental or physical situation of the participant who suffered Mental Violence worse than before? Or maybe he or she has already got mental diseases or had negative thought of future, lost self-confidence, even thought about committing suicide, and things like that.

Otherwise, as for learning more about the damage results, I searched the relevant rules of mental damage in Chinese civil law. It is obviously stated that illegal damages to people's personality rights consist of damage to Receiver's property, and also of damage to receiver's mental life, such as mental agony, which seriously interferes one's normal life conditions and environment, and also lost confidence and happiness of future life (Tang, 2004). Although such kind of mental agony is related to receivers' individual feelings and experiences, it was accessed through investigating their behaviours and daily habits through interviews.

Round B

Round A

a. Non- physical;

b. Non- power difference;

c. Non-toward targets;

d. Determined by the cognition of the Receiver.

A.   Negative even aggressive behaviours;
B.   Repeated behaviours;
C.   Closed environment (uneasy to leave);
D.   Uneasy to be known by outsiders.

a) Physical behaviours;
b) Non- reversing;
c) Imbalanced parties
    (Eg: the superior towards the subordinate);
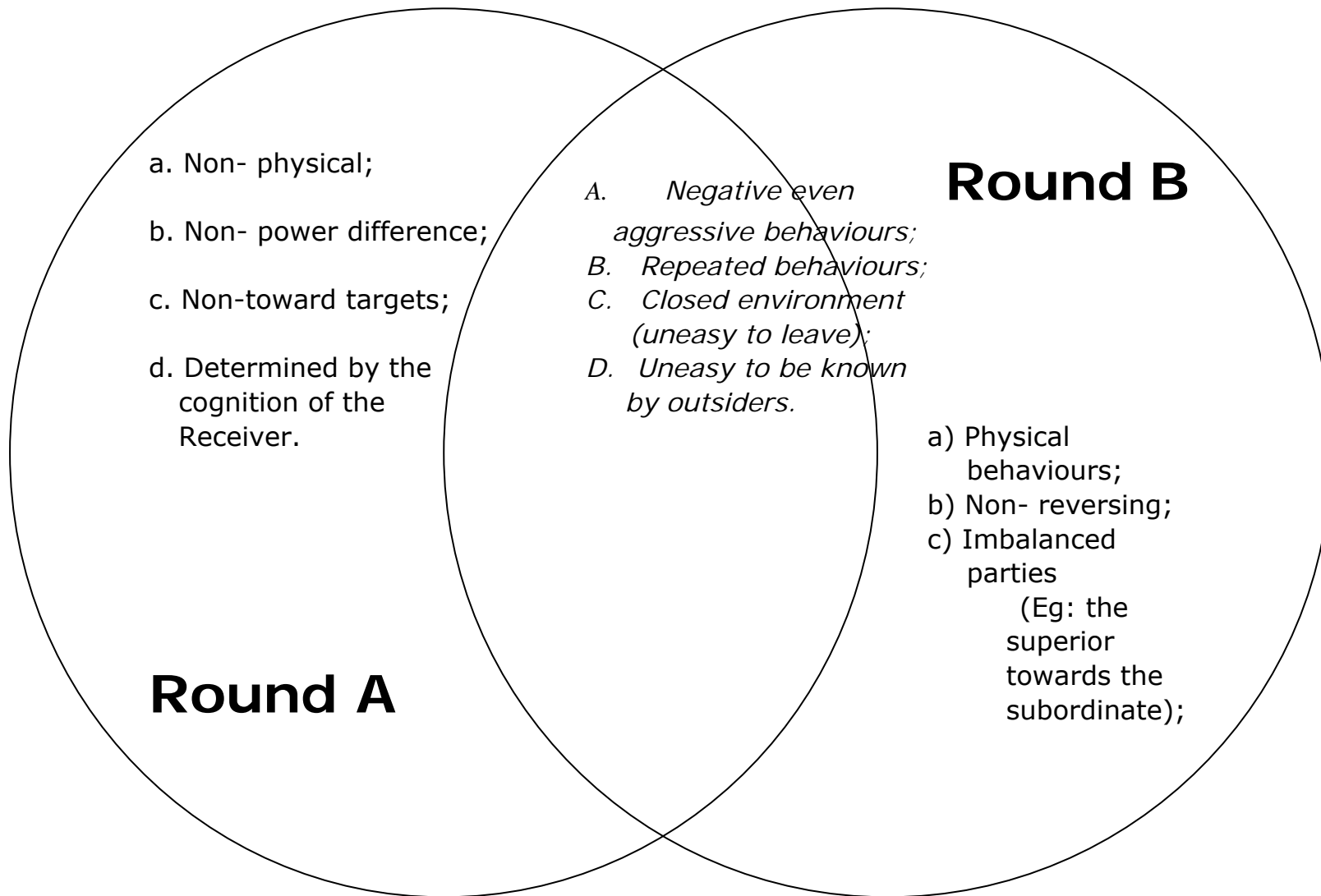
Figure 4-2: The Comparison Figure of Mental Violence and Bullying

Directions:

Round A: Mental Violence

Round B. Bullying

A) - D): Essential and common characteristics of Mental Violence and bullying;

a. – d.: Essential characteristics of Mental Violence;

a) – d): Other characteristics of bullying.

4.3.5 Small relative closed group

Mental Violence often starts and happens inside small relative closed groups. Small Groups refer to a kind of special social groups which consist of few people. Because of common needs of study, work or live, the members proactively join or are passively arranged in the above relatively stable groups to interact with each other for relative long time (Yang, 2004). Small groups have about 2 to 10 members. China is a society which full of small groups (Zhai, 1995). However, this research is not focused on ordinary small groups but a kind of small relative closed groups in which the relationship of members is called as couples, housemates or colleagues, etc. The small relative closed groups have the following three characteristics which are different from ordinary small groups:

a) Members are lack of freedom of mobility. Individuals of such groups could not withdraw or leave freely after they enter. For instance, collective dorms in present universities of China, students are arranged to combine many small relative closed groups. And they are not permitted to change dorms freely.

b) Members have opportunity of communicating face to face. In general, comparing with other big groups, members of small groups have more opportunities to contact with each other face to face. In small relative closed groups, members have much more opportunities to interact directly because they are lack of mobility.

c) The time of interaction is long. In small relative closed groups, members interact with others frequently and insist on for long time.

Thus, small relative closed group, a group that people could not withdraw from or leave freely after they become members of it. And they could not avoid contacting face to face for long time. In such kind of small groups which lack of freedom of mobility but full of opportunities to interact often and even for long time, Mental Violence would easily happen, such as in collective dorms, offices and so on. However, because behaviours of Mental Violence are concealed just in such kind of groups, few people concern about and attach importance to.

I have studied Students' Mental Violence: dormitory students in the university as objects of observation and study (Zhang, 2004). I noticed that Chinese New Educated Youth, the objective of my research is older than the former, have well paid jobs, and usually got married, etc. The Chinese New Educated Youth in workplace organized small relative closed groups. Thus, Mental Violence of this cohort should be different from that of students, in causes, forms or characteristics. This is what I am interested in this study.

4.4 Theoretic Framework

The Theory of Cognition Dissonance (Festinger, 1957)

For nearly all Chinese, especially previous generations, Chinese traditional values were rooted in their thoughts and guide their behaviours. Whatever you would like or not, Confucianism and then Collectivism standardized Chinese thoughts, behaviours, daily interactions and even the whole life. The values told you what should do, what could not do, how to treat a senior, how to treat a junior, and so on.

As mentioned in the first chapter, we could know that Chinese were taught with the values by parents in the family in the beginning and then by teachers in the school continuously (Bonavia, 1989). In China, nobody could openly refuse or underestimate the power of Chinese traditional value.

I try to look the soft ethic culture of Confucianism or Collectivism as a kind of gentle ethic culture from its functions and forms. For all generations who were born before reforming and opening China, they were influenced the Collectivism deeply, or in other words, they were experienced the ethic culture deeply. However, Chinese New Educated Youth started to access Individualism while maturing in the opening China. The thoughts of freedom and keeping principle from Individualism were really different from Collectivism values such as restraining and keeping harmony relationships.

As the hypothesised procedure of Mental Violence showed that the difference between Chinese traditional values and Western values conflicts in Chinese New Educated Youth' thoughts internally, it made the youth confused in choosing what kind of behaviour externally to deal with daily issues, such as social relationships in workplace. The above mentioned confusion results in uncertain in the youth's behaviours and brings about stress to eliminate the uncomfortable or other negative feeling of confusion. Festinger (1957) stated that people usually have a "consistency between what" he/she "knows or believes and what he does" or she does (pp. 1). If the consistence was destroyed, people often look for a consistence in cognition. Festinger worked out two neutral names of "dissonance" and "consonance" to describe the meaning of "inconsistency" and "consistency" separately (pp. 2- pp. 3). And then he

developed two basic hypotheses which are about the mental disharmony and dissonance impulse them try to decrease the dissonance and try to reach the consistence. The two hypotheses are as follows: "1, the existence of dissonance, being psychologically uncomfortable, will motivate the person to try to reduce the dissonance and achieve consonance. 2, when dissonance is present, in addition to trying to reduce it, the person will actively avoid situations and information which likely increase the dissonance" (pp. 3). In exploring what occasions would result in dissonance, Festinger pointed out two main situations. Both of them are related to people experiencing changes in life. One situation is about "new event" or "new information" which people experiencing but did not meet before, and even conflict with their present life or "knowledge" (pp. 4). The other situation refers to what happens accidentally, unpredictably (pp. 5). The above two mentioned situations would be relating to dissonance more often although there are other situations make dissonance possible. Dissonance is considered as "a state of driver or need or tension" and "leads to action to reduce" it or avoid the "situations that would increase the dissonance" (pp. 18).

To reduce the dissonance, the theory mentioned three ways. Amongst three ways, changing one's behaviour is used the most often (pp. 19). There is an instance in the gross of presenting this way. A person smoked much. And one day, he was told that smoking is not good for his health and even fatal. It made him feels not good. It means that dissonance occurred between his behaviour of smoking and his knowledge in dangerous smoking. Then he changed his behaviour, gave up smoking. Finally he felt good. He decreased the dissonance and reached a consonance thorough changing his behaviour. This example is really helpful for readers to understand the theory. However, the reality

is always more complicated than the example. Furthermore, giving up smoking is also a difficult behaviour actually. So what people do if they could not reach the consonance through changing their previous behaviours? Festinger discussed other two ways later. One refers to changing people's environment (pp. 19). It is easy to understand but hard to fulfil obviously. The other is related to add up new information (pp. 21). The author explained this way by continuing his example of smoking as the above mentioned. As we know, there was dissonance between a person's smoking and his cognition of dangerous. He did not change his behaviour like giving up smoking. But he noticed that somebody is very healthy and long-lived although he or she smoked as well. Thus the person would not care about the cognition of dangerous but think smoking is not so bad. He continued smoking but decreased the dissonance as well. In this study, comparing with other generations, Chinese New Educated Youth often suffer the dissonance from traditional thoughts and westernised influence in dealing interpersonal relationships with colleagues, such as responding others' behaviours, and in dealing with relationships between family and job as well. As the same as other generations, they are eager to release it to recover a balance or harmony in their heart. Did they attempt to recover the consonance through changing their behaviours, changing environmental elements, or adding up new information? I will try to let readers know in this study.

4.5 Significance of This Study

It is a systematic research. I obtained rich first hand materials, and got sound understanding and cognition about Mental Violence among Chinese New Educated Youth through field work over a long time.

Combined with the study into workplace bullying, stress and Mental Violence by previous researchers in domestic and abroad, and also linked with the study into social cultural change (i.e. transferring from traditional society to modern one) in China, this study could tell us how Mental Violence among Chinese New Educated Youth develops. Behaviour and spoken language is a kind of signal which discloses one's mentality (Zhai, 2001). Thus this study helps us to understand the relationship and behaviours of Chinese New Educated Youth through the oral dialogs in daily life. To analyze the procedure of behaviour step by step, from the sender to the receiver, and vice verse, will be a special aspect of researching the Mental Violence in this study. Otherwise, revealing the conflict in interaction by studying the Mental Violence in workplace, this study could help the relevant administrators and the youth supporting service or others. In short, by understanding their daily conflict, we could try to remove the youth's hidden problems which accumulated by neglect factors over a long time.

Conclusion

Chinese New Educated Youth had a relatively particular living background which was different from the previous or the younger generations. They were born and grew up in a society which infiltrated by Confucianism and Collectivism, and had been maturing with cultural shock from western Individualism since opening policy. The conflict of two cultural values resulted in the cohort having two standards in choosing behaviours to deal with relationships, including of treating and receiving others, and daily conflict as well. It was made possible for the happening of Mental Violence.

Mental Violence is similar to a Western concept, bullying, but has four particular characteristics in this study. It involves in people who are equal. Thus, it is reversible. It does not touch the receiver physically but hurt mentally by negative behaviours. It usually happens secretly and is uneasy to be discovered by people outside. However, the cognition of behaviour's receiver decides if a negative behaviour is Mental Violence or not.

From the study, it is noticed that Mental Violence often happens in a kind of small group of 2-10 members, which is called small relative closed group. In such a group, members are lack of freedom of mobility; have opportunity of communicating face to face; and have long time for interaction.

Present study is focused on clearing up the concept of Mental Violence and its causes in workplaces of China. Meanwhile, the real life, stressors and daily conflict of Chinese New Educated Youth, especially of the

sender and the receiver, were revealed.

The procedure of Mental Violence was displayed. It would be certified in the study. It was presumed that Chinese traditional values work like a kind of gentle ethic culture which disciplined Chinese New Educated Youth and their cognition to become dissonant while shocked by western values. As Festinger's theory of cognitive dissonance shows, people would have pressure or driver to decrease the occurred dissonance through changing previous behaviours, changing surroundings or accepting new knowledge. Therefore, it is possible for Chinese New Educated Youth to use their own methods to deal with the confusion and other negative feeling.

Chapter Five

METHODOLOGY

Introduction

This chapter will be started from an introduction of participants. Then research methods and design will be displayed. It includes of design of questionnaire and interview schedule, revision of the above instruments includes of back translation and a detailed description of testing interview in the pilot study. And then you could see how the above measurements worked and what I did in the field work. The process of data collecting by the questionnaire and the interview will be stated. And then the methods of data analyzing from both measurements will showed as well. Difficulties which existed in the research will be discussed. Meanwhile, relevant remedy will be discussed as well.

5.1 Participants

In this study, I used judgement sampling which belongs to non probability sampling (Feng, 2005) in choosing samples. In other words, I chose and decided the research targets according to the research aims and subjective analysis. And all participants were staffs who work in office, such a typical place of small relative closed groups. Majority of them worked in offices which 2-10 colleagues in. Meanwhile, I used the method of snowball to access participants. All of participants, whoever took part in the interview or the questionnaire, were introduced by my familiars, such as friends or colleagues, who were participants' familiars as well. Because the behaviour of Mental Violence is subtle and often hidden in a small relative closed group, it is hardly to use method of random sampling. The main data sources of this study are 57 qualitative semi-structured interviews with three different generations and 365 quantitative questionnaires which filled by three generations as well.

Among 57 interviewees, 17 were from the previous generation (7 men and 10 women), 22 were Chinese New Educated Youth (11 men and 11 women), and 18 were from younger generation (6 men and 12 women). The mean age of all interviewees was 35 years. The oldest interviewee was 64 years old and the youngest one was 20 years old. The mean ages of three generations were 48, 34 and 24 years separately. The marital status of interviewees was shown in the following. 16 of 17 older interviewees were married. Among them, one female interviewee's husband died and she got married again. The remaining one old female interviewee's husband died and she was alone. For Chinese New Educated Youth, 17 of 22 were married, 3 of 22 were single, and the remaining 2 were devoiced. 7 of 18 participants of younger generation were single, 6 of 18 had partners and 5 were married. Their education

background was enquired. 88.2% of older interviewees were undergraduates, otherwise, the remaining 5.9% did not have higher education and 5.9% were postgraduates. All Chinese New Educated Youth in the interview accepted higher education including 13.6% of them were postgraduates. 72.2% of younger interviewees were undergraduates, 11.1% were graduated from secondary schools and the other 16.7% were postgraduates. 57 interviewees were from different kinds of occupations mainly include of colleges, middle schools, state companies, private companies, hospitals and other departments. 54 of 57 interviewees were ordinary staffs who shared offices with other colleagues including of big size offices and small offices. And the other 2 interviewees were administrators who occupied their own offices. One interview did not provide relevant information. Among them, 70.6% of older interviewees were staffs, 81.8% of Chinese New Educated Youth were staffs and all younger generation were staffs. Otherwise, participants invited in this study were from different cities in Eastern China and Western China as well. The former area is the most developed zone in China and the latter one is developing zone. Therefore, people lived in different economic area could be studied.

A group of 365 respondents participated in filling the questionnaire. 109 were from the previous generation (59 men, 49 women, and the remaining one failed filling his/her gender), 120 were Chinese New Educated Youth (52 men and 68 women), and 133 were from younger generation (68 men and 65 women). Meanwhile, the hometowns of participants covered different area of the whole China including of countryside, towns and cities. Among them, 14.7% of older respondents were from the countryside, 46.8% were from towns and 38.5% were from cities. 24.2% of Chinese New Educated Youth were from the

countryside, 33.3% were from towns and 42.5% were from cities. 37.5% of younger respondents were born in the countryside, 28.7% were from towns and the remaining 33.8% were from cities.

As I know, the political family planning policy which encourages one child for every couple were started in the end of 1970s, therefore most of younger respondents were the only child in their family but majority of other two generations had siblings. In this study, 86.2% of older respondents, 73.3% of Chinese New Educated Youth and 47.8% had siblings whereas the remaining ones did not. The marital status of respondents was shown in the following. 98 of 109 older respondents were married. 3 of them were single and 4 had partners. And the remaining 4 ones were devoiced. For 120 Chinese New Educated Youth, 25 were single, 16 had partners, 2 were devoiced and the remaining 77 were married. 80 of 135 participants who belong to younger generation were single whereas 50 had partners and 4 were married. The remaining one was devoiced. Their education background was enquired as well. Majority of participants received higher education. Comparing with other two generations, older respondents had less higher education since historical reasons which mentioned in the chapter of background. 65.1% of older respondents were secondary school graduates, 22.9% were undergraduates, 6.4% were postgraduates and 3.7% had PhD degree. 24.2% of Chinese New Educated Youth in the interview were secondary schools graduates, 47.5 were undergraduates, 24.2% were postgraduates and 4.2% were PhD. 22.1% of younger respondents were secondary school graduates, 71.3% were undergraduates, and the other 6.6% were postgraduates. Like respondents, 365 respondents were from different kinds of occupations, too. 172 participants were ordinary staffs who shared offices with other colleagues. Among them, 53.2% of older respondents, 61.7% of Chinese New Educated Youth and 29.4% of

younger generation were staffs. 99 of 365 respondents were administrators who occupied their own offices. Unfortunately, 1.8% of older respondents, 5.8% of Chinese New Educated Youth and 62.5% of younger generation did not filled in this item.

5.2 Research methods and design

As the researcher of this study, on one hand, I am a member of the cohort of Chinese New Educated Youth, and also a member of the daily interaction, thus I have chance to closely observe and research such a cohort. Furthermore, I had worked as an office staff for more than 5 years before I became a postgraduate student in September 2001. Then I had part time job while pursuing my Master degree. Thus I am very familiar with Chinese workplace which is the research place of this study. On the other side, I am a somewhat different from ordinary Chinese New Educated Youth, who spend most of time working, I have spent time on studying social psychology since September 2001. It means that I am not only able to be much more objective in my study than others who were still a member of the workplace, but also have professional knowledge to guide my study through systematic training. In other words, the different experiences helped me to break the limited social circle, and to contact much more people, including of Chinese New Educated Youth, educated youth and younger educated youth. I was an active member of interaction and was active in communicating with people of three generations. Therefore, I could compare them with each other relatively objective. The status of being on the periphery helps me to be sensitive and introspective as emphasized by Bourdieu (1998) during the whole study.

This study was carried out by theoretical analysis and practical analysis of Chinese New Educated Youth behaviour and mentality by comparing with the previous generation or older generation who were born before 1970s, such as the traditional older educated youth (those maturing during the Chinese Cultural Revolution) and the later generation or younger generation who were born in 1980s (the modern younger educated youth). At the same time, typical case studies were applied in order to explore the typical problems in daily contact of Chinese New Educated Youth.

The study relied on quantitative and qualitative methods. It investigated and tried to prove the basic hypothesis (Chinese New Educated Youth were the most stressed, and they experienced Mental Violence the most often in workplace) through field investigation, interviewing senders and receivers of Mental Violence among Chinese New Educated Youth, and analyze aggression questionnaires. The main data analyzing methods were factor analysis and Thematic Analysis.

5.2.1 Measurements I: Questionnaire

The questionnaire contains four parts and sixty items totally. The first two parts explores if participants were done or have done by Mental Violence. Among the above, the former one is a receiver section which about what others did to participants, and the latter one is a sender section which about what participants have done to others. I put the receiver section first because it seemed to me that it is easier to admit what others have done to us than to admit what I have done to others. The third part of questionnaire is about feelings of participants. I found out items in this part emphasis on what kind of attitude participants to others or how they think about themselves. As we know that Mental

Violence is a perceived violence, the personality of respondents should be measured. I prefer to using this part to measure if participants were sensitive or suspicious, what the extent they were sensitive or suspicious, and what kind of participants were inclined to be sensitive through comparing their demographics. It means what kind of participants feel or meet Mental Violence would more easily than ordinary people. Meanwhile, items could be prepared for measuring results of suffering MV.

I borrowed five scales from previous studies. Amongst them, scales focused on aggressions, especially indirect ones, which used to measure the tendency of Mental Violence in workplace. And one scale of collectivism & individualism used to measure the tendency of collectivism or individualism in participants' values. An overview of the five scales and items which I borrowed will be introduced in the following.

1. Indirect Aggression Scales Forrest *et al* (Forrest, Eatough, and Shevlin, 2005, pp.12-13) (50 items total) which includes of: A, There are two forms of this scale, each with 25 items. One form asks what the participant did to other people (Aggressor Form) and the other form asks what other people have done to the participant. B, Each form yields 3 different scores (1.Social Exclusionary; 2.Malicious humour; 3.Guilt Induction). Finally, I used 13 items of them in the questionnaire. They are question No.1, " Withheld information from me that the rest of the group is let in on"; 2, "Made fun of me in public"; 3, "Made me feel like I didn't fit in"; 4, "Spread rumours about me"; 5, "Criticized me in public"; 6, "Used private in-jokes to exclude me"; 7, "Omitted me from conversations on purpose"; 11, "Withheld information from them that the rest of the group is let in on"; 12, "Purposefully left them out of activities"; 13, "Used private in-jokes to exclude them"; 14, "Spread

rumours about them"; 16, "Made them feel like they don't fit in" and 17, "Omitted them from a conversation on purpose". *2. Richardson Conflict Response Questionnaire* (Richardson and Green, 2003, pp.30) (28 items) which was designed for measuring direct (10 items) and indirect (10items) aggression separately plus 8 fillers. I used 11 items of them in the questionnaire. They are question No. 8, "Destroyed or took something that belonged to me"; 9, "Purposely left me out of activities"; 10, "Done something to try and make me look stupid"; 15, "Done something to try and make them look stupid"; 18, "Did things to irritate them"; 19, "Did not show that I was angry"; 20, "Tried to make them look stupid"; 21, "Stomped out of the room"; 22, "Sulked and refused to talk about it"; 23, "Waited until I calmed down and then discussed the problem"; and 24, "Destroyed or damaged something that belonged to them". *3. The Aggression Questionnaire* (Buss and Perry, 1992, pp.454) (29 items total) is a very widely used measurement of direct aggression and anger. There are four different items to measure what respondents usually think about others during daily interactions. They are physical aggression, verbal aggression, anger and hostility. And I used 4 items of them in the questionnaire. They are questions No. 25, "I sometimes feel that people are laughing at me behind my back"; 38, "I know that 'friends' talk about me behind my back"; 39, "I am suspicious of overly friendly strangers" and 40, "When people are especially nice, I wonder what they want". *4. The tendency to expect rejection scale* (Jobe's dissertation, 2003) (18 items). This scale measures the extent for participants to expect rejection through scoring of Likert five-point scale. Amongst 18 items, 5 items were required to be reverse-scored. I used 12 items of them to measure respondents' tendency to expect rejection in daily life. They are question No. 26, "I seldom get my feelings hurt"; 27, "I am sensitive to rejection"; 28, "I don't care too deeply about

whether I am accepted or rejected by others"; 29, "I am overly sensitive"; 30, "I am quick to take offence"; 31, "People who know me know my feelings are easily hurt"; 32, "It is important to me to be accepted by those around me"; 33, "The prospect of being alone does not terrify me"; 34, "I'm afraid I would be devastated if someone I am close to rejected me"; 35, "I've always been afraid to disappoint others"; 36, "It has recently been extremely important to me to feel a part of a group" and 37, "I worry a lot about what others think of me". *5. The Individualism-Collectivism Scale of Triandis* (Hui and Triandis, 1986, pp.263) (17 items). This scale consists of four factors: Self-reliance with Hedonism, Separation from In-groups, Family Integrity and Interdependence & Sociability. Amongst the above four factors, there are 7 items in the first factor; 3 items in the second factor; 4 items in the third factor; and 3 items in the fourth factor. I used 8 items of them to measure the tendency of collectivism or individualism in participants' values in the questionnaire. They are questions No. 44, "I tend to do my own thing, and others in my family do the same"; 51, "I would rather struggle through a personal problem by myself than discuss it with my friends"; 52, "When faced with a difficult personal problem, it is better to decide what to do by yourself, rather than follow the advice of others"; 53, "If the group is slowing me down, it is better to leave it and work alone"; 55, "Aging parents should live at home with their children"; 56, "Children should live at home with their parents until they get married"; 57, "I would help within my means, if a relative told me that s(he) is in financial difficulty" and 58, "Individual should be judged on their own merit, not on the company they keep".

The remaining 12 items of the questionnaire were designed by me. All of them are in the fourth part of questionnaire which is about opinions or

habits of thinking and interpersonal relationships, and be focused mainly on family and workplace separately. Because I assumed the main influence of individualism to Chinese people is related to a way of thinking and daily contact with others. The relevant questions are No. 41, "I would like to tell others when I was unhappy"; 42, "I would not like to show others that I was unhappy, and I don't think it is not good"; 43, "I would not like to show others that I was unhappy, especially to my parents"; 45, "I would like to ask somebody to stop at once if he/she disturbed my business"; 46, "I would like to tell others straight if I want them to do something for me"; 47, "I would like to tell others if I have some opinions about them"; 48, "It is normal if there is sexual contact before married"; 49, "Cohabitation before married is normal"; 50, "I could enjoy life by throwing all business away however busy I am"; 54, "I don't think I have to give birth to a baby after married"; 59, "I think relationship is much more important than my own hard-working in work" and 60, "I fell difficult in separating business from my own likes and dislikes in work".

5.2.2 Measurements II: Interview Schedule

The interview schedule for this study was designed by me. It is a schedule for semi-structured interviews. There were four topics totally, such as situation of your workplaces, everyday activities, personal feelings and general thinking of relationships in the office. Meanwhile, there were several questions underneath each topic. I wanted to measure Mental Violence, stress and characteristics of Chinese New Educated Youth through comparing them with other two generations. Participants particularly talked about their own or other colleagues' behaviours, thoughts and relevant experience which belonged to Mental

Violence in the interview. The target of all questions in the schedule will be explained in the following.

Table 5-1: the Interview Schedule

Topic 1: Situation of Your Workplace

1. How would you describe your workplace? (**Target**: to know what and how they know about their workplaces and colleagues.)

Prompt: how many persons in it? Is there anyone not in it often? (**Target**: to know the structure of the office and if there is somebody not it often. If so, it means they were lack of interactions might because the person did not get well with others or just because he or she was busy.)

2. Do you have any colleagues who are close to you? If yes, do you do something together? (**Target**: to know who are close and who are not.)
Prompt: have lunch at workplace together or go out for fun together after work

3. What do you talk about when you are free in work time? About when do you talk? (**Target**: How close? To know if their communication interferes with others' work.)

4. Do any colleagues have tense relationship with others? What kind of persons are they? (**Target**: To see latent Mental Violence and personality or characteristics of senders.)

5. Have any colleagues quarried with others? If yes, what did they quarrel for?

6. If some colleagues quarrelled with others, what do they do? And how did you and other colleagues, people who not taking part in the quarrel, do and think about that?

(**Target** of 5, 6: To see behaviours and reasons of Mental Violence, and surroundings.)

Topic 2: Everyday Activities

1. Have you felt stress in your life? What kind of stress or what caused it? (**Target**: To see kinds of stress.)

2. What do you do for relax in your free time everyday? (**Target**: To see if they relax after work, and how to relax.)

Topic 3: Personal Feelings

1. What could make you the most happy in ordinary days? Who would you like to share when you are happy? (**Target**: to see personal significant thing in their life.)

2. What could make you unhappy in ordinary days? How do you do when you are unhappy?

Prompt: how do you do if other colleagues talk with you or ask you to

cooperate a work with them when you are unhappy?

3. How do you think of yourself?

Prompt: What kind of person are you? For example, accommodating, etc.

4. What kind of person would you like to stay with? Vice verse.

Prompt: what kind of person would you like to make friends? And what kind of person would you not like to make friends?

5. What kind of person or behaviour could make you unbearable?

Prompt: if such kind of behaviour is done your friends or others who have no relationship with you, what will you do?

(**Target** of the above 4 questions: to know personalities. Maybe they become reasons of Mental Violence.)

6. How do you think the difference on attitudes and behaviours among people in different generations, such as people who were born in 1970s, before 1970s and after 1980s? (**Target**: to know difference of three generations in opinions, attitudes of life.)

Topic 4: General Thinking

1. How do you think about the relationships among colleagues in your workplace? (**Target**: General relationship in workplaces. I believe that participants would provide more accurate opinion if they are suddenly asked the topic which was left for a while.)

Prompt: Do you think it is a kind of concord on the surface or essential concord? (If somebody answers "concord", I will ask him/her such a

question.)

2. If you could use only one word to describe the above relationship, what will you say firstly? (**Target**: to know their instinct of relationships in workplaces.)

All details of the above measurements were shown in the questionnaire and interview schedule as attached in Appendices.

5.3 Pilot Study

As a model of my whole field research, I did a pilot study from mid-December, 2006 to January, 2007. Amongst this period, Firstly, I checked Chinese version of scales with the original English version through back translation; Then, I interviewed a Chinese New Educated Youth to test my interview schedule; Meanwhile, I revised the questionnaire, dispatched to participants and got completed ones back; Otherwise, with the help of technician of the department, I designed a web version of the questionnaire and also tested it. I will discuss about my pilot study step by step in details in the following.

5.3.1 Back translation

As a general routine, a Chinese- English bilinguist was invited to do a back translation for my questionnaire. Because I borrowed items of scales which designed in English, and I translated them into Chinese, I think I need to check if the Chinese version is rigorous enough to

demonstrate the original meanings. Hopefully it seems there was little mistake in my translation after I read the back translation. But there is still some difference between the back translation and the original English. As for reasons, I think that firstly I did not understand some American idioms very well; secondly, the bilinguist might neglect some small points, such as tense, the original English use past tense but she translated it into present tense, and I did not think that my relevant Chinese translation was wrong. However, I asked her if she could locate potential problem areas and suggest alternative Chinese translations. But she was too busy to do that for me. Then I designed a questionnaire which is related to test the back translation. I wanted to use such a survey to ask English speaking participants to indicate how SIMILAR every pair of sentences (one is "a", which means the original demonstration of scales, and the other is "b" which means back translation of Chinese version of scales) is. Then answer the questions by filling in the circle under their answer. For example, if they think the meaning of sentence "a" is nearly as the same as sentence "b", they would fill in the circle in the column headed "Very Similar in Meaning". If they think meanings of two sentences are similar that they would mark "Similar in Meaning". If they think meanings of two sentences are very different that they would mark "Very Different in Meaning". After that, four English speaking people were invited to check the back translation as the third party. Fortunately, most of back translations and the original demonstration are similar in meaning. As for several items which seemed different from the original demonstration in meaning but are hopefully required in my questionnaire, I was focused on them, compared with each other and got to understand them more meticulously. The Chinese version of items which borrowed from English scales is accurate enough in meaning for measure. Finally, I confirmed

that I worked out more suitable Chinese translation of such kind of items. And the remaining items were designed by me, so I needn't worry about problems of translation but need to check the reliability in them.

5.3.2 Revision of questionnaire

As above mentioned the previous three parts were borrowed from other scales, only the fourth part contains items designed by me. And I did most of work on this section during the design of the questionnaire. Through testing filling in the Pilot Study, I noticed something unreasonable in the fourth part of questionnaire. Thus I revised the questionnaire before dispatching. Here is the detailed process in which how I worked out the fourth part. The fourth part of questionnaire is about opinions or habits of thinking and interpersonal relationships, which be focused mainly on family and workplace separately. Because I assumed the main influence of Individualism to Chinese people is related to a way of thinking and daily contact with others. I worked out 20 items in the draft on the following. And the coding numbers were different from final edition of the questionnaire. They were items No. 41, "I would like to tell others when I was unhappy"; 42, "I would not like to show others that I was unhappy, and I don't think it is not good"; 43, "I would not like to show others that I was unhappy, especially to my parents"; 44, "I would like to ask somebody to stop at once if he/she disturbed my business"; 45, "I preferred to tolerate and hoped that I could be more concentrative when somebody disturbed me"; 46, "I would like to tell others straight if I want them to do something for me"; 47, "I would like to tell others if I have some opinions about them"; 48, "It is normal if there is sexual contact before married"; 49, "Cohabitation before married is normal"; 50, "I don't think I have to give birth to a baby after

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that I worked out more suitable Chinese translation of such kind of items. And the remaining items were designed by me, so I needn't worry about problems of translation but need to check the reliability in them.

5.3.2 Revision of questionnaire

As above mentioned the previous three parts were borrowed from other scales, only the fourth part contains items designed by me. And I did most of work on this section during the design of the questionnaire. Through testing filling in the Pilot Study, I noticed something unreasonable in the fourth part of questionnaire. Thus I revised the questionnaire before dispatching. Here is the detailed process in which how I worked out the fourth part. The fourth part of questionnaire is about opinions or habits of thinking and interpersonal relationships, which be focused mainly on family and workplace separately. Because I assumed the main influence of Individualism to Chinese people is related to a way of thinking and daily contact with others. I worked out 20 items in the draft on the following. And the coding numbers were different from final edition of the questionnaire. They were items No. 41, "I would like to tell others when I was unhappy"; 42, "I would not like to show others that I was unhappy, and I don't think it is not good"; 43, "I would not like to show others that I was unhappy, especially to my parents"; 44, "I would like to ask somebody to stop at once if he/she disturbed my business"; 45, "I preferred to tolerate and hoped that I could be more concentrative when somebody disturbed me"; 46, "I would like to tell others straight if I want them to do something for me"; 47, "I would like to tell others if I have some opinions about them"; 48, "It is normal if there is sexual contact before married"; 49, "Cohabitation before married is normal"; 50, "I don't think I have to give birth to a baby after

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married"; 51, "I don't care about if I have my own baby in the future"; 52, "I don't care about if I have a baby but I will give birth to one for flatted my parents"; 53, "I have responsibility and obligation to support my parents to have a better life"; 54, "I don't care about if I lost something for helping others"; 55, "I don't care about my own benefits for the benefits of our group"; 56, "I don't care about my own benefits for the benefits of my family members"; 57, "I just do my own business and am not interested in others' business"; 58, "I could enjoy life by throwing all business away however busy I am"; 59, "I think relationship is much more important than my own hard-working in work"; and 60, "I fell difficult in separating business from my own likes and dislikes in work".

Among them, item41-47 measured if and how much participants have been influenced by Individualism or westernised opinions, meanwhile include of westernised habits of considering things in daily life. Item 48-53, plus item56, measure their opinions about behaviours or interpersonal relationships with intimate people or family members, which include of lovers and parents. Items consist of how they think about sexual behaviours; give birth to babies and how they deal with relationship with their parents especially. Because I think that family is the most important concept in a society, especially in a traditional society. Otherwise, it is especially important for people to deal relationship with their parents in China. Thus to measure how important of roles of parents could tell us what the extent participants inclined to traditional thoughts or westernised opinion. Item 54-56 inclined to obviously measure the Collectivism and Individualism. Item 57-60 are related to measure different habits of thinking at work, inclined to westernised habits or Chinese traditional style, such as emphasizing more interpersonal relationships than work itself.

The alpha reliability of the 20 items (for measuring the tendency of Collectivism or Individualism) indicated that the scale had poor reliability. As for this, I searched relevant scales which measuring Collectivism and Individualism again. Fortunately, I found out a relevant scale of Individualism-Collectivism from an article of Hui and Triandis (1986, pp.263).

Based on the principle of consistency, reasonability and most suitability, I borrowed 8 items from the scale and put them replace of some original items in Part IV of my questionnaire. A principal components factor analysis was conducted on the correlations of the 20 items. Although it seems items are still at poor correlations with each other, I tried to work out 5 factors from the output for renewing of the questionnaire. The first factor (includes of item 41, 42 and 43 plus one item of Triandis' scale, which is "I tend to do my own thing, and others in my family do the same") seems to be self- reliance; the second factor (includes of item 44, 46 and 47) seems to be focused on individual consciousness; the third factor (includes of item 48, 49 and 58 plus items of Triandis' scale, which are "I would rather struggle through a personal problem by myself than discuss it with my friends"; "When faced with a difficult personal problem, it is better to decide what to do by yourself, rather than follow the advice of others"; and "If the group is slowing me down, it is better to leave it and work alone") seems to be hedonism; the fourth factor (includes of item 50 plus items of Triandis' scale, which are "Aging parents should live at home with their children"; "Children should live at home with their parents until they get married"; "I would help within my means, if a relative told me that s(he) is in financial difficulty") seems to be relationships and opinion of family; the fifth factor (includes of item 59,

60 plus the item of Triandis' scale, which is "Individual should be judged on their own merit, not on the company they keep") seems to be interdependence at work.

5.3.3 Pilot Interview

Table 5-2:   Interview information sheet

	Interviewee
Name	Constance (pseudonym)
Year of Birth	1977
Sex	Female
Degree/Major	MA/Economics
Occupation	Staff in a newspaper office
Marriage Status(if YES to the next one)	Single
Kids or not?	N/A
How many years have you worked for?	3 years
Time of interview	10:45-11:23am, Tuesday, 19th December 2006
Location of interview	In the kitchen of interviewer's house, Loughborough

After the interview：*1. How did the interview go?* My interviewee lived with me for temporary, because she came from London to Loughborough for taking part in her graduation ceremony those days. She was dressed informal, maybe because we are good friends and lived in my house. She was very talkative, cooperative and answered naturally. *2.   Any other information about the interview?* We were in the kitchen, which located on the ground floor of the house. My other housemates were out at that time, thus there is no other person there, and none disturbed our interview either, even no calls. Nevertheless, because we were cooking something while interview, we were interrupted by the sound of boiling, and my interviewee stood up to turn off the electronic stove. Then she went to the lavatory by the way. However, we continued on about 2 minutes later.

3. Describe the interview setting? The interview was lasted for about 30 minutes. It was a tolerate time I think. Although my interviewee knew I studied on aggression behaviour, she did not think that she would be embarrassed in answering my questions which related to sensitive topics, such as interactions or relationships with colleagues. Furthermore, she told me that she did not care about what she said because she thought nothing was too taboo to talk. In fact, I did not tell her the real target of this research was focused on Mental Violence among normal educated youth and just told her that it was related to know and understand more about youth's interactions in workplace.

Through interview, I found that I had to realise: at present, there were some such workplaces which divided into several small corners but in a big office. It means people in such workplaces were not always combined as a small group. Thus it was different from normal offices in China

before, which consisted of 3-5 people in each. However, there were many small size offices still in ordinary workplaces. Thus I could compare behaviours and relationships of educated youth in big size offices with participants in small size offices. Otherwise, besides of negative behaviours, such as criticise, spread rumours and so on, praised someone in public often, would give the target pressure. I was told by my interviewee, because she was often praised by a senior colleague when other colleagues there. And she thought that it would make other colleagues uncomfortable and even be jealous of her. Moreover, she realised that she had to work much harder and better which made her more stressed. Finally, my interviewee told me that she was with a heavy heart because the topic is a bit oppressive and reminded her of some serious experiences. Maybe I was too serious in the interview. So I tried to flatter my interviewee later and she was recovered soon. However, I realized that I needed to be careful in later interviews.

Feedback from interviewee: In short, she thought that the interview was good and questions were meticulous and deep but easily understood.

5.3.4 Design of web version

With the technical support of a technician of the department, I designed a web version of the questionnaire and also tested it. This great programme made completing questionnaire much easier than hard copies. It was finished just through CLICKING buttons of each question to demonstrate each most suitable choice by participants, then click button of "Sent" after finish answering questions. And each result was sent automatically to my email box via an anonymous email address. I asked participants, who in the U.K. or in China, fill in such a web version

of questionnaire. And I received results successfully. It means the web version of questionnaire was accessed by participants wherever they were in the U.K. or in China.

For testing it more meticulously, I took part in the questionnaire online once. Thus, I could find out problems based on the questionnaire and result. Hopefully, I really found out several problems, some were resulted from technical reasons, for instance, some choices could not be chosen by clicking, there were only words but no answers following some questions and so on; the others were resulted from I missed Chinese characters in the questions. Otherwise, I noticed that it would be very difficult for me to distinguish answers with each other in results if participants miss some questions, because there is no ordinal number for each answer in results. Because of the limitation of this programme, I could not put ordinal numbers in results. However, I added up "Part 1", "Part 2", "Part 3" and "Part 4" in the html. file to divide results in to four parts, and made answers more clear than before. Thanks to the technical support, I resolved all problems which I could found.

Because I could not contact participants face to face if they fill in questionnaire online, I did something to help participants to understand the intentions and to know how to fill in the questionnaire more easily. Meanwhile, I hoped to make the web version of questionnaire could be more humanized. I added up introductions in the beginning and the ending of the questionnaire. The introduction in the beginning was "Hello, dear friend! I am a PhD student in Department of Social Sciences at Loughborough University. I can be contacted by email at the following address: Zhang Xiao-ying (x.zhang4@lboro.ac.uk). My supervisor, Dr Dennis Howitt, can be contacted at d.l.howitt@lboro.ac.uk. The aim of

our research is to develop an understanding of everyday interaction and psychological status of educated youth in China. Through this research, we hope to know and understand more about this cohort and expect to help them to live more comfortable and self-confident. All information which is related to this research will be strictly confidential. And all of your answers will be anonymous. Thank you for your cooperation! Zhang Xiaoying, PhD Candidate, Department of Social Sciences, Loughborough University". And the introduction in the end was "You have completed the questionnaire. Please send me E-mails to let me know if you have questions or suggestions. Thank you!" After clicking "Sent", participants will see the second page on which I put my contact details and appreciation. Furthermore, I changed the white background of the version into grey became white is too harsh for participants to read it patiently. Therefore, I used grey which is a kind of more comfortable colour.

5.3.5 *Difficulties and remedy of this research*

From the pilot study, I noticed the three main difficulties of this study. And I tried to remedy them in the field work. a) It was difficult for the researcher to compare people who suffering Mental Violence with themselves when Mental Violence has not happened. However, I got to know them much more and compared them through interviewing the third-party, such as colleagues or friends of them. b) As I know, every study on human beings is involved in some privacy of them; however, it is difficult to obtain the real thoughts from the bottom of their hearts. Thus, I tried my best to certain the content of interviewing, and emphasisd on observation objects while they answering. c) Because I used convenience purposiveness sampling to choose our targets, this

study will not be absolutely representative and extensive. Thus, the results which worked out from this study would be tested and certified in the future. However, the possible weaknesses of this study could provide directions and new subjects for the future study.

5.4 Data Collecting

I had done the field work for my PhD dissertation during February to August 2007. Because my objects, all of Chinese New Educated Youth and other two comparable generations are Chinese, I did the investigation in China. The following is What I had done for the field work.

5.4.1 Questionnaire

All questionnaires were completed in double blind. There were three ways for participants to approach the questionnaire. One was hard copy, one was WORD version which done on computers, and the other one was web version which completed on the Internet. My participants cover the entire range of subjects in my full study. As planed, I need to study this intervention mainly in Chinese educated people who were born during 1970s; moreover, I should compare this cohort with educated people of the previous generation and the younger generation. Finally, I got 365 completed ones back. Amongst them, 120 were from people who were born in 1970s, 109 were from people who were born before 1970s, 136 were from people who were born in 1980s. Participants were from a wide variety of occupations, such as engineers, teachers, accountants and so on; furthermore, they were across kinds of units, such as universities, state companies, and private companies and so on. Meanwhile, the

sample included of males and females. All of participants could finish my questionnaire in about ten minutes. Otherwise, I omitted a demographic item which is related to subjects in higher educations in final analysis. Because majority of participants who belong to older generation did not have opportunity to study in universities although all of participants of 1970s and of younger generation accepted higher education, it would make participants of older generation be embarrassed if they were asked to fill in such an item. Meanwhile, I did not think it was very significant if analysing and comparing relevant behaviours among all participants. Thus, I decided to omit such an item. However, all of them were educated and white-collar workers. Therefore, they were still valuable in this study.

As for people of younger generation, I sent copies to a friend who worked as a lecturer in a university. She dispatched copies to her students who were born in 1980s to complete on her lecture. Thus I got back about 50 results easily at one time. However, I thought there is a shortcoming on the above way. The students were from the same university although from different departments. It means the participants were alike too much. Otherwise, they were in the university with little working experience, and it is not reasonable for me to compare them with youth of 1970s in working situation. Therefore, I just saved part of the above data and avoided such a way for collecting data later. Afterwards, I just asked for youth of 1980s who work in offices for my study.

I did not have many problems in obtaining data from Chinese New Educated Youth. However, it seemed uneasy for us to find out participants of previous generation to fill in 100 questionnaires in the beginning. Fortunately, some friends positively helped me in dispatching

questionnaire to their older friends, colleagues and even their parents. Furthermore, the researcher's parents not only filled in questionnaires by themselves, but also dispatched copies to their friends to do and to friends' colleagues to finish. Thanks to kinds of social relationships with others by my family and also to the kindness of our friends, I finished collecting required data from participants of older generation as well.

5.4.2 Interview

All interviews were in-depth and finished semi-structurally based on the revised interview schedule. However, sometimes I added up or omitted some questions according to concrete situations. I interviewed some friends directly at my home or their homes. Then, they introduced their friends, colleagues and parents for me to do interviews through the method of snowball. I visited them in Ningbo, my hometown, Hangzhou, which is 180 kilometres far away from Ningbo, both of them in the same province, Zhejiang. Besides of the above, I went to Suzhou city and Nanjing city, which is 500 kilometres far away from my hometown, Jiangsu province, to do interviews. All of the above cities are located in developed zones of Eastern China. For adding up more participants, I went to Guiyang, which is more than 2,000 kilometres far from my hometown, in Guizhou province. It is a developing area in Southwestern China. Participants who revolved in my interviews were from a wide variety of subjects, such as engineering, education, science and so on, furthermore, they were across kinds of units, such as universities, state companies, private companies and so on. Meanwhile, the sample covered three generations included of males and females. I had interviewed 22 participants who were born during 1970s, 17 participants who were born before 1970s and 18 participants who were born in 1980s.

The above number of sampling was based on the feasibility and limitation of time and favourable factors. And I obtained useful materials from cases out of the samples to resolve my research questions.

After finishing the interview of pilot study, I was told by my interviewee that she was a bit oppressive because the topic reminded her of some serious experiences in her previous life. From then on, I tried to pay more attention to my later interviewees' feelings and made them feel more comfortable although we were talking about unhappy experiences and behaviours. Although I noticed everyone's life is uneasy and was touched by them sometimes, I had to be as neutral as possible. To be honest, I appreciated the cooperation of every participant very much. However, I thought that I had responsibility on them. Thus, I chatted with most of participants before interview which could make them relax and to be familiar with each other. During the interview, I kept listening peacefully and carefully. Sometimes some participants talked too much on unimportant things but they were devoted, I tried not to interrupt them and kept listening in polite. However, they might mention something important or interesting if they were immersed in an atmosphere of talking and reminding. After interviewing, I usually chatted with them again until they were recovered from the topic and negative feelings as well. Because I thought it was a study which was no more important than each ordinary participant's feeling. However, every interview made me very tired although it spent me approximately 30 minutes per interview.

Based on the interview schedule, each of 57 interviews was finished face to face in a place where only the participant and I. There is one thing I have to mention here. I finally did not ask participants to sign the

participant consent form. I realized from my previous research experiences that it was impossible for most Chinese to positively provide real information in the interview if they have to leave signatures on any forms before interview. Thus I finally gave up such a procedure. However, I stated to every participant clearly about my status, the study wishes. Meanwhile, I enquired if they were consent the interviews recorded by digital equipment. And if they agreed on recording, I stated that only the supervisor and I involved in this project will have access to the recording in its entirety. But I did not continue to record if somebody refused my enquiry. Fortunately, there is only one participant refused it.

5.5 Data analysing

5.5.1 Analyzing data from the interview
Based on transcriptions of all interviews, I arranged up contents of interviews in abstract. Meanwhile, I worked out key points in each interview. All interviewing transcriptions were divided into three parts according to interviewees of three generations. They are 22 interviewees who were born in 1970s, 17 interviewees who were born before 1970s, and 18 interviewees who were born in 1980s separately. A systematic Thematic Analysis was done on all of 57 interview transcriptions (Howitt and Cramer, 2008). Transcribed data were analyzed to identify relevant concepts and themes. I worked out initial codings following the sequence of interview schedule because all transcriptions based on audio-taped semi-structure interviews. Line- by – line coding was followed by codes with similar meanings, identifying and agreeing on categories. I not only put down each coding beside the relevant content, which highlighted by underlines as well, but also noted each coding on postcard one by one. Finally I got 26 codings which from Coding A to Coding Z and they will be shown in the next chapter of result. Meanwhile, there were some

different sub-codings under each coding. For example, there were 40 sub-codings under Coding U (behaviours of Mental Violence) initially. Because every 57 interviewees had individual expression and experience of different behaviours, and I tried to keep the original meaning as much as possible in initial codings. For example, initial Coding U6: "complain to leaders in secret for asking somebody to give in honour to him" (72-79, Interviewee16 [No. 2-10]), initial Coding U20: "report unsatisfied with benefit to leaders by private" (36, Interviewee 26 [No. 2-16]), initial Coding U21: "report negative issues not to direct leaders but higher leaders" (66, Interviewee 26 [No.2-16]), and initial Coding U25: "report serious contradictions to leaders but talk trifle in public" (29-32, Interviewee 35 [No. 2-20]). However, it would be unnecessary to display all sub-codings in results. Meanwhile I noticed something was in common among sub-codings. Therefore, I joined some initial codings together, for example, I combined the above mentioned initial Coding U6, U20, U21 and U25 altogether to the sub-coding U3: report negative to leader. And so did for all other codings which shown in results. Meanwhile, I ignored several initial codings, which just appeared once and were too unrepresentative to retain. For example, initial Coding U4: "enforced to do something unwilled by the leader" (30-31, Interviewee 11 [No.2-6]), I deleted such behaviour of Mental Violence which sent by the leader, because Mental Violence among equal colleagues is the focus of this study.

I counted the frequency of Mental Violence which reported by participants whatever they experienced or saw. For the statistic of interviewees' demographical information, I entered their relevant information, such as gender and generation, into the SPSS. Meanwhile, due to approaching the research questions, all interviewees were asked

the question of stress and Mental Violence. Therefore, for catching an overview of the result, I added up two variables "stress" and "Mental Violence" in the database to see the frequency of their answers as well. I asked every interviewee if he or she felt stressed. Different interviewees provided different answers. However, I divided their answers into three options. They are "little", "a bit" and "stressed". And I quantified them as the three values: 1="little", 2="bit" and 3="stressed". Otherwise, while talking about the experience of Mental Violence, some interviewees mentioned that they saw other colleagues sent or received, some talked that they experienced before, and the remaining ones did not acknowledge that they saw or experienced Mental Violence. I divided the contents into three categories and quantified as three values under the variable of "Mental Violence": 1="none", 2="saw", and 3="experienced".

5.5.2 Analyzing data from the questionnaire

The results of questionnaire were analyzed in a series of 4 steps. As shown on the questionnaire, there are four parts which separately involve in receiving Mental Violence, sending Mental Violence, personality or characteristics of people who inclined to experience Mental Violence, traditional or westernized. Means for each question in each part were computed on data. Then data were split by each demographical factor, and were compared with each other in means. And Factor Analysis was used in the step 2, 3 and 4 separately. The following were four steps and factors which worked out through analysis on SPSS. *Step 1:* DEMOGRAPHIC DIFFERENCES IN RECEIVING MENTAL VIOLENCE. *Step 2:* DEMOGRAPHIC DIFFERENCES IN SENDING MENTAL VIOLENCE. A principal components factor analysis was conducted on the correlations of the fourteen variables. Three factors were initially

extracted with eigenvalues equal to or greater than 1.00. The first factor seems to be "isolate somebody in workplace" (includes of question No. 11 'Withheld information from them that the rest of the group is let in on', No. 12 'Purposefully left them out of activities', No. 13 'Used private in-jokes to exclude them', No. 16 'Made them feel like they don't fit in' and No. 17 'Omitted them from a conversation on purpose') and the second factor seems to be "offend others directly" (includes of question No. 14 'Spread rumours about them', No. 15 'Done something to try and make them look stupid', No. 18 'Did things to irritate them', No. 20 'Tried to make them look stupid' and No. 24 'Destroyed or damaged something that belonged to them'), whereas the third factor seems to be "express annoyed directly" (includes of question No. 19 'Did not show that I was angry', No. 21 'Stomped out of the room', No. 22 'Sulked and refused to talk about it' and No. 23 'Waited until I calmed down and then discussed the problem'). *Step 3:* GENERATION DIFFERENCES IN CHARACTERISTICS OF PEOPLE. A principal components factor analysis was conducted on the correlations of the sixteen variables. Four factors were initially extracted with eigenvalues equal to or greater than 1.00. The first factor seems to be "care about others' recognition"(includes of question No. 27 'I am sensitive to rejection', No. 32 'It is important to me to be accepted by those around me', No. 34 'I'm afraid I would be devastated if someone I am close to rejected me', No.35 'I've always been afraid to disappoint others', No.36 'It has recently been extremely important to me to feel a part of a group' and No.37 'I worry a lot about what others think of me') , the second factor seems to be "over-sensitive"(includes of question No.25 'I sometimes feel that people are laughing at me behind my back', No. 29 'I am overly sensitive', No.30 'I am quick to take offence', No.31 'People who know me know my feelings are easily hurt', and No.38 'I know that "friends" talk about me

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behind my back'), the third factor seems to be "suspicious" (includes of question No. 39 'I am suspicious of overly friendly strangers', and No.40 'When people are especially nice, I wonder what they want') and the fourth factor seems to be "dependence"(includes of question No. 26 'I seldom get my feelings hurt', No. 28 'I don't care too deeply about whether I am accepted or rejected by others', and No.33 'The prospect of being alone does not terrify me') . *Step 4:* GENERATION DIFFERENCES IN COLLECTIVISM OR INDIVIDUALISM FOR PEOPLE WHO INCLINED TO EXPERIENCE MENTAL VIOLENCE. A principal components factor analysis was conducted on the correlations of the sixteen variables. Four factors were initially extracted with eigenvalues equal to or greater than 1.00. The first factor seems to be "dependent on each other" (includes of question No. 44 'I tend to do my own thing, and others in my family do the same', No. 45 'I would like to ask somebody to stop at once if he/she disturbed my business', No. 51 'I would rather struggle through a personal problem by myself than discuss it with my friends' , No. 52 'When faced with a difficult personal problem, it is better to decide what to do by yourself, rather than follow the advice of others', No.53 'If the group is slowing me down, it is better to leave it and work alone', and No. 58 'Individual should be judged on their own merit, not on the company they keep', the second factor seems to be "keep private life"(includes of question No. 48 'It is normal if there is sexual contact before married', No. 49 'Cohabitation before married is normal', and No.50 'I could enjoy life by throwing all business away however busy I am', the third factor seems to be "express in straight" (includes of question No.41 'I would like to tell others when I was unhappy', No.42 'I would not like to show others that I was unhappy, and I don't think it is not good', No.46 'I would like to tell others straight if I want them to do something for me', No. 47 'I would like to tell others if I have some opinions about them',

and No.54 'I don't think I have to give birth to a baby after married') and the fourth factor seems to be "opinions about family"(includes of question No. 43 'I would not like to show others that I was unhappy, especially to my parents', , No.55 'Aging parents should live at home with their children', No.56 'Children should live at home with their parents until they get married', and No. 57 'I would help within my means, if a relative told me that s(he) is in financial difficulty') .

Conclusion

The demographical information of 365 questionnaire respondents and 57 interviewees were introduced in the beginning of this chapter. The main data source is 57 qualitative semi-structured interviews with three different generations who worked in offices experienced, perceived or observed different forms of workplace Mental Violence. All interviews were done during December 2006 to August 2007. Interviews were "self-selected" (Lee, 200, pp. 594) and snowballed. None stated disabilities except one interviewee was sent to hospital because of depression. It means present study was focused on normal people. And the other main data source was 365 results of the quantitative questionnaire which filled by staffs of three generations as well.

All methods which used in this study were described in this chapter. The main data collecting methods were interview and questionnaire. And the main data analysing methods were Thematic Analysis and factor analysis. The questionnaire contains four parts and 60 items which including 12 items designed by me. The other 48 ones were borrowed from five ready scales of previous studies and I translated them into Chinese from English. For confirming the accuracy of the expression, I checked all items of the questionnaire through back translation and a comparison with original items. Meanwhile, I tested both of the questionnaire and interview schedule in pilot study. And I revised all measurements before the field work.

The tendency of Mental Violence, personality and Collectivism-Individualism on participants were measured by the

questionnaire. The interview schedule was designed by me as well and it measured Mental Violence, stress and characteristics of Chinese New Educated Youth through comparing them with other two generations. There were four topics totally, such as situation of your workplaces, everyday activities, personal feelings and general thinking of relationships in the office. All questions underneath each topic have their own targets. All of participants were educated and worked as white-collar workers in offices.

Questionnaires were filled on three ways, including the web version, the WORD version and the paper version. Participants whatever of the interview or of the questionnaire, their occupations covered different professions, and worked in three sizes of offices, small, big and single.

Thematic Analysis was done on data from the transcription of all 57 interviews. 26 codings from Coding A to Coding Z were obtained. As each interviewee had individual expression and experience of different behaviours, I kept the original meaning in initial codings. Otherwise, I joined some initial codings together because something was in common among sub-codings. Meanwhile, several initial codings just appeared once and were too unrepresentative to retain, so they were ignored during analysis. The results of questionnaire were analyzed in a series of 4 steps. Means for each question in each part were computed on data. And Factor Analysis was used in the step 2, 3 and 4 separately. Among them, the first step is to find out demographic differences in receiving Mental Violence. And three factors were initially extracted from the second step which pursuing the demographic differences in sending Mental Violence. Four factors were initially extracted from the third step which pursuing the generation differences in characteristics of people. And another four factors were initially extracted from the fourth step

which worked out the generation differences in Collectivism or Individualism for people who inclined to experience Mental Violence.

Chapter Six
RESULTS OF THE SURVEY

Introduction

After qualitative and quantitative analyzing on the data, all results which supported by examples from the survey will be displayed in by the sequence of 11 research questions (a-k) in this chapter. You could obtain information from the following main aspects including the correlation between stress and Mental Violence; the general social relationship in Chinese workplaces; what origins Mental Violence is from; forms of Mental Violence; characteristics of persons who sent and received Mental Violence more often; stressors which participants, especially Chinese New Educated Youth suffered as well; and also the relationship between Mental Violence and demographic factors especially the generation through the form of themes, codings from Thematic Analysis and means, SEs, SDs from SPSS.

6.1 Results from the interview

The interview schedule was designed for approaching all relevant information about the hypothesis or research questions. Through that, I hoped to find out if Chinese New Educated Youth, or participants who were born in 1970s, were especially stressed; and whether they used more Mental Violence in workplaces if they were more stressed than other two generations. I will display the results by the sequence of research questions.

Research question a): Do Chinese New Educated Youth experience stress more than other generations?

Research question b): Do Chinese New Educated Youth experience Mental Violence more than other two generations?

For catching an overview of the result, I added up two variables "stress" and "Mental Violence" in the database to see the frequency of their answers as well. As Table 6-1 is shown, all Chinese New Educated Youth felt stress based on the statistics of the two variables. Among them, 40.9% were a bit stressed and 50.1% were stressed. They were more stressed than other two generations. Only 5.9% of older interviewees were stressed whereas 47.1% of them were a bit stressed and the other 47.1% felt little stress at that time. 5.6% of interviewees who were born in 1980s felt stressed in life. And 33.3% of them said they were a bit stressed whereas the remaining 61.1% were little stressed. Overall,

participants believed that Mental Violence could occur in the workplace. The frequency of Mental Violence among three generations is shown in Table 6-2. Chinese New Educated Youth experienced Mental Violence in workplace the most. 68.2% of them mentioned that they experienced Mental Violence before. 13.6% of them told me that they saw other colleagues experiencing Mental Violence whereas 18.2% of them said that they did not see it in the workplace before. 64.7% of interviewees who were born before 1970s saw Mental Violence before whereas 5.9% of them experienced it. The remaining 29.4% did not talk about Mental Violence. For interviewees of 1980s, 44.4% of them saw Mental Violence and another 44.4% did not see or experience it whereas 11.1% said that they sent or received Mental Violence in the workplace.

Table 6-1:   The frequency of stress among three generations

Generation			Frequency	Percent
before 1970s	Valid	little	8	47.1%
		bit	8	47.1%
		stressed	1	5.9%
		Total	17	100.0%
1970s	Valid	bit	9	40.9%
		stressed	13	59.1%
		Total	22	100.0%
after 1980s	Valid	little	11	61.1%
		bit	6	33.3%
		stressed	1	5.6%
		Total	18	100.0%

Table 6-2:   The frequency of Mental Violence among three generations

generation			Frequency	Percent
before 1970s	Valid	non	5	29.4%
		saw	11	64.7%
		experience	1	5.9%
		Total	17	100.0%
1970s	Valid	non	4	18.2%
		saw	3	13.6%
		experience	15	68.2%
		Total	22	100.0%
after 1980s	Valid	non	8	44.4%
		saw	9	50.0%
		experience	1	5.6%
		Total	18	100.0%

All codings which from the Thematic Analysis on transcription of interview mainly belonged to three aspects: general workplace situations, Mental Violence in workplaces and particularly stressed life of Chinese New Educated Youth. In short, results of the interview included of *Stress*: Chinese New Educated Youth had multiple stresses and were the most stressed by comparing with the older generation and the younger generation; and *Mental Violence*: based on self-talking and mentioned by participants who were born before 1970s and in 1980s, Chinese New Educated Youth experienced and used relevant behaviours the most often among three generations. Therefore, both of the answer of research question a) and b) is YES.

Research question c): Is there any correlation between stress and Mental Violence?

For pursuing the answer of research question c which refers to the correlation between stress and Mental Violence, I entered the two

variables in SPSS for Pearson's correlation. The correlation between Mental Violence and stress is shown in Table 6-3. And the Pearson correlation is 0.295. There is a statistically significant correlation between stress and Mental Violence (r=0.295, p<0.05). People with more stress have more possibility to experience Mental Violence.

Table 6-3: Correlations between Mental Violence and stress

		MV	stress
MV	Pearson Correlation	1.000	.295[*]
	Sig. (2-tailed)		.026
	N	57.000	57
stress	Pearson Correlation	.295[*]	1.000
	Sig. (2-tailed)	.026	
	N	57	57.000
*. Correlation is significant at the 0.05 level (2-tailed).			

Both questionnaire and interview were designed for three generations who belonged to the older generation, Chinese New Educated Youth and the younger generation. Thus, I could fulfil a complete comparison about the three generations through comparing different answers on each question while obtaining all relevant information from results of the questionnaire and the interview. With supported by relevant quantitative results, a primary explanation and discussion about qualitative results, especially the parts with highly frequency, has been working. For displaying detailed results, I divided all codings into three themes with several sub themes below each. All themes and codings would be shown in Table 6-4. The following are results which presented as themes, sub-themes, codings and sub-codings in tables.

Table 6-4: **Compositional structure of themes, sub-themes and codings**

Theme 1: General situation of office relations in modern China	**Theme 2:** Mental Violence in Offices	**Theme 3:** Characteristics of Chinese New Educated Youth through comparing with other two generations
Office situation Office size Time in office	*Characteristics of involved persons* Characteristics of tense people Like what kind of people	*Happiness* Favourite things
Normal activities Activities with close colleagues Topics of chatting in office	*Origins of Mental Violence*	*Unhappiness* Most unhappiness Deal with unhappiness
	Forms of Mental Violence Intolerant behaviours Treating tense people Behaviours of Mental Violence Words of quarrels	*Difference of three generations* Activities after work Cooperation when unhappy Self- describe Different impressions of three generations
	Feelings of Mental Violence	
	How Mental Violence opens	
	Decreasing Mental Violence	

Directions: all italics are sub-themes whereas codings in their following.

6.1.1 General situation of office relations in modern China

Research question d): What is an overview of relationship in

offices of modern China?

The first theme is focused on an overview of social relationships in Chinese offices. In contains two main sub-themes. One is about the structure and time shared in offices. In other words, we could see "how many staffs in each interviewee's workplace" through the coding A "office size", and "if they have long time to contact face to face" through the coding B "time in office". The result in Table 6-5 of coding A shows that 56 of 57 interviewees talked about the size of their offices. Among them, 8 persons worked in big offices where more than 10 staffs shared with; 46 persons worded in small offices where 2 to 10 staffs shared and only two interviewees occupied a single office separately. All interviewees talked of same topics based on the interview schedule. In other words, all main topics were referred to. For instance, all participants talked about stress and Mental Violence. However, due to all interviews were semi-structured, it means that not each interviewee was asked all the same questions or provided useful information for every question. Therefore, I use the "headcount" to show how many persons referred to the relevant topic but not the number of all interviewees. For example, Table 6-6 of coding B showed only 13 of 57 interviewees talked of "time in office". Among them, there were 4 Chinese New Educated Youth, 5 older interviewees and 4 younger interviewees. The 4, 5 and 4 were called as "headcount" which means numbers of interviewees who answered that question. 7 interviewees said that their colleagues worked in the office all the time, and the remaining 6 ones told me that their colleagues spent most of time in the office but worked out as required sometimes. It means majority of persons had enough time to contact face to face in the workplace and few left the workplace because of problems relevant to relationship. Therefore, I did not ask other

interviewees about the question of "time in office".

Sub-theme 1 office situation

Table 6-5: Coding A: office size

Coding	Colleague numbers in each office	Total	Chinese New Educated Youth		Older generation		Younger generation	
			N	Headcount	N	Headcount	N	Headcount
A1: big	> 10	8	2	22	2	16	4	18
A2: small	2-10	46	20		12		14	
A3: alone	1	2	0		2		0	

Table 6-6: Coding B: time in office

Coding	Total	Chinese New Educated Youth		Older generation		Younger generation	
		N	Headcount	N	Headcount	N	Headcount
B1: partly	7	4	4	2	5	1	4
B2: all	6	0		3		3	

As we know, the coding A and B refer to the space and time shared in workplaces. Therefore, interviewees just provided unique answer for each question. For example, an interviewee told me that he shared the office with other 3 colleagues. And the size of his office was definite. I entered this information into the sub-coding A2 "small" sized office. Finally I noticed 46 interviewees totally worked in small offices. I could use the word of "numbers" to show how many persons involved in this sub-coding. The situation is the same for the Table 6-6 of coding B "time

in office". Thus, I use the word of "numbers" in the table as well. However, majority of situation is different. An interviewee could provide more than one answer for each topic. For example, as shown in the Table 6-7 of coding C "activities with close colleagues", an interviewee could mention that he had dinner with close colleagues and chatted with them as well while answering what activities did with close colleagues. Therefore, different answers of the same interviewee might appear in different sub-codings. So I could not use the word of "numbers" to count how many persons refer to the topic but the word of "person-times" to express the frequency of relevant information.

The sub-theme 2 of "normal activities" is focused on activities shared with colleagues in working time and work off as well. Coding C pursued "what do interviewees do with colleagues in work time or after work". It is shown in Table 6-7. 48 of 57 interviewees provided relevant answers. Among them, there were 17 Chinese New Educated Youth, 13 older interviewees and 18 younger interviewees. 5 of 17 Chinese New Educated Youth had little activities with colleagues whereas 3 of 13 older interviewees and 2 of 18 younger interviewees did the same. 8 Chinese New Educated Youth, 7 older interviewees and 7 younger ones said that they had dinner with close colleagues after work usually. 5 Chinese New Educated Youth, 4 older interviewees and 6 younger ones had entertainment, such as Kara OK with colleagues after work. Only one Chinese New Educated Youth, 2 older interviewees but 5 younger interviewees said that they did not share activities with colleagues except work. 4 Chinese New Educated Youth, 3 older interviewees and 3 younger interviewees mentioned that they chatted with others in work time or after work. Otherwise, 1 Chinese New Educated Youth and 1 younger interviewee said that they participated in the stock investment with close colleagues.

Sub-theme 2 normal activities

Table 6-7: Coding C: activities with close colleagues

Coding	Total person-times	Chinese New Educated Youth		Older generation		Younger generation	
		Person-times	Headcount	Person-times	headcount	Person-times	headcount
C1: little	10	5	17	3	13	2	18
C2: dinner together	22	8		7		7	
C3: entertainments	15	5		4		6	
C4: work	8	1		2		5	
C5: chatting	10	4		3		3	
C6: stock	2	1		0		1	

The Table 6-8 of coding D is focused on what interviewees talk about with colleagues in their workplace. 20 of 22 Chinese New Educated Youth, 13 of 17 interviewees who were born before 1970s and 11 of 18 interviewees who were born in 1980s involved in the topic. Among them, 2 Chinese New Educated Youth, 1 older interviewee and 2 younger ones said that they talked little with colleagues in office. Majority of Chinese New Educated Youth and interviewee of older generations but few younger interviewees talked about family. 8 Chinese New Educated Youth, nearly half of them, showed that they were interested in talking about relationships with colleagues in office whereas 5 older interviewees and 3 younger ones talked about it.

Table 6-8: Coding D: topics of chatting in office

Coding	Total person-times	Chinese New Educated Youth		Older generation		Younger generation/	
		Person-times	Headcount	Person-times	Headcount	Person-times	Headcount
D1: little	4	2	20	1	13	2	11
D2: family	19	9		9		1	
D3: work	7	3		1		3	
D4: relations	16	8		5		3	
D5: national issues	4	3		0		1	
D6: financial	4	4		0		0	
D7: accommodation	4	0		0		4	

Sub-theme 3 is focused on what interviewees respond to the last question in the interview. The question is, "If you could use only one word to describe the above relationship, what will you say firstly?" I hoped to know their instinct of relationships in workplaces through this question. From the table of coding Q, we could see that 16 Chinese New Educated Youth, 14 older interviewees and 18 younger ones involved in the topic. Among them, 10, more than half Chinese New Educated Youth but only 6 older interviewees and 5 younger ones thought the relationship of workplace was "harmony on surface" (coding Q1). There was no Chinese New Educated Youth considered that the relationship was "good" (coding Q2) whereas 7 older interviewees and 7 younger ones considered so. 2 Chinese New Educated Youth and 1 older interviewee thought the relationship was "sophisticated" (coding Q3) but none of younger interviewees thought in that way. On the contrary, 6 younger interviewees thought "work is just work" (coding Q4) and did not need to involve in the relationship in workplace. However, only 1

Chinese New Educated Youth thought so and no older interviewee thought in this way.

Sub-theme 3 evaluation of office relations

Table 6-9: Coding Q: how relation in your office is

Coding	Total person-times	Chinese New Educated Youth		Older generation		Younger generation	
		Person-times	Headcount	Person-times	Headcount	Person-times	Headcount
Q1: harmony on surface	21	10	16	6	14	5	18
Q2: good	14	0		7		7	
Q3: sophisticated (utilize each other, jockey for positions in secret, troubled, etc.)	3	2		1		0	
Q4: work is work	7	1		0		6	

6.1.2 Mental Violence in offices

Research question e): Among Chinese New Educated Youth, could what kind of persons experience behaviour of Mental Violence more easily than others? In the other words, who are more vulnerable to Mental Violence? And what are the

characteristics and background of the above persons.

The Table 6-10 of coding F is focused on what kind of people involved in tense relationship in workplace. Actually this coding is related to the answer of the research question e). No younger interviewee provided relevant information for this topic. Chinese New Educated Youth and older interviewees were active in talking about it. I concluded 4 characteristics which mentioned the most often.

Sub-theme 1 characteristics of involved persons

Table 6-10: Coding F: characteristics of tense people

Coding	Total person-times	Chinese New Educated Youth		Older generation		Younger generation	
		Person-times	Headcount	Person-times	Headcount	Person-times	Headcount
F1:obstinate	5	5	5	0	6	0	0
F2: sensitive	4	3		1		0	
F3: with communication problems	5	1		4		0	
F4: outstanding	4	2		2		0	

Coding F1:"Obstinate". In a workplace, obstinate people just persist something which they think is important and have never changed by others' opinion or in any particular situations.

Coding F2: "Sensitive". Sensitive people usually think about other colleagues' words or behaviour too much and care about others' opinion. They are always vulnerable.

Coding F3: "Telltale or with communication problems". Such kind of people usually quote out of other colleagues' small talks to spread or pass it to the leader. Otherwise, people who inclined to conflict with others through talking are included as well, such as arguing with others often or complaining, etc.

Coding F4: "Outstanding". Such people like showing and pushing themselves in public or especially in the presence of leaders. Examples: Interviewee-6 (Tan, male, interviewee who were born before 1970s) --- Q: Is there any colleague who makes tense relation with others? A: Yes. Q: What kind of person he/she is? A: He is the director of our college and is full of sense of small farmer. He often makes things ridiculous, for instance, he doesn't know how to arrange courses although he is a PhD, and he often makes staffs unhappy. Interviewee-31 (Shen, female, interviewee who were born before 1970s)--- Question: Do any colleagues have tense relationship with others? What kind of persons are they? Answer: Yes. Their personality is outstanding, and thinks that they are especially good. Furthermore, they would like to say what they think of. Meanwhile, they would like to show themselves in quarrelling with leaders on the meeting which is different from talking something with leaders in secret.

Research question f): In which situation, would the behaviour of Mental Violence happen most often?

From the Table 6-11, we could see that participants who worked in small offices reported Mental Violence the most (M=2.07, SE= 0.122, SD=0.827). Two people who occupied a single office did not report that they experienced Mental Violence but reported Mental Violence occurred

among their subordinates in other offices (M=2.00, SE=0.122, SD=0.827). That is why the mean of them is 2.00 not 0.00. And participants who worked in big offices reported Mental Violence less than people in small offices (M=1.88, SE=0.227, SD=0.641). As the information of "time in offices" (coding B) shows, majority of participants had enough time to contact face to face. Now linked with the frequency of Mental Violence in different sized offices, it seems small offices organized a small relative closed group for people and could be an important structural effect of Mental Violence occurs.

Table 6-11: the frequency of Mental Violence in different sized offices

Size of office	N	Mean	Std. Error	Std. Deviation
big	8	1.88	0.227	0.641
small	46	2.07	0.122	0.827
single	2	2.00	0.000	0.000

The Table 6-12 of coding L shows that Mental Violence usually originates from the following six situations. 7 interviewees mentioned that they experienced or saw Mental Violence while having different thought modes, working ways and so on. Six interviewees provided that some colleagues sent Mental Violence while pursuing benefits in the workplace. For instance, to obtain the trust from the leader through reporting other colleagues' small talk on the back is a kind of Mental Violence which happened the most often in a workplace. Lack of communication usually resulted in misunderstanding which related to Mental Violence sometimes. Otherwise, Mental Violence occurred more often between people who had had conflicts before. 2 interviewees said that the more female staffs were in a workplace, the more Mental Violence occurred often. This is the only finding which is related to the correlation of gender and Mental Violence. Finally, personal characteristics are considered as

an origin of Mental Violence by six interviewees. It could be supported by the above discussed coding F "what kind of people involve in Mental Violence more often".

Sub-theme 2 origins of Mental Violence

Table 6-12: Coding L: origins of Mental Violence

Coding	Total person-times	Chinese New Educated Youth		Older generation		Younger generation	
		Person-times	Head count	Person-times	Headcount	Person-times	Headcount
L1: difference (in thought modes, working ways, departments, etc.)	7	6	15	0	5	1	5
L2: benefits	6	3		0		3	
L3: lack of communications	4	2		1		1	
L4: conflict before	7	6		1		0	
L5: more females	2	0		2		0	
L6: personal characteristics	6	2		2		2	

Research question g): What kind of behaviour of Mental Violence occurs among Chinese New Educated Youth?

The sub-theme 3 is focused on all main forms of Mental Violence. It contains of coding P "intolerant behaviours", coding T "treating tense people", coding U "behaviours of Mental Violence" and coding V "words of quarrels". All of the above is related to what kind of behaviour of Mental

Violence occurs in the workplace although the question formulation is different in the interview. The "intolerant behaviours" is considered as Mental Violence which experienced by the interviewee. In other words, the interviewee reported as a receiver of Mental Violence while talking about this topic. Such kind behaviours include of coding P2 "dishonest" which mentioned by 8 interviewees, coding P3 "play dirty on the back" which supported by 15 interviewees and coding P4 "rake up one's shortcoming in public" which considered as a serious Mental Violence although refers to one interviewee only. All of them is shown in Table 6-13.

Sub-theme 3 forms of Mental Violence

Table 6-13: Coding P: intolerant behaviours

Coding	Total Person-times	Chinese New Educated Youth		Older generation		Younger generation	
		Person -times	Headc ount	Person- times	Headco unt	Person-ti mes	Headcou nt
P1: none	8	4	17	1	13	3	13
P2: dishonest	8	3		2		3	
P3: play dirty on the back	15	6		6		3	
P4: rake up one's shortcoming in public	1	1		0		0	

On the contrary, the interviewee is usually considered as a sender of Mental Violence which reporting the way of "treating tense people". As we know, the two parties of Mental Violence could be transferred. Therefore, if somebody is looked as a person who makes the interviewee feel "tense" or uncomfortable, he or she often use a way to treat the tense people, such as turning a blind eye to. In this stage, the interviewee becomes a sender of Mental Violence from a receiver of Mental Violence before. Thus, this coding consists of the following behaviours of Mental Violence. They are coding T1 "show little interest"

which supported by 18 interviewees; coding T2 "be blind" mentioned by 1 interviewee; coding T3 "excluded", means somebody was excluded by other colleagues in the same office, and is supported by 5 interviewees including of 3 older interviewees who mentioned that they saw Chinese New Educated Youth involved in the issue before; coding T4 "talk on back" talked by an older interviewee who referred it to a Chinese New Educated Youth; coding T5 "complain" supported by 3 interviewees and coding T6 "to be careful" afterwards mentioned by 2 interviewees. All of the above mentioned details are shown in Table 6-14.

Table 6-14: Coding T: treating tense people

Coding	Total Person-times	Chinese New Educated Youth		Older generation		Younger generation	
		Person-times	Headcount	Person-times(Interviewee details)	Headcount	Person-times	Headcount
T1: show little interest	18	8	9	7	10	3	3
T2: be blind	1	1		0		0	
T3: exclude	5	2		3(1-1, 1-5, 1-8 mentioned what Chinese New Educated Youth did)		0	
T4: talk on back	1	0		1(1-3 mentioned what Chinese New Educated Youth did)		0	
T5: complain	3	1		2		0	
T6: be careful	2	1		1		0	

Coding U "behaviours of Mental Violence" and coding V "words of quarrels" are obviously related to Mental Violence. However, they are a bit different from coding P "intolerant behaviours" and coding T "treating tense people". Because "intolerant behaviours" are focused on Mental Violence which experienced or received by the interviewee whereas "treating tense people" is related to behaviours which sent by the interviewee. However, besides of receiving and sending Mental Violence, "behaviours of Mental Violence" contains the behaviour which happened to other people but seen by the interviewee. The relevant behaviours are coding U1 "talk little" which supported by 10 interviewees, coding U2 "make troubles" to other colleagues which mentioned by 14 interviewees, coding U3 "report negative things to the leader" mentioned by 11 interviewees, coding U4 giving "negative comments in public" supported by 12 interviewees and coding U5 "spread privacy" talked by 10 interviewees. The above mentioned contents are on Table 6-15. Due to coding V "words of quarrels" refers to concrete dirty but common words in quarrels, they were omitted here.

Table 6-15: Coding U: behaviours of Mental Violence

Coding	Total Person-times	Chinese New Educated Youth		Older generation		Younger generation	
		Person-times	Headcount	Person-times	Headcount	Person-times	Headcount
U1: talk little	10	3	12	4	10	3	6
U2: make troubles	14	7		5		2	
U3: report negative to leader	11	5		4		2	
U4: negative comments in public	12	4		6		2	
U5: spread privacy	10	3		4		3	

Coding V: words of quarrels
2-2, 2-4, 2-11, 2-14, 20; 3-14.

There are five main kinds of Mental Violence exhibited by Chinese New Educate Youth in workplaces of modern China.

1 Talk little with other colleagues, may because they are busy, tired or sentimental; to talk little to a colleague was a common way for Chinese New Educated Youth to treat people whom they disliked or who defended them;

2 Discuss or even spread something bad about other colleagues on the back.

3 Report something negative about other colleagues to leaders in

secret, may because they want to approach much more benefits for themselves.

4   Make troubles for other colleagues in work or personal promotion.

5   Treat junior colleagues cold, and thought all of juniors were lack of responsibility in work.

Research question h): What are consequences of the Mental Violence? In other words, what influence does Mental Violence have on the receiver?

The Sub-theme 4 "feeling of Mental Violence" is about the answer of research question h). The Table 6-16 of coding X shows that all relevant talk was related to Chinese New Educated Youth although mentioned mainly by older interviewees or younger interviewees. The consequence contains three results. They are coding X1 "unhappy" which supported by 3 interviewees, coding X2 "angry" which supported by 4 interviewees and coding X3 "sick" which could be the most serious consequence for the receiver of Mental Violence.

Table 6-16: Coding X: Feeling of Mental Violence

Coding	Total Person-times	Chinese New Educated Youth		Older generation		Younger generation	
		Person-times(Interviewee details)	Headcount	Person-times (Interviewee details)	Headcount	Person-times (Interviewee details)	Headcount
X1: unhappy	3	0	1	2(1-1, 1-3 about Chinese New Educated Youth)	4	1 (3-10, about Chinese New Educated Youth)	2
X2: angry	4	0		3(1-2, 1-3, 1-14 about Chinese New Educated Youth)		1(3-10 about Chinese New Educated Youth)	
X3: sick	2	1(2-16)		1(1-6 about Chinese New Educated Youth)		0	

The Sub-theme 5 "how Mental Violence opens" and Sub-theme 6 "decreasing Mental Violence" were obtained from an interview by chance. Coding Z1 "wrong cooperation in public", coding Z2 "report" to the leader, coding Z3 "unbearable stress", coding Z4 "work can't go on" and coding Z5 "contraction accumulated until fight" are considered as different situations. From the above situations, people outside could notice Mental

Violence which hided in an office, a small relative closed group before. In other words, Mental Violence opens in public. An active older interviewee who worked as a leader in his workplace mentioned that to "educate" (coding Y1) the sender of Mental Violence, to "change office" (coding Y2) for the receiver or the sender of Mental Violence, to "return the sender to human resource department" (coding Y3) or to establish a "mixed office" (coding Y4) where put staffs of different departments in one office could decrease Mental Violence to some extent in a workplace.

6.1.3 Characteristics of Chinese New Educated Youth

Research question i): What is the difference among Chinese New Educated Youth and other two generations?

Theme 3 "Characteristics of Chinese New Educated Youth through comparing with other two generations" is focus on answering the research question i). The result includes of three sub-themes. Sub-theme 1 "happiness" and sub-theme 2 "unhappiness" are referred to the difference in dealing with emotional issues by three generations. Sub-theme 3 is related to two sides mainly. On one hand, we found out the difference in life style and dealing with concrete issues by three generations. And on the other, difference of three generations could be seen through their describing themselves and evaluating others. Sub-theme 1 "happiness" contains two codings. One is coding H "what is the interviewee's favourite thing" and the other is coding O "what kind of people the interviewee likes". From the Table 6-17 of coding H, we could know that Chinese New Educated Youth and the older generation considered the "family" (coding H1) as the favourite resource. In other words, issues relevant to the family could make them happy the most. Meanwhile, more Chinese New Educated Youth than other two

generations in the interview thought "work be approved" (coding H2) was their favourite thing whereas younger interviewees looked "entertainments" (coding H3) as their favourite thing in daily life.

Table 6-17: Coding H: favourite things

Coding	Total Person-times	Chinese New Educated Youth		Older generation		Younger generation	
		Person-times	Headcount	Person-times	Headcount	Person-times	Headcount
H1: family (kids, parents, etc.)	23	10	20	10	17	3	15
H2: work be approved	13	7		3		3	
H3: entertainments	16	3		4		9	

The Table 6-18 of coding O "like what kind of people" told us "honest" (coding O1), "straight" (coding O2), "optimistic" (coding O3) and "similar" (coding O4) were considered as the most important positive characteristics for people by interviewees whatever generations belong to. However, more Chinese New Educated Youth than other two generations liked similar people.

Table 6-18: Coding O: like what kind of people

Coding	Total Person-times	Chinese New Educated Youth		Older generation		younger generation	
		Person-times	Headcount	Person-times	Headcount	Person-times	Headcount
O1: honest	13	6	17	5	14	2	13
O2: straight	21	5		7		9	
O3: optimistic	2	0		1		1	
O4: similar	9	6		2		1	

As for "what could make the interviewee the most unhappy" (coding M), the Table 6-19 of coding M showed that half of Chinese New Educated

Youth and older interviewees thought the negative issue of "family" (coding M1) would make them the most unhappy whereas majority of younger generations emphazied on "be rejected" (coding M2-2) in work. Otherwise, more Chinese New Educated Youth than other two generations thought a lot of "relation" (coding M2-1) and "stress" (coding M2-3) in work.

Sub-theme 2 unhappiness

Table 6-19: Coding M: most unhappiness

Coding	Chinese New Educated Youth		Older generation		Younger generation	
	Person-times	Headcount	Person-times	Headcount	Person-times	Headcount
M1: family (health, relation, feeling)	10	19	6	11	1/11	11
M2: work						
M2-1: relation	5	19	2	11	2	11
M2-2: be rejected	6		2		7	
M2-3: stress	4		0		0	

After talking about the unhappiness, let us look at how the three generations "deal with unhappiness" (coding N). There is really different among them from the Table 6-20 of coding N. Majority of Chinese New Educated Youth kept "silence" (coding N1) while experiencing unhappiness. And most of younger generation chose to "talk to friends, parents". Older interviewees were neutral in this topic. Half of them keep "silent" and the remaining ones talked to others.

Table 6-20: Coding N: deal with unhappiness

Coding	Total Person-times	Chinese New Educated Youth		Older generation		Younger generation	
		Person-times	Headcount	Person-times	Headcount	Person-times	Headcount
N1: silent	18	12	15	4	7	2	10
N2: talk (to friends, parents, God)	14	3		3		8	

Sub-theme 3 differences of three generations

The Table 6-21 of coding G showed us that majority of older interviewees and younger interviewees liked entertainments after work whereas Chinese New Educated Youth spent most of time with their family after work.

Table 6-21: Coding G: activities after work

Coding	Total Person-times	Chinese New Educated Youth		Older generation		Younger generation	
		Person-times	Headcount	Person-times	Headcount	Person-times	Headcount
G1:entertainments	24	4	18	8	15	12	19
G2:family	13	10		3		0	
G3:chatting	15	4		4		7	

There was a question in every interview. It was "how do you do if other colleagues talk with you or ask you to cooperate with them when you are unhappy?" I designed such a typical issue for interviewees to see their "cooperation when unhappy" (coding I) in work time. First of all, majority of participants whatever generations chose to cooperate although they are unhappy. Among them, 1/3 of Chinese New Educated Youth mentioned that they would agree to cooperate "for face" (coding I1-5). However, none of other two generations mentioned this reason. More than half younger generations said that they would cooperate "for sure" (coding I1-6) whereas no Chinese New Educated Youth said in this way. The details are shown in Table 6-22.

Table 6-22: Coding I: cooperation when unhappy

Coding	Chinese New Educated Youth		Older generation		Younger generation	
	Person-times	Head count	Person-times	Headcount	Person-times	Headcount
I1: yes						
I1-1: not well	2	16	0	9	1	15
I1-2: silent	2		0		2	
I1-3:complain	2		0		0	
I1-4:not permit to think	5		1		0	
I1-5: for face	5		0		0	
I1-6: for sure	0		5		8	
I2: refuse						
I2-1: if unimportant	2	16	3	9	1	15
I2-2: for sure	0		0		2	

In "self-describing" (coding K), majority of interviewees thought they were "open" (coding K1) mind, some thought they were "rational" (coding K3). Nearly 1/3 of Chinese New Educated Youth felt they were "sentimental" (coding K2) whereas none of other two generations

thought so. Table 6-23 shows the details.

Table 6-23: Coding K: self-describe

Coding	Total Person-times	Chinese New Educated Youth		Older generation		Younger generation	
		Person-times	Headcount	Person-times	Headcount	Person-times	Headcount
K1: open	23	9	19	5	12	9	11
K2: sentimental	6	6		0		0	
K3: rational	7	2		3		2	

Coding J "different impressions of three generations" shows that Chinese New Educated Youth were considered as "think much" (coding J1-1), "medium position (J1-2), "un-sociable" (J1-3) and "emphasize face (Mian-zi, in Chinese)" (J3) which was the same as the older generations. And younger generation were considered as "express straight" (J2-1), and "self-focus" (J2-2).

Research question j): What made Chinese New Educated Youth stressful?

Sub-theme 4 "stress" is related to the research question j). From the Table 6-24 of coding W, Chinese New Educated Youth were considered having multiple stressors. Majority of them had stress mainly from their "work"(coding W1), "family" (coding W2), "relations" (coding W5) "with family members" (coding W5-1) and "with colleagues" (coding W5-2) as well. Nearly all of the younger generation mentioned their stress were just from their "work" (coding W1). As for older interviewees, only a small part of them mentioned that they had stress from the work or family.

Table 6-24: Coding W: Stress

Coding	Chinese New Educated Youth		Older generation		Younger generation	
	Person-times	Head count	Person-times(Interviewee details)	Headcount	Person-times(Interviewee details)	Headcount
W1:work(tired, time, creation, competition)	7	16	3	15	14	15
W2: family(financial, kid's education)	9		3		5	
W3: personal promotion	3		1		0	
W4: unbalanced	6		1		0	
W5: relations						
W5-1: family	5	16	2	15	0	15
W5-2: colleagues	6		0		1	

However, it seems those negative behaviours are not very destroyed in this study. During this field work, I did not obtain any serious results, such as suicide or murder, from Mental Violence. It is normal. However, I hoped to know and understand more about youth of 1970s, to find out negative reasons which they are suffering and expect to help them to live more comfortable and self-confident.

6.2 Results from the questionnaire

Research question k): Is there any relationship between Mental Violence and demographic factors, especially the generation?

1 Generations (1=born before 1970s; 2=Chinese New Educated

Youth; 3=born in 1980s)

2 Gender (1=Male; 2=Female)

3 Education Background (1=College diploma or under; 2= Undergraduate; 3= Postgraduate; 4= Research, such as PhD)

4 Occupation (1= Intellectual and scientific professions; 2= Office workers; 3= Sales workers)

5 Position in Occupation (1= Management; 2= Ordinary staff)

6 Hometown (1= Countryside; 2= Town; 3= City)

7 Sibling status (1= Only Child; 2= Sibling)

8 Marital Status (1= Single; 2= Have a regular partner; 3= Married; 4. Devoiced)

The results of questionnaire were analyzed in a series of 4 steps. As shown on the questionnaire, there are four parts which separately measure receiving Mental Violence, sending Mental Violence, personality or characteristics of people who inclined to experience Mental Violence, traditional or westernized. The results showed that demographic differences were determined in each part.

6.2.1 *Step 1:* DEMOGRAPHIC DIFFERENCES IN RECEIVING MENTAL VIOLENCE

First of all, *generation differences in receiving Mental Violence:* The first ten items measure of receiving Mental Violence. Group means and standard errors are shown on Table 6-25. A significant main effect (F= 7.03, *P*=0.001) indicated that respondents who were born in 1980s reported receiving more Mental Violence (N= 136, M= 1.81, Std. Error= 0.052) than Chinese New Educated Youth (N= 120, M= 1.68, Std. Error=

0.052) and respondents who were born before 1970s (N= 109, M= 1.55, Std. Error= 0.038). I predicted that Chinese New Educated Youth experienced more Mental Violence than other generations, and actually this prediction was supported by the results of interviews. In this way, the results seemed a bit inconsistent with both the prediction and the results of qualitative investigation.

Then, other demographic factor difference were worked out as well and displayed in the following. However, only the effect of "occupation" (F=5.58, *P*=0.004) is significant in measuring "receiving Mental Violence". *Gender difference in receiving Mental Violence:* Group means and standard errors are shown on Table 6-25. Leaving 4 missing data, Male respondents reported receiving more Mental Violence (N= 179, M= 1.74, Std. Error= 0.040) than female respondents (N= 182, M= 1.64, Std. Error= 0.041). *Education background difference in receiving Mental Violence:* Leaving 2 missing data, respondents who obtained higher education reported receiving more Mental Violence than people who graduated from secondary middle school education. Among them, respondents who had postgraduate education reported receiving Mental Violence the most (N= 45, M= 1.78, Std. Error= 0.086). Then respondents who had undergraduate education (N= 179, M= 1.72, Std. Error= 0.045) reported receiving Mental Violence more than respondents who had PhD degree (N= 9, M= 1.67, Std. Error= 0.126) and respondents who had secondary middle school education (N= 130, M=1.62, Std. Error= 0.039). *Occupation difference in receiving Mental Violence:* Leaving 97 missing data, A significant main effect (F= 5.58, *P*=0.004) indicated that intellectual respondents reported receiving more Mental Violence (N= 93, M= 1.79, Std. Error= 0.069) than commercial respondents (N= 94, M= 1.57, Std. Error= 0.044) and

engineering or technical respondents (N= 81, M= 1.57, Std. Error= 0.045). There are lot of missing data related to this information mainly because a part of participants were university students. They could not provide information of occupations for this study. However, I still could obtain occupation difference from the result. *Position difference in receiving Mental Violence:* Because of the same reason as mentioned in describing the occupation difference, 94, lots of missing data appeared. The results show that respondents who worked as staffs in workplace reported receiving more Mental Violence (N= 172, M= 1.67, Std. Error= 0.043) than respondents who worked as administrators (N= 99, M= 1.55, Std. Error= 0.044). The results support the findings from the interviews whereas staffs who worked in shared offices would experience more Mental Violence than administrative people who usually occupied single offices. *Hometown difference in receiving Mental Violence:* There is little difference between respondents who came from the countryside (N= 96, M= 1.75, Std. Error= 0.055) and respondents who were from towns (N= 130, M= 1.72, Std. Error= 0.040). However, both of the above respondents reported more receiving Mental Violence than respondents who were from cities (N= 139, M= 1.62, Std. Error= 0.052). *Sibling difference in receiving Mental Violence:* Leaving 1 missing datum, the results showed that respondents who were the only child in their family reported receiving more Mental Violence (N= 117, M= 1.72, Std. Error= 0.057) than respondents who had siblings (N= 247, M= 1.68, Std. Error= 0.032). *Marital status difference in receiving Mental Violence:* Leaving 1 missing datum, the results show that respondents who were singles reported receiving Mental Violence (N= 108, M= 1.78, Std. Error= 0.057) the most. Then respondents who devoiced reported receiving more Mental Violence (N= 7, M= 1.73, Std. Error= 0.11) than respondents who had partners (N= 70, M= 1.70, Std. Error= 0.058).

Respondents who married reported receiving Mental Violence the least (N= 179, M= 1.63, Std. Error= 0.040).

6.2.2 *Step 2:* DEMOGRAPHIC DIFFERENCES IN SENDING MENTAL VIOLENCE

The second part of the questionnaire (item No. 11 to 24) measures the possibility and frequency of sending Mental Violence. Group means and standard errors are shown on Table 6-26 and Table 6-27. *Generation differences in sending Mental Violence:* A significant main effect (F= 5.79, *P*=0.003) indicated that *r*espondents who were born in 1980s reported sending more Mental Violence (N= 136, M= 1.78, Std. Error= 0.045) than Chinese New Educated Youth (N= 120, M= 1.66, Std. Error= 0.041) and respondents who were born before 1970s (N= 109, M= 1.57, Std. Error= 0.037). I predicted that Chinese New Educated Youth used more Mental Violence than other generations, and actually this prediction is supported by the results of interviews. In this way, the results were a bit inconsistent with both the prediction and the results of qualitative investigation. Combined with the results of generation difference in receiving Mental Violence, it seems the younger the respondent was, the more he or she experienced Mental Violence. However, a principal components factor analysis was conducted on the correlations of the fourteen variables. Three factors were initially extracted with eigenvalues equal to or greater than 1.00. The first factor seems to be "isolate somebody in workplace" and the second factor seems to be "offend others directly" whereas the third factor seems to be "express annoyed directly". Therefore, linked with the definition of Mental Violence, the first factor is closed to measure Mental Violence the

most. However, only the second factor "offend others directly" is a significant effect (F=13.21, *P*<0.05).

Means of three factors were analyzed. The results show that respondents who were Chinese New Educated Youth reported isolating somebody in workplace the most often (N= 120, M= 1.64, Std. Error= 0.065, SD=0.707). Respondents who were born in 1980s reported isolating somebody in workplace (N= 136, M= 1.63, Std. Error= 0.053, SD=0.62) less than Chinese New Educated Youth, whereas respondents who were born before 1970s reported it the least (N= 109, M= 1.50, Std. Error= 0.050, SD=0.517). Both of results of the second factor and the third factors show respondents who were born in 1980s reported offending others directly the most often (N= 136, M= 1.56, Std. Error= 0.050, SD=0.586) and expressing annoyed the most as well (N= 136, M= 2.23, Std. Error= 0.058, SD=0.676). Chinese New Educated Youth reported offending others (N= 120, M= 1.33, Std. Error= 0.034, SD=0.370) and expressing annoyed (N= 120, M= 2.11, SE= 0.061, SD=0.669) less than younger respondents. Respondents who were born before 1970s reported the above two issues the least (N= 109, M= 1.28, SE= 0.033, SD=0.346) (N= 109, M= 2.03, SE= 0.060, SD=0.628). Therefore, the findings show the younger the person was, the more he or she offended others and expressed annoyed. Nevertheless, Chinese New Educated Youth sent Mental Violence like isolating somebody the most often in workplace.

Then, other demographic effect differences were worked out as well and displayed in the following. *Amongst them,* the effect of "occupation" (F=3.71, *P*=0.026) and effect of "marital status" (F=3.63, *P*=0.013) were significant in measuring "sending Mental Violence". *Gender*

difference in sending Mental Violence: Group means and standard errors are shown on Table 6-27. Leaving 4 missing data, Male respondents reported sending more Mental Violence (N= 179, M= 1.71, Std. Error= 0.037) than female respondents (N= 182, M= 1.65, Std. Error= 0.033). The results are the same as the results of gender difference in sending Mental Violence. In other words, men experienced Mental Violence more than women in workplace. *Education background difference in sending Mental Violence:* Leaving 2 missing data, respondents who obtained postgraduate education reported sending Mental Violence the most (N= 45, M= 1.73, Std. Error= 0.063). Then respondents who had undergraduate education (N= 179, M= 1.68, Std. Error= 0.037) reported sending Mental Violence more than respondents who had secondary middle school education (N= 130, M=1.66, Std. Error= 0.039). Respondents who had PhD degree (N= 9, M= 1.63, Std. Error= 0.134) reported sending Mental Violence the least. Linked with the results of education background difference in receiving Mental Violence, people who had postgraduate and undergraduate education experienced Mental Violence the most in workplace. Chinese New Educated Youth were people who obtained the above education. Thus, the results consist with the prediction of this study. *Occupation difference in sending Mental Violence:* Leaving 97 missing data, intellectual respondents reported sending Mental Violence (N= 93, M= 1.76, Std. Error= 0.058) the most. And there is little difference in sending Mental Violence reported by commercial respondents (N= 94, M= 1.60, Std. Error= 0.041) and engineering or technical respondents (N= 81, M= 1.60, Std. Error= 0.046). In the results of receiving Mental Violence, intellectual respondents reported involving in the issue the most. Thus, from this study, intellectual people were considered experiencing Mental Violence the most in workplace. *Position difference in sending Mental Violence:*

Because of the same reason as mentioned in describing the occupation difference, 94, lots of missing data appeared. The results shows that respondents who worked as staffs in workplace reported sending more Mental Violence (N= 172, M= 1.66, Std. Error= 0.040) than respondents who worked as administrators (N= 99, M= 1.61, Std. Error= 0.038). The results support the findings from the interviews whereas staffs who worked in shared offices experienced more Mental Violence than administrative people who usually occupied single offices. Therefore, ordinary staffs were considered experiencing Mental Violence more than administrators in workplace. *Hometown difference in sending Mental Violence:* There is little difference between respondents who came from the countryside (N= 96, M= 1.73, Std. Error= 0.046) and respondents who were from towns (N= 130, M= 1.72, Std. Error= 0.039). However, both of the above respondents reported sending more Mental Violence than respondents who were from cities (N= 139, M= 1.60, Std. Error= 0.042). The results are the same as the results of hometown difference in receiving Mental Violence. In other words, comparing with people who came from countryside or towns, people who were born in cities experienced Mental Violence the least in workplace. *Sibling difference in sending Mental Violence:* Leaving 1 missing datum, the results showed that respondents who were the only child in their family reported sending more Mental Violence (N= 117, M= 1.69, Std. Error= 0.047) than respondents who had siblings (N= 247, M= 1.67, Std. Error= 0.029). The results are the same as the results of sibling difference in receiving Mental Violence. In other words, comparing with people who had siblings, people who were the only child in their family experienced more Mental Violence in workplace. *Marital status difference in sending Mental Violence:* Leaving 1 missing datum, the results shows that respondents who were singles reported sending Mental Violence (N= 108, M= 1.80,

Std. Error= 0.050) the most. Then respondent who married reported sending more Mental Violence (N= 179, M= 1.64, Std. Error= 0.34) than respondents who devoiced (N= 7, M= 1.62, Std. Error= 0.141). Respondents who had partners reported sending Mental Violence the least (N= 70, M= 1.60, Std. Error= 0.052). The results are a bit different from the results of receiving Mental Violence. The results of marital status difference in receiving Mental Violence told us that respondents who devoiced reported receiving more Mental Violence than respondents who had partners, whereas respondents who married reported receiving Mental Violence the least. However, people who were singles experienced Mental Violence the most in workplace.

6.2.3 Step 3: GENERATION DIFFERENCES IN CHARACTERISTICS OF PEOPLE

The third part of the questionnaire (item No. 25 to 40) measures characteristics or personality of participants. For pursuing the research question e) "Among Chinese New Educated Youth, could what kind of persons experience behaviour of Mental Violence more easily than others? In the other words, who are more vulnerable to Mental Violence? And what are the characteristics and background of the above persons." further more, group means and standard errors of this part are shown on Table 6-28. A principal components factor analysis was conducted on the correlations of the sixteen variables. Four factors were initially extracted with eigenvalues equal to or greater than 1.00. The first factor seems to be "care about others' recognition", the second factor seems to be "over-sensitive", the third factor seems to be "suspicious" and the fourth factor seems to be "dependence". A significant main effect (F= 5.47, $P=$ 0.005) indicated that respondents of three generations have significantly

difference in characteristics. Furthermore, they are significantly different in the factor of "care about others' recognition" (F=10.16, P<0.05) and "over-sensitive" (F=9.14, P<0.05).

The results show that Chinese New Educated Youth were always in the middle of scores. Respondents who were born in 1980s got the highest means of scores in two factors whereas "care about others' recognition" (N= 136, M= 3.57, SE= 0.046, SD=0.541), "over-sensitive" (N= 136, M= 2.58, SE= 0.052, SD=0.603), got lowest means in "dependence" (N= 136, M= 2.94, SE= 0.056, SD= 0.651) and the score of "suspicious" (N= 136, M= 2.91, SE= 0.079, SD=0.925) was in the middle. Respondents who were born before 1970s reported "care about others' recognition" (N= 109, M= 3.26, SE= 0.054, SD=0.567) and "over-sensitive" (N= 109, M= 2.28, SE= 0.046, SD=0.485) the least, but got the highest score in "suspicious" (N= 109, M= 3.07, SE= 0.089, SD=0.932) and "dependence" (N= 109, M= 3.11, SE= 0.061, SD=0.637). The means of scores Chinese New Educated Youth got separately are "care about others' recognition" (N= 120, M= 3.46, SE= 0.050, SD=0.543), "over-sensitive" (N= 120, M= 2.40, SE= 0.051, SD=0.556), "suspicious" (N= 120, M= 2.91, SE= 0.083, SD=0.907), and "dependence" (N= 120, M= 3.08, SE= 0.061, SD=0.663). It seems people born in 1980s were the most independent whereas people born before 1970s were the most suspicious. Chinese New Educated Youth were always in the middle.

6.2.4 *Step 4:* GENERATION DIFFERENCES IN COLLECTIVISM OR INDIVIDUALISM FOR PEOPLE WHO INCLINED TO EXPERIENCE MENTAL VIOLENCE

The fourth part of the questionnaire (item No. 41 to 60) measures the tendency of Collectivism or Individualism for participants. For pursuing the hypothesized model that Chinese New Educated Youth experienced more Mental Violence because they were imbalanced by Collectivism and Individualism, group means and standard errors of this part are shown on Table 6-29. A principal components factor analysis was conducted on the correlations of the twenty variables. Four factors were initially extracted with eigenvalues equal to or greater than 1.00. The first factor seems to be "dependent on each other", the second factor seems to be "keep private life", the third factor seems to be "express in straight" and the fourth factor seems to be "opinions about family".

Respondent who were born before 1970s reported believing "dependent on each other" (M= 3.22, SE= 0.051, SD=0.530) more than Chinese New Educated Youth (M= 3.09, SE= 0.056, SD=0.611). Respondents who were born in 1980s got the lowest mean of scores in this item (M= 3.06, SE= 0.041, SD=0.482). As found by the interviews, older participants emphasized relationships the most whereas younger ones the least. Chinese New Educated Youth were in the middle. Therefore, this result consists with the result of qualitative study. The effect of generation in keeping private life is significant (F=7.76, P=0.01). Respondents who were born in 1980s reported that they emphasize keeping private life (M= 3.25, SE= 0.076, SD=0.891) more than Chinese New Educated Youth (M= 3.08, SE= 0.068, SD=0.741). Respondents who were born before 1970s emphasize this item the least (M= 2.84, SE= 0.068, SD=0.714). There is no significant difference in the effect of "express straight" but the effect of "opinion of the family" is significant (F=3.68, P=0.026). Respondents who were born before

1970s reported it the most (M=3.38, SE= 0.046, SD=0.478) which means this cohort emphasized the family the most. Respondents who were born in 1980s (M=3.31, SE=0.44, SD=0.512) reported it less than people born before 1970s, whereas Chinese New Educated Youth reported the least (M=3.21, SE=0.044, SD= 0.512). The results of "dependent on others", "keep private life" and "opinion of family" show that people who were born before 1970s inclined to be traditional or Collectivistic the most, whereas people born in 1980s inclined to be Individualistic the most. Chinese New Educated Youth were partly Collectivistic and partly Individualistic.

Table 6-25: Means SEs, and ANOVA for Demographical Differences on the Questionnaire Measures of Receiving Mental Violence

Receiving Mental Violence							
Effect	Category	N	Mean	SE	df	F	*P*
Generations	Previous[1]	109	1.55	0.038	364	7.03*	0.001
	CNEY[2]	120	1.68	0.052			
	Younger[3]	136	1.81	0.052			
Gender	Male	179	1.74	0.040	360	2.88	0.091
	Female	182	1.64	0.041			
Education	Secondary	130	1.62	0.039	362	1.41	0.240
	Undergraduate	179	1.72	0.045			
	Postgraduate	45	1.78	0.086			
	PhD	9	1.67	0.126			
	Missing data	2					
Occupation	Intellectual	93	1.79	0.069	267	5.58*	0.004
	Technical	94	1.57	0.044			
	Commercial	81	1.57	0.045			
	Missing data	97					
Position	Staff	172	1.67	0.043	270	3.43	0.065
	Administrator	99	1.55	0.044			

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[1] Respondents who were born before 1970s.
[2] Chinese New Educated Youth, respondents who were born in 1970s.
[3] Respondents who were born in 1980s.

	Missing data	94					
Hometown	Countryside	96	1.75	0.055	364	2.05	0.130
	Town	130	1.72	0.040			
	City	139	1.62	0.052			
Sibling	Only Child	117	1.72	0.032	364	0.53	0.590
	Siblings	247	1.68	0.057			
Marital Status	Single	108	1.78	0.057	363	1.83	0.141
	Partner	70	1.70	0.058			
	Married	179	1.63	0.040			
	Devoiced	7	1.73	0.11			
	Missing data	1					

* $P < 0.001$.

Means SEs, and ANOVA for Demographical Differences on the Questionnaire Measures of Sending Mental Violence

Table 6-26: Generation difference on sending Mental Violence

Sending Mental Violence						
Generation (Effect)	N	Mean	SE	df	F	*P*
Previous[4]	109	1.57	0.037	364	5.79*	0.003
CNEY[5]	120	1.66	0.041			
Younger[6]	136	1.78	0.045			
Factor 1. Isolate somebody						
Previous	109	1.50	0.050	364	1.81	0.164
CNEY	120	1.64	0.065			
Younger	136	1.63	0.053			
Factor 2. Offend somebody directly						
Previous	109	1.28	0.033	364	13.21*	0.000
CNEY	120	1.33	0.034			
Younger	136	1.56	0.050			
Factor 3. Express annoyed						
Previous	109	2.03	0.060	364	2.93	0.054
CNEY	120	2.11	0.061			
Younger	136	2.23	0.058			

* *P* < 0.05.

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[4] Respondents who were born before 1970s.
[5] Chinese New Educated Youth, respondents who were born in 1970s.
[6] Respondents who were born in 1980s.

Table 6-27: Other demographical differences on sending Mental Violence

Sending Mental Violence							
Effect	Category	N	Mean	SE	df	F	P
Gender	Male	179	1.71	0.037	360	1.41	0.236
	Female	182	1.65	0.033			
Education	Secondary	130	1.66	0.039	362	0.29	0.834
	Undergraduate	179	1.68	0.037			
	Postgraduate	45	1.73	0.063			
	PhD	9	1.63	0.134			
	Missing data	2					
Occupation	Intellectual	93	1.76	0.058	267	3.71*	0.026
	Technical	94	1.60	0.041			
	Commercial	81	1.60	0.046			
	Missing data	97					
Position	Staff	172	1.66	0.040	270	0.721	0.397
	Administrator	99	1.61	0.038			
	Missing data	94					
Hometown	Countryside	96	1.73	0.046	364	2.90	0.056
	Town	130	1.72	0.039			
	City	139	1.60	0.042			
Sibling	Only Child	117	1.69	0.047	364	0.12	0.887
	Siblings	247	1.67	0.029			

Marital Status	Single	108	1.80	0.050	363	3.63*	0.013
	Partner	70	1.60	0.052			
	Married	179	1.64	0.034			
	Devoiced	7	1.62	0.141			
	Missing data	1					

* $P < 0.05$.

Table 6-28: Means SEs, and ANOVA for Generation Differences on the Questionnaire Measures of Characteristics of Respondents who Inclined to Experience Mental Violence.

Characteristics of Respondents who Inclined to Experience Mental Violence						
Generation (Effect)	N	Mean	SE	df	F	*P*
Previous[7]	109	3.09	0.042	364	5.47*	0.005
CNEY[8]	120	3.19	0.037			
Younger[9]	136	3.27	0.035			
Factor 1. Care about others' recognition						
Generation (Effect)	N	Mean	SE	df	F	*P*
Previous	109	3.26	0.054	364	10.16*	0.000
CNEY	120	3.46	0.050			
Younger	136	3.57	0.046			
Factor 2. Over-sensitive						

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[7] Respondents who were born before 1970s.
[8] Chinese New Educated Youth, respondents who were born in 1970s.
[9] Respondents who were born in 1980s.

Previous	109	2.28	0.046	364	9.14*	0.000	
CNEY	120	2.40	0.051				
Younger	136	2.58	0.052				
Factor 3. Suspicious							
Previous	109	3.07	0.089	364	0.92	0.399	
CNEY	120	2.91	0.083				
Younger	136	2.95	0.079				
Factor 4. Dependence							
Previous	109	3.11	0.061	364	2.50	0.083	
CNEY	120	3.08	0.061				
Younger	136	2.94	0.055				

* $P < 0.05$.

Table 6-29: Means SEs, and ANOVA for Generation Differences on the Questionnaire Measures of the Tendency of Collectivism or Individualism for Respondents

Tendency of Collectivism or Individualism for Respondents						
Generation (Effect)	N	Mean	SE	df	F	*P*
Previous[10]	109	3.15	0.027	364	1.33	0.266
CNEY[11]	120	3.09	0.028			
Younger[12]	136	3.13	0.024			

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[10] Respondents who were born before 1970s.
[11] Chinese New Educated Youth, respondents who were born in 1970s.
[12] Respondents who were born in 1980s.

Factor 1. Dependent on each other						
Previous	109	3.22	0.051	364	3.00	0.051
CNEY	120	3.09	0.056			
Younger	136	3.06	0.041			
Factor 2. Keep private life						
Previous	109	2.84	0.068	364	7.76*	0.001
CNEY	120	3.08	0.068			
Younger	136	3.25	0.076			
Factor 3. Express straight						
Previous	109	3.03	0.043	364	0.27	0.767
CNEY	120	3.00	0.042			
Younger	136	3.00	0.039			
Factor 4. Opinion of the family						
Previous[13]	109	3.38	0.046	364	3.678*	0.026
CNEY[14]	120	3.21	0.044			
Younger[15]	136	3.31	0.044			

* $P < 0.05$.

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[13] Respondents who were born before 1970s.
[14] Chinese New Educated Youth, respondents who were born in 1970s.
[15] Respondents who were born in 1980s.

Conclusion

Results of the interview show that Chinese New Educated Youth had multiple stresses and experienced Mental Violence the most often. Moreover, there is a statistically significant correlation between stress and Mental Violence. Majority of 57 interviewed participants for present study mentioned or entirely talked about experiences of workplace Mental Violence. All 26 codings which from the Thematic Analysis on transcription of interview consists of general workplace situations, Mental Violence in workplaces and particularly stressed life of Chinese New Educated Youth.

In the result of workplace survey, majority of participants from three generations were considered to go out for dinner with colleagues after work very often. And nearly half of Chinese New Educated Youth in this study confirmed that they were interested in talking about relationships with colleagues in office whereas few older interviewees or younger ones were. More than half Chinese New Educated Youth thought the relationship of workplace was "harmony on surface" (coding Q1) whereas none of them considered that the relationship was "good" (coding Q2) but nearly half of older interviewees and younger ones considered so.

People, who were obstinate, sensitive, often conflicted with others through talking, such as arguing or complaining, and like showing were considered to send or receive Mental Violence the most often. Origins of Mental Violence means Mental Violence usually started from, such as difference in thought modes, limited benefits, and so on.

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Mental Violence was measured from the following four ways. They were "intolerant behaviours" which measured was focused on Mental Violence received by the interviewee, "treating tense people" which measured was related to behaviours which sent by the interviewee. Besides of receiving and sending Mental Violence, "behaviours of Mental Violence" contains the behaviour which happened to other people but was seen by the interviewee. And quarrelling words is the last way to measure Mental Violence. All of the above combined the form of Mental Violence. Five main categories of Mental Violence were found in workplaces of modern China. They are Talk little with other colleagues; discuss or even spread something bad about other colleagues on the back; report something negative about other colleagues to leaders in secret; make troubles for other colleagues in work or personal promotion, and treat junior colleagues cold, and thought all of juniors were lack of responsibility in work.

Chinese New Educated Youth spent most of their spare time on the family. They usually kept silence when they were unhappy whereas other two generations especially the younger generation preferred to talk about their unhappiness with parents or friends. And they were considered as "think much", "medium position", "un-sociable" and "emphasize face (Mian-zi, in Chinese)" which was the same as the older generations. And younger generation were considered as "express straight", and "self-focus". Chinese New Educated Youth were considered having multiple stressors. Majority of them had stress mainly from their work, family, relations with family members or with colleagues whereas nearly all of the younger generation felt stress just from work. And only a small part of the older generation mentioned that they had stress from the work or family.

The results of questionnaire were analyzed in a series of 4 steps. From the results, demographical differences are shown in receiving Mental Violence, sending Mental Violence, personality or characteristics of people who inclined to experience Mental Violence, and tendency of Collectivism or Individualism. The findings show that the younger the person was, the more he or she offended others and expressed annoyed. Nevertheless, Chinese New Educated Youth sent Mental Violence like isolating somebody the most often in workplace. Otherwise, male participants reported experiencing Mental Violence more than female ones. The higher education the participant got, the more he or she experienced Mental Violence. Comparing with other occupations, intellectual respondents reported sending Mental Violence the most. Participants who worked as staffs experienced Mental Violence more people who worked as administrators in the workplace. And people who were singles experienced Mental Violence the most in workplace. As for the generation difference in characteristics of respondents, people born in 1980s were considered as the most independent whereas people born before 1970s were the most suspicious. Chinese New Educated Youth were always in the middle. Finally, the fourth step which measures the tendency of Collectivism or Individualism also provided generation difference. The results of "dependent on others", "keep private life" and "opinion of family" show that people who were born before 1970s inclined to be traditional or Collectivistic the most, whereas people born in 1980s inclined to be Individualistic the most. Chinese New Educated Youth were partly Collectivistic and partly Individualistic.

Chapter Seven
THE OFFICE ENVIRONMENT

Introduction

In the results, a general description of workplace situation in modern China was displayed. In this chapter, as the structural factor of Mental Violence, the office environment will be discussed. Characteristics of Chinese workplace and the possibility of Mental Violence occurs in such kind of environment will be pursued from the following aspects. They are the size of office, time that participants and their colleagues stayed in the office, topics they chatted in working time, and activities they joined with colleagues after work. The difference among three generations in daily talking, activities and the general impression of their workplaces will be described. Finally a typical case which related to Chinese normal relationship and conflict will be studied. The issue happened in a professional forum on the Internet which was considered as a typical Chinese social community. The characteristics of members and their social relationship means the forum was similar to a typical Chinese workplace.

7.1 Lot of small offices in Chinese workplace (Confirming research environment)

Although I just pursue educated people who worked in offices as my interviewees, I did not know any situation of their offices before interviews, such as size. In terms of this, interviewees were obtained at random. However, I noticed that 48 out of 57 interviewees worked in small size offices. And they reported Mental Violence the most often. It means that there are lot of small offices in China.

Coding A "size of office" is from the answer about "How many colleagues are there in your present office" in the interview. I wanted to measure the size or structure of offices, which participants work in. In this study, I obtained three sizes of offices. One size is "big" (coding A1). There are more than 10 persons in an office which like Picture 7-1 shows. As predicted, Mental Violence often starts and occurs in small relative closed groups. Small Groups means a kind of special social groups, which consist of few people. For living, studying or working, the members proactively join together or are passively arranged in the above relatively stable groups to interact with each other for relative long time (Yang, 2004). Small groups usually contain about 2 to 10 members. Thus the big size office is not such kind of workplace which pursued by me in this research. Nevertheless, I cannot say that results from participants who work in such kind of offices are useless, because I could look them as comparable samples to small size offices. In fact, I found out Mental Violence reported fewer in big offices than in small offices. As we know from the result in previous chapter, participants who worked in small offices reported Mental Violence the most (M=2.07, SE= 0.122, SD=0.827). And participants who worked

in big offices reported Mental Violence less than people in small offices (M=1.88, SE=0.227, SD=0.641). Furthermore, the Mental Violence did occur in big offices usually conforms to the following two situations: a) It appeared among several approachable colleagues, in other words, desks of the involved colleagues were nearby with each other. For instance, Interviewee 8 (Shao, female, born in 1980s) who worked for an exporting company told me that a colleague received Mental Violence by another colleague. Desks of the sender and the receiver were put side by side. b) There were no more than 10 people in the office in general although there were more than 10 people belong to the office. For example, Interviewee 7 (Gu, male, born in 1980s) worked as a journalist in a big office. However, some of colleagues worked out for collecting news often. Therefore, no more than 10 colleagues usually worked in the office everyday.

Photo 7-1: A big size office in an exporting private company of China

The second size is "single" (coding A3). And it means only one person in the office. It is ordinary for a staff to occupy a single office in developed countries, such as lecturers in the U.K. But in China, only people who have senior position in job could enjoy such kind of workplaces. In this study, Interviewee54, who were born in 1960s, was a leader in a joint venture and occupied a single office. He provided this study lot of useful information, which was different from participants worked in big offices or small offices. Moreover, He told me how people outside got to learn if there was a conflict in other offices and even how leaders dealt with the conflict. In fact, he actually saw and approached cases of Mental Violence as the third party. Just because he was reported by staffs about negative relations and behaviours which happened in secret. Here is an example which extracts from the transcription of Interviewee 54(Huang, male, born before 1970s) for providing the details. Q: If there is conflict among colleagues in an office, what was it originated? A: They might suspect with each other because of the division of work. It happened between female colleagues often. They talked the other behind one's back. Sometimes they told their conflicts to leaders. Q: As a leader, how did you know the conflict? A: I found there was something wrong with their cooperation in work. Sometimes I was told by someone. Q: What did you do in dealing with the problem? A: We mediated in the dispute. They usually understood after mediation. If they did not, we would consider about returning someone to the department of human resources and re-arrange him/her. Q: To what extent colleagues would tell the leader their conflict? A: They wouldn't like to tell us until the working pressure is too heavy or the work couldn't go on, because they knew it was not good if told leaders about the conflict.

The third size of office is "small" (coding A2). There are 2-10 persons in one office as shown in Picture 7-2. In this study, 46 of 57 participants worked in a small relatively concealed group.   It means the environment highly consists on the research requirement which focused on small relative closed group.

Photo 7-2: A small size office in a state company of China

7.2 Frequent face-to-face interaction (Conforming interactions)

Table 6-6: Coding B: time in office

Coding	Total	Chinese New Educated Youth		Older generation		Younger generation	
		N	Headcount	N	Headcount	N	Headcount
B1: partly	7	4	4	2	5	1	4
B2: all	6	0		3		3	

Coding B "time in office" is from answers about If there is someone not in your office often? I wondered if somebody would not like to stay in offices through asking how often s/he was absent in offices. Nevertheless, from the former 10 interviews, I noticed nearly all participants said that their colleagues spend most of time in offices in working time. Even if some colleagues were out sometimes just because some work required them to be out so they were absent in the office. It means such a question was not required in the interview. Thus, I did not continue to ask rest of participants the question. However, I did not find out any participant reported that someone did not stay in offices often because of conflict. Therefore, all participants in this research had frequent face-to-face interaction in each office. As participants had enough time to contact face to face, and linked with the frequency of Mental Violence in different sized offices, it seems small offices organized a small relative closed group for people and could be an important structural factor of Mental Violence occurs.

7.3 Dinner Culture

Table 6-7: Coding C: activities with close colleagues

Coding	Total person-times	Chinese New Educated Youth		Older generation		Younger generation	
		Person-times	Headcount	Person-times	headcount	Person-times	headcount
C1: little	10	5	17	3	13	2	18
C2: dinner together	22	8		7		7	
C3: entertainments	15	5		4		6	
C4: work	8	1		2		5	
C5: chatting	10	4		3		3	
C6: stock	2	1		0		1	

Majority of participants, whatever generations they belong to, having "dinner together"(coding C2) was their most often activity with close colleagues after work. It means dine together is the most popular activity in China. Whatever in traditional or modern China, Chinese look dine together as "lubricant of relationships" (Smith, 1998). On Chinese dine tables, they not only have dinner together, but also chat and share lots of information with each other. From the above result, we could see, in China, at least all generations emphasized relationships in their life. Similarly, "chatting" (coding C5) was another highly chosen activity. Chatting is a significant behaviour among lubricating relationships.

I conducted stock (coding C6) as a coding just because I considered investing stock together as a signal of how deeply two colleagues believe in each other. I did not say colleagues were not close enough if there was no shared experience of investing stock. But I could say

colleagues had very close relationship if they attended a financial investment together.

Table 6-8: Coding D: topics of chatting in office

Coding	Total person-times	Chinese New Educated Youth		Older generation		Younger generation/	
		Person-times	Headcount	Person-times	Headcount	Person-times	Headcount
D1: little	4	2	20	1	13	2	11
D2: family	19	9		9		1	
D3: work	7	3		1		3	
D4: relationships	16	8		5		3	
D5: national issues	4	3		0		1	
D6: financial	4	4		0		0	
D7: accommodation	4	0		0		4	

As results show, half of participants who were Chinese New Educated Youth and older interviewees preferred to chat about "family" (coding D2) while free in offices. Both of these two generations were family focused which is also shown in the following many coding, such as Coding H1: "family" (kids, parents, etc.) makes you the happiest, M1: something wrong with the "family" (health, relation, feeling) makes you the unhappiest and so on.   They were different from the younger generation who was self-focused which is shown on Coding J2-2: "self-focus". Thus, they preferred to talk about "work" (coding D3) in working hours or "accommodation" (coding D7), which was one of their most important things. This might because the younger generation did not married and it was impossible for them to chat

about family topics such as children. However, far more likely, was that they valued their own benefits much more than the older generation and Chinese New Educated Youth. They chatted about "work" (coding D3) because they were interested in earning money. And they chatted about "accommodation" (coding D7) because they usually planned to buy their own accommodations as soon as they worked. They were eager to have their own accommodations just for obtaining a condition with which they could enjoy more independent life whereas other two generations bought accommodations just for future marriage and family. Chinese traditional society is always focused on family. In other words, traditional Chinese live centring on the family. For traditional Chinese, everyone is not an individual but a part of a collective. Thus they traditionally value their family ties very much when they get married or not yet (Zhai, 1995). Otherwise, I noticed nearly half of participants who were Chinese New Educated Youth preferred to talk about "relationships" (coding D4) in working time. It means they cared about relationships among colleagues or family members much more than the other two generations. They liked communicating with each other about opinions on relationships. And they decreased an unbalanced or unsatisfied feeling through talking about the third party on the back. Sometimes they chatted and were blind to other colleagues who in the office as well. Example: There are four colleagues in Chen, the Interviewee 30 (No.2-19, Chen, female, Chinese New Educated Youth)'s office. She and the other two were Chinese New Educated Youth, and the rest one belonged to the older generation. The three ones chatted about their own topics, such as family and kids. The older one always kept silence while others were chatting. And Chen said they had already got used to such a situation.

Table 6-9: Coding Q: how relation in your office is

Coding	Total person-times	Chinese New Educated Youth		Older generation		Younger generation	
		Person-times	Headcount	Person-times	Headcount	Person-times	Headcount
Q1: harmony on surface	21	10	16	6	14	5	18
Q2: good	14	0		7		7	
Q3: sophisticated (utilize each other, jockey for positions in secret, troubled, etc.)	3	2		1		0	
Q4: work is work	7	1		0		6	

More than 60% of participants who were born in 1970s thought that the general relationship in their offices was "harmony on surface" (coding Q1). None of them thought the relationship was "good" (coding Q2). But half of participants who were born before 1970s and 1/3 of participants who were born in 1980s believed the relationship was "good" (coding Q2). Meanwhile, another 1/3 of participants who were born in 1980s thought "work is work" (coding Q4), they thought that they needn't think about or care about the colleague relationships too much. Interviewee 23 (No.3-4, Yan, female, born in 1980s) said that she would not like to be close to other colleagues, and she emphasized that she did not need. She only cared about how well she could do her own work. Interviewee 52 (No. 3-17, Ma, female, born in 1980s) said the relationship among colleagues was sophisticated but

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all people got together just for earning money, so they did not need to care about others too much and did their own business separately when work off. Thus I could not find out if participants who were born in 1980s were unhappy with their colleague relationships. They would like to express straight if they had any thoughts. For example, Interviewee 51(No.1-14, Yu, female, born before 1970s) told us while asked, "What is the difference among three generations?" A: We are different. We are more traditional than younger generation. Sometimes we could not dare to do or say something but they could. For instance, if we notice something unreasonable on work, if we could choose to say "yes" or "no", we would choose keeping silence. However, the young colleagues would point out or dare to say "no" bravely. In contrast, majority of participants who were born in 1970s were distressed on relationships in work.

In fact, when I asked the final question, "How do you think about the relation between colleagues in general" as scheduled in interviews, most of Chinese New Educated Youth answered "good" (coding Q2) or "harmony". But majority of them answered just "harmony on surface" (coding Q1) when I made a detailed inquiry about harmony. It means they were not sure about the relationship at least or they thought all colleagues kept a harmony was just for face like they did. As we knew from the literatures, traditional Chinese start relationship from emotional expressions (Bozionelos and Wang, 2006) which is different from Westerners or Anglo-Saxons who start from instrumental intercourse. Therefore, Chinese usually establish friendship in workplace for good cooperation and individual improvement through sharing social capital, such as information. The friendship in Chinese workplaces not only is a kind of good relationship in common workplaces but also requires colleagues to

involve in outside the working time and workplaces. That is why topics among colleagues could be usually related to private life (such as coding D2 "family", coding D4 "relationships", coding D6 "financial" and so on), and activities with colleagues after work are so popular, for instance, dinner culture.

For older respondents in this study, they were familiar with dealing with relationship or friendship in workplaces. Therefore, majority of them were satisfied with the relationship and considered it was "good" (coding Q2). And such people are not rare among respondents who were born in 1980s. Similar to Chinese in Hong Kong (Lau et al, 1997), participants who were born in 1980s accepted the Individualistic way of act and clearly considered work as just an economic resource for life. Thus they inclined to use instrumental expression in the workplace. They could be polite to their colleagues and try to do what they were able to do, but were not involved in the issue of social relationships among colleagues. As the same as I expected from the study, the result shows that younger generations did not care about relationships in workplaces and were even lack of interest or zealous to involve in friendship with colleagues. If they did not care about nor expected how good the relationship should be, they would be satisfied with the relationship easily. Therefore, respectable younger people considered the general relationship was "good" (coding Q2) and the remaining ones preferred to consider the general relationship in their workplaces was "work is just work" (coding Q4). Like other traditional Chinese, such as people who were born before 1970s, Chinese New Educated Youth valued social relationships in workplaces. On the other hand, they partly influenced by Individualistic values and hoped to keep private, meanwhile, education background made them hope to face work scientifically and professionally rather than caring about

face or relationship. Therefore, they hoped to establish a good relationship instead of friendship in the workplace. However, a good relationship in workplace is different from friendship which required in Chinese workplaces. Furthermore, Chinese New Educated Youth were still considered as traditional Chinese who should obey all traditional cultures and values. And they were not as lucky or as free as the younger generations who could avoid being required to behave traditionally, such as keeping friendship in workplaces. However, Chinese New Educated Youth were usually not satisfied with the social relationship and considered it was just "harmony on surface" (coding Q1) or "sophisticated" (coding Q3).

7.4 Case Study

Here's a lively case which happened during my writing up stage. It could make the above discussion more meaningful. It was arranged for your understanding a general social relationship in workplace more clearly. Meanwhile it could help you to understand how important for Chinese to pursue harmony in keeping successful interpersonal relationships and how serious if the relationship was broken.

As we know, the network forum, in other words, BBS (Bulletin Board System) is a technology for people could share information with different people on the Internet. Furthermore, following the development of BBS, it becomes a place for people who in common to get together for sharing emotional support besides of information. In China, sharing emotional support is especially emphasized whereas BBS is usually called social community (She Qu in Chinese). I will talk about a typical Chinese network forum, in other words, social

community. It could be considered as a microcosm of Chinese society. Furthermore, the forum could be considered as a microcosm of Chinese workplace because it is mainly participated by a particular professional group.

It was a Chinese forum on the Internet. It was a professional but leisured forum for policemen and people who were interested in policemen. Therefore, most of registered members worked as policemen in the reality. The remaining members were from different occupations. They might be policemen's partners or other relatives. In ordinary forums on the Internet, members or visitors are usually anonymous. The real identity and even basic demographical information of members in this forum was known to each other. I paid attention on it just because I would attend a conference which involved in violence in public places then. I started to be interested in public violence and policemen as well. What I did in the forum was writing some posters which relevant to what I understood and knew about the police as an occupation and so on. Furthermore, I joined some discussions on policemen's issues. I really could not leave there as soon as I pasted my first poster. I became active more and more. Meanwhile, I loved it more and more. Honestly, it was sort of addiction to it. Moreover, I noticed that I was not the only member who involved in such a craze. The forum was very popular. I began to observe other members, administrators' behaviours and my own behaviours as well. After all, I am a researcher on social psychology. I noticed that it was very similar to a typical workplace in China.

For me, I just pasted my poster and then waited for others' comments. I renewed the webpage again and again to see if somebody paid attention on my poster. Actually, it was not my first time to join a

forum. However, this forum was the only one made me could not help log on it several times everyday. I finally found that nearly all comments were positive and full of praises. Such kind of comments was from administrators firstly, and then nearly all members only provided positive comments on. It was established by usage in this forum. That was why I was so eager to read more comments. What I wanted to read was positive comments, praises and a kind of confirmation exactly. Not only I but also all registered members received a kind of confirmation from the forum if he or she behaved actively and positively in the forum. Expressive elements could always provide others confirmation and psychological support (Bozionelos, 2003). Furthermore, Chinese workplace or social community requires an atmosphere of expressive network resource, especially in the beginning of establishing relationship (Bozionelos and Wang, 2006). On the forum, the expressive support was displayed not only by kind words but also by rewards to members' posters. Therefore, all active members expected to obtain rewards as many as possible. The expectation of reward induced action or motivates effort. Administrators and other members usually praised everybody for sure. They left following words as comments: "you are so smart"; "you are right"; "thank you for care about our forum"; "you have done very well", etc. Besides of it, administrators and members had rights to reward others more or less. Ways of rewarding include of sending members scores, highlighting topics of posters, and even rewarding different medals in particular time, such as the forum's establishing birthday. All of the above obviously inspired and fulfilled members' sense of honour. Meanwhile, benefited members increased their responsibility to keep the forum and loved it more. They shared their successful and happy experience with others especially new members. Meanwhile, they told others their unhappiness or complaints in reality

via posters. And they usually obtained others' empathy or comfort because they were from the same occupation. It sounds very general. But it was really charming for members and helpful for the forum's everlasting. It is a non-profit forum. In other words, it was an ideal fictitious world for all members, because they had expectation of rewards or confirmation. However, it was uneasy for people to receive it in the reality, especially for stressed policemen who were lack of understanding by ordinary people in China (Wu, 2009). Two kinds of people would be eager to be praised. The formers had rarely received confirmation during their previous life; the latter ones were people who did receive confirmation often but received it less lately. Confirmation is a significant factor in keeping harmony. Chinese emphasize harmony and need confirmation very much to keep a harmony (Peng and Nisbett, 1999). If they are lack of it, they would try to find out a substitute elsewhere. For instance, the forum which I talked about is.

Like other social groups, such as workplace, the forum is considered as an extensive family for members. Leaders and administrators were looked as senior people, at least respectable people in the forum. The most interesting thing is what all members called each other. For example, the most senior administrator was a lady who was around 47 years old. And the other senior moderator was a 50 years old lady. Therefore, members called the latter lady as the eldest sister (Da Jie in Chinese) and called the former lady as the second old sister (Er Jie in Chinese). Meanwhile, their husbands were active in the forum as well. Thus these two gentlemen were called as the eldest brother in law (Da Jie Fu in Chinese) and the second old brother in law (Er Jie Fu in Chinese). Of course, the mentioned above four people were relatively old whatever as administrators or members in the forum.

Most of administrators, moderators and members were in age of 25-45. Therefore, there are Chinese New Educated Youth, previous generation, and younger generation active in the forum. However, they called each other as sisters or brothers in items of respect.

Actually, nowhere could be peaceful for ever. A peaceful, harmonious relationship of the forum was broken by an issue one day. Nan, was one of moderators. She was a Chinese New Educated Youth and worked as a policewoman in the reality. One day, she saw a post which she thought was an advertisement. According to the rule of the forum, any advertisement was not permitted for it was a civil forum not a commercial one. Therefore, she deleted the post without any further explanations except an automatic notice to the author. It would be usual for westerners or modern Chinese. It could be considered as a normal conduct on the Internet. However, a dispute was resulted from Nan's such a behaviour. Bing, the author, belonged to the cohort of Chinese New Educated Youth as well. However, he was an old member of the forum. Old member means that he was registered as a member many years ago. Bing stated in a new post and questioned that Nan could not delete his post especially there was no explanation or comfort. Moreover, Bing expressed that he was really unhappy and even disappointed to the forum. Nan replied Bing that she just performed a duty based on the rule, so she did not do wrong. Furthermore, she told me that she felt angry because she thought Bing was not focus on the issue only but also wanted to appeal other old members to protest such an ignorant. Meanwhile, she realised that Bing thought her was younger and inferior in the forum and her behaviour was lack of respect. In public, other members replied Bing's post and tried to comfort him to stop the dispute as soon as possible. On the other hand, members discussed in

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secret that they considered Nan's behaviour was excessive and not good for the harmony of the forum. Finally, such a dispute lasted nearly a week and was patched up by Nan's public apology after other members' consolation.

The mentioned above is a typical dispute or conflict among Chinese in a social group where ever in network forums or workplaces. It was originated by conflict of different values and expression. Nan was a Chinese New Educated Youth. Thus she was expected to behave following the traditional rules, such as caring others' feelings, giving faces to others especially senior people in the forum. If she behaved so, it means she complied with the expectation of a social role. She should put the expectation first of all. However, she used her right to conduct a post without comforting the author. It means that she was purely instrumental to 'sisters' or 'brothers' in the forum. It was not encouraged in dealing with relationship in a Chinese social community. Her behaviour challenged the harmony of the forum and even broke the normal relationship there. In other words, she had already destroyed a balance of the forum. Bing felt 'unhappy' and 'disappointed' by Nan, even by the whole forum which he looked as his extensive family. In this stage, Nan threatened the normal social relationship and even broke the balance or harmony. She became a sender of Mental Violence to Bing who was a receiver of Mental Violence. Facing Bing's question, Nan perceived that Bing wanted to appeal other old members to protest her ignorant to him and felt 'angry'. However, she became a receiver of Mental Violence then and Bing was seemed as a sender of Mental Violence in this stage. On the other side, Bing was a Chinese New Educated Youth as well. There a dispute if he accepted Nan's conduct in the beginning. However, he minded the conduct and argued for correction. Actually, for

emphasizing the harmony, traditional Chinese really do not prefer argument in dealing with interpersonal relationships (Peng and Nisbett, 1999). They usually consider argument as unfriendly behaviour. Nevertheless, Bing obviously violated the mentioned above expectation. His argument could be considered as a kind of Mental Violence for Nan and even other members who preferred the harmony of forum without different voices.

Conclusion

As 46/57 participants worked in small sized offices and they had enough time for face to face interaction there, it confirmed that research environment highly consists on the research requirement, a small relative closed group. Meanwhile it means that there are lot of small relative closed groups in Chinese workplace. However, it became a structural factor for Mental Violence occurs.

Participants from whatever generations did not refuse to have dinner together often with colleagues after work. Because they believed that dinner culture could lubricate relationships. Chinese New Educated Youth and the older generation liked chatting family whereas the younger generation chatting work or accommodation in working hours. The former two generations emphasized family because followed the traditional value which considers a person is a part of a collective, such as a part of a family. But the younger generation was self-focused and considered as an individual firstly. Chinese New Educated Youth cared about relationships much more and preferred to talk about it more often in workplaces than other two generations. They valued social relationship, but education background made them hope to face work scientifically and professionally in a workplace. They hoped to establish a good relationship instead of friendship in the workplace. However, a good relationship in workplace is different from friendship which required in Chinese workplaces. Due to they were not satisfied with the relationship, this cohort was inclined to confirm the "relationship of their workplaces is harmony on surface" while older generations thought "it is good" and younger ones thought "work is just a work". Such a subtle answer shows that Chinese New

Educated Youth were not sure about the relationship really was, and they thought that all colleagues keep a harmony like situation was just for everyone's Mianzi as the same as they did.

The typical case in this chapter was about a story of normal social relationship and conflict on an Internet forum. On one side, registered members of this forum were from the same occupation and their identity was open to others. On the other, the relationship was really similar to the relationship in any other Chinese social community including of workplaces. Thus it was discussed as a workplace. Like all traditional Chinese who involve emotional expression in the workplace, members shared experiences of their work and life with others and supported with each other through empathy or understanding. However, one day, the harmonious relationship was broken by a moderator who was a Chinese New Educated Youth. She made the other Chinese New Educated Youth unhappy and was dispraised by other members just because that she used instrumental expression fully instead of emotional support in a work. That is an important and common origin for Mental Violence occurs among Chinese New Educated Youth in a Chinese workplace.

Chapter Eight
WORKPLACE MENTAL VIOLENCE

Introduction

Supported by examples from the survey and analysis, Mental Violence in workplaces will be discussed in this chapter. It will be related to characteristics of involved person, origins of Mental Violence, main forms of Mental Violence, how Mental Violence opens and how to decrease it. And then linked with the incidence occurred during the completion, the reliability of questionnaire will be talked about. Besides of the above, the phenomenon will be further illustrated through two typical cases which focused on the process of Mental Violence involved by Chinese New Educated Youth.

8.1 Mental Violence in offices

8.1.1 Characteristics of involved persons

The sub-theme 1"characteristics of involved persons" of Theme 2 "Mental Violence in offices" in the qualitative results, measured "*What kind of person who often gives or receives Mental Violence".* From the results, four main characteristics of involved people were obtained. They are "obstinate" (coding F1), "sensitive" (coding F2), "telltale or with communication problems" (coding F3), and "outstanding" (coding F4). And they will be separately discussed in details in the following.

1 Coding F1: Obstinate included of sub-codings: no exceptions (line 13-17 of the transcription, Interviewee 19 [No. 2-13]), over-serious (line 60, Interviewee 25 [No. 2-15]), and so on.

Examples: Interviewee-19 (Shi, female, Chinese New Educated Youth) --- Q: What kind of person do you think would have tense relation with other colleagues? A: He couldn't make any exception when others could. However, he is a strange man and other colleagues think so as well. For instance, I needed some copies urgently. Thus I went to see him for copying something. But he said that I couldn't copy files there because the file was not belong to their department. I think he could make an exception, because the photocopier is not belong to anybody and could be used by every colleague. He has no consideration for anyone's sensibilities.

In western thoughts, people believe that everyone should follow the

same rule. Moreover, no individual could be singled out for particular treatment (Nisbett, 2005). However, things are different in Chinese tradition. They were considered as reasonable only when they expand their benefit to others and considered more about close people or people who connected with important persons. Someone who seriously sticks to the principle, such as the person whom mentioned by Interviewee 19, often made colleagues uncomfortable because s/he did not conform to their expectation.

2 Coding F2: Sensitive included sub-codings like self-thought much (line 32-33, Interviewee 3 [No.2-2]).

Examples: Interviewee- 11 (Hu, female, Chinese New Educated Youth) --- She told me that she could not help thinking too much after meeting her leaders. For instance, she always worried about if her leader was satisfied with her work.　And she went to see the leader to make sure if the leader was angry or not through asking another thing for advice several days later. Interviewee- 32 (Wang, male, interviewee who were born before 1970s) --- Question: Do any colleagues have tense relationship with others? What kind of persons are they? Answer: Yes. Most of them are comparability sensitive. Thus they easily have tense relationship with others. They often think too much. That is my own opinion.

3 Coding F3: with communication problems included sub-codings like argumentary over trifles (50, Interviewee 2 [No. 1-1]), complain (34-36, Interviewee 1 [No. 2-1]), criticise (line 14, Interviewee 3 [No. 2-2]), gossipy (line 18-19, Interviewee 45 [No. 3-14]), speak bluntly (line 23, Interviewee 31 [No. 1-8]), and so on.

Examples: Interviewee-51 (Yu, female, interviewee who were born before 1970s) --- Q: What kind of person is the talebearer whom you

called? A: She wouldn't like to talk apparently. In fact, she rarely joins our discussion but listen carefully nearby while we talking at random. Q: How do other colleagues look her as? A: They agree with me. Thus we talk little when she is nearby. Q: Does she seem uncomfortable? A: I don't think so. Interviewee-2 (Ye, female, born before 1970s) talked about a male colleague who liked to argue everything with others. Therefore, as time passed, they were inclined to avoid cooperating with the colleague. As I asked if the person interfered with their work, she answered, "We have to do more work or spend more time on working with him, because we know that it would be hard for us to reach an agreement. He would argue with you on everything. And we would like to avoid cooperating with him although we wouldn't say too much. However, the younger colleagues would say they are unhappy in cooperating with the person. They are straighter and consider little about others. The youth of 1970s is similar to us seems a bit hypocrite."

Different from Westerners, Chinese would not like to involve in "debate and formal argument" (Peng and Nisbett, 1999, pp. 747). And argumentation over trifles is considered as a threat for a harmonious environment. Argumentary people are unacceptable and they usually make others unhappy and even annoyed if the argumentation occurs often in a Chinese workplace. Therefore, argumentation could be looked as a kind of Mental Violence. As we know, negative behaviours such as gossip are unwelcome obviously in majority of cultures whatever in Chinese or Western countries. Argumentary people are looked as the same as gossipy people in Chinese workplaces.

4 Coding F4: Outstanding included sub-codings like showing (line

40-41, Interviewee 20 [No. 2-14]) and so on.

Examples: Interviewee-6 (Tan, male, interviewee who were born before 1970s) --- Q: Is there any colleague who makes tense relation with others? A: Yes. Q: What kind of person he/she is? A: He is the director of our college and is full of sense of small farmer. He often makes things ridiculous, for instance, he doesn't know how to arrange courses although he is a PhD, and he often makes staffs unhappy. Interviewee-31 (Shen, female, interviewee who were born before 1970s)--- Question: Do any colleagues have tense relationship with others? What kind of persons are they? Answer: Yes. Their personality is outstanding, and thinks that they are especially good. Furthermore, they would like to say what they think of. Meanwhile, they would like to show themselves in quarrelling with leaders on the meeting which is different from talking something with leaders in secret.

Nisbett (2005) stated that "Westerners are more concerned with enhancing themselves in their own and others' eyes than are Easterners" (pp. 54). "Asians rate themselves much lower on most dimensions, not only endorsing fewer positive statement but being more likely to insist that they have negative qualities" (Nisbett, 2005, pp. 54) . Chinese New Educated Youth are considered as mature and educated, so they are required to behave decently, steady-going and could concern about others' response. In Chinese society, matured Chinese New Educated Youth could not be accepted if they treat others as free as they wish. They would be considered as childish and be looked down upon. Therefore, someone who stresses themselves in workplaces was looked as showing or outstanding which different from traditional customs and would not welcome by other colleagues from the beginning.

8.1.2 Origins of Mental Violence

In the result, coding L "origins of Mental Violence" showed that Mental Violence usually originates from the following main three situations. A) 7 of 15, nearly half of involed interviewees mentioned that they experience or saw Mental Violence while having different thought modes, working ways and so on.It seems that difference in work was the greatest potential for Mental Violence because nearly half of participants who were born in 1970s agreed with that. Difference requires people to deal with one another in cooperation besides of ordinary work. If they were lack of communications, they often resulted in misunderstanding, impatient and many other negative feelings, which would be transferred into negative behaviours. B) "Personal characteristics" (coding L6) could be understood combining with Coding F "characteristics of involved persons". The above-mentioned Coding F1-F4, these four personal characteristics could be called as risky personalities in interactions among colleagues, because they were worked out according to high frequency in participants' impressions. They resulted in conflict even Mental Violence more easily than other personalities. C) Otherwise, as I noticed that colleagues would have more possibility to experience Mental Violence if they had conflict with the person before. Example: Interviewee 17(No. 2-11, Sun, female, Chinese New Educated Youth): Q: Did someone make trouble for others on work? A: Yes. A female student wanted to remain at our college after graduation as a faculty member but she wasn't permitted although she was excellent and other teachers thought so as well. I was told later because she had offended a leader who made trouble in remaining her later.

8.1.3 Forms of Mental Violence

Sub- theme 3 of the thematic results was about different forms of Mental Violence. Firstly, "intolerant behaviours" (coding P) were looked as Mental Violence which observed by participants. Usually, the intolerant behaviour is beyond the pale, sometimes negative even aggressive, so it did not fulfil other's social expectations. There are two main forms. They are "play dirty on the back" (coding P3) and "rake up one's shortcoming in public" (coding P4). Secondly, ways of "treating tense people" (coding T) were looked as Mental Violence which sent by participants. Nobody initiatively reported her/his own negative or aggressive behaviour directly in an academic survey which is different from the criminal investigation, although she or he was cooperative in the interview. The behaviour which mentioned by participants were seemed normal or reasonable in their eyes, if it were not, they would rather avoid mentioning it. Through collecting data for this coding, Mental Violence which sent by participants emerged. Such a way of collecting data, fills in the blank of little report from Senders of Mental Violence or bullying (Einarsen, 1999) in the past. Such kind of behaviours include of "show little interest" (coding T1), "be blind" (coding T2), "exclude" (coding T3), "talk on back" (coding T4), "complain" (coding T5) and "be careful" (coding T6). Thirdly, "behaviours of Mental Violence" (coding U) which sent, observed and received by participants. They contain "talk little" (coding U1), "make troubles" (coding U2), "report negative to leader" (coding U3), "negative comments in public" (coding U4) and "spread privacy" (coding U5). Fourthly, "words of quarrels" (coding V) are related to oral forms of Mental Violence.

Amongst coding T "treating tense people" seems different from behaviours of Mental Violence. Nevertheless, as we know, Mental Violence happens between equal people, such as colleagues; meanwhile, the target of behaviours could be reversed with each other, thus, I noticed to some extent, the behaviour of treating the Mental Violence had already become the Mental Violence as well. For instance, coding T1 "show little interest", coding T4 "talk on the back" and so on. That is why I put such a coding with other three codings, coding P, U, V, to be forms of Mental Violence whereas all of the three codings are obviously related to Mental Violence.

Now for all above mentioned behaviours were obviously known as Mental Violence although there were many more forms, examples which extracted from transcriptions are provided in the following.

1 Coding U1, T1: Talk little with other colleagues.

Examples: Interviewee-11 (Hu, female, Chinese New Educated Youth)--- She mentioned that something unhappy happened between one of her colleagues and her. Following are the details which said by Hu, "I got higher degree than her who has a college diploma. But her position in the job is higher than mine. So sometimes I was unbalanced. I know it is because of the employment policy in our company. It means if somebody enters the company earlier, he/she could get higher position than others who enter the company later. " "She talked with other colleagues that studying is useless. What she wanted to say was that I got higher degree but had lower position in job. It seems it was a fact at that time. I was sentimental." "We wouldn't talk with each other any more since she talked that openly. In the office, I just talked with colleagues other than her, vice verse."

She also mentioned some other kinds of unhappy behaviours, such as somebody entering her office without knocking the door and interrupted her job, even requiring her to do something; catching phones while meeting, and so on. Interviewee-30 (Chen, female, Chinese New Educated Youth) --- There were four colleagues in her office. She and the other two were Chinese New Educated Youth, and the rest one belonged to the older generation. The three ones chatted about their own topics, such as family and kids. The older one always kept silence while others were chatting. And Chen said they had already got used to such a situation. Interviewee-39 (Li, male, interviewee who were born in 1980s) --- Question: How do you think the difference on attitudes and behaviours among people in different generations, such as people who were born in 1970s, before 1970s and after 1980s? Answer: Older colleagues would like to state their own opinions in straight because they are powerful enough. As for colleagues of 1970s, they are busy in supporting their family and running for higher position in job, and it seems that they have little time to communicate with us. However, we just want to live comfortable.

2 Coding U2: Make troubles for other colleagues in work or personal promotion. Bozionelos and Wang (2006) mentioned similar finding in their study on "network resources and career success" (pp. 1532).

Examples: Interviewee-7 (Gu, male, interviewee who were born in 1980s) --- Q: Did any colleague have a quarrel with others? A: Yes. One colleague had quarrelled with many colleagues include of me. He was about 30 years old and was not graduated from universities but a college. He could work in our department because of the close

relationship with a leader. However, he doesn't get well with others because we couldn't understand each other easily. He would like to require us to do this or that although it is normal for a senior staff to require a junior one doing something. However, we should respect each other. For instance, a colleague occupied his cupboard while he was away for another duty. He asked the colleague to move all of the stuff out of his cupboard at soon as he was back. It would be more naturally if he could give the colleague a couple of days to move stuff away.　However, the colleague was very angry and they had a quarrel. Interviewee-17 (Sun, female, Chinese New Educated Youth) --- Q: Did someone make trouble for others on work? A: Yes. A female student wanted to remain at our college after graduation as a staff but she wasn't permitted although she was excellent and other teachers thought so as well. I was told later because she had offended a leader who made trouble in remaining her later. And there was another issue happened between her colleague A and B. Colleague A made trouble and made B couldn't finish his work in time. B was criticized in public by the leader because of that. Q: Have you seen any colleague having a quarrel with others? A: Yes. Q: Why did they have a quarrel? A: It was resulted from some small things in work. Let me think. Last time, a colleague was thrown into passivity because of another colleague's error. The former colleague was criticized by the leader and was very unhappy. Q: Did the leader criticize him in secret or in public. A: In public. He colleague really felt wronged because it was not his fault but was thrown into passivity. Interviewee-44 (Cui, male, Chinese New Educated Youth) --- He said that colleagues made troubles to interfere with others' normal work. For instance, there was contraction between a nurse and a doctor. The nurse gave a painful injection to a patient who was receipted by that doctor. Then the patient did not go to that hospital any longer. Interviewee-21 (Zhou,

female, interviewee who were born in 1980s) --- A colleague was delayed to become a normal staff from a part time staff. According to the policy, he had already been satisfied the requirements to be a normal staff. But human recourse department delayed this matter without any reason. Thus the colleague often went to the department to enquiry about that.

3   Coding U3: Report something negative about other colleagues to leaders in secret, may because they want to approach much more benefits for themselves.

Examples: Interviewee-6 (Tan, male, interviewee who were born before 1970s) --- He said a female colleague in his office, who was a Chinese New Educated Youth, did not get well with them. Q: Did the female teacher stay often in the office? A: She stayed in the office shorter than us, maybe because her dorm was close to the office. It seems she liked to stay in the office. However, our conflict was not open in public. We didn't like that she cared and complained too much. She went to visit the leader in secret because she hoped to obtain more opportunities to promote to a lecturer than the other old male teacher because both of them were teaching assistants. She cared about her own benefit too much. Q: Besides of the above, are there any other aspects which show that she does not get well with you in anything else? A: She always cottons up to the leader. For example, she told the leader something about us and the leader criticised us, thus we knew that she did. However, we talked about things carefully while she was in the office. Q: Did she realise that? A: I don't think she did, because we didn't express it. Q: Did colleagues of other offices know your conflict? A: No, they didn't know. University teachers are different from workers in the factory. We knew something, that's

enough. And we would be careful later. However, we wouldn't like to put conflicts in public and we don't like to complain something in public. Interviewee-16 (Wang, female, Chinese New Educated Youth) --- She looked easy-going and liked laughing. She said that the younger generation emphasized on materials, such as salary, more than her generation in choosing partners. She thought love was the most important in choosing partners when she was young. She told me that most of honours in work are related to financial benefit. She was chosen as an excellent worker of honour one year. But a colleague went to require their leaders to give him the honour from Wang on her back. Leaders talked with Wang in secret and hoped her could give up the honour to that colleague and chose him in public. Wang wouldn't like to be annoyed too much on the issue, so she did that as leaders asked her to do. However, she wouldn't like to talk with that colleague later, meanwhile she avoided being close to him, although their relationship was not looked worse in public. Interviewee-26 (Dai, male, Chinese New Educated Youth) --- He always moved a cushion back and forth while being interviewed. He said he communicated little other than doing business with colleagues. He used "bad man" to describe the person who was harmful to him or make trouble to him. Somebody reported something unbeneficial about him, to the leader on his back. And he was told by other colleagues. He thought it was common that Chinese New Educated Youth had stress. Question: Have you felt stress in your life? Answer: It is impossible if people in our age without stress. Thus I have believed in Christian.

4 Coding U5, T4: Discuss or even spread something bad about other colleagues on the back.

Examples: Interviewee- 5 (Zhang, female, interviewee who were born

before 1970s) --- She told me something which was related to Mental Violence about A and B, two female new educated youth, who were colleagues in her previous college. A was an assistant in teaching as well, and B was a teacher. A made trouble in B's work. For instance, A intentionally arranged a small classroom, in which only 50 students could sit, for 80 students to sit for B's examination. Otherwise, A told others that B was not serious in guarding students' examination, so students liked B to guard them. In fact, B did not do like that. B was very angry, and asked her husband to report that issue to the president of college. Interviewee-18 (Liu, male, Chinese New Educated Youth) --- Q: How do you think about the relationship between colleagues in general? A: It is impossible if you could get well with everyone. However, everyone has his/her own space. The relationship in work is not as pure as it was in the school. Now it seems we just take each other's advantage. Thus we should keep our own secret carefully. If not, it would be spread. Q: Was it happened? A: Yes. Some secrets which you just tell close colleagues but was spread to others. Q: Was the secret spread from the same office? I mean if it was spread by the colleague who in the same office. A: Not at all. It was always spread by colleagues of other offices. Maybe somebody would say "keep silence for me" while telling others the secret. However, it was spread to all later. Interviewee-51 (Yu, female, interviewee who were born before 1970s) --- Q: What kind of person or behaviour could make you unbearable? A: Discussion behind one's back or a talebearer. Q: Did you suffer it before? A: Yes yes yes. Q: What did you do as you know that? A: I told myself that I should really be careful of the person. Q: What kind of way did he/she use? A: For example, we were chatting at random and maybe mentioned a colleague else. The talebearer quoted out of our dialog, then told the colleague that we talked about her behind her back. However, it made

the person very angry because she didn't know what we really talked. Thus we should be careful while the talebearer is nearby. Q: Is the talebearer whom you called only direct against you? A: Not only me but also other colleagues. Interviewee-45 (Mao, male, interviewee who were born in 1980s) --- He said gossipy colleagues spread other colleague's privacy and made relationship nervous with others. For instance, one colleague had a boyfriend and nearly got married but she had a lover at the same time. Then a gossipy colleague knew this and bruited it among colleagues. It made the principal very sad and quarrelled with her colleague.

6   Treat junior colleagues especially cold, and thought all of that youth were lack of responsibility in work.

Examples: Interviewee-33 (Hu, female, interviewee who were born in 1980s) --- "Some colleagues wouldn't like to answer questions friendly." Q: How do you think the difference on attitudes and behaviours among people in different generations, such as people who were born in 1970s, before 1970s and after 1980s? A: I think I am younger than older colleagues. And I believe that I would be more skilful than them when I am at their age. Otherwise, we would like spend future money for our life. But my mum said that I can't do like that and I should spend money based on current balance. Interviewee-40 (Liu, female, interviewee who were born in 1980s) --- Q: How do you think the difference on attitudes and behaviours among people in different generations, such as people who were born in 1970s, before 1970s and after 1980s? A: I noticed that colleagues of 1970s wouldn't like to teach younger colleagues, such as me, too much. They are not like colleagues of older generation who are easy-going and would like to share their own work and even life

experience with us.

8.1.4 How Mental Violence opens (A method of measuring Mental Violence)

As the result shows, Mental Violence often occurs in a small relative concealed group and is unseen by people who are out of the group. However, how do people finally know it or how is Mental Violence opened? From participants who were leaders, Mental Violence was learnt as often results in negative cooperation, which would make work not go on. On the other hand, negative emotions, which from the Mental Violence, such as stressed, and could be accumulated until burst in public, such as report to leaders, quarrels even fighting. Therefore, *to approach how* Mental Violence *opens*, could be a method to measure if there is Mental Violence. And the approaches are if there is "wrong cooperation in Public" (coding Z1); somebody "report" (coding Z2) negative behaviours to the leader; "work cannot go on" (coding Z3); or the contradiction "accumulate until fight" (coding Z4). Finally, Mental Violence could be noticed by some serious outcomes, such as "illness" (coding Z5) which must be a serious outcome of Mental Violence appears on somebody. In addition, people could see Mental Violence while recalling ill colleagues of previous experiences in workplaces.

Otherwise, Mental Violence in one office maybe spread one by one although such a phenomenon is not often. For example, Interviewee 18(No. 2-12, Liu, male, Chinese New Educated Youth) said some secrets that he just told close colleagues but was spread to others later.

8.1.5 Decreasing Mental Violence

The mentioned methods of decreasing Mental Violence in the result were actually methods which just resolved problems on the surface. For example, "to educate people, who had tense relations, to regard the situation in general and focus on work not relations" (coding Y1); to "change office" (coding Y2) which could separate two parties of Mental Violence from each other; to " return senders of Mental Violence to human resource department" (coding Y3) or to "arrange staffs of different departments in one office" (coding Y4) (Extracted from the transcription of Interviewee 54[No.1-16, Huang, male, born before 1970s]). To some extent, the above methods could partly resolve Mental Violence problems. At least the sender of Mental Violence lost the old target for temporary. However, as predicted, sender of Mental Violence does not toward any definite target and s/he just wants to decrease her/his negative emotions. Therefore, s/he would look for and find out new targets in new situation if which is a small relative concealed workplace again. Nevertheless, "arrange staffs of different departments in one office" (coding Y4) could be considered as a scientific method to avoid Mental Violence. There is a proverb in traditional China. It is "Two of a grade seldom agree". It means that people work in common, especially in similar field would find out the counterpart's shortcoming or become unbalanced more easily by comparing the success with each other. Therefore, staffs from different departments means they work as different role and are responsible for different part. There is cooperation among them rather than competition or self-expression. It would be good for keeping a harmony social relationship in workplace.

8.2 Comparison on experiencing Mental Violence among respondents of the questionnaire

From the result of interviews, we could see participants who belong to Chinese New Educated Youth experienced and committed Mental Violence more often than participants of other two generations. Table 6-2 shows that 68.2% of them mentioned that they experienced Mental Violence before whereas 5.6% of younger interviewees sent or received and only 5.9% of older generations experienced it. In answering relevant *questions of Receiving Mental Violence* and *Sending Mental Violence*, there is significant difference among participants of three generations. Relevant results are shown in Table 6-25 and Table 6-26. Nevertheless, the result does not show that participants of 1970s got highest score in the above three parts as predicted but participants of younger generation got the highest score. In this way, the results are a bit inconsistent with both the prediction and the results of qualitative investigation. Both of the results of generation difference in receiving and sending Mental Violence showed that the younger the respondent was, the more he or she experienced Mental Violence. The results took me back to a rather amusing episode in receiving completed questionnaires from participants who were born 1970s. As designed and required, most of questionnaires were filled in and received blind to blind. Furthermore, about 36 percents of questionnaires were filled in anonymously online. The web version was the most popular means for completing questionnaires, because it was convenient for participants just through clicking the button of "Submit" after filling up. Then results were sent to my e-mail box automatically and anonymously.

However, I noticed parts of completed questionnaires were returned in a folder, which had been organized by one of my questionnaire-distributors.   She said that as required, she distributed her colleagues both of the website of web-version and WORD-version of the questionnaire. Then she got 43 completed questionnaires back. Nevertheless, nearly all of the participants did not complete the questionnaire on the web version but filled in the WORD-version, and then sent her the questionnaire as attachments through their own e-mails.   It means such participants not only chose a more complicated means to fill in and to return the questionnaire, but also left their names with the questionnaire although they were not required. By the way, such participants were Chinese New Educated Youth. Why did they give up an easy and secret means but use a complicated and open one? The distributor told me just because they wanted her to know that they did her favors through filling in the questionnaire. In other words, they completed the questionnaire just because they gave the distributor, their colleague, a face (Mian-zi). It means that they gave much thought to the matter. From this, we could see how over-thinking or sophisticated the Chinese New Educated Youth were.

I compared means of total scores between paper version and web version in giving, receiving Mental Violence, personalities and traditional & westernized comparison. The result of Table 8-1 presents that participants who completed questionnaires on paper or WORD version got higher scores than participants who completed questionnaires on web version. I tried to explain the above result in the following route: it means majority of Chinese emphasize relationships and they were particularly serious or laborious in

treating a matter if entrusted by others. Therefore, they were more serious in filling up the paper version of questionnaire. Then they sent the completed questionnaire to the person who trusted them to do. In this case, they fulfilled a perfect matter for the person and did her/him a good favour. As for completing on web version, which should be, more secret and believable as predicted, the result indicates that some participants did not possibly fulfil anonymously as serious as completing on papers did. Table 8-2 presents a comparison of completing questionnaires on paper or web version among three generations. I noticed there were more Chinese New Educated Youth completed on web version (43.3%) than older generation (31.2%) and younger generation (33.8%) as well. From this, it seems that the result of interviews is more reliable. And it shows that Chinese New Educated Youth experienced and committed Mental Violence more often than other two generations.

Table 8-1: Comparison of Means of all Participants between Completed on Web and Paper

Statistics

web or paper version			recieving mv	giving mv	personality	traditional and westernized
webversion	N	Valid	132	132	132	132
		Missing	0	0	0	0
	Mean		15.25	22.41	46.42	62.17
paperversion	N	Valid	233	233	233	233
		Missing	0	0	0	0
	Mean		17.85	24.11	48.66	67.31

Table 8-2: Comparison of completing questionnaires on paper or web version among three generations

web or paper version

birth			Frequency	Percent	Valid Percent	Cumulative Percent
before 1970s	Valid	webversion	34	31.2	31.2	31.2
		paperversion	75	68.8	68.8	100.0
		Total	109	100.0	100.0	
1970s	Valid	webversion	52	43.3	43.3	43.3
		paperversion	68	56.7	56.7	100.0
		Total	120	100.0	100.0	
after 1980s	Valid	webversion	46	33.8	33.8	33.8
		paperversion	90	66.2	66.2	100.0
		Total	136	100.0	100.0	

It is a study on comparison of educated people, especially focuses on people who had higher education, in workplaces. However, as we got to know from the result, there were 130 respondents who had secondary middle school education. Majority of the 130 respondents who had secondary middle school education were people who were born before 1970s. Because of historical reasons, these older respondents are Chinese educated Youth (Zhiqing in Chinese), and they did not have opportunity to obtain higher education. However, they worked in offices as white-collar workers. It means they were educated through kinds of ways, such as self-taught, correspondence course and so on, although they did not have degrees. Therefore, they could be a comparison other in the study. However, I still could obtain occupation difference from the result. Otherwise, they were traditional Chinese and familiar with keeping harmony social relationship in workplace whereas they emphasizing it all the time. In other words, they knew how to treat others comfortable by sending face (Mianzi). Meanwhile, they replied others' behaviour mildly especially tolerated negative forms. They rarely experienced negative emotions from the social contacts. As we know, Mental Violence should be defined by the cognition of receivers. Older participants

were rarely aware of Mental Violence, therefore they naturally reported less Mental Violence in the study. A significant main effect indicated that intellectual respondents reported experiencing, whatever sending or receiving more Mental Violence than both commercial respondents and engineering or technical respondents. There was lot of missing data related to this information because a part of participants were university students. They could not provide information of occupations then.   In this study, intellectual respondents mainly consisted of teachers. As interviewed literature showed, teachers belong to a stressed group. Li and He (2000) dealt with a research on comparative studying on stress among young university teachers in China and Japan by multivariate analysis. Their study suggested that, compared with Japanese faculty, Chinese young teachers experienced much higher stress which came from their work and daily life. Therefore, the result consists with the prediction of more stress revolves in more Mental Violence. Leaving 1 missing datum, the results shows that respondents who were singles reported both sending and receiving Mental Violence the most. There are two possibilities for the result. Firstly, as we know, the younger a respondent was, the more Mental Violence he or she experienced. Majority of singles belong to younger respondents who born in 1980s. Therefore, in other words, it is still the fact that younger respondents reported experiencing Mental Violence the most. Secondly, in every society, what Individualistic or Collectivistic one, family is considered as a required unit for the steady of a society. Family could provide people emotional and financial support. Therefore married people are relatively stable than single people who might be stressed in looking for partners to organize families. However, it is in accord with the relationship between stress and Mental Violence again.

The results of questionnaire show that respondents who worked as staffs in workplace reported experiencing more Mental Violence (N= 172, M= 1.67, Std. Error= 0.043) than respondents who worked as administrators (N= 99, M= 1.55, Std. Error= 0.044). The results support the findings from the interviews whereas staffs who worked in shared offices experienced more Mental Violence than administrative people who usually occupied single offices. Due to Mental Violence occurs between equal persons, such as colleagues in the same office. Meanwhile, it is a kind of negative behaviour which could transfer from one side to another and vice verse. Therefore, it is easy to understand that people who worked as ordinary staffs were more inclined to experience Mental Violence than administrators. The latter usually occupied more or senior resource than other staffs and worked in single offices.

8.3 Case Study

8.3.1 Case Study I

Interviewee 26 (No. 2-16, Dai, male, Chinese New Educated Youth) was hospitalised in local mental disease hospital two years before the interview and had depended on medicine to guarantee his sleeping since then. He looked excited and always moved a cushion back and forth while interviewing. He told me that he communicated little other than doing business with colleagues. He used "bad man" to describe the person who was harmful to him or caused trouble to him. Meanwhile, he mentioned that somebody reported something unbeneficial but related to him, to the leader on his back. In addition, other colleagues told him. During the interview, he talked about his religion for nearly half an hour. However, when I asked if he felt stress in his life, he answered, "It is impossible if people in our age without

stress. Thus, I have believed in Christian." I noticed that he returned to his desk and continued to work silently as soon as the interview finished. Occasionally, I met his wife and daughter later in the day, because they went to his office and went home together after work. His wife came in the office without any greetings or smile to any colleagues and me in the office although we showed our friendly smile to her. She shouted and pushed her daughter, who looked about 8 years old, to do homework as soon as possible. At that time, our Interviewee 26 was still working hard. Strangely, it seemed that he did not hear his wife's impatient shouting.

In the interview, Interviewee 26 recognised that he had been sick. Moreover, he told me that he was sick because he was away from the God at that time. Through investigating the third party, his colleagues who in the same office, I got to know that he was very anxious in mid-2005 because he felt he was unpromising and could not support his family any more. Meanwhile, he had few friends to communicate and even communicated little with his wife. He suffered insomnia and was listless at work. Then he was hospitalized for depression. He started to have medicines after he was out of the hospital. He had been looked very excited from then on. Nevertheless, he returned to listless if he stopped the medicine and cried out that he was insomnia again. However, he became an absolutely sincere Christian after he was sick.

However I noticed that supporting the family made him really stressed. Meanwhile, I was interested in why he felt unpromising in work. Was there any particular negative thing happened to him? Interviewee 25 (No. 2-15, Tang, female, Chinese New Educated Youth) told me, "he was ambitious and hoped that he could do everything

better than others. However, he was unbalanced when he found that IT, his major, was unpromising, and some colleagues who had not been as good as him before but gradually became better than him. From then on, he started flatting leaders and became a real flatter. Meanwhile, he liked little reports. Therefore, general colleagues did not get on well with him, and even wouldn't like to contact him. We just think he is too realistic. We know he was insomnia again because he told us that was headache and couldn't sleep well again. So we often pursue him not to be too tired on future. I think that we treat him very well but he doesn't treat us well but thinks that we have to live worse than him (Laughing). After he was out of the hospital, he started to deal with foreign business and gave up IT. Leaders opposed that a technician doing foreign business in the company. But he is a patient. So our leaders couldn't criticize him too much. However, I don't think that his business obtained benefit for the company although he has done for long time."

In eyes of other colleagues, Interviewee 26 was a "flatter" to the leader and like reporting something negative about the colleague to the leader. It is a typical form of Mental Violence in workplaces. In fact, before flatting leaders, he had suffered stress from familial economic support and been lack of emotional support from colleagues or his wife. He wanted to achieve success at work. However, it seemed he not only failed but also lost of face in front of colleagues. We could look his failure as one of his frustrations. Then he tried another route to the success at work because he did not give up the motivation of success. The route was particularly treating the relationship with leaders well through polishing the apple or little reports. In fact, he had already confused in choosing rational behaviours to treat colleagues after evaluating which was the most important, personal achievements or

harmony interpersonal relationships. However, his behaviour made other colleagues unhappy and even experienced frustration on work, such as criticized by leaders. As drive theories of aggression suggested that "various external conditions (e.g., frustration, loss of face) serve to arouse a strong motive to engage in harm-producing behaviours. Such an aggressive drive, in turn, then leads to the performance of overt assaults against others" (Baron, Byrne and Suls, 1988, pp. 184). Therefore, at that time, Interviewee 26 transferred his frustration or stress to other colleagues, and in other words, he was a sender of Mental Violence and the colleague who was reported to the leader was a receiver. Since that, the colleague even "general colleagues" "wouldn't like to contact him". In other words, colleagues talked little with him and even isolated him. Therefore, at this time, colleagues became senders of Mental Violence but the previous Sender became a receiver of Mental Violence.

8.3.2 Case Study II

This case is about a middle school teacher who was born in 1970s, which was told by Interviewee 24 (No. 1-6, Wang, female, interviewee who were born before 1970s).

Q：Does any colleague have tense relation with others? A：Yes. She is my best friend, who taught painting in this middle school before. She came to the school only when she had lectures but was absent if she did not have lectures, because she thought that painting is a subsidiary course which is not emphasized by all. Nevertheless, some older teachers were unsatisfied with her and thought she was unserious on teaching. From then on, she was often angry but expressed nothing seriously. She was blind to older teachers and

adopted negative attitude towards work or cooperation. However, cold relationship interfered with evaluating her achievements, which related to promoting a senior professional title. Thus, she was very angry and was ill until left the school and back hometown. Q: Was there any other contradiction with colleagues other than older teachers? A: She didn't get on well with the director. Q: Why? A: The director reported and exaggerated my friend's negative cooperation to the schoolmaster. Thus, she was very angry. Q：Did she explain to the schoolmaster? A：No. They were from different growing background. My friend's mum was a university lecturer but the director was from the countryside. Thus, she always looked down upon and had has never appealed to the director. Q：So what kind of person is your that friend? A：She prefers to cover things in deep and looks very open.

Obviously, Interviewee 24's female friend was both a sender of Mental Violence and a receiver of Mental Violence in this case. She looked down upon the director who with different background from hers. In addition, she did not stay in the school for full-time as other teachers did but "came to the school only when she had lectures but was absent if she did not have lectures". It means that she disturbed the normal discipline for teachers in the school. Moreover, her behaviours violated the social expectation as an educated youth. Therefore, she became a sender of Mental Violence naturally. On the other, she was criticised by old teachers and even was talked about on her back; and she was reported and exaggerated to the schoolmaster by the director. Furthermore, the evaluation of her professional title was interfered with by all the above sophisticated interpersonal interactions. Finally, she transferred from a sender to a real receiver of Mental Violence.

Malinowski (Zhang, 2004b, pp.88) stated that if small groups contact everyday, the smaller the cooperative group is, the more probably the annoyed matters would occur, and meanwhile people in the group would more probably to feel indignation. Furthermore, the indignation might upgrade to real conflict if it is not hold back in time (Zhao, 2004). Otherwise, Freud once talked that human beings have a powerful death instinct in his instinct theory. And he believed that the instinct would accumulate if it is motivated; furthermore, it would increase until producing aggressive behaviours if not released periodically (Baron, Byrne and Suls, 1988).   For example, in the case study of this Chapter, because of experiencing too much Mental Violence in the middle school, the female teacher, who mentioned in the second typical case, was sick, even resigned from her job and was back to her hometown.   In fact, she did not leave the school as she wished. It was a kind of banishment. Therefore, it is an extreme form of Mental Violence. Who was the sender of Mental Violence for that time? The director was. He was the leader of the female teacher but had been always looked down by her. Dai in the first case changed his manner to pursue his success on work through flatting leaders and little reports whereas the female teacher used really different way of keeping silence and being contempt to somebody. It seems she did nothing. Actually she did something silently.

Conclusion

From characteristics of involved people, we could see in a Collectivistic society, Chinese New Educated Youth could not be accepted if they behave in Individualistic way. For instance, people who seriously stick to the principle, like argumentation or enhancing themselves were not welcome in China. And such characteristics possibly resulted in violating the social expectation and originated Mental Violence.

As we know from the result, Mental Violence could be obtained from four ways which were called Forms of Mental Violence. They are intolerant behaviours, ways of treating tense people, behaviours of Mental Violence which sent, and words of quarrels. Among them, ways of treating tense people, are looked as Mental Violence which sent by participants. Such a way of collecting data, filled in the blank of little report from senders of Mental Violence or bullying in past studies.

The comparison on experiencing Mental Violence among respondents of the questionnaire shows that the younger the respondent was, the more he or she experienced Mental Violence. It is inconsistent with the result of interviews which indicate that Chinese New Educated Youth experienced Mental Violence more than other two generations. From comparing different ways of completing questionnaire, such as paper-version, WORD-version and web-version, respondents who finishing via the former two ways got higher scores on experiencing Mental Violence than people who finishing via web-version. As distributing questionnaire was depended on social relationships, moreover, Chinese people prefer to let others know if they do a favour

and give a face (Mianzi). Respondents were considered as much more serious while filling in the questionnaire on paper or WORD file. These two ways usually contacted distributors directly. But the web-version was seemed optional. Due to the above mentioned reason, it seems that the result of interviews would be reliable than results of questionnaire. Therefore, this survey revealed that Chinese New Educated Youth experienced and committed Mental Violence more often than participants of previous and younger generations.

To decrease Mental Violence in workplace, this study suggests that arranging people belong to different department working in one office. There is cooperation rather than competition or self-expression among staffs from different departments. So it would be good for keeping a normal social relationship in workplace.

Two typical cases in this chapter were hoped to help readers to understand more about the process of Mental Violence. They are typical because consequences of two involved Chinese New Educated Youth were serious. One male IT technician was hospitalized for depression because of familial supporting problems and lack of emotional support. After that, he changed his manner to continue pursuing his career success. He became a sender of Mental Violence but turned into a receiver by his colleagues later. Different from him, a female teacher treated her colleague in cold way, such as disrespecting routines and the leader as well. However, she was sick because of the problems in dealing with relationships and resigned to her hometown finally.

Chapter Nine

REAL LIFE OF

CHINESE NEW EDUCATED YOUTH

Introduction

Now you got to know the general office environment as a structural factor and Mental Violence occurred there from the previous chapters. You might be much more interested in the leading role of this study, Chinese New Educated Youth. What are their characteristics from this study? And Why? Hope you could obtain the answer from this chapter. Started by displaying the Theme 3, general characteristics of Chinese New Educated Youth will be mainly described and discussed according to their self reports and reports from other two generations through the questionnaire and interviews.

9.1 General characteristics which different from other two generations

About happiness: From the result of coding H "what is the interviewee's favourite thing", we could know that Chinese New Educated Youth and older generations considered the "family" (coding H1) as their favourite resource. In other words, positive issues relevant to the family could make them happy the most often. Moreover, after work, Chinese New Educated Youth spent most of time with their "family" (coding G2) whereas majority of older interviewees and younger interviewees chose "entertainments" (coding G1). Meanwhile, more Chinese New Educated Youth than other two generations in the interview thought "work to be approved" (coding H2) is their favourite thing. The Table 6-18 of coding O "like what kind of people" told us "honest" (coding O1), "straight" (coding O2), "optimistic" (coding O3) and "similar" (coding O4) were considered as the most important positive characteristics by interviewees whatever generations belong to. However, more Chinese New Educated Youth like "similar" (coding O4) people than other two generations did. *About unhappiness:* As for "what could make the interviewee the most unhappy" (coding M), the Table 6-19 of coding M shows that half of Chinese New Educated Youth and older interviewees thought the negative issue of "family" (coding M1) made them the most unhappy whereas majority of younger generations focused on "be rejected" (coding M2-2) in work. Otherwise, more Chinese New Educated Youth than other two generations thought a lot about "relation" (coding M2-1) and "stress" (coding M2-3) in work. There is really different among three generations in "dealing with unhappiness" (coding N). *Dealing with unhappiness*: Majority of Chinese New Educated Youth

kept "silence" (coding N1) while experiencing unhappiness. And most of younger generation chose to "talk to friends, parents". Older interviewees were neutral in this topic. Half of them kept "silence" and the remaining ones talked to others. *"Self-describing" (coding K)*: Majority of interviewees thought they were "open" (coding K1) mind, some thought they were "rational" (coding K3). Nearly 1/3 of Chinese New Educated Youth felt they were "sentimental" (coding K2) whereas none of other two generations thought so. *About stress*: Chinese New Educated Youth were confirmed having multiple stressors through this study. Majority of them had stress mainly from their "work" (coding W1), "family" (coding W2), "relations" (coding W5) "with family members" (coding W5-1) and "with colleagues" (coding W5-2) as well. Nearly all of younger generations mentioned their stress was just from their "work" (coding W1). As for older interviewees, only a small part of them mentioned that they had stress from the work or family.

9.2 Chinese traditional value rooted

From the coding H1 and coding M1, we got to know that family (kids, parents, etc.) made the participant the most happy and something negative happened in family (health, relation, feeling) made the participant unhappy the most. And coding G2 told us that family was the participant's focus after work, participants who belong to the Chinese New Educated Youth, got highest frequency among three generations. It was a family-focused cohort as the same as older generation. They worked for the entire family not for self-benefits (Nisbett, 2005). Furthermore, majority of participants who belong to Chinese New Educated Youth told me that they were busy with child and housework. And they did not have spare time to take part in

entertainment with colleagues after work. That is why they were looked as un-sociable (Coding J1-3).

As Coding J1-2: stated that majority of Chinese New Educated Youth would like to keep medium position in dealing with relationships. In dealing with the relationship between the heaven and human beings, Confucianism emphasizes keeping harmony; and in dealing with interpersonal relationships, Confucianism advocates the "peacefulness is prized" to highlight the peaceful coexistence of the whole world, such as the nature, the heaven, you and me. Furthermore, Confucianism initiates to keep moderation while emphasizing harmony. It means that people should be moderate in bearing themselves and understand only humility could keep harmony in interactions. Humility means keeping modest and respecting others' equal personality, not competing for glories or benefits with others, and enjoying life after others have enjoyed. This is what Chinese called as pride hurts modesty benefits. That is why only humility, considering others' faces and giving faces each other are looked as ordinary behaviours in China. To some extent, the thought of moderation and harmony helps people to be compatible in interactions, to help each other and to reduce the possibility of daily conflict.

Confucianism, the Chinese ethic culture is a kind of gentle culture, which emphasizes gentleness but not angry and sad but not sorrows. Such a gentle culture developed a gentle and obedient personality for the Chinese. Therefore, it seems that ethic culture preinstalled an ethic rule to all Chinese. Confucianism is very strict with the daily

behaviours of people because Confucius advocated that personal behaviour and moral was of top priority (Yuan, 1998). He required persons not to consider about material life and advocated that a person was worthy moral if s/he could bear others could not bear. The spirit seems obvious. If you hope to be successful, you have to follow the procedure of "cultivating your morality, keeping a family in order, managing state affairs and keeping harmony for the whole world" as preinstalled by the ethic culture (Anon, Book of Rites). Overweening and excluding of all other extremes were considered as the weakness of Confucianism (Jing, 2002). Confucianism always posts as orthodox in the history and is lack of openness. It not only does exclude of external heresy but also oppress unauthentic thoughts which belong to the tradition of Confucianism. However, it makes the resource of Confucianism is less and less while the form of Confucianism is more and more single.

Keeping medium position or emphasizing the Doctrine of Mean is a typical cultural characteristic of Chinese (Shao and Li, 2005). The Law of the Excluded Middle which is a very important principle in Western thoughts means that "any statement is either true or false" (Peng and Nisbett, 1999, pp. 744). However, Doctrine of the Mean seems on the contrary. It expresses as a rule that there is no definite "yes" or "no" in the world. It looks like what the Image of Ba Gua (Image 9-1) showed that everything is mixed together. And people who follow the Mean should be gentle, mild, and ordinary without any extreme views, moreover could tolerate nearly all things. They should realize that all what they do is for keeping the harmony or balance in relationships with people and the nature as well. The Mean includes of thinking manners, personal characteristics and behaviour modes which means

not to go too far or not far enough in dealing with matters or relationships. I will analyze such a characteristic of Chinese New Educated Youth in talking about the coding I in 9.3 later.

Figure 9-1: the image of Ba Gua

9.3 Western value influenced

Since the reforming and opening policy were started in 1978, and developed in mid-1980s, Chinese became aware of absolutely different values from western world, such as independence, freedom, hedonism and so on. In short, Individualism is the main value of the western world. During this period, old generations who were born before 1970s still keep their faith in ethic culture of China. In other words, majority of them had not suspected the Collectivism or Confucianism because they were influenced the most deeply at present. We could not say which is good or which is bad about eastern ethic values or western values. What we could say is they are absolutely different values for Chinese. However, could you imagine what will happen if an educated cohort experiencing the new western values while eastern values were just preinstalled in their thoughts? The contradiction firstly happens in interactions, because in Collectivism, harmony is the most significant requirement in

relationships and the benefit of collective is always more important than individuals'. But in Individualism, respect personality or freedom is the most significant. For example, in workplaces, which is the most important, to keep harmony relationships through tolerating negativeness or to keep principle in work?   In western thoughts, the behaviour which people believe is reasonable maybe extraordinary in eastern culture.

Since traditional culture enrooted is common in different countries, it is not surprising that the generation who were born in the time of long lasted traditional culture but matured in a pragmatic changeable country would more probably experience a kind of attack on their values than any other generations. Chinese New Educated Youth is such a generation. They have actually accessed and partly accepted the Individualism since the opening policy worked. Nevertheless, they were not allowed to freely convert the Individualism into behaviours, because their relevant social expectation was still about "being reasonable and considerate if educated". It means the gentle ethic culture still works. However, two values make Chinese New Educated Youth experience confusion in choosing behaviours. For example, Interviewee 26 experienced failure in career and dealing with relationships in family and workplace, so he changed his behaviour as before. He transferred his frustration or stress to other colleagues through negative behaviour, such as flatting the leader and taking little reports. And such behaviours, especially done by a Chinese New Educated Youth, were beneath contempt.

9.4 Stressors suffer

9.4.1 Personal stress

It is a kind of stress which related to personal promotions:

a. For titles

Examples: Interviewee-1 (Liu, male, Chinese New Educated Youth) --- He was the vice-director in a workshop and was very busy. For promoting and earning more money, he got Msc after hard studying in his free time although he did not have too much free time. Interviewee- 19 (Shi, female, Chinese New Educated Youth) --- Q: Are you stressed in daily life? A: Yes. For instance, I should write many papers for granting professional titles.

b. For future

Examples: Interviewee-44(Cui, male, Chinese New Educated Youth) --- Q: What kind of pressure? A: Our pressure is from that we couldn't find out too much capital for existence. It forces us to work extremely hard to earn money. Chinese New Educated Youth hope that they could have a promising work and even their own business, because they are more independent and educated than previous generations. They are eager to emphasise themselves like youth of 1980s do. However, time in the day is limited for everybody. They do not have enough time on work if spending time on their family, mainly on their children. Such a contradiction results in a stress on youth of 1970s, besides of stress from the competitive society. They were busy, tired and sentimental. Moreover, 18 of 57 participants were teachers in schools or universities. Amongst them, eight university teachers were Chinese New Educated Youth. As Xu(2003) stated, since the reforming and opening up, Chinese young and middle-aged female college teachers have begun to face enormous stress from their work.

However, spend lot of time on work, overload work or finish work by limited resource is usually considered to make staffs stressed (European Communities, 2000, pp.14). But people also feel stressed if their work under load (Cassidy, 1999, pp. 65). It means they do not know what to do in working time. Staffs generally felt ineffective because of their departments were faced with ineffectiveness. It made them stressed for worrying about the potential danger of their situation and future as well. Example: Interviewee-28 (Hu, female, Chinese New Educated Youth)—Q: Did you feel tired after work? A: So so. I had lot of things to do before. But there is nothing to do at present. In stead of relaxed, I felt tired weary after sitting in the office the whole day. Q: Why your work is different? A: Because our company have fewer portfolios than before. We started to worry about what we could do in the future.

9.4.2 Familial stress

Family relevant stress which obtained in this study includes of the following three main categories.

a. To bring up kids

Examples: Interviewee-1 (Liu, male, Chinese New Educated Youth) --- He has a daughter who was 5 years old. His wife worked in a town which was a bit far away from their home, so she couldn't go home every day. He had to take care of his daughter alone often. Interviewee-3 (Tu, female, Chinese New Educated Youth) --- She devoiced. From then on, she was busy in taking care of her daughter and her own work everyday. She worked in shifts. It means she worked one day in daytime, the next day in evening, and the next day after midnight, then be free for one day, and so on. She had to be accustomed to the work time one week by one week. Meanwhile, she had to send her daughter to kindergarten and also to learn playing the

violin at a teacher's home. Besides of that, she had to leave time for accompanying her daughter to play freely as the same as every girl of 6 years old does. She was busy and tired, even too tired to talk with colleagues in work time as she said. Interviewee-4 (Bao, male, Chinese New Educated Youth) --- Q: What do you do for relax after work off? A: Very busy in looking after my son. Sometimes I take him out for walking. Q: Could you feel relax through the above? A: No at all. I am tired in work and stressed. I work in shifts thus my spare time is not as regular as ordinary people. I always feel tired and sleepy but hard to sleep when on bed.

b. To support living

Examples: Interviewee-4(Bao, male, Chinese New Educated Youth) --- Q: How do you think about the difference among three generations? A: The older colleagues are better at work than us. The younger colleagues' family background, such as financial situations, is better than us. Most of them are only child in one's family. They are focused on their own interests. We have to consider about our own problems and our family as well. So we are more stressed than older generations and much more stressed than the younger generation. We experienced kinds of reform when we were young, so we didn't enjoy many good policies such as free studying in universities and free apartments which provided by the government. Otherwise, we were born in the countryside and our parents couldn't enjoy the welfare for aging. But as for youth of 1980s, their parents were born in about 1960s, and their financial situations are better than our parents, so youth of 1980s needn't worry about parents but consider of themselves. Old colleagues who were born in 1960s have no stress in paying off apartments because they enjoyed the policy of free apartment. Furthermore, they have worked longer than us and their

salary is more than us.

c. To take care of parents

Examples: Interviewee-10 (Lu, male, Chinese New Educated Youth) --- He said he is a bit stressed because he was a leader of the company and should deal with many things of all youth staff. Besides of that, he had to take care of the whole big family, which including of his parents and parents in law, the older generation in his family, and also his daughter, the younger generation in his family. He talked with his wife if they would have a baby before their daughter came, because they were stressed on if they could support future child to enjoy good education although they were eager to enjoy family happiness (means three generations, such as grandparents, parents and children live together and enjoy happiness together). "We hope she could have good personality and excellent characters, thus we have pressure if we could help her well. Otherwise, I am stressed because my wife and I have different ways to deal with relationships with our parents. All seems trivialities but would make me stressed. In short, on one hand, I would like to reflect my own value much better, on the other side, I hope to support my family to live better. That is why I am stressed."

There are studies about youth who face stress from their marriage and family (Tang, 2005). They mainly mentioned that present youth, especially in cities, have difficulty in purchasing accommodation for the price is high in cities for ordinary people. Bringing up children is the main stressor for Chinese New Educated Youth. They had difficulties in bringing up their children, for most of them only have one child, so they hope to give children have a better education and living environment, but not all young parents can bear the high cost of

that. Maybe just because they had unique child, majority of them flung themselves into their child. Chinese New Educated Youth took care of the kid's health, such as eating and sleeping, and kid's study that was related to his or her promising future, because he or she was their only child and the hope of the family. All business that is related to the child should be the most significant for youth of 1970s who have kids. That is why nearly all interviewees answered that went home and took care of children while they were asked "what do you do for relax after work?" On one side, they were busy with and tired of bringing children after work, on the other hand, they could experience happiness from their kids. For Chinese, to bring up one's child, is not only a kind of human instinct, but also a responsibility, which comes from a traditional society. They have to support and take care of their children until who get a job after graduate from universities at least. Meanwhile, they have to take care of their parents. The situation becomes much more serious in modern China, because most couples could have only child. However, they cherish their children much more than their parents did.

9.4.3 Social stress

It is about the stress which aroused from the social relationship or phenomenon. It contains:

a. Dealing with relationships

Examples: Interviewee-13 (Zhang, male, Chinese New Educated Youth) --- Q: Have you felt stress in you life? A: Yes, it is mainly from my wife. I told her we have enough money to make us happy but we couldn't be happy if there is too much money. We just have one kid, and have no financial burdens from our parents. We must be happy.

However, she is lack of sense of security and thought only money could bring security. Thus it is really difficult for us to communicate with each other. I have a plan. I hope she would be pregnant in 2008. But I don't know if she would agree. Interviewee-19 (Shi, female, Chinese New Educated Youth)--- "And I have pressure on my life as well, such as dealing with relationship with my mother in law, communicating with my husband, thinking about teaching my daughter, and so on." Interviewee-27 (Huang, male, Chinese New Educated Youth) --- Question: How do you think of yourself? Answer: I am good, very good. But I don't think I am suitable in this society. It seems I am a bit strange. And my opinions are different from others'. For instance, I would like to put on ties when I am out but others think it is strange. However, I think it is normal.

b. Unreasonable phenomenon which Chinese Educated Youth thought about too much but did not know how to face or accept whereas older generations understood it easily and younger generations did not care about it.

As 57 participants evaluated, Chinese New Educated Youth preferred to keep "medium position" (Coding J1-2). It means they rarely said "yes" or "no" in social issues and interpersonal interactions. They were seemed always rational to keep a balance by staying medium position. However, in the reality, it is difficult to keep balance through keeping medium position. They did not express as straight as older generation or younger generation did. Because they were not "as experienced and entitled as older generations" (line 79-80, Interviewee 54 [No.1-16]), or as "spoiled" (line 87, Interviewee 19 [No. 2-13]) or self-focused (Coding J2-2) as younger generation. Therefore, it seems that Chinese New Educated Youth were

"contradictive" (line 82-85, Interviewee 2 [No.1-1]) in dealing with daily interactions. On the other hand, as we know, Chinese New Educated Youth had been living in the era when two different values' influence. Therefore, they experienced some new phenomena which were unreasonable before. For example, while asked "what kind of pressure do you have", Interviewee 44 (Cui, male, Chinese New Educated Youth) said, "Pressure about existence or living. It is basic. The distance between richness and poverty is huge. For instance, an ordinary person who earns 1000 Yuan per month needs 250 years to pay off an apartment in our city. And rich men could do many things, which make poor people unbalanced. Some social phenomenon is unfair. For example, you could see those cars with the first number "0" (it means the car belongs to public security organs) on the license tag and other cars with black license tag (it means the car belongs to foreign enterprises). Drivers of those cars have privileged position on road and they could stop cars anywhere without any punishments. It is unbelievable! Our pressure is from that we couldn't find out too much capital for existence. It forces us to work extremely hard to earn money."

9.5 For keeping neutral but more confused

Chinese New Educated Youth seems to have strong requirement of keeping medium position, in western words, neutral. However, such a requirement made them confused and more stressed. As we know the third part of the questionnaire (question No. 25 to 40) measures characteristics or personality of participants. It seems people born in 1980s were the most independent whereas people born before 1970s were the most suspicious. Chinese New Educated Youth were always in the middle. The fourth part of the questionnaire (question No. 41 to

60) measures the tendency of Collectivism or Individualism for participants. The results of "dependent on others", "keep private life" and "opinion of family" show that people who were born before 1970s inclined to be traditional or Collectivistic the most, whereas people born in 1980s inclined to be Individualistic the most. Chinese New Educated Youth were partly Collectivistic and partly Individualistic. They were in the middle again.

Coding I is related to cooperation when unhappy, and is about the answer of "*how do you do if other colleagues talk with you or ask you to cooperate a work with them when you are unhappy?*" I put such a question following questions of happiness and unhappiness in the interview schedule, and hoped to measure the assertiveness of Chinese New Educated Youth by comparing all answers of three generations with each other. It was the only concrete question in the schedule. Fortunately, I obtained interesting information from this subtle question. Although they were unhappy, nearly all 17 Chinese New Educated Youth participants who involved in this question answered that they would cooperate with the colleague whatever the request was. Nevertheless, none of them said that they would definitely cooperate as normal as before but would cooperate without talking, with complaining, or tried not to thought their unhappiness and not to interfere with the work. It seems that they were not as decisive or assertive as the other two generations who could cooperate as normal for sure or refuse the cooperation directly. Moreover, participants of older generations and younger generations mentioned what they would do depend on what kind of request. If the request was very essential, they would definitely cooperate with the colleague. On the contrary, they would refuse directly if the request

was inessential while they were unhappy. It is reasonable because essential requests always bring little difficulty for accepting whereas inessential requests are easy to be refused (Chiauzzi and Heimberg, 1983). However, it was hard for Chinese New Educated Youth to refuse any request even when the request was inessential and they were unhappy. It seems that they were always cooperative. But it does not mean that they were assertive in accepting any request but were unassertive how to refuse a request. Interviewee 57 (Wu, male, Chinese New Educated Youth) said, "I was too embarrassed to refuse a colleague's cooperation. I should respect his Mianzi (face). It is really difficult for me to refuse others. Actually, I know I would still be unhappy in the cooperation. Yes, I am such a guy who could not distinguish the work from my own emotions or life". As the same as the Interviewee 57, Chinese New Educated Youth were considered unassertive in choosing what kind of behaviour to deal with relationship relevant business in this study.

Interviewee- 11 (Hu, female, Chinese New Educated Youth) was a youth leader of a state company. In the discussion of people who vulnerable to Mental Violence, we got to know that she could not help thinking too much after meeting her leaders. If her leader did not smile or make small talk with her after dealing with business, for example, after examining one of her work, she usually felt frustrated. She cared about how her leader thought about her work and her. So she always went to see the leader again a couple of days later to make sure if the leader was angry or not by enquiring him another issue for advice. In her common sense, the leader should concern about her life and thought. She looked him as a mentor. She respected him like respecting a senior. As we know, in Chinese workplace, sense of

extensive family was universal. Thus in this way, it seems that she was eager to obtain emotional support which valued by traditional Chinese social relationship. But she was disappointed. In other words, she failed in obtaining such a support. However, she was considered as Collectivistic. Nevertheless, if we continue to pursue why she cared about the attitude of the leader so much, things seem different. She actually did not look the leader as a mentor or a senior so much as a important person who decided her benefit and future. In Chinese traditional society, people valued the concept of "bao" (repay, or feed others' help or kindness) (Zhai, 2007). It means people are required to remember if somebody helped them and try to look for a reasonable opportunity to repay. However, if a person who helped somebody and asked for repay, he or she would be looked down by others. Similarly, if a person who got help from somebody repaid at once, he or she would be looked as strange as well. Because what both of the above persons did was not good building up a long-term friendship but be considered as utilitarian or instrumental. So returning to the behaviour of Interviewee-11, she was considered as instrumental or Individualistic although she tried to obtain emotional expression and showed her Collectivistic side in the workplace. Moreover, she also mentioned that some other kinds of behaviours which made her unhappy. For example, somebody interrupted her job by entering her office without knocking the door and even required her to do something. Otherwise, she was unhappy if somebody caught phones while meeting. Such kind of unhappy is easily reasonable for Westerners. However, in Chinese social communities, or workplaces, there is little private space in general (Zhai, 1995). Moreover, people especially educated people were considered to tolerate others' negative behaviour rather than being unhappy or even expressing angry. However, Interviewee-11 failed in dealing with such

interaction. In short, as the same as lot of Chinese New Educated Youth, she was confused in dealing with social relationships. On one side, she expected others could show emotional support, in other words, Collectivistic expression to her; but on the other, she expressed in Individualistic way and violated others' social expectation on her. Such an exchange in social interactions was looked unreasonable. Therefore, she was vulnerable to be confused, stressed and to perceive Mental Violence.

9.6 Little communicative while experiencing stress

Although Chinese New Educated Youth experienced stress most heavily, 12 of 15 participants who belong to Chinese New Educated Youth preferred to choose be *silent* (Coding N1). However, half of older generation and 80% of younger generation chose "talking their unhappiness to friends, parents and God" (Coding N2). In conducting coding N, I combined sub-coding of personal activities, such as "music", "Internet", "sports", "shout alone", etc. together. Because I noticed participants, who choosing the above codings, just involved in the above kinds of activities by themselves and did not communicate their unhappiness with others. For example, Interviewee 12 (Lu, male, Chinese New Educated Youth) said he preferred to play basketball when unhappy. Therefore, I asked him if he talked his unhappiness with other players. He answered, "never". As we know, communication or talking one's negative emotions to intimate people, such as friends or relatives, could decrease negative emotions to some extent. However, Chinese New Educated Youth did not choose such a way but return a balance alone.

Festinger (1962) stated that people often look for a consistence in cognition. As a kind of cognition, dissonance will result in disharmony in mentality. Thus he worked out a basic hypothesis which is about the mental disharmony and dissonance impulse them try to decrease the dissonance and try to reach the consistence through changing behaviours or cognition from before. Confucius required people to seriously obey traditional moral and rules. Furthermore, he did not permit people relax at any time (Yuan, 1998). However, extremely strict requirements always resulted in seriously spiritual nerve. So Weber (pp. 156, 1968) pointed out that the proposition of Confucius caused in cautious self-control, self-examine and self-watch out, and resulted in a completely suppress of all passionate and happiness. In this study, while suffering the nerve and stress, part of Chinese New Educated Youth were considered to change normal behaviours into Mental Violence, such as talk on the back, take little report, and so on. However, majority of Chinese New Educated Youth chose to keep silence. For example, the female teacher who resigned from her job because of the relationship problems always kept voiceless repay, such as showing a disregard silently.

9.7 MV = f (B, C, S)

Chinese New Educated Youth were reported experiencing Mental Violence in workplace more than other two generations. On the other hand, participants who were general staffs received and gave more Mental Violence than participants who were administrators or leaders in the workplace. It is because staffs who worked in offices where 2-10 colleagues in had more time for face-to-face interactions than leaders who often occupied their own offices. Therefore, they also had more time to experience Mental Violence with other equal colleagues.

To this item, we could see that workplace Mental Violence is different from workplace bullying which often happens from administrators, leaders or seniors toward junior staffs. Mental Violence happens often among staffs who occupy equal resource in the workplace.

From all the above materials and discussion, I noticed three main factors finally decide Mental Violence among Chinese New Educated Youth, besides of two macroscopical social factors, such as Symbolic Violence from Confucianism and the stress from reality life. They are behaviour (B), cognition (C) and situation (S). I worked out a functional relationship of Mental Violence among Chinese New Educated Youth in workplaces if I looked the Mental Violence as a dependent variable. It is MV= f (B, C, S). Amongst the relationship, MV signifies Mental Violence; B signifies the aggressive or extraordinary behaviour; C signifies the cognition of receivers, how they look the above behaviour as; and S signifies the situation which includes of two meanings, one is the environment where above behaviours happens and also the place where the sender of behaviour and the receiver interacting face to face often, such as offices which organised the small relative closed group, another meaning is their social surroundings or background which discussed above. Mental Violence probably happens with the factor of relevant environment (Zhang, 2004).

Mental Violence could happen in some certain circumstance but may nip in the blossom in some other circumstance. Particular individual personalities which mentioned in the results are risky factors in Mental Violence, such as ordinate, sensitive and so on. Besides of the above, I analyzed their cognitions of conflict in the field of Social Psychology. If Chinese New Educated Youth's cognition manifests

dissonance, they were inclined to apply irrational interactions, such as aggressive behaviours, for instance, Mental Violence.

$$MV = f (B, C, S)$$

Mode 9-1: the Causal Explaining Mode of Mental Violence

Directions:

MV: Mental Violence

B: Behaviours

C: Cognition of the behavioural Receiver

S: Situation

As we know from the mode, three independent variable would make Mental Violence occurs probably the most. Therefore, we could apply this mode in future studies through the following two sides. Firstly, we could determine if a phenomenon is Mental Violence or not through observing the above three variable. Secondly, we could try to avoid Mental Violence through controlling one or two of the three variables if we notice two or one variables appear. For instance, we could avoid arrange staffs work in a small relative group by providing big or single offices. So it means we relieve an influence of variable S, the situation.

9.8 Case Study

In this study, Chinese New Educated Youth, in other words, youth of 1970s were considered as nearly the busiest cohort in modern China. They have to support their family, take care of parents and parents in law, and also their children. On the other side, they hope that they could earn much more money and prompt the position in job, because

they hope their knowledge could be transferred into material value after at least 16 years (6 years in the primary school + 3 years in the junior middle school + 3 years in the senior high school + 4 years in the university, etc.) studying in schools.

Besides of interviewing, I spent time on observation of Chinese New Educated Youth's daily life while living with them. Because some of interviewees are my friends who live in different cities, and they invited me live in their home when I did field work in cities other than my hometown. I am nearly surprised by their busy days.

Ms Shi (Interviewee-19, Chinese New Educated Youth) was a lecturer in a college, and her ex-husband was an administrator in that college as well. They got married 11 years before, and had a girl of 10 years old who was a primary school student in grade three. They had a big house and a nice car. They got up at six o'clock every working day, and prepared a nutritional breakfast for their daughter, then started off at seven o'clock. They sent their daughter to the school firstly, and then went to work. It always spent approximate one hour on the way to the college. Shi had eleven lectures every week. Besides of working as a staff in the college, her ex-husband was also a leader of an engineering project in his spare time, because he hoped to earn much more money to support this family. Thus Shi had to do nearly all business which was related to their daughter. After work off at 6pm, Shi went to receipt her daughter from school, and bought foods on the way to home. Shi had to guide and guard daughter to do the homeworks after cooking and having dinner in the evening. Shi went to bed at around 11 pm after arranging her daughter slept well. And Shi was always too tired to move anymore at that time. However, the next day was often as the same day as before. As for weekends, this

family was busier than working days, because the small girl learnt playing the piano, drawing and oral English in different places in different time of weekends. It means that Shi or her ex-husband, sometimes both of them had to accompany the girl and sent her here and there to take part in courses. About three months later than I interviewed her, we met again. I was told that she devoiced because she tried her best but still could not communicate with her ex-husband. Furthermore, she noticed that her ex-husband might have a mistress. However, she devoiced and told me that she was finally free from suffering her ex-husband's indifference which had lasted for long time. She told me that she should devoice much earlier but she thought too much about her daughter who needed a whole family with parents. Meanwhile Shi always thought that devoice should be an inglorious matter and she did not know how to face her parents, friends and colleagues. However, like majority of Chinese New Educated Youth and all traditional Chinese, Shi did not consider devoice as a private matter but a social issue. It made her stressed. Nevertheless, she chose devoice finally. And she said it was her first time to make a choice just for herself although she had to bring up her daughter alone since then. Yes, it is another hard thing for Shi and nearly all Chinese New Educated Youth. In Western culture, people usually respect natural discipline and pursue development based on individual ability. Similarly, in children's education, Western people usually recognize there is difference between children's intelligence quality. So if a child was not good at study, he or she would be attributed to his or her individual capacity (Morris and Peng, 1994). However, they try to turn possibility into much more possibility and turn possibility into the reality. It is reasonable that education follows such a principle of teaching students in accord with their aptitude. Actually, Confucianism valued such principle in traditional China as

well. Nevertheless, with the fast development of modern society and economy, the opinion of education was changed by many Chinese. Especially, because one couple was encouraged to have one child, majority of current Chinese hope that their own children could succeed in future life and career. And they want the best for their children. They believe children could succeed if they are good at study. Therefore, they try to turn impossibility into possibility on children through helping children study harder. Different from Western people, Chinese attribute failure to "situational factor (effort of children and assistance of family)" (Hess, Chang and McDevitt, 1987; Stevenson, Lee and Stigler, 1986; cited in Morris and Peng, 1994, pp. 966). However, children are too young to realize or understand what their parents hope. Love playing is every child's nature. So parents are duty-bound to help children studying, such as assistance for their home-works (Chen and Stevenson, 1989; cited in Morris and Peng, 1994, pp. 966- 967). It obviously occupies parents' spare time and energy. In addition to worrying about children's results in the school and competition in the future, it makes parents, including of Chinese New Educated Youth more stressed than other generations in China and other parents in Western countries.

Conclusion

As presumed and through the survey, Chinese New Educated Youth was considered as a family focused cohort. They valued relationship and emphasized the rule of "Mianzi" in dealing with relationships as well as older generations. But meanwhile, they were tired of and confused about the rule. Avoiding talking to others, especially their parents, they preferred to be silent and thought by themselves too much while they were unhappy. It is different from other two generations. While suffering unhappiness, older generations would like to forget it as soon as possible, and younger generations were inclined to transfer it to their parents.

Results of the questionnaire shows Chinese New Educated Youth were always in the middle while measuring tendency of Collectivism or Individualism. It is because they were rooted by Chinese traditional values, such as keeping medium in dealing with issues and harmony in dealing with relationships. Moreover, they were influenced with Western value such as independence and freedom. In addition to stressors from personal, family and society, two different values made this cohort confused in thoughts and stressed in choosing behaviours. To recover a balance, they hoped to relieve such a stress from the confusion, and other stressors as well. On one side, they expected others could show emotional support, in other words, Collectivistic expression to them; but on the other, they expressed in Individualistic way and violated others' social expectation on them. Such an exchange in social interactions was looked unreasonable. Therefore, they were vulnerable to be confused, stressed and to perceive Mental Violence.

However, they communicated little with others while they were stressed. While using two values in treating and receiving others in spite of themselves, Mental Violence happens inevitably. In short, they chose resolving problems and decreasing stress alone through keeping silence or transferring into Mental Violence.

From this study, the Causal Explaining Mode of Mental Violence, MV=f (B,C,S) was worked out for future studies to explain the process of Mental Violence. Amongst the mode, MV means Mental Violence. It is considered as a dependent variable whereas B, C and S are considered as different independent variables. B means negative or extraordinary behaviour; C means the cognition of receivers; and S means the situation which includes of the environment where above behaviours happens, such as offices which organised the small relative closed group and their social surroundings or background which discussed above. This mode could help future studies to determine if a phenomenon is Mental Violence or not. Moreover, it could help people to avoid Mental Violence through relieving or deleting influences of anyone of three variables.

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Chapter Ten

CONCLUSION

Introduction

A story of Mental Violence and Chinese New Educated Youth comes to a conclusion. Highlights of research questions in this study will be valued again in this chapter. From ancient traditional society to present modern one, Confucianism and Collectivism afterwards, becomes a kind of gentle ethic culture which deeply influence traditional Chinese. Chinese New Educated Youth were disciplined by such a culture on thoughts and behaviours while growing up. They were taught to look benefits of groups as more significant than their own benefit. They emphasized medium in dealing with issues and harmony in dealing with relationships. However, opening policy caused them to know there is Individualism which is absolutely unlike Collectivism. The difference between two values makes Chinese New Educated Youth confused in thoughts and choosing behaviours on interpersonal relationships. To recover a balance, they hope to relieve such a stress from the confusion and other stressors as well. While using two values in treating others and perceiving others' behaviour, Mental Violence happens inevitably. On the above basis of analysis, the Causal Explaining Mode of Mental Violence, MV=f (B,C,S) was worked out to explain the process of Mental Violence.

10.1 Highlights

10.1.1 An overview of relationship in Chinese workplaces

This is a story of Mental Violence and Chinese New Educated Youth in workplaces of modern China, and also a story of conflict under peaceful harmony in a nutshell.

In a workplace, while a person being required to involve mentally, emotionally, psychologically as much as possible besides of playing the role of a staff, she or he has to play as a friend, an aunt, an uncle, a brother or a sister as well. It is common in China if you hear colleagues call titles of family members each other in workplaces. It sounds each colleague has, at least tries to have a close relationship with others. As the same as other Chinese social community, workplace is considered as an extensive family. However, in addition to friendship and emotional attachment in the workplace, the interpersonal relationship and daily contact inevitably becomes sophisticated and is different from Western relationships. Someone dealt with the relationship skilfully and well, such as most of older generations for they had already got used to all changes, requirements, or social expectations of keeping a harmony. Someone dealt with the relationship simply and even left it alone, such as the younger generation who looked work as just a way of earning money for own interests or benefits. Thus they did need to play the role of extensive family members but only the role of staffs. However, for most of Chinese New Educated Youth, it was a big problem. From characteristics of involved people, we could see in a Collectivistic society, Chinese New Educated Youth could not be accepted if they

behave in Individualistic way. For instance, people who seriously stick to the principle, like argumentation or enhancing themselves were not welcome in China. And such characteristics possibly resulted in violating the social expectation and originated Mental Violence.

10.1.2 An interpretation of Mental Violence

As a failure of normal relationship, in other words, a kind of conflict in workplace, Mental Violence, in this study, is bitter, negative and even aggressive for Chinese because the social relationship was particularly emphasized. Mental Violence is similar to a Western concept, bullying. It is decided by behavioural sender's negative behaviour and the negative cognition of behavioural receiver. Both of them are negative or even aggressive behaviours which repeatedly occur in secret among people who belong to a small group and are invisible for people outside the group. However, they are different to some extent. It has four particular characteristics. This study only focuses on Mental Violence which happened between peers, in other words, people who occupied equal resources, such as colleagues in the same office or roommates in collective dormitories. The targets of Mental Violence might be senders of Mental Violence in different times, so it is reversible usually. What emphasized in defining Mental Violence is different from bullying. Mental Violence was defined only as the receiver perceived. And some behaviours of Mental Violence appear because avoiding the expectations of social roles in Chinese traditional culture. Furthermore, whatever bullying or other aggressive behaviours in previous study were looked as an isolated or fixed behaviour, but feedbacks of the receiver or the target person was ignored. Mental Violence is a reversible phenomenon. The receiver of Mental Violence before could become the sender later.

Therefore, as a kind of aggressive behaviours, Mental Violence will be researched as a lively process in present study.

From the study, it is noticed that Mental Violence often happens in a kind of small group of 2-10 members, which is called small relative closed group. In such a group, members are lack of freedom of mobility; have opportunity of communicating face to face; and have long time for interaction. Present study is focused on clearing up the concept of Mental Violence and its causes in workplaces of China. Meanwhile, the real life, stressors and daily conflict of Chinese New Educated Youth, especially of the sender and the receiver, were revealed.

10.1.3 An interpretation of Chinese New Educated Youth

As I stated, it is also a research which could reveal current real present life of Chinese New Educated Youth. Chinese New Educated Youth, a special Chinese cohort's real life deeply through comparing them with other two educated generations in this research. Chinese New Educated Youth had a relatively particular living background which was different from the previous or the younger generations. They were born and grew up in a society which infiltrated by Confucianism and Collectivism, and had been maturing with cultural shock from western Individualism since opening policy. The conflict of two cultural values resulted in the cohort having two standards in choosing behaviours to deal with relationships, including of treating and receiving others, and daily conflict as well. It was made possible for the happening of Mental Violence.

I interviewed 22 Chinese New Educated Youth, who were born in 1970s; 17 participants who belonged to the older generation, were born before 1970s; and 18 participants who belonged to younger generations, were born in 1980s. Meanwhile, 365 participants of three generations filled in the questionnaire of Mental Violence. All of participants who revolved in our qualitative or quantitative investigation were from Ningbo, Hangzhou, Nanjing, Suzhou and Guiyang, five cities of China which includes of developing and developed areas. Furthermore, they covered different of subjects in their previous education and different units of occupations. However, all of participants worked as white-collar workers in offices. More over, 46 out of 57 interviewees worked in small relative closed groups, offices had 2-10 colleagues.

10.1.4 Something about Mental Violence

I. Characteristics of involved people, origins, and forms

Results of the interview show that Chinese New Educated Youth had multiple stresses and experienced Mental Violence the most often. Moreover, there is a statistically significant correlation between stress and Mental Violence. Majority of 57 interviewed participants for present study mentioned or entirely talked about experiences of workplace Mental Violence. People, who were obstinate, sensitive, often conflicted with others through talking, such as arguing or complaining, and like showing were considered to send or receive Mental Violence the most often. Origins of Mental Violence means Mental Violence usually started from, such as difference in thought modes, limited benefits, lack of communication, had conflicts before and so on. Mental Violence was measured from the following four ways. They were "intolerant behaviours" which measured was

focused on Mental Violence received by the interviewee, "treating tense people" which measured was related to behaviours which sent by the interviewee. Such a way of collecting data, filled in the blank of little report from senders of Mental Violence or bullying in past studies. Besides of receiving and sending Mental Violence, "behaviours of Mental Violence" contains the behaviour which happened to other people but was seen by the interviewee. And quarrelling words is the last way to measure Mental Violence. All of the above combined the form of Mental Violence. Five main categories of Mental Violence were found in workplaces of modern China. They are Talk little with other colleagues; discuss or even spread something bad about other colleagues on the back; report something negative about other colleagues to leaders in secret; make troubles for other colleagues in work or personal promotion, and treat junior colleagues cold, and thought all of juniors were lack of responsibility in work.

II. Consequence and how to decrease

The consequence of Mental Violence contains three results. They are "unhappy", "angry" and sick which could be the most serious consequence for the receiver of Mental Violence. In this investigation, consequences of two involved Chinese New Educated Youth were serious. One male IT technician was hospitalized for depression because of familial supporting problems and lack of emotional support. After that, he changed his manner to continue pursuing his career success. He became a sender of Mental Violence but turned into a receiver by his colleagues later. Different from him, a female teacher treated her colleague in cold way, such as disrespecting routines and the leader as well. However, she was sick because of the problems in dealing with relationships and resigned to her hometown finally. To

decrease Mental Violence in workplace, this study suggests that arranging people belong to different department working in one office. There is cooperation rather than competition or self-expression among staffs from different departments. So it would be good for keeping a normal social relationship in workplace.

10.1.5 Characteristics of Chinese New Educated Youth

Chinese New Educated Youth spent most of their spare time on the family. Comparing with other two generations, Chinese New Educated Youth is a family-focused cohort the same as the older generation. They work for the entire family not for self-benefits. Furthermore, majority of participants who belong to Chinese New Educated Youth told the researcher that they were busy with child, child's home-works and housework after work. That is why they were looked as un-sociable.

In this research, the following main three stressors the Chinese New Educated Youth suffered. First of all, the stress was from their personal requirements which including of pursuing title and a promising future. Self- renewal is the most essential cultural spirit of Confucianism (Shao and Li, 2005). Chinese New Educated Youth hoped that they could have a promising work and even their own business, because they were more independent and educated than previous generations. They were eager to emphasise themselves like youth of 1980s do. Secondly, the stress was from family. They had to bring up their kids physically and mentally, to take care of their parents, and to support living as well. Thirdly, the stress was from the society, such as difficulties in dealing with relationships in workplaces

and be confused in experiencing unreasonable phenomenon. Reported by majority interviewees, Chinese New Educated Youth were considered preferring to keep medium position. Keeping medium position or emphasizing the Doctrine of Mean is a typical cultural characteristic of Chinese (Shao and Li, 2005). It means they rarely say yes or no in social issues and interpersonal interactions. However, in the reality, it is difficult to keep balance through keeping medium position.

Although Chinese New Educated Youth experienced stress most heavily, they inclined to be silent while experiencing stress or unhappiness. As we know, communication or talking one's negative emotions to intimate people, such as friends or relatives, could decrease negative emotions to some extent. However, Chinese New Educated Youth did not choose such a way but return a balance alone.

From comparing Chinese New Educated Youth with other two generations, we knew more about their stress, confusion and daily conflict in workplaces. They had been influenced by ethic culture or the Collectivism originally but partly influenced by western value, the Individualism gradually since reforming and opening policy worked. The contradiction firstly happened in interactions, because Collectivistic value valued that harmony is the most significant requirement in relationships but in Individualistic culture, respect personality or freedom is the most significant. To keep interactions harmony or to stick to their own principle made them confused in choosing normal behaviours in workplaces. Therefore, they would make others uncomfortable if the behaviour did not accord with the social expectation which would be looked as Mental Violence. Meanwhile, their over-thinking custom and confusion in behaviour

choosing made them difficult to judge others' normal behaviours, thus they experienced Mental Violence more easily. Meanwhile, they suffered more stress from reality life than other generations, because they could not enjoy many socialism welfare policies which worked before reforming China and were enjoyed by the older generation. That is why this cohort would be inclined to release or transfer their stress and experiences more Mental Violence than the older generation who occupied unchangeable ethic values and the younger generation who were individualized deeply. In short, they expected others to express emotional support, in other words, they expect Collectivistic expression from others; but on the other hand, they applied Individualistic expression to others and violated others' social expectation on them. Such an exchange in social interactions was looked unreasonable. Therefore, they were vulnerable to be confused, stressed and to perceive Mental Violence.

10.1.6 Demographical differences in experiencing Mental Violence and others

The results of questionnaire were analyzed in a series of 4 steps. From the results, demographical differences are shown in receiving Mental Violence, sending Mental Violence, personality or characteristics of people who inclined to experience Mental Violence, and tendency of Collectivism or Individualism. The findings show that Chinese New Educated Youth sent Mental Violence like isolating somebody the most often in workplace. Otherwise, male participants reported experiencing Mental Violence more than female ones. The higher education the participant got, the more he or she experienced Mental Violence. Comparing with other occupations, intellectual respondents reported sending Mental Violence the most. Participants who worked

as staffs experienced Mental Violence more people who worked as administrators in the workplace. And people who were singles experienced Mental Violence the most in workplace. As for the generation difference in characteristics of respondents, Chinese New Educated Youth were always in the middle. Finally, the fourth step which measures the tendency of Collectivism or Individualism also provided generation difference. Chinese New Educated Youth were partly Collectivistic and partly Individualistic.

Mental Violence could happen in some certain circumstance but may nip in the bud in some other circumstance. Particular individual personalities which mentioned in the results were risky factors in Mental Violence, such as ordinate, sensitive and so on. Besides of the above, if Chinese New Educated Youth's cognition manifests dissonance, they were inclined to apply irrational interactions, such as aggressive behaviours, Mental Violence probably happens with the factor of relevant environment (Zhang, 2004).

10.1.7 The Causal Explanation Mode of Mental Violence

From results and discussion, I noticed there were three main factors finally decide Mental Violence among Chinese New Educated Youth, besides of two macroscopically social factors, such as influence of the gentle ethic culture, Confucianism or Collectivism and the stress from reality life as well. They are behaviour (B), cognition (C) and situation (S). A causal explanation mode of Mental Violence among Chinese New Educated Youth in workplaces was worked out if the Mental Violence was looked as a dependent variable. It is $MV= f (B, C, S)$.

Amongst the relationship, MV signifies Mental Violence; B signifies the aggressive or extraordinary behaviour; C signifies the cognition of behavioural receiver, how they look the above behaviour as; and S signifies the situation which includes of two meanings, one is the environment where above behaviours happen and also the place where the behavioural sender and the receiver interacting face to face often, such as offices which organised small relative closed groups, another meaning is their social surroundings or background.

As the three independent variables decide Mental Violence occurs probably the most, in future study, we could determine if a phenomenon is Mental Violence or not through observing the above three variable. Moreover, it may help administrators to improve relationship in real workplaces. They could try to avoid Mental Violence through controlling one or two of the three variables if they notice any of the three variables appear. For instance, they could avoid arrange staffs work in a small relative group by providing big or single offices. So it means they relieve an influence of variable S, the situation. In brief, Mental Violence would not be inevitable if we could control any of three variables.

This present research just aimed to supply the gap of research on Chinese New Educated Youth, a cohort who influenced by changing society in life and values. Meanwhile, we hope that this research could address the gap by focusing on Mental Violence in same office colleagues rather than couples in family.

In short, this research can was expected to wake up people to concern about conflict in daily lives of the most promising cohort in modern China, and also hope it could conduce to their life and mental health.

10.2 Limitation

There is no result of the questionnaire could correspond to a definite interviewee although some participants filled in the questionnaire and accepted the interview as well. In other words, nobody knows if one result of the questionnaire was done by one of interviewees in the study. It is not very good for a further study on research questions. However, the questionnaire was filled in blind to blind is out of consideration of objectivity. If somebody was invited to accept the interview just after filling in the questionnaire, he or she would tend to be suspicious whether be known too much by the researcher. Therefore, it would interfere with them to manifest freely and objectively while interviewing.

Otherwise, I just calculate the total amount but did not calculate the percent of completed questionnaires. When starting distributing questionnaires through web sites, hard copies and emails, I really had no idea if I could get back enough results. Therefore, I tried to send copies to my all familiars, such as friends, relatives, previous colleagues and alumina as many as possible. However, I neglected to note the amount of copies which I sent.

Although I compared the characteristics, forms and causes of Mental Violence with bullying, I did not apply further study on comparing the difference of their injuries. I just thought the behavioural receiver's consciousness of the behaviour mainly determine the injury of Mental Violence. However, I did not think about the cause of injury from bullying except the negative behaviour which spoke for itself.

I tried to pursue if there is correlation between stress and violence in this study. The result shows a significant correlation between them. Moreover, I hoped to find out most of stressed Chinese New Educated Youth could live peacefully on the surface just with the help of Mental Violence which worked as a buffer. Thus I also predicted that Chinese New Educated Youth relieved their stress through using violence. Unfortunately I did not provide a measurement for this purpose. For instance, to measure if somebody felt better or relaxed after sending Mental Violence. Therefore I certified the existence, negativeness and causes of Mental Violence in Chinese workplace through the study but did not obtain any participants who relieved the stress after using Mental Violence although people of this cohort were confirmed that they experienced stress often and experienced Mental Violence often as well. However, it is regretful.

10.3 Further research suggestions

It is an exploratory study on conflicts in Chinese workplaces. I believe that further thorough studies on whatever measurements or causes of Mental Violence will be emerged in the future. It could be an explaining mode on explaining Mental Violence or other indirect aggressive behaviours in small relative closed group where people of different backgrounds. For example, issues occur in the international student accommodation. International students usually shared a small kitchen or common room usually although they had their own bedrooms. If you have your expectation and behavioural routines, and I have my own expectations and routines, there is possibility of Mental Violence. Therefore, further researches would be more than welcome whatever could support this mode or defeat it.

Conclusion

Before this study, both of Mental Violence and the conflict of Chinese New Educated Youth had been undiscovered in China. Meanwhile, as a concept similar to bullying, Mental Violence in Chinese workplaces had been a blind spot in relevant academic circles internationally.

As an exploratory research, although little perfect answer was provided, the phenomenon of Mental Violence and the real life or conflict of Chinese New Educated Youth were systematically studied and primarily revealed to the public in this study. Through reviewing of literatures, Thematic Analysis on semi-structured interviews and SPSS on results of questionnaires, the concept was defined, the procedure was displayed, and the real situation was reappeared. It could be a research mode for further more thorough relevant study. All of the above would be a step for further study on whatever Mental Violence or Chinese New Educated Youth.

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APPENDICES

Interview information sheet

	Interviewee
Name	
Year of Birth	
Sex	
Degree/Major	
Occupation	
Marriage Status(if YES to the next one)	
Kids or not?	
How many years have you worked for?	
Time of interview	
Location of interview	

Interview schedule

Research question: What do educated youth think about their everyday interactions?

Topic 1: Situation of Your Workplace

1. How would you describe your workplace?
Prompt: how many persons in it? If there is someone not in it often?
  1．您的工作场所是什么样的？

比如说，有几个人？是不是有人经常不在？

2. Do you have any colleagues who are close to you? If yes, do you do something together?

Prompt: have lunch at workplace together or go out for fun together after work

2．您有没有走得比较近的同事？如果有的话，你们一起参加一些事情吗？
比如说一起在公司吃饭或者下班后一起出去玩。

3. What do you talk about when you are free in work time? About when do you talk?

3．你们平时工作之余都聊些什么？大概什么时候会聊聊天？

4. Do any colleagues have tense relationship with others? What kind of persons are they?

4．公司有和同事关系比较紧张的人吗？他/她是怎么样的人？

5. Have any colleagues quarried with others? If yes, what did they quarrel for?

5．公司有同事吵架吗？如果有的话，一般因为什么吵起来？

6. If some colleagues quarrelling with others, what do they do? And how do you and other colleagues who not taking part in the quarrel do and think about that?

6．他们吵架的时候是什么样的？比如做些什么说些什么？那时候，你和其他同事看到了是怎么想的？

Topic 2: Everyday Activities

1. Have you felt stress in your life? What kind of stress or what caused it?

1．你有没有感觉到有压力？来自哪方面的？

2. What do you do for relax in your free time everyday?

2．你平时下班通过什么活动来放松自己？

Topic 3: Personal Feelings

1. What could make you the most happy in ordinary days? Who would you like to share when you are happy?

1．平时什么事情让您最开心？那时候您最想和谁分享？

2. What could make you unhappy in ordinary days? How do you do when you are unhappy?

2．平时什么事情让您最不开心？您不开心的时候会做些什么事情？

Prompt: how do you do if other colleagues talk with you or ask you to cooperate a work with them when you are unhappy?

比如说在您心情不好的时候，同事叫您和她一起合作进行一项工作，您会怎么做？

3. How do you think of yourself?
Prompt: what kind of person are you? for example, accommodating, etc.

3．您认为您是怎么样的一个人？

4. What kind of person would you like to stay with? Vice verse.
Prompt: what kind of person would you like to make friends? And what kind of person would you not like to make friends?

4．您喜欢和什么样的人呆一起？

比如说您喜欢什么样的人做朋友？不喜欢和什么样的人做朋友？

5. What kind of person or behaviour could make you unbearable?
Prompt: if such kind of behaviour is done your friends or others who have no relationship with you, what will you do?

5．您最不能忍受什么样的人或者行为？

如果说那种您不能忍受的行为发生在您的朋友或者其他不相干的人身上，您会怎么做？

6. How do you think the difference on attitudes and behaviours among people in different generations, such as people who were born in 1970s, before 1970s and after 1980s?

6．你觉得1970年代、早于1970年以及晚于1980年出生的人在态度和行为上有什么不同？

Topic 4: General Thinking

1. How do you think about the relationships among colleagues in your workplace?

Prompt: Do you think it is a kind of concord on the surface or essential concord? (If somebody answers "concord", I will ask him/her such question.)

1．您认为您办公室同事的关系怎么样？

你认为是表面和谐还是本质上的和谐？（假如有人回答"和谐"时，我会追问他/她。）

2. If you could use only one word to describe the above relationship,

what will you say firstly?

2．如果您只能用一个词来形容同事关系，您的第一反应是什么？

Survey Booklet

DO NOT PUT YOUR NAME ON THIS BOOKLET OR ON THE ANSWER SHEETS

Your participation in this survey is voluntary. You may discontinue participation at any time without any penalty.

This booklet contains questions about your opinions and experiences. You may omit any questions you do not want to answer.

If you do not want to participate in the study, just turn the booklet over. After the other people have begun the survey, either sit quietly at your desk or quietly give me your booklet and leave the room.

Mark your answers in the separate answer booklet. Please do not write in this booklet.

Thank you for your cooperation!

调查手册

请不要将您的姓名写在这个手册上或者答题纸上。
您参与这个调查是自愿的。您随时可以中断参与。

这个手册包含的问题是关于您的观点和经历。您可以跳过任何您不想回答的问题。

如果您不想参与这个研究，您可以将手册放在一边。在其他人开始调研后，或者安静地在原地就座，或者安静地将手册交给我然后离开房间。

请将答案写在另外一张答题手册上。请不要写在这页手册上。

谢谢合作！

Mental Violence Questionnaire

Hello, dear friend!

I am a PhD student in Department of Social Sciences at Loughborough University. I can be contacted by email at the following address:

Zhang Xiao-ying (x.zhang4@lboro.ac.uk).

My supervisor, Dr Dennis Howitt, can be contacted at

d.l.howitt@lboro.ac.uk.

The aim of our research is to develop an understanding of everyday interaction and psychological status of educated youth in China. Through this research, we hope to know and understand more about this cohort and expect to help them to live more comfortable and self-confident.

All information which is related to this research will be strictly confidential. And all of your answers will be anonymous.

Thank you for your cooperation!

Zhang Xiaoying

PhD Candidate

Department of Social Sciences

Loughborough University

尊敬的朋友：
您好！
　　我是英国拉夫堡大学社会科学系博士生。如果您有任何疑问和建议，您可以通过我的电子邮件：x.zhang4@lboro.ac.uk 跟我联络。
　　我的导师是丹尼斯·哈瓦特博士（**Dr. Dennis Howitt**），您也可以通过他的电邮：d.l.howitt@lboro.ac.uk 和他取得联系。
　　这是一项关于中国知识型青年的心理状态和日常互动的调查。我们希望通过这项调研，增进对这个群体的了解和理解，以期改善他们的生活状态。

和本项研究有关的所有信息都是被严格保密的。您的回答也都是匿名的。
谢谢您的合作！

张晓莹

社会科学系
英国拉夫堡大学

请在以下选项中选出符合您个人信息资料。Please choose the following items which is consist in your personal information.

基本信息 Demographics Information

性别 Gender:

0 男 Male   0 女 Female

出生年月Era of born:
 0 70年代之前出生 Before 1970s   0 70年代出生 During 1970s   0 1980年之后出生（含1980年）After 1980s (includes of 1980)

教育背景 Education Background:

0 中等教育 Secondary School Education   0 本科 Undergraduate   0 研究生 Postgraduate   0 博士或以上 Research, such as PhD

职业（学生请跳过此题）Occupation *(Students may ignore this item.)***:**

0 教科文 Education, intellectual, and scientific professions   0 工程技术 Engineer and technical   0 商业 Business

职位（学生可跳过此题）Position in Occupation *(Students may ignore this item.)***:**

0 管理 Management   0 一般工作人员 Ordinary staff

家乡位于 Hometown:

0 农村 Countryside   0 县城含小城镇 Town   0 城市 City

家庭状况 Sibling status:

0 独生子女 Only Child   0 有兄弟姐妹 Sibling

婚姻状况 Marriage Status:

0 单身 Single　0 有固定异性同伴（如男友/女友）Have a regular partner

0 已婚 Married　0 离异 Devoiced

请在以下选项中选出您认为最合适的答案来代表您的观点。Please choose the most suitable answers as you think in the following to show your personal opinions.

问卷内容 Contents of Questionnaire (original one)

我们希望通过本调查知道你隔多久有那些不同的经历以及感受。请通过在你要选的答案下面涂黑圆圈来回答问题。比如，请看例题一：如果你几乎每天学习，你可以在"频繁"一栏下面的圆圈涂黑；如果你不是经常去看电影，你可以在"很少"一栏标示；如果你还没出过国，你可以在"从来没有"一栏标示出来。

This survey will ask you to indicate how often you have had different experiences or feelings. Please answer the questions by filling in the circle under your answer. For example, look at item one. If you work on your studies almost every day, you would fill in the circle in the column headed <u>Very Often</u>. If you usually do not go to the movies you would mark <u>Rarely</u>. If you have not travelled to a foreign country you would mark <u>Never</u>.

		从来没有Never	很少 Rarely	有时 Sometimes	经常 Often	频繁 Very Often
1.	我学习I work on my studies	0	0	0	0	●
2.	我去看电影I got to the movies	0	●	0	0	0
3.	我出国I go to foreign countries	●	0	0	0	0

人们有时会和朋友、家人以及同事发生矛盾和意见不一致。下面的这些问题是关于矛盾以及人们对此如何反应。问题是成组出现的，其中有一些是关于人们采取什么样的行为对待你，而另一些是关于你采取什么样的行为对待其它人。

People sometimes have conflicts and disagreement with friends, families, and co-workers. Below are some questions about these conflicts and how people respond to them. The questions are arranged in groups. Some of these groups are about ways that people behaved toward you and some are about ways that you have

behaved toward other people.

Part I: How People Have Behaved Toward Me
第一部分：人们采取什么样的行为对待我

在最近的12个月中，当有人和你发生矛盾或者意见不一致的时候，**请问他们隔多久用这种方式对待你？**
In the last 12 months, when you have had a conflict or a disagreement with someone, **how often have other people behaved this way toward you?**

		从来没有 Never	很少 Rarely	有时 Sometimes	经常 Often	频繁 Very often
1.	我所在的团体其它人都知道的信息，却惟独不让我知道。Withheld information from me that the rest of the group is let in on.	0	0	0	0	0
2.	当众拿我取笑。Made fun of me in public.	0	0	0	0	0
3.	让我感到自己好像不合群。Made me feel like I didn't fit in.	0	0	0	0	0
4.	散播关于我的谣言。Spread rumours about me.	0	0	0	0	0
5.	当众批评我。Criticized me in public.	0	0	0	0	0
6.	利用那些只有他们懂的笑话来将我隔离开来。Used private in-jokes to exclude me.	0	0	0	0	0
7.	故意在谈话中忽略我的存在。Omitted me from conversations	0	0	0	0	0

		从来没有 Never	很少 Rarely	有时 Sometimes	经常 Often	频繁 Very often
	on purpose.					
8.	损坏或者拿走我的某件东西。Destroyed or took something that belonged to me.	0	0	0	0	0
9.	有什么活动，故意把我排除在外。Purposely left me out of activities.	0	0	0	0	0
10.	做一些试图让我看上去很愚蠢的事情。Done something to try and make me look stupid.	0	0	0	0	0

Part II: How I Have Behaved Toward Other People
第二部分：我采取什么样的行为对待其它人

在最近的12个月中，当有人和你发生矛盾或者意见不一致的时候，**请问你隔多久用这种行为对待他们**？
In the last 12 months, when you have had a conflict or a disagreement with someone, **how often have you behaved this way toward other people?**

		从来没有 Never	很少 Rarely	有时 Sometimes	经常 Often	频繁 Very Often
11.	所在的团体其它人都知道的信息，却惟独不让他们知道。Withheld information from them that the rest of the group is let in on	0	0	0	0	0

		从来没有 Never	很少 Rarely	有时 Sometimes	经常 Often	频繁 Very Often
12.	有什么活动，故意把他们排除在外。 Purposefully left them out of activities.	0	0	0	0	0
13.	利用只有我能懂的笑话来把他们隔离开来。 Used private in-jokes to exclude them.	0	0	0	0	0
14.	散播关于他们的谣言。 Spread rumours about them.	0	0	0	0	0
15.	做一些试图让他们看上去很愚蠢的事情。 Done something to try and make them look stupid.	0	0	0	0	0
16.	让他们感觉自己好像不合群。Made them feel like they don't fit in.	0	0	0	0	0
17.	故意在谈话中忽略他们的存在。Omitted them from a conversation on purpose.	0	0	0	0	0
18.	做一些事情以激怒他们。Did things to irritate them.	0	0	0	0	0
19.	不表现出我生气了。Did not show that I was angry.	0	0	0	0	0
20.	试图让他们看上去愚蠢。Tried to make them look stupid.	0	0	0	0	0
21.	拂袖而去。Stomped	0	0	0	0	0

		从来没有 Never	很少 Rarely	有时 Sometimes	经常 Often	频繁 Very Often
	out of the room.					
22.	生气了并拒绝提起这个。Sulked and refused to talk about it.	0	0	0	0	0
23.	只有等到我平静下来了才能讨论问题。Waited until I calmed down and then discussed the problem.	0	0	0	0	0
24.	破坏或者损坏他们的东西。Destroyed or damaged something that belonged to them	0	0	0	0	0

Part III: Feelings and Experiences
第三部分：感受和经历

下面是一些关于你的感受和经历的陈述。请指出在多大程度上你同意或者不同意每一个陈述。注意！测量的等级是变化的。

Below are some statements about your feelings and experiences. Please indicate how much you agree or disagree with each statement. Careful! The rating scale has changed.

		强烈不同意 Strongly Disagree	不同意 Disagree	中立 Neutral	同意 Agree	强烈同意 Strongly Agree
25.	我有时感觉人们在背后嘲笑我。 I sometimes feel that people are laughing at me behind my	0	0	0	0	0

		强烈不同意 Strongly Disagree	不同意 Disagree	中立 Neutral	同意 Agree	强烈同意 Strongly Agree
	back.					
26.	我很少让自己的感情受到伤害。I seldom get my feelings hurt.	0	0	0	0	0
27.	对于被排斥，我很敏感。I am sensitive to rejection.	0	0	0	0	0
28.	对于是不是被别人接受或者排斥，我不是非常在意。I don't care too deeply about whether I am accepted or rejected by others.	0	0	0	0	0
29.	我过分敏感。I am overly sensitive	0	0	0	0	0
30.	我很容易冒犯别人。I am quick to take offence.	0	0	0	0	0
31.	认识我的人知道我很容易受伤害。People who know me know my feelings are easily hurt.	0	0	0	0	0
32.	被我周围那些人接受，对我来说很重要。It is important to me to be accepted by those around me	0	0	0	0	0

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		强烈不同意 Strongly Disagree	不同意 Disagree	中立 Neutral	同意 Agree	强烈同意 Strongly Agree
33.	如果要一个人呆着，这吓不倒我。The prospect of being alone does not terrify me.	0	0	0	0	0
34.	如果和我很亲近的人排斥我，我担心我会受不了。I'm afraid I would be devastated if someone I am close to rejected me.	0	0	0	0	0
35.	我一直担心会让别人失望。I've always been afraid to disappoint others.	0	0	0	0	0
36.	感觉到自己是团队的一部分，这在最近一段时间对我尤其重要。It has recently been extremely important to me to feel a part of a group.	0	0	0	0	0
37.	我很担心别人怎么想我。I worry a lot about what others think of me.	0	0	0	0	0
38.	我知道我的所谓朋友在我背后议论我。I know	0	0	0	0	0

		强烈不同意 Strongly Disagree	不同意 Disagree	中立 Neutral	同意 Agree	强烈同意 Strongly Agree
	that "friends" talk about me behind my back.					
39.	我怀疑那些对我过于友好的陌生人。I am suspicious of overly friendly strangers.	0	0	0	0	0
40.	当人们对我特别好时，我会很想知道他们背后到底有什么目的。When people are especially nice, I wonder what they want	0	0	0	0	0

第四部分：习惯和态度

下面是一些关于你的日常习惯和态度的陈述。请指出在多大程度上你同意或者不同意每一个陈述。注意！测量的等级是变化的。

Below are some statements about your habits and attitudes. Please indicate how much you agree or disagree with each statement. Careful! The rating scale has changed.

		强烈不同意 Strongly Disagree	不同意 Disagree	中立 Neutral	同意 Agree	强烈同意 Strongly Agree
41.	我心情不好的时候，就会人倾诉。I would like to tell others when I was unhappy.	0	0	0	0	0
42.	我心情不好的时候，不喜欢表现出来，觉得这样也没	0	0	0	0	0

		强烈不同意 Strongly Disagree	不同意 Disagree	中立 Neutral	同意 Agree	强烈同意 Strongly Agree
	什么。I would not like to show others that I was unhappy, and I don't think it is not good.					
43.	我心情不好的时候，不喜欢表现出来，尤其是对待父母。I would not like to show others that I was unhappy, especially to my parents.	0	0	0	0	0
44.	我倾向于做我自己的事情，我家其他人也是如此。I tend to do my own thing, and others in my family do the same.	0	0	0	0	0
45.	如果有人打扰我做事情，我会马上告诉他叫他停止打扰我。I would like to ask somebody to stop at once if he/she disturbed my business.	0	0	0	0	0
46.	我对人有什么要求，都会直接提出来。I would like to tell others straight if I	0	0	0	0	0

		强烈不同意 Strongly Disagree	不同意 Disagree	中立 Neutral	同意 Agree	强烈同意 Strongly Agree
	want them to do something for me.					
47.	我对人有什么看法，都会直接提出来。I would like to tell others if I have some opinions about them.	0	0	0	0	0
48.	婚前性行为是很平常的事情。It is normal if there is sexual contact before married.	0	0	0	0	0
49.	未婚同居很正常。Cohabitation before married is normal.	0	0	0	0	0
50.	无论平时多忙，我都会给自己安排时间，抛开公务，享受生活。I could enjoy life by throwing all business away however busy I am.	0	0	0	0	0
51.	当遇到个人问题时，我更愿意自己想办法解决，而不是去和朋友讨论。I would rather struggle through a personal problem by	0	0	0	0	0

		强烈不同意 Strongly Disagree	不同意 Disagree	中立 Neutral	同意 Agree	强烈同意 Strongly Agree
	myself than discuss it with my friends.					
52.	当遇到一个棘手的个人问题时，由自己来决定怎么解决比听从别人的主意要好。When faced with a difficult personal problem, it is better to decide what to do by yourself, rather than follow the advice of others.	0	0	0	0	0
53.	如果一个集体拖累了我，最好离开它，自己干。If the group is slowing me down, it is better to leave it and work alone.	0	0	0	0	0
54.	结婚了不一定要生孩子。I don't think I have to give birth to a baby after married.	0	0	0	0	0
55.	老人应该和他们的子女一起生活。Aging parents should live at home with their children.	0	0	0	0	0

		强烈不同意 Strongly Disagree	不同意 Disagree	中立 Neutral	同意 Agree	强烈同意 Strongly Agree
56.	孩子应该和父母一起生活直到结婚。Children should live at home with their parents until they get married.	0	0	0	0	0
57.	如果一个亲戚告诉我她（他）遇到经济上的困难，我会在我的能力范围内帮助她（他）。I would help within my means, if a relative told me that s(he) is in financial difficulty.	0	0	0	0	0
58.	评价一个人应该看他个人的作为，而不是看他所在的集体。Individual should be judged on their own merit, not on the company they keep	0	0	0	0	0
59.	我觉得在工作中，人际关系比我本身是否努力还重。I think relationship is much more important than my own hard-working in	0	0	0	0	0

		强烈不同意 Strongly Disagree	不同意 Disagree	中立 Neutral	同意 Agree	强烈同意 Strongly Agree
	work.					
60.	我很难在工作中，把个人好恶和工作本身分开。I fell difficult in separating business from my own likes and dislikes in work.	0	0	0	0	0

你已经完成这个调查了。
You have now finished this survey.
谢谢！
Thank You!

Web version of the questionnaire

尊敬的朋友：
您好！

我是英国拉夫堡大学社会科学系博士生。如果您有任何疑问和建议，您可以通过我的电子邮件：x.zhang4@lboro.ac.uk 跟我联络。

我的导师是丹尼斯·哈瓦特博士（Dr. Dennis Howitt），您也可以通过他的电邮：d.l.howitt@lboro.ac.uk和他取得联系。

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和本项研究有关的所有信息都是被严格保密的。您的回答也都是匿名的。
谢谢您的合作！

张晓莹
PhD Candidate
社会科学系
Department of Social Sciences
英国拉夫堡大学
Loughborough University

先请在以下选项中选出符合您的个人信息：

<div align="center">

基本信息

</div>

性别： ☐ 男 ☐ 女

出生年代： ☐ 70年代之前出生 ☐ 70年代出生 ☐ 1980年之后出生（包含1980年）

教育背景： ☐ 专科 ☐ 本科 ☐ 研究生 ☐ 博士或以上

| 高等教育所学专业： | ☐ 理科 ☐ 文科 ☐ 工科 |

| 职业： | ☐ 教科文 ☐ 工程技术 ☐ 商业 |

| 职位： | ☐ 管理 ☐ 一般工作人员 |

| 家乡位于： | ☐ 农村 ☐ 县城含小城镇 ☐ 城市 |

| 家庭状况： | ☐ 独生子女 ☐ 有兄弟姐妹 |

| 婚姻状况： | ☐ 单身 ☐ 有固定异性同伴（如男友/女友） ☐ 已婚 ☐ 离异 |

请在以下选项中选出您认为最合适的答案来代表您的观点：

问卷内容

我们希望通过本调查知道您隔多久有那些不同的经历以及感受。请通过在您要选的答案下面相对应的圆圈内点击来回答问题。比如，请看例题一：如果您几乎每天学习，您可以在"频繁"一栏下面的圆圈涂黑；如果您不是经常去看电影，您可以在"很少"一栏标示；如果您还没出过国，您可以在"从来没有"一栏标示出来。

例题 一

		从来没有	很少	有时	经常	频繁
A.	我学习	☐	☐	☐	☐	◉
B.	我去看电影	☐	◉	☐	☐	☐
C.	我出国	◉	☐	☐	☐	☐

人们有时会和朋友、家人以及同事发生矛盾和意见不一致。下面的这些问题是关于矛盾以及人们对此如何反应。问题是成组出现的，其中有一些是关于人们采取什么样的行为对待您，而另一些是关于您采取什么样的行为对待其它人。

第一部分：人们采取什么样的行为对待我

在最近的12个月中，当有人和您发生矛盾或者意见不一致的时候，**请问他们隔多久用这种方式对待您？**

		从来没有	很少	有时	经常	频繁
1.	我所在的团体其它人都知道的信息，却惟独不让我知道。	☐	☐	☐	☐	☐
2.	当众拿我取笑。	☐	☐	☐	☐	☐
3.	让我感到自己好像不合群。	☐	☐	☐	☐	☐
4.	散播关于我的谣言。	☐	☐	☐	☐	☐
5.	当众批评我。	☐	☐	☐	☐	☐
6.	利用那些只有他们懂的笑话来将我隔离开来。	☐	☐	☐	☐	☐
7.	故意在谈话中忽略我的存在。	☐	☐	☐	☐	☐
8.	损坏或者拿走我的某件东西。	☐	☐	☐	☐	☐
9.	有什么活动，故意把我排除在外。	☐	☐	☐	☐	☐
10.	做一些试图让我看上去很愚蠢的事情。	☐	☐	☐	☐	☐

第二部分：我采取什么样的行为对待其它人

在最近的12个月中，当有人和您发生矛盾或者意见不一致的时候，**请问您隔多久用这种行为对待他们？**

		从来没有	很少	有时	经常	频繁
11.	所在的团体其它人都知道的信息，却惟独不让他们知道。	⬭	⬭	⬭	⬭	⬭
12.	有什么活动，故意把他们排除在外。	⬭	⬭	⬭	⬭	⬭
13.	利用只有我能懂的笑话来把他们隔离开来。	⬭	⬭	⬭	⬭	⬭
14.	散播关于他们的谣言。	⬭	⬭	⬭	⬭	⬭
15.	做一些试图让他们看上去很愚蠢的事情。	⬭	⬭	⬭	⬭	⬭
16.	让他们感觉自己好像不合群。	⬭	⬭	⬭	⬭	⬭
17.	故意在谈话中忽略他们的存在。	⬭	⬭	⬭	⬭	⬭
18.	做一些事情以激怒他们。	⬭	⬭	⬭	⬭	⬭
19.	不表现出我生气了。	⬭	⬭	⬭	⬭	⬭
20.	试图让他们看上去愚蠢。	⬭	⬭	⬭	⬭	⬭
21.	拂袖而去。	⬭	⬭	⬭	⬭	⬭
22.	生气了并拒绝提起这个。	⬭	⬭	⬭	⬭	⬭
23.	只有等到我平静下来了才能讨论问题。	⬭	⬭	⬭	⬭	⬭
24.	破坏或者损坏他们的东西。	⬭	⬭	⬭	⬭	⬭

第三部分：感受和经历

下面是一些关于您的感受和经历的陈述。请指出在多大程度上您同意或者不同意每一个陈述。注意！测量的等级是变化的。

		强烈不同意	不同意	中立	同意	强烈同意
25.	我有时感觉人们在背后嘲笑我。	⊙	⊙	⊙	⊙	⊙
26.	我很少让自己的感情受到伤害。	⊙	⊙	⊙	⊙	⊙
27.	对于被排斥，我很敏感。	⊙	⊙	⊙	⊙	⊙
28.	对于是不是被别人接受或者排斥，我不是非常在意。	⊙	⊙	⊙	⊙	⊙
29.	我过分敏感。	⊙	⊙	⊙	⊙	⊙
30.	我很容易冒犯别人。	⊙	⊙	⊙	⊙	⊙
31.	认识我的人知道我很容易受伤害。	⊙	⊙	⊙	⊙	⊙
32.	被我周围那些人接受，对我来说很重要。	⊙	⊙	⊙	⊙	⊙
33.	如果要一个人呆着，这吓不倒我。	⊙	⊙	⊙	⊙	⊙
34.	如果我很要好的朋友排斥我，我担心我会受不了。	⊙	⊙	⊙	⊙	⊙
35.	我一直担心会让别人失望。	⊙	⊙	⊙	⊙	⊙
36.	感觉到自己是团队的一部分,这在最近一段时间对我尤其重要。	⊙	⊙	⊙	⊙	⊙

		强烈不同意	不同意	中立	同意	强烈同意
37.	我很担心别人怎么想我。	C	C	C	C	C
38.	我知道我的所谓朋友在我背后议论我。	C	C	C	C	C
39.	我怀疑那些对我过于友好的陌生人。	C	C	C	C	C
40.	当人们对我特别好时，我会很想知道他们背后到底有什么目的。	C	C	C	C	C

第四部分：习惯和态度

下面是一些关于您的日常习惯和态度的陈述。请指出在多大程度上您同意或者不同意每一个陈述。注意！测量的等级是变化的。

		强烈不同意	不同意	中立	同意	强烈同意
41.	我心情不好的时候，就会向人倾诉。	C	C	C	C	C
42.	我心情不好的时候，不喜欢表现出来，觉得这样也没什么。	C	C	C	C	C
43.	我心情不好的时候，不喜欢表现出来，尤其是对待父母。	C	C	C	C	C
44.	如果有人打扰我做事情，我会马上告诉他叫他停止打扰我。	C	C	C	C	C
45.	如果有人打扰我做事情，我总是尽量忍耐，希望自己更专心。	C	C	C	C	C
46.	我对人有什么要求，都会直接提出来。	C	C	C	C	C
47.	我对人有什么看法，都会直接提出来。	C	C	C	C	C

48.	婚前性行为是很平常的事情。	▢	▢	▢	▢	▢
49.	未婚同居很正常。	▢	▢	▢	▢	▢
50.	结婚了不一定要生孩子。	▢	▢	▢	▢	▢
51.	我认为生不生小孩都无所谓。	▢	▢	▢	▢	▢
52.	我自己无所谓，但是为了父母，我觉得我们应该生小孩。	▢	▢	▢	▢	▢
53.	我有责任和义务让父母生活得更好。	▢	▢	▢	▢	▢
54.	为了帮助别人，我自己受点委屈也无所谓。	▢	▢	▢	▢	▢
55.	为了团体的利益，我可以不计较我自己的得失。	▢	▢	▢	▢	▢
56.	为了我的亲人，我可以不计较我自己的得失。	▢	▢	▢	▢	▢
57.	我只管做我自己的事情，不管别人在做什么。	▢	▢	▢	▢	▢
58.	无论平时多忙，我都会给自己安排时间，抛开公务，享受生活。	▢	▢	▢	▢	▢
59.	我觉得在工作中,人际关系比我本身是否努力还重要。	▢	▢	▢	▢	▢
60.	我很难在工作中，把个人好恶和工作本身分开。	▢	▢	▢	▢	▢

您已经完成我们的调查了。谢谢！请点击**"发送"**，就可以将您的答案发送给我了。不过在发送之前，**麻烦您再仔细检查一遍是否已经填完所有问题**。假如您希望重新填一遍问卷，请按**"重置"**键。因为您所完成的问卷不可能通过任何途经链接到您的电子邮箱，所以您的答案依然是匿名

的。

非常感谢您的耐心参与！

发送　重置

你已经完成这个调查了。 如果您有什么疑问和建议，敬请通过我的电子邮箱 x.zhang4@lboro.ac.uk 和我联系。

谢谢！