Research on Crisis Management Mechanism of College Student Group Events

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Abstract

University is an important part of society, also a collection of social trends of thoughts and contradictions. College students are the cornerstone of harmony and the stability of colleges and universities. At the same time, they are the most active, the most sensitive, the most moving, and the most unstable special group in the university. In recent years, college students group incidents have occurred constantly, and this incidents in unpredictable ways or inadvertently causes break out. Effectively preventing and dealing with this kind of unexpected events, which has became a priority among priorities with relevant parties. This paper aim at the existence crisis of college students group events, which are based on empirical analysis and constantly improve the mechanism of crisis management.

Key words: College student group event; Crisis management; Mechanism

INTRODUCTION

Researchers at home and abroad have different insights into the crisis management mechanism of college students' mass incidents. Zhang (2012) believes that adhere to the people-oriented, and do a good job in school students psychological crisis prevention, then colleges and universities should further strengthen the crisis system, and the government departments should have a highly concerned about the crisis management. Zhang (2016) believes that the real implementation is the police coordination and linkage mechanism, the establishment of a sound internal campus crisis management system, and set up a special crisis management team. Wang (2016) believes that emergency management of colleges and universities should adhere to the law, according to the principle of policy, the principle of comprehensive management, and the principle of disposing of emergencies. The classification should be corresponded to the nature of governance and the professional education. Xun (2015) believes that life education should become an important part in the crisis management of colleges and universities. We must establish the relevant early warning mechanism to reduce and eliminate the occurrence of such incidents. Su (2013) believes that the defects of psychological quality, the lack of family education, the lack of school education, the negative impact of online media are the factors that affect the occurrence of mass incidents of college students. Cai (2012) thinks that we should have dialectical understanding to college students group events in the innovation of social management method, to cultivate the correct political concepts and rational thinking of college students, the political identity of college students, to prevent college students from the occurrence of mass incidents. Wang (2012) believes that "the construction of 'government, schools and student organizations' trinity of the linkage early warning and countermeasures, timely and proper disposal of college mass incidents, both reduce the impact of mass incidents in colleges and universities". Guo (2014) said,

in the new era of college students in the current context of the event, we need to follow the law of ideological and political education. Its prevention and governance solution also benefits

from the ideological and political education function and value to achieve a strong guarantee.

Based on the empirical analysis, this paper analyzes the factors that affect the college students' group crisis. Additionally, this paper studies the reliability analysis, factor analysis and correlation analysis. In the background of the data analysis of the crisis management mechanism research, we build the index system to improve the crisis mechanism, and finally draw the conclusion. Aiming at studying the crisis management mechanism of college students' mass incidents, our purpose is minimizing the occurrence of college students' mass incidents and promoting social harmony and stability.

1. COLLEGE STUDENTS GROUP EVENTS AND CRISIS MANAGEMENT RESEARCH

1.1 College Students Group Events
College students are generally referring to various contradictions and problems, involving mass students who gather together spontaneously or through a certain contact organization, then ready to implement or have implemented illegal rallies, demonstrations, meditation, strike, etc. It has seriously hampered the normal social order and public safety of student mass behavior. The nature of college students' group events is generally contradictory to the people. Therefore, the handling of college students' group events should be solved by dealing with the contradictions among the people. To effectively do a good job in the prevention and disposal of college students mass incidents, we must study the laws and characteristics of the incident.

1.2 Crisis Management Research
Crisis refers to the normal life of individuals, groups and organizations, and the development track are affected by unexpected events, which have a serious threat to the survival and development of the state. On the basis of this, the college crisis refers to the sudden outbreak of colleges and universities in the case of the threat to the school normal education order, resulting in adverse social impact of the event. In order to reduce the harm caused by the incident, the school leaders should make decisions and put them into action in the shortest possible time. The study of crisis management in colleges and universities refers to the whole set of measures based on the crisis management mechanism developed by the school including the early warning, decision-making, coping and rehabilitation of the university leaders.

1.3 The Connection of College Students Group Events and Crisis Management Research
The crisis of college students group events occurs frequently, it is necessary to avoid and prevent the occurrence of crisis. School crisis has become a headache for college managers in the development of modern society and the promotion of the rapid development of their own colleges and universities, so crisis management wase forced to catch more and more attention by managers. Complex crisis events are in dealing with the "one time" of an unexpected event, but its significance is not a one-time, so the relative managing mechanism should be long-term and wise. This requires the university itself to prevent and deal with the crisis, establishing a basic preventive measures and a crisis management system or channel.

2. COLLEGE STUDENTS GROUP CRISIS MANAGEMENT EXPERIENCE AT HOME AND ABROAD

2.1 Experience in Foreign Research
The mechanism of college students' crisis management belongs to the important branch of public crisis management mechanism. The earliest crisis management began in the 20th century, but the crisis management research is generally concerned about the corporate crisis. After the 1990s, crisis management began to pay attention to the public crisis, and began to focus on the campus crisis. Since then, some scholars have begun to study the group crisis of college students. The results of these studies have mainly focused on the characteristics and the laws of college students' group crisis, crisis motive, crisis intervention methods and strategies. The college students' group crisis originated from the university campus mass event. Woodward regarded the mass incidents of college students in the southern United States as a crisis, which was the earliest academic achievement of the mass crisis of college students, but it failed to reveal its characteristics and laws.

In the crisis management of the group events, it is a key for the school students to cultivate a crisis awareness in a sense of crisis from the beginning. At the same time, at all stages of the development of a variety of education we should initiate relative levels of education crisis management training. The university period is the key period, so foreign scholar has make the college students group event a contingency plan in the first place to help the university students develop a strong sense of individual sense of responsibility, and highlight the seriousness and the consequences, even to actively deal with the occurrence of mass incidents from the students' aspects.

Later, there are some foreign scholars who concerned about the campus violence. Rick and Matthew argue that there are no typical causes of school riots that were faced by law enforcement agencies and institutions in higher education at present, but increasing coercive measures has

an impact on group behavior. Cosset and Ptacek studied the violence of women on campus by male athletes, and pointed out that male athletes were more aggressive than other male students. Reed and Ainsworth used 560 undergraduates to study the safety perception of criminal behavior that related to students' sports activities.

2.2 The Status of Domestic Research Experience

The types of college students' mass incidents are mainly interest-oriented and value-oriented. The reason of leading group events is the direct instinct to safeguard their own interests (material interests), and the goal is to appeal to their own interests. The incident is mainly through four stages: induction period, brewing the mobilization period, gathered against the calm period, and recovery period.

The induction period: Students vulnerable to others (onlookers) language, comments, views and misleading stimulation, so they tend to form the extreme attitude and ideas.

Brewing mobilization period: College students always think that schools, government organizations or institutions is bullying on others do not preside over justice, and coupled with college students who are young blood, so they always mistakenly think that conducting some extreme activities are the only way to discuss justice.

Gathered against the period: Spreading to more college students and other bystanders because of sympathy and participate in collective action, they think that the youth should be crazy, in order to maintain the collective interests of peers.

To quell the recovery period: In the end of the event, the students always have to bear the corresponding responsibility and the consequences of the incident, but then the students are always have excuse and prevarication to protect themselves, so they not to be held accountable. Very few people take the initiative to take responsibility.

The strategy of college student group events is to divert college students to be rational dealing with their own events. The use of informal methods or the confrontation of schools or government organizations and institutions are irrational thoughts of the issue.

2.3 Influencing Factors

The main factor that affects college students' mass incidents are the level and relationship of school and society.

2.3.1 Student Level

Most of the students is in the youth, people in this time are very different in physical and psychological. Their temperament is more humane. More, character extreme and herd psychology are more serious. When faced with unexpected situations, they can't calmly master the situations or remain rational understanding which is an unbalanced state. Faced with learning pressure, some teachers and students tend to produce contradictions or

easy to be dissatisfied with the management system. But, some poor students live difficultly, resulting in psychological imbalance. With the increase in the graduation pressure, once failed to do something what they want to do, they will take the opportunity to vent. These factors are likely to induce mass emergencies. These are complex demands like emotional, impulse, fixed environment, unified behavior and blind obedience, which result in different behavior and curiosity. What's more, greater pressure will show a strong dissatisfaction.

2.3.2 School Level

In recent years, to pursue economic interests or improve their influence, some colleges and universities constantly expand enrollment. But, matching the logistics management has been lagging behind, such as the school's water, electricity, warm, accommodation, catering and other infrastructure facilities are not proper, causing students dissatisfaction. Some colleges' incentives, selection mechanisms, and part of the degree management are not perfect, which also cause students dissatisfaction. These are unfair and impartial, student's interests are lost, which can't be a reasonable solution. The school configuration quality and the quality of the staff are uneven. For example, the argument with students and store owners, office managers, librarians, construction workers, or cleaning staff friction did not handle properly, resulting in increased behavior.

2.3.3 Social Level

The spread of international information is faster while the unstable factors are more. There are some hot issues, such as some false, even harmful reports, that the network regulators did not find, block and clean up. These will cause that some students who don't know the truth on the Internet and deduce in series even take to the streets. Because of the hierarchical income, the rising prices and the unperfect security mechanism, improper or not timely handling of security issues can easily lead to collective petition, sit-ins petition and be took to the streets, blocking traffic and other mass incidents. That is, the phenomenon of unfairness is becoming more and more serious, and the social stratum is differentiated. In the economic background, the drawbacks of higher education are obvious, the channels of student interest are poor and the participation mechanism is not perfect.

3. EMPIRICAL ANALYSIS

3.1 Questionnaire Design

The overall idea of the questionnaire design is aimed at college students group event crisis management mechanism research and repeated scrutiny. Secondly, through the Likert scale, each option states of this five replies are "yes", "consent", "not necessarily", "disagreement", "Very disagree", respectively, as 5, 4, 3, 2,

1, each subject's attitude is the total score of it's answer to each question of the sum of the scores, this total score can explain it's attitude or the strength of its in this scale on the different states. Mainly through the level of the school society and students design, the late empirical analysis, and the impact of college students group crisis events of the main variables. Finally, through the choice of items, we fill in the blank type to investigate the supervisor of the supervisor Factors, and thus can better make the results close to reality, with a certain theoretical basis and authenticity.

3.2 Data collection and processing analysis

3.2.1 Reliability Analysis

All the questions of the questionnaire are selected into the variable box, and the reliability statistics are obtained (see Table 1 and Table 2).

Table 1
Reliability

Case		*N*	%
Case	Effective	119	100.0
	Has been excluded [a]	0	.0
	Total	119	100.0

Note. Scale: all variables.
a. In this program, the list is deleted based on all the variables.

Table 2
Reliability Statistics

Cronbach's Alpha	Number of items
.748	40

From Table 2, we get $\alpha=0.748>0.7$, reliability Anli is so good.

3.2.2 Factor Analysis

Select "Dimension Reduction" → "Factor Analysis" in the analysis, and select all the variables in the factor analysis variables. In the Description tab, check the original data analysis, the KMO and Bartlett Spheroid Test, then extract the selection principal of component analysis method, other defaults, rotate the tab, and select the maximum variance method (see Table 3, Figure 1 and Table 4).

Table 3
KMO and Bartlett Test

Sampling enough Kaiser-Meyer-Olin measure	.841
Bartlett spherical degree test	982.872
df	190
Sig	.000

From Table 3, we get KMO=0.841>0.8, Significance=0<0.05 (see Table 3)

So it is suitable for factor analysis.
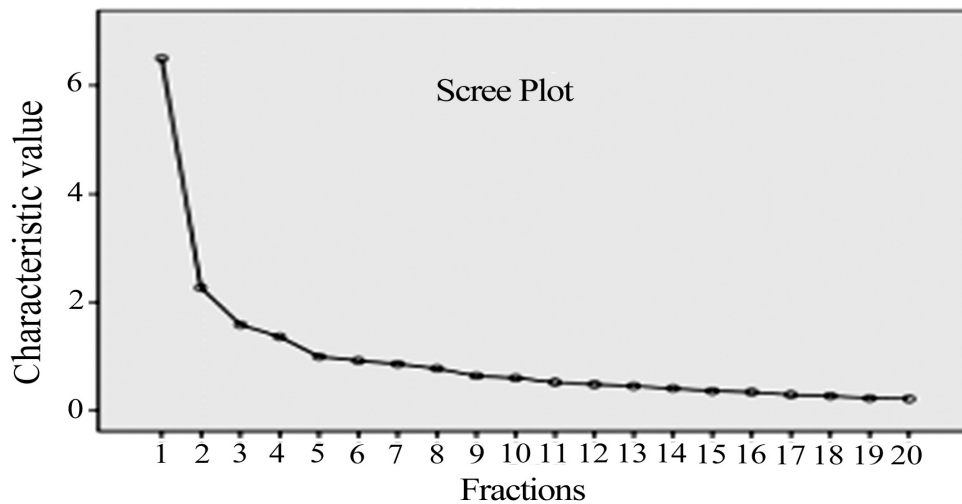
Figure 1
Scree Plot

Table 4
Composition Conversion Matrix

Ingredients	1	2	3	4
1	.514	.597	.554	.268
2	.824	-.188	-.530	-.066
3	.021	-.501	.104	.859
4	.236	-.598	.633	-.431

Extraction method: Main ingredient.
Rotation method: Have Kaiser Standardized orthogonal rotation method

Table 5
Component Score Coefficient Matrix

Variable	Ingredients			
	1	2	3	4
1. The current college students can fully understand what is a group crisis	-.066	.043	-.118	.520
2. College students can distinguish the group crisis well	-.026	-.095	.015	.485
3. As a college student and in order to avoid mass crisis, we should take preventive measures	.237	.096	-.188	-.007
4. College students to stay away from mass crisis	.251	-.112	.097	-.111
5. College students should continue to improve safety awareness and self-protection ability	.281	.033	-.117	-.094
6. Today's college students should make accurate and timely response to the group crisis	-.063	.060	.143	-.014
7. Your school community crisis occurred in the security risks	-.064	.313	-.112	.040
8. Your satisfaction with the mass crisis management mechanism of your school	.049	.209	-.148	.127
9. The impact of the group crisis that occurred in your school	-.061	.363	-.090	-.146
10. You think your school teachers in the group of college students on the degree of awareness of the crisis	-.072	.229	.006	-.008
11. The school can be found in the campus on the mass crisis	.014	.097	.117	-.072
12. Your school has any form of regular publicity college students mass crisis incident management knowledge	-.083	.000	.217	.034
13. The occurrence of similar incidents in your school to the students caused by the harm	-.051	.187	.038	.001
14. The public media media on the mass crisis of college students in place	.034	-.120	.255	.012
15. The community has the obligation to strengthen the early warning, information dissemination, psychological intervention and other mechanisms	.228	-.094	.053	-.066
16. Parents of college students to understand the extent of mass crisis	-.072	-.063	.293	-.056
17. The legislative department should be issued on the campus mass crisis related laws	.222	-.076	-.010	.082
18. The current social experts on college students mass crisis research has not yet reached its peak	.198	-.169	.078	.130
19. The community on the mass crisis of college students concerned about the degree of concern	.048	.028	.156	-.095
20. The community can reduce or even avoid the occurrence of college students mass crisis	.035	-.150	.303	-.061

Note. Extraction Method: Main ingredient.
Rotation method: Have Kaiser Standardized orthogonal rotation method.
Constitute a score.

3.2.3 Correlation Analysis

The above four main variables were measured with *Y* for correlation analysis (see Table 6).

Table 6
Relativity

Y	Pearson correlation significance (both sides)*N*	1	.560**	.560**	.542**	.297**
			.000	.000	.000	.001
		119	119	119	119	119
REGR factor score 1 for analysis 1	Pearson correlation significance (both sides)*N*	.560**	1	1	.000	.000
		.000			1.000	1.000
		119	119	119	119	119
REGR factor score 2 for analysis 1	Pearson correlation significance (both sides)*N*	.550**	.000	.000	.000	.000
		.000	1.000	1.000	1.000	1.000
		119	119	119	119	119
REGR factor score 3 for analysis 1	Pearson correlation significance (both sides)*N*	.542**	.000	.000	1	.000
		.000	1.000	1.000		1.000
		119	119	119	119	119
REGR factor score 4 for analysis 1	Pearson correlation significance (both sides)*N*	.297**	.000	.000	.000	1
		.001	1.000	1.000	1.000	
		119	119	119	119	119

Thus, *Y* has a strong correlation with the four major variables and it is significant level at 0.1.

3.3 Results Analysis

Based on the above three processes: reliability analysis, factor analysis, correlation analysis based on the regression analysis.

Regression analysis was performed above the four major variables (see Table 7 and Table 8).

Table 7
Simulation Summary[b]

Model	*R*	*R* Power	Adjustment *R* Power	Standard estimation error
1	.999[a]	.998	.998	.518

Note. a. Predictive variables:(constant) REGR factor score 4 for analysis 1, REGR factor score 3 for analysis 1, REGR factor score 2 for analysis 1, REGR factor score 1 for analysis 1.
    b. Dependent variable: *Y.*

Table 8
Anova[b]

Model	Sum of square	*df*	Mean square	*F*	Sig.
1 return	13,439.238	4	3,359.809	12,512.357	.000[a]
Residual	30.611	114			
Total	13,469.849	118	.269		

Note. a. Predictive variables: (constant), REGR factor score 4 for analysis 1, REGR factor score 3 for analysis 1, REGR factor score 2 for analysis 1, REGR factor score 1 for analysis 1.
    b. Dependent variable: *Y.*
    Significance = 0.000 <0.005, indicating that the model is very significant and credible.

Table 9
Coefficient[*]

Model	Non - standardized coefficient		Standard coefficient	*t*	Sig.
	B	Standard error	Trial version		
1 (constant)	66.277	.048		1395.245	.000
REGR factor score 1 for analysis 1	5.980	.048	.048	125.351	.000
REGR factor score 2 for analysis 1	5.879	.048	.048	123.238	.000
REGR factor score 3 for analysis 1	5.786	.048	.048	121.288	.000
REGR factor score 4 for analysis 1	3.178	.048	.048	66.621	.000

Note. The coefficients of the model constants and the respective variables are derived (see Table 9).
    Therefore, the application of regression analysis results:
    $Y=66.277+X1*5.980+X2*5.879+X3*5.786+X4*3.178.$

Through the regression equation we can see that: The first three are the main factors affecting the strain *Y* in the four main variables.

In the previous empirical analysis, we can see that the first three major variables are the main factors that affect the strain *Y*. In the three main variables, the second part of the questionnaire is less affected by the student level. On the contrary, the first and the third major variables are influenced by the school, and the second major variable is influenced by the social dimension. Therefore, maintaining the status of the student level, strengthening the school and social aspects of the capacity measures to establish mechanisms.

Therefore, we pass the questionnaire for the recovery and data analysis, then get the following conclusions: In the crisis management mechanism, we can determine their priorities. The most serious is the school level, and the school's crisis management mechanism is not perfect. There is a serious impact after school crisis, we need to improve the main indicator system which is to strengthen the school crisis management mechanism and the proper handling capacity; the more serious is the social level, the parents of the group crisis don't have a enough depth of understanding, and social outside can't be a good way to avoid the occurrence of crisis. So the need to improve the main indicator system is to improve the understanding of parents and social awareness of early warning; the smaller impact is the student level, the students are basically able to deal with it well, but there are still a series of problems, so the need to improve the main index system is to improve the ability and to attract temptation, then to strengthen self-protection awareness and ability.

4. RESEARCH ON CRISIS MANAGEMENT MECHANISM AND BASED ON DATA ANALYSIS

In all mechanisms, a sound crisis protection mechanism is the foundation of all mechanisms. Only in front of the

protection, it can continue to strengthen the development of other mechanisms. And early warning mechanism, decision-making mechanism, psychological intervention, confidence release mechanism and recovery mechanism are around the protection mechanism for the center and service.

4.1 Improve the Crisis Early Warning Mechanism

To create a safe campus, we must firstly cultivate students' sense of crisis, and establish a crisis of the concept of prevention. Take precautions, remain vigilant and remain sensitive to crisis warning. Second, let the students form the habit of crisis warning to improve the crisis early warning mechanism, such as how quickly the crisis can be found, how quickly that can be reflect to the school leaders, how to take emergency measures and how to control the crisis upgrade. If students learn to anticipate a crisis and reflect the crisis in a timely manner, they can be well prepared before the crisis, even can reduce the impact of the crisis and eliminate the root of causes of the crisis, which is clearer than dealing with the crisis after the crisis.

4.2 Improve the Crisis Decision-Making Mechanism

Decision-making is a process of receiving information and making feedback, and the most important decision-making mechanism is to do "fast", "quasi", "ruthless". "Fast" refers to the crisis in the shortest possible time within a timely decision-making, "Quasi" refers to the specific content of the crisis according to the right to make the appropriate decision-making, "ruthless" refers to the need to make efficient, directed at the root causes of crisis decision-making. As the decision makers in the decision-making will be affected by subjective and objective factors, the more decision makers and the greater deviation can lead to the decision can't be unified. So in order to make timely decisions, the crisis decision-making team leader should make the right decision, and sent the decisions to the front-line staff so that they can implement timely. The staff will provide the team with relevant expertise and advice to assist the team leader in making the right decisions. In view of the crisis in colleges and universities, many colleges and universities have their own relevant provisions, which define the decision-making subject and its authority in the crisis state regulate the behavior of crisis decision-making, to avoid the crisis when the decision-making subject is unclear, the responsibility is unknown, and Program confusion or there are some other issues. These regulations are only for individual colleges and universities, but the stage is not comprehensive, it needs to be gradually improved and refined. After the crisis decision-making mechanism has been improved, the study and amateur life of college students in our country will be more harmonious and safe.

4.3 Improve the Crisis Protection Mechanism

When the crisis occurs, the resources that can be guaranteed are limited and exclusive, we have to sacrifice the secondary interests, then give priority to the protection of major interests, such as materials, manpower and so on. The safeguarding materials include both capital and material aspects. For colleges and universities, they should protect the necessary items to deal with the crisis and the establishment of standing emergency material security mechanism. Such as earthquakes, we should ensure adequate food, water, and tents, etc; in the outbreak of infectious diseases, we should protect the normal medicine, health, ambulance equipment and supplies. Colleges and universities should set aside part of the funds to deal with the crisis to make the impact of the crisis in our control even at a minimum level. In the country's "budget law" clearly stipulates that should be in accordance with the level of budget expenditure 13%, for the budget of the year expenditure.

4.4 Improve the Psychological Mechanism of Crisis

After the crisis, even if the storm subsided, left to the trauma of the relevant personnel is still difficult to heal, because psychological trauma is greater than physical injury. Psychological trauma has a large range, long duration and other characteristics. Therefore, as an important part of the crisis management, the role of crisis psychological intervention mechanism can't be ignored. And a sound mechanism of psychological crisis intervention in colleges and universities should take full account of the daily psychological intervention and psychological intervention after the two aspects of the crisis.

4.5 Improve the Crisis Information Release Mechanism

The release of crisis information is important for crisis warning and processing. In the incubation period of the crisis, the relevant departments of colleges and universities can accord to the developed network system, timely detection of possible signs of crisis and the first time to the crisis decision-making group to report information, to pay decision-making attention, timely take actions. In the outbreak of the crisis, the campus media can make the majority of teachers and students to meet the demand for crisis information by the way of timely, accurate and comprehensive information disclosure and interpretation, so that they are more secure. Crisis information release also plays a role in guiding public opinion, its open and transparent information release can stabilize student emotions, then effectively reduce the rumors of the generation and dissemination, and to avoid student's emotions is leading by the rumors of the heart, then result in the second crisis.

4.6 Improve the Crisis Recovery Mechanism

When the crisis is nearing its end, the recovery of the crisis becomes more and more important. The recovery mechanism of college crisis needs to clarify the object of recovery, and makes the sort of recovery object, then formulates recovery plan. University crisis recovery work:

We should reconstruct houses such as damaged houses in the crisis, make city return to normal traffic order and normal supply of hydroelectricity, and re-build broken information network, to restore the progress of teaching and maintain the continuity of teaching progress. Restore the image and reputation of colleges and universities. Schools also should communicate the local media with the latest information of the school, even with the local television, newspapers, microblog, and other media to entrust them to publish the relevant news of the school. So the communities understand the process and the details of dealing with the crisis, they also can know the way to dilute the negative impact, as soon as possible to reverse the bad impression that the crisis to the school and the community, then to regain the community, parents and students support.

CONCLUSION

College student's group events will inevitably affect the internal of colleges and universities, the serious events will also affect the social stability, some of the effect are beneficial to the school, some are harmful to the school, and some will affect the school order. If we have to deal with the events accurately and properly, which can be a good solution. Therefore, colleges and universities stability plays a certain role in building more sophisticated college students group crisis management mechanism for the promotion of the development of colleges and universities, which can ensure that the majority of teachers and students within the physical and mental health. To build a more sound mechanism of university crisis management will allow the majority of teachers and students in life and study more lighten, and also allow parents more lighten, and society is more trust in colleges and universities, so that the image of colleges and universities have been enhance, which is an integral part of building a harmonious society.

To achieve the majority of teachers and students in the school and tens of families in the orderly, it is necessary to control the university crisis in a certain range, as far as possible to narrow the impact of the crisis, and guarantee the majority of college students safe and healthy growth Location, which is the protection of long-term stability of the university.

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