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Research on the Construction of College Students' Love Morality Education Model Based on Social Learning Theory

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Abstract: According to Bandurad's social learning theory, love morality is acquired mainly through postnatal learning, with strong social attributes and unique characteristics of the times, and love morality behavior, love morality cognition and love morality environment are a whole dynamic system of mutual influence and mutual determination. In the current media age environment represented by the network, the love moral information disseminated by the network impacts on the individuals, culture, traditions, home-school education, social environment and other aspects, directly affects the contemporary college students' love morality, which is inseparable from the network, and then affects their sexual behavior. By reviewing the research on college students' love morality, this paper refers to the theoretical framework of interactive determinism, combines the concepts of observational learning and self-regulation, and on the basis of reporting the current problems of college students' love morality and sexual behavior, carries out a structural equation model (SEM) analysis of the influencing factors in the process of its occurrence and development, and puts forward the countermeasures and suggestions of optimizing college students' love morality educational mechanism, so as to avoid the deterioration of love morality deviation such as premarital sexual behavior of college students.

Keywords: Social learning theory; College students; Love morality; Education model

1. Introduction

The so-called college students' love morality refers to the criteria and norms of love behavior which have been recognized and internalized by individuals. It is the subjective criteria for judging the right and wrong, good and evil, beauty and ugliness of love behavior[7]. It includes not only their overall understanding for love morality, but also their specific views on love outlook, chastity outlook and marriage outlook. From the perspective of its emotions, wills and behaviors related to love content, it has relative stability, but affected by various environmental factors, it is in the process of dynamic change. However, nowadays, the deviation of college students' love moral behavior, such as purposeful and materialized love, even cohabitation before marriage, Internet hookup, sitting on the fence and so on, has become increasingly prominent. The reason lies in the long-term deviation of their love morality and the educational countermeasures of forward and backward failure. Therefore, it is urgent and important to research the formation and development of college students' love morality and optimize their educational mechanism. As for love morality, foreign scholars have explored its theory and practice earlier and deeply researched the occurrence, development and action mechanism of college students' love morality and behavior. However, due to the differences of social and cultural environment and educational system mechanism, there are limited references for college students' love morality and corresponding educational countermeasures in China. We need localization research of theory and practice.

Compared with foreign countries, in China, the research on love morality started relatively late. From the description of the current situation at the beginning to the analysis of the causes and the analysis of the current countermeasures, the scope of research has gradually expanded and the depth has been increasing. However, facing the current situation of the negative development of college students' love morality and behavior problems, it shows that our research guidance is still inadequate, and we need to explore new ideas and propose new methods. At the beginning, domestic scholars have done more research on describing the current situation of college students' love morality and behavior. For example, Pan Suiming[3,4,6,8] made a long-term follow-up survey on love and sexual behavior and concepts of college students in Beijing and part of the college in China from 1991 to 2005; Li Qingqing and Luo Litong[16] described the current situation of college students' lack of love morality. However, it is not common to systematically research the formation, transmission and rectification of college students' love morality and behavior. Of course, the description of the current situation is conducive to summarizing the existing problems, but the key is to find

the relationship between the problems and the causes, and then establish models and mechanisms, and put forward effective educational strategies. Subsequently, the domestic scholars have carried on the analysis and research on the influencing factors of the purpose of the reason exploration, especially after the advent of the media age and the popularity of the Internet, some scholars have discussed the influence of the media factors on the concept of love and the behavior of love from the perspective of the influencing factors of thought and behavior. For example, Ma Qiaoqin et al.[11] revealed the changing situation and influence environment of college students' love and sexual behavior from the aspects of college students' love and sexual attitude, contact with bad information and media, and Kang Zhao[20] analyzed college students' love cognitive bias under the network environment. Recently, scholars put forward the educational countermeasures of college students' love morality based on the analysis of the affecting factors of love morality and behavior. For example, Li Fenglian et al. [15] discussed the reform of the subject, content and mode of love education for college students, which provided a useful exploration for the education of love morality; Wang Min[22] analyzed the current situation and reasons of college students' love morality, and explored the effective path of college students' love morality and behavior education. However, most of these researches lack systematic and scientific theoretical support, and the effect is not ideal in the implementation process. One of the reasons is that these countermeasures are often based on the separate analysis of individual, behavior and environment. Therefore, as educational countermeasures, they are not closely related to each other and lack of mutual promotion.

However, as the "social learning theory" proposed by the famous social psychologist Bandura based on behavioral experiment says, the individual, behavior, and environment are never separated, but closely related. "Social learning theory" is one of the important theories that explain the formation and development of human behavior in sociology, psychology, and education. The theory points out that people live and develop under certain social conditions. Behaviors, individuals (mainly refers to other individual factors such as cognition and values) and the environment interact and influence each other, which are a whole. As for the love morality of college students, on the one hand, under the influence of culture, tradition, home-school education and other environmental factors, college students form their own love concepts and attitudes, and show corresponding love behaviors, which reflect their love morality. Moreover, college students are at an important stage of socialization. In the current complex media social environment, their love morality is very vulnerable to the influence of external environmental factors to carry out development and change. On the other hand, college students are a representative and influential frontier group in the information society. Their thoughts and behaviors of love morality will in turn affect the mainstream culture of love morality in society. Therefore, college students' love morality and attitude, love moral behavior and love moral environment can be said to interact with each other. From this, it can be seen that the formation and development of college students' love morality is in line with the disciplinary research background and theoretical viewpoint of social learning theory. Therefore, when we research college students' love morality and behavior problems, we can't focus on a certain point simply, we need to pay attention to the influence and interaction relationship among the three. On this basis, the educational countermeasures proposed are more effective. For this, this paper attempts to consider the educational model of college students' love morality from the perspective of social learning theory, and strives to explore the mechanism of the formation and development of college students' love morality and behavior in the media age, and optimize its educational mechanism. This not only provides guidance and correction for the problem of college students' love morality behavioral deviation, but also provides effective practical ideas for rationally reconstructing college students' love morality. It also provides a new theoretical research perspective for future research, and promotes and improves the deepening of love morality research.

2. Model Analysis and Hypothesis Establishment

Bandura's social learning theory emphasizes the interaction of human cognition, behavior, and environment, and emphasizes the role of observational learning and self-regulation in triggering human behavior, that is, three main sub-theories: "interactive determinism", "observational learning theory" and "self-regulation theory". Among them, interactive determinism is the core content of social learning theory, other viewpoints are based on the basic framework of the interaction of cognition, behavior and environment advocated by interactive determinism. Observational learning theory and self-regulation theory are the analysis of the internal mechanism of individual social learning, and the important supplements of the social learning theory. Therefore, applying "social learning theory" to college students' love morality can conclude that love moral cognition, love moral behavior, and love moral environment are an interactive dialectical unity system, while observation learning and self-regulation are important ways to influence love moral cognition and behavior. To this end, this paper takes the formation and development of college students' love morality as the research object for empirical research, introduces the three sub-theories of social learning theory, analyzes the college students' love morality, puts forward

some basic assumptions, and finally establishes the model of college students' love morality.

3. The Basic Interpretation of the Interactive Determinism Theory on the Model of College Students' Love Morality

According to the viewpoint of interactive determinism, individual love moral behavior is mainly acquired through acquired, and is influenced by their own love moral cognition and their love moral environment. At the same time, love moral cognition is also influenced by love moral environment. In short, the basic framework of love morality is composed of individual love moral cognition, love moral behavior and love moral environment, which interact with each other. The moral environment of love includes the traditional concept of love morality, education related to love morality, social ideological trend of love morality, social orientation of love morality and other external environmental factors related to the formation of individual love morality and behavior. Therefore, college students' love morality has strong social attributes and unique characteristics of the times.

3.1. Individual love moral cognition

In the mutual determination of the individual's love moral cognition and its love moral environment, although the individual's love value concept, love moral attitude and other cognitive factors are the products of the love moral environment, the objective environment and its role are not absolute, which is relative and potential, and the key lies in the individual's cognition grasp. Specifically speaking, China's traditional love morality is relatively closed and backward. Talking about love, the society always has the keynote of hiding, and even tends to regard the "sex" issue of the important part of love as obscenity. The old and backward love and sexual thoughts still affect the love moral cognition of contemporary college students. At the same time, this concept has made China's love education always lagging behind. At present, colleges and universities generally lack systematic love and moral education, while most Chinese families' love-related education is also absent, which leads to the lack of scientific knowledge of college students' love, the vague understanding of love morality, and the low moral sensitivity of love. And some college students have love moral cognition problems of confusing the normal love and erotic culture, leading subsequent misplaced love morality, unbalanced love moral judgment, and biased love behavior. Of course, there are also some college students who can correctly understand and judge love morality. They are less affected by the love and moral environment. They can also become part of the love and moral environment of others and have a positive impact on classmates and friends.

Hypothesis 1: There is an interaction between college students' individual love moral cognition and their love moral environment.

3.2. Individual love moral behavior

Individual's love moral behavior and love moral cognition are mutually determined, which means that, on the one hand, the subjective expectation, belief, goal, intention, emotion and other subjective cognition factors of individual' love morality influence or determine their behavior; on the other hand, the internal feedback and external results of related love moral behaviors in turn affect the cognition content of the individual's love moral thoughts, attitudes and emotional reactions. On the whole, under the influence of the traditional Chinese concept of martyrdom, the love morality of Chinese college students are still relatively strong, and thus the love morality deviation behavior is relatively small. However, why this good phenomenon will decline year by year, the key lies in the dramatic changes in the love moral cognition of contemporary college students, which leads to the subsequent love morality deviation and love morality deviation behavior. Everything going too far as bad as not going far enough, the excessive "shackle" of China's traditional love concept collides with the pervasive bad Western love and sexual culture, forming an impact. The historical rebound destroys the transitional moral will defense line of some college students, and consequently leads to the deviation of love morality. Influenced by the open trend of love and sexual culture in the West, the acceptance and tolerance of the society and individuals at present for the love moral deviation are relatively high. Therefore, when college students engage in improper love moral deviation, their inner judgment of right and wrong is wider, their negative emotional experience is lower, and the negative reaction from the outside is not strong, even silent, which contributes to their improper behavior, and at the same time, it further corrupts their love moral concepts.

Hypothesis 2: There is an interaction between college students' individual love moral behavior and individual love moral cognition.

3.3. Love moral environment

As for the interaction between the love moral environment and the love moral behavior, although the situation of the love moral environment as the object or actual condition of the love moral behavior determines its direction and intensity, at the same time, the love moral behavior also changes the love moral environment to meet the needs of people. Since the reform and opening up, with the introduction of advanced western technology and culture, its unhealthy ideology and cultural thought have also been brought in at the same time. A large number of Western pornography has poured into the campuses of

Chinese colleges and universities. Thoughts such as "sexual freedom", "sexual liberation" and "moral relativism" have penetrated the campuses of colleges and universities, catalyzing the sexual desire of young college students. Some college students' love moral level has declined, and it is difficult to resist the temptation of "sex", resulting in the deviation of love morality. Conversely, the successive individual love moral deviations of college students quietly affect the overall love moral environment of college students because of the group effect, which makes their judgments more tolerant for their love moral deviations, so that the level of adverse reaction index rises in this way.

Hypothesis 3: There is an interaction between college students' individual love moral environment and the love moral behavior.

In summary, based on the interactive determinism, it can be seen that the deviation of college students' love morality and behavior is the result of the interaction of the current era, the current situation of social love moral environment, the individual's inner love moral cognition and external love moral behavior. College students receive love moral information from the love moral environment, form love moral cognition and corresponding values, make love moral judgment, and then produce corresponding love moral behavior. As a part of group environment, individual's love moral cognition and behavior will affect their own love moral environment through group effect in turn. Therefore, the relationship among the three factors is mutual influence and cyclic reaction. The specific framework is shown in Figure 1.

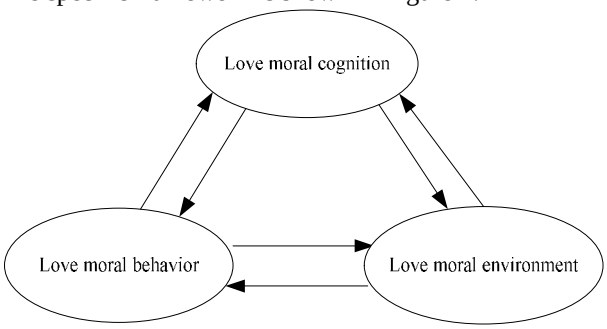

Figure 1. The framework of the love morality under interactive determinism

4. The Principle Explanation of Observational Learning Theory on the Model of College Students' Love Morality

The interactive determinism constitutes the basic framework of the model of college students' love morality, while the observational learning theory is a powerful complement to explain the main principles of the interaction among love moral cognition, behavior and environment. According to the observational learning theory, the individual's social behavior is obtained through observing and learning demonstration behavior in a certain social environment. It is not necessary for the learners to make direct responses, and the learning can be completed without any personal experience. Because of the substitution and delay of this kind of learning, this observational learning can also be accomplished by reading and viewing the behaviors and consequences of people in various mass media, namely "model"[9]. But, whether finally the individuals can often show the "model" behavior is affected by the behavioral outcome factors, including substitution reinforcement and self-reinforcement, which are the motive forces for individuals to reproduce the "model" behavior. Therefore, the formation of college students' love morality, the acquisition and shaping of corresponding behaviors are largely the result of observing and learning the "model" in their environment, and s substitution reinforcement and self-reinforcement play a key role in it.

4.1. Substitution reinforcement of love amorality

The so-called substitution reinforcement refers to the indirect reinforcement of an individual by observing the behavior of an model. Applying it to the cultivation of college students' love morality, for example, when a student finds that his classmate's clean-up behavior is recognized and praised, he will strengthen his tendency to act in the same way; on the contrary, when he finds that a classmate's premarital sexual behavior is criticized or the result is bleak, he will weaken his behavior intention, which is called alternative punishment. The "model" in the observational learning theory is neutral. It generally refers to the object for observation and learning. It is not always positive, but also negative. And its ultimate impact on observers is mainly the outcome of the model. In the current media age, in addition to the model information conveyed by traditional educational camps such as families, network media has become an important channel for college students to observe and learn through computers, mobile phones and other carriers. According to the relevant survey results, contemporary college students have been exposed to various media for a long time, and generally understand love and sexual concepts and knowledge through the media. The formation of their love morality is closely related to the media[14]. When the online media reports the positive typical figure which provides students with a positive "model" for imitating and learning. And, they are also filled with a large number of negative information and behavioral demonstrations, and the evaluations are mixed, leading to the negative reinforcement of college students' love morality. For example, the phenomenon of college students' dating for sex through networkthat has caused widespread concern and has led to the loss of college students' love morality under the group effect, which leads to the increase of their sexual behaviors. This has a significant and far-

reaching impact on college students' love morality and sexual behavior. At the same time, the frequently-populated idol stars' "illegal love affair" and "whoring" incidents, social celebrities and government officials' "mistress" and "hidden rules" incidents influence the college students, because these public figures are relatively easy to imitate, their bad love moral behavior and the wrong direction of the media has a major impact on the love morality of college students.

Hypothesis 3: Substitution reinforcement affect college students' love morality

4.2. Self-reinforcement of love morality

Self-reinforcement relies on the result of social transmission. The society transmits a certain standard of behavior to the individual. When the individual's behavior meets or exceeds this standard, he will self-reinforces his behavior. In the process of growing up, most of the college students obtain adjustment standards by imitating the models of parents, peers or authoritative figures who are close and trusted in the surrounding environment, and these people reward the behaviors that conform to their beliefs and standards, and punish the behaviors that against their beliefs and standards, to enable college students to internalize these beliefs and standards into their own standards and to master moral and ethical evaluation criteria. Therefore, in the love morality, college students mainly obtain the standards of judgment through the love moral behavior of parents, peers or authoritative figures, and internalize the standards on the basis of the results of self-love moral behavior, and then reward and punish self-love moral behavior, finally forming a relatively fixed set of love morality and love moral behavior. It should be noted that different people will form different love moral standards in their love moral environment, and they will produce different directions of self-reinforcement when treating the same behavior. For example, if the society transmits to college students an open and free love moral environment, then they will form relatively open love morality and standards, then they may not take their premarital sexual behavior seriously, or even have a feeling of complacency when their behavior level is low in a relatively large environment; and if the society transmits to college students the love moral environment with a sense of self-purification, then they will form self-restraint love morality and standards, then they will remind and restrain themselves from premarital sexual behavior, and strengthen this behavior by carrying out spiritual or material incentives when they reach this standard. Of course, regardless of the level of love moral standards, self-reinforcement always brings individuals closer to higher standards. In this point, it plays a positive role in promoting college students' love morality. The key lies in how to establish a correct evaluation standard of love morality, which requires education and guidance to make them to have this ability.

Hypothesis 4: Self-reinforcement positively affects college students' love morality

Therefore, from the perspective of observational learning theory, we can recognize the importance of models and their behavioral results in the process of college students' love moral cognition and behavior formation, positive models and corresponding positive evaluations can help college students to strengthen the formation of healthy and correct love moral cognition and behavior, while negative models and inappropriate guidance will have a negative reinforcement effect, misleading college students, so that their love moral cognition bias, love morality misplacement, and then cause love morality deviation behavior, specific The specific framework is shown in Figure 2.

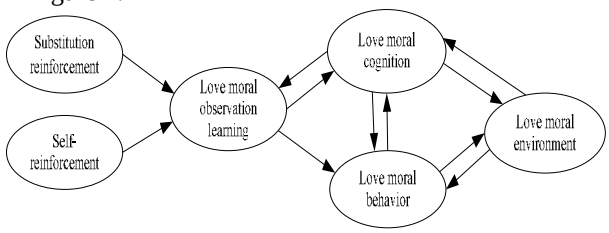

Figure 2. The framework of the love morality under observational learning theory

5. Endogenous Analysis of Self-regulation Theory on the Model of College Students' love Morality

Bandura pointed out that the human learning process is both a cognition process and a self-regulating process[2]. Therefore, human behavior is not only affected by external factors, but also by the internal factors of self-generation, and the self-regulation theory is proposed accordingly. Self-regulation is another important complement to interactive determinism, and it is also a derivative of the self-reinforcing concept in observational learning theory. Self-reinforcement refers to the process of strengthening and maintaining one's behavior with the reward that one can control when one has reached the standard set by oneself, while self-regulation refers to the process that one sets the standard of behavior for oneself and strengthens, maintains or changes one's behavior with the reward or punishment that one can control, which shows that one's subjective initiative is not passively accepting environmental transformation and has made a deeper internal analysis of the interaction between cognition, behavior and environment. Self-regulation is mainly composed of three processes: self-observation, self-judgment and self-reaction. After the above three processes, individuals can complete the adjustment of internal factors to behavior. Correspondingly, on the problem of college students' love morality, "self"

plays an important role in regulating. Whether they can observe comprehensiveness, accurate judgment, and moderate response all affect their love moral performance. Any problem in one link may lead to love morality deviation.

5.1. Self-observation of love morality

Self-observation refers to the process in which an individual observes his or her behavior according to different standards in different activities. There are different focuses in this observation, and individuals selectively pay attention to certain aspects of their behavior while ignoring others. For example, regarding the issue of love morality, people pay attention to their morality and variability. According to self-regulation theory, love moral self-observation has at least two important functions for college students: the first is to provide necessary information to determine the standards of love moral behaviors that meet the requirements of reality and to evaluate the love moral behaviors that are changing; the second is to promote the development of self-guidance by paying more attention to self-concept and behavior. Under the social background of the continuous improvement of material living standards and the spread of various sexual information, college students' love and sexual maturity are constantly improving, and their love needs, sexual interests and sexual excitement speed up with the increase of age, so they are relatively easy to generate sexual impulses. In addition, the current network media is ubiquitous and accessible. Some college students are exposed to incorrect love, sexual issues and knowledge, which can easily lead to incorrect love concepts, and then lead to some deviations in love morality. However, if in this process, college students can observe themselves in time, clearly know whether their ideas and behaviors conform to the realistic love moral standards, and can establish an evaluation system of their own love moral goals, they can control and restrain their possible negative love moral concepts or behaviors through the value and success or failure of expected behavior. Therefore, proper love moral self-observation is helpful for college students to form reasonable love concept and standardize love behavior.

Hypothesis 5: Timely self-observation positively affects college students' love morality

5.2. Self-judgment of love morality

Of course, self-observation and self-regulation are essential, especially self-judgment. Self-judgment is the process in which an individual establishes a goal for his or her own behavior, and uses this to judge the gap between his or her behavior and the standard and to make a positive or negative self-evaluation. Its core is the establishment of self-standards. For most individuals, there is no absolute standard for assessing the adaptability of their behavior. For example, the standards for mate selection and intimacy, does not convey sufficient information about self-evaluation. Evaluation is done by comparing with others. A college student who wants to maintain a high level of love morality chooses his spouse by looking at material things and changing sex for love. If she doesn't understand the thoughts and expressions of people with high love morality, she can't make positive or negative self-evaluation. The most common comparison is with specific peers in the same environment. The ultimate goal of comparison is not to let individuals compare themselves with others, but to let people judge themselves by referring to the abilities and standards of others. With the increase of age and knowledge, college students' love psychology is becoming more and more mature. They have basically completed the recognition of the role of self-love. Their love consciousness is very obvious and experience becomes rich. They naturally and normally have curiosity and strong susceptibility to love and sex-related content. However, their lack of experience, poor discrimination and judgment ability, and lack of the concept of love morality make college students vulnerable to the interference of bad sexual information disseminated through various channels and affect their self-judgment, which leads to the deviation of love morality. Therefore, on the issue of love morality, it is very important for college students to isolate the adverse influence from the outside world and establish a correct evaluation standard of love morality so as to make a reasonable self-judgment. Similarly, reasonable self-judgment of love morality in turn helps individuals to establish correct evaluation standards of love morality.

Hypothesis 6: Reasonable self-judgment positively affects college students' love morality

5.3. Self-reaction of love morality

Self-reaction refers to the inner experience of self-satisfaction, pride, self-complaint and self-criticism after the individual's self-evaluation. Performance that fully complies with the standards of behaviorform an individual's sense of validity, enhance interest in activities and arouse self-satisfaction; If there is no activity standards and no evaluation of activities, individuals will not be motivated, bored and satisfied with only temporary external stimuli. The establishment of love moral behavior standards can be achieved through education or demonstration. On the basis of observing how the outside world evaluates their love moral concepts and behaviors, individuals have partially learned how to evaluate their related thoughts and behaviors. On this issue, adults, especially parents and teachers, provide valuable standards of behavior. They are happy when their children meet and exceed the standards, but disappointed when their children fail to meet the standards, which leads to that our college students become able to express their behavior in

the way of self-recognition and self-criticism. However, due to the lack of love education in China, parents and teachers do not necessarily have a correct understanding of love and marriage, and even some people do not have a strong sense of responsibility, which will lead to inappropriate feedback for children, and result in children unable to form appropriate self-reaction, wrong love morality and other situations, and cause problems of love moral concepts and behavior. Therefore, college students should be helped to establish appropriate self-reaction which can positively guide their love morality.

Hypothesis 7: Proper self-reaction positively affects college students' love morality

Therefore, from the point of view of self-regulation theory, self-observation, self-judgment and self-reaction of love morality affect the self-regulation of college students' love morality, and this process is closely related to the cognition, behavior and environment of love morality mentioned above. The level of cognition of love morality of an individual can determine which parts of the morality can be observed, and Individuals can judge, choose and react to these events through various ways to perceive these events, so as to regulate their love moral concepts and behaviors. The specific framework is shown in Figure 3.

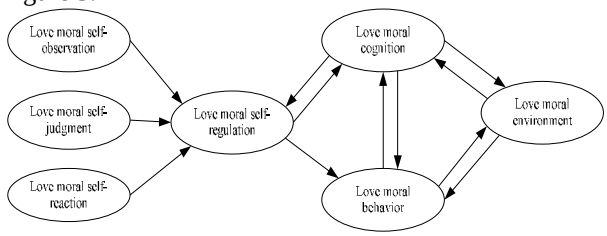

Figure 3. The framework of love morality under the self-regulation theory

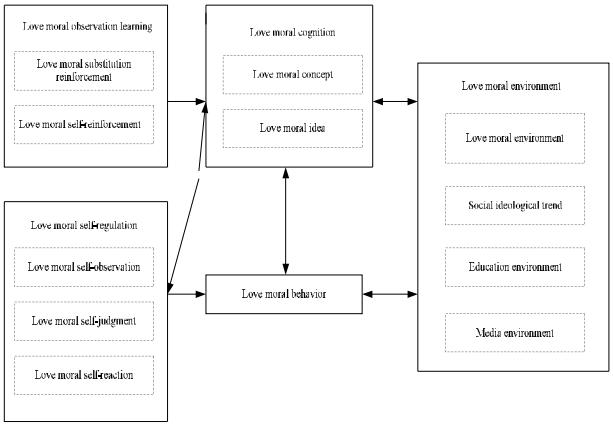

Figure 4. Research model of college students' love moral mechanism

Based on the deduction of the above three sub-theories of social learning theory, we conclude that, just as each sub-theory complements each other and integrates with each other, each factor is not independent, but intricate in the process of the formation and development of college students' love morality behavior. Therefore, the paper puts forward the following model to study the mechanism of college students' love morality by combining the four variables of sexual cognition, sexual behavior, sexual environment and love morality, which is shown in Figure 4.

6. Methods of Research

Bandura's social learning theory provides a new theoretical perspective for us to analyze college students' love morality. In order to validate the hypothesis model of love morality mentioned above, we designed a questionnaire of love morality which includes the content of love moral cognition, love moral behavior, love moral environment and so on. and investigated the reality of college students' love morality. This paper uses the collected data to explore and verify the above hypothesis, constructs the structural equation model of college students' love morality, provides a realistic basis for optimizing the college students' love morality mechanism, and provides a scientific basis for rationally reconstructing college students' love morality in the media age.

6.1. Subjects of survey

The undergraduates from more than 30 colleges or universities nationwide were selected as the subjects of the survey. In order to make the study representative, gender, grade, specialty and school category should be considered in the survey. Among them, 1476 are freshmen, 778 are sophomores, 424 are juniors and 97 are senior students; 1321 are boys and 1454 are girls; There are 1050 students in Humanities and social science management, 1446 students in science, technology, agriculture and medicine, and 279 students in sports and arts. The age ranges from 18 to 23.

6.2. Methods of survey

With reference to relevant literature and questionnaires at home and abroad, a questionnaire was designed, including general situation, concept of love, chastity and marriage, attitude to love and sexual behavior and their own behavior, attitude to love moral education, demand for love-related knowledge, forms of love education in schools and sources of obtaining love knowledge. The α coefficient is 0.726, KMO is 0.698, and the reliability and validity are good. The meanings and assignments of latent variables and measurement variables are shown in Table 1. We use stratified random sampling method to conduct on-site survey, and require students to complete the survey independently according to their true ideas.

The collected data is imported into the database through Microsoft Excel, and SPSS16.0 is used to compare and analyze the various indexes. On this basis, this paper

quantifies some variables, and makes use of Amos21.0 to carry out SEM analysis SEM analysis to construct a structural model of the transmission mechanism of college students' love morality. The maximum likelihood ratio method is used for parameter estimation, and all measurement indexes are verified by covariance matrix. The standard is α=0.05.

Table 1. The meanings and assignments of latent variables and measurement variables

Latent Variables	Measurement Variables	The Meanings and Assignments
Love moral concept (ξ1)	X1 Sexual behavior is not necessary in the process of love X2 Sex is based on love	From disagreement to agreement, the score ranges from 1 to 5
Love moral thought (ξ2)	X3 Need to be chastity before marriage X4 Premarital sex X5 Dating for sex through network	From disagreement to agreement, the score ranges from 1 to 5
Love moral behavior (ξ3)	X6 Multiple love objects X7 Marginal sexual behavior X8 Premarital sex or cohabitation X9 Premarital pregnancy	From disagreement to agreement, the score ranges from 1 to 5
Love moral self-regulation (ξ4)	X10 Cyber love X11 Right standards for judging love morality X12 Firm love morality emotion and will	From disagreement to agreement, the score ranges from 1 to 5
Love moral environment(η1)	Y1 Parents prohibit premarital sex Y2 Off-campus accommodation is not allowed in schools	If yes, score 1; if no, score 0.
	Y3 Residence of opposite sex is not allowed in dormitories	
Love moral model (η2)	Y4 Campus networks restrict sex-related information Y5 Education related to love morality in schools Y6 Premarital sexual behavior among peers Y7 The elders around us have illegal love affair Y8 Concerned about media reports of love and moral deviations of public figures	If yes, score 1; if no, score 0.

Note: The scores of each latent variable are the sum of the scores of the corresponding measurement variables.

7. Research Results and Analysis

7.1. Descriptive analysis on latent variables and measured variables

According to the overall situation of sexual ethics and behavior of 2,880 college students who participated in the survey, 86.5% of college students support falling in love during college , and more than half of them believe that sexual behavior is normal when the situation becomes deep; 45% of college students think that premarital chastity is not necessary, and 85% of college students can accept premarital sexual behavior; 15.8% of college students have already had sex; 46.7% of college students most want to get sex education on love morality , while 53.3% of college students said that the school did not carry out education activities about love morality; 21.6% of college students mainly acquire love and sexual knowledge from media channels such as Internet, television and radio. In summary, under the influence of current media and environment, college students' love and sexual morality tend to be open, and the traditional concept of restraining their sexual behavior is declining. Along with the lack of sex education in family and school, college students have already had emotional love and behavioral deviations. The lack of love and morality is serious, and the implementation of education about love and morality cannot be delayed. The specific analysis is as follows. Shallow understanding of love concept and emotional deficiency of love morality. According to statistics, only 23.5% of the students think that it is unnecessary to have sex in love, and more than 35.6% of the students do not agree with the conclusion that sex is based on love. This shows that contemporary college students' cognition of sexual behavior during love stays on the physiological level, and reflects that they have a misunderstanding of the meaning of sex in the process of love, and the separation of sex and love emerges, and the lack of emotions about love and morality has become increasingly prominent. The constraint of chastity concept is weakened, and there is a bias in the cognition of love morality. Statistics show that although most of the students are still able to maintain a correct attitude, more and more students have shown a casual, frivolous attitude. Students who account for 36.7% of the students agree to different levels of premarital defense. In addition, 44.5% of the students said they had been ambiguous with other members of the opposite sex during love, while 23.9% of the students said they had intimate behavior with the ambiguous object. This shows that the attitude of contemporary college students towards love is no longer sincere and serious, and love is no longer loyal and specific in their view. The proportion of sexual behaviors rises, and love and moral behavior are out of order. 10% and 6.7% of the students indicated that they had sex or cohabitation with the opposite sex in the university period, and even 3.3% of the

students said that the first sexual activity occurred in the middle school stage, which means that the proportion of college students who actually have sex has reached 20%. According to the previous survey, 7.1% of the students thought about using money to have sex, which showed a serious cognitive bias of love morality. At the same time, it also reflects that the attitude of contemporary college students towards restrictive behavior has gradually shifted from moral factors to physiological factors. The education of love morality is insufficient and the standard of love morality is unbalanced. According to the statistics, 81.6% of the students indicated that the university did not carry out education on love and morality. Therefore, the content of love education in Colleges and universities may be too much emphasis on basic love knowledge, while the content of love morality is less involved, which leads to the lack of the environment of love morality education of college students. To a certain extent, this has led to the lack of correct guidance of sexual knowledge and love moral education among college students, so that they can not form correct standards of love moral judgment. When confusion is not solved in time, it is easy to lead to problems. The influence of media has become more prominent and the moral model of love has become negative. The results of the preliminary survey showed that 53.3% of students expressed that they acquired relevant knowledge and information through the Internet. Moreover, 38% of the students said that the public opinion and opinions about the news events about love and morality in the network have an impact on their own behaviors. The results of interviews show that college students' attitudes toward dating for sex through network and commercial sexual behavior on the Internet show a neutral attitude without criticism , with a serious tendency towards moral relativism. It can be concluded that the negative examples disseminated by the Internet have had a serious impact on college students' love morality.

7.2. Estimation of parameters between latent variables and measurement variables

The descriptive analysis of the above latent variables and measurement variables verifies our hypothesis based on social learning theory. In order to further verify the authenticity and reliability of the hypothesis and the applicability of social learning theory to the study of college students' love morality, we use structural equations to test each hypothesis.

Six latent variables were extracted from the survey, of which two were external latent variables including love moral environment and love moral model, and four were endogenous latent variables including love moral concept, love moral thought, love moral behavior and love moral self-regulation. The factor load of each measurement index and latent variable was weighted and estimated by using WLS method , and the difference was statistically significant (ps<0.01), as shown in Table 2.

Table 2. Estimation of parameters between latent variables and measurement variables

Latent Variables	Measurement Variables	Boys (n=1321)				Girls (n=1454)			
		β value	Standard error	P value	β' value	β value	Standard error	P value	β' value
Love moral concept (ξ1)	X1 Sexual behavior is not necessary in the process of love	0.102	0.011	< 0.01	0.268	0.215	0.014	< 0.01	0.317
	X2 Sex is based on love	0.358	0.015	< 0.01	0.543	0.391	0.016	< 0.01	0.701
	X3 Need to be chastity before marriage	1.000	—	—	0.621	1.000	—	—	0.782
Love moral thought (ξ2)	X4 Premarital sex	0.295	0.008	< 0.01	0.303	0.119	0.012	< 0.01	0.201
	X5 Dating for sex through Network	0.193	0.017	< 0.01	0.212	0.098	0.013	< 0.01	0.111
	X6 Multiple love objects	1.000	—	—	0.196	1.000	—	—	0.108
Love moral behavior (ξ3)	X7 Marginal sexual behavior	0.736	0.052	< 0.01	0.657	0.432	0.038	< 0.01	0.551
	X8 Premarital sex or cohabitation	0.597	0.032	< 0.01	0.443	0.357	0.021	< 0.01	0.317
	X9 Premarital pregnancy	0.415	0.047	< 0.01	0.358	0.339	0.024	< 0.01	0.323
	X10 Cyber love	1.000	—	—	0.768	1.000	—	—	0.635
Love moral self-regulation (ξ4)	X11 Strict standards for judging love morality X12 Firm love morality emotion and will	0.834 1.000	0.012 —	< 0.01 —	0.619 0.526	0.957 1.000	0.037 —	< 0.01 —	0.725 0.694

Love moral environment (η1)	Y1 Parents prohibit premarital sex	1.567	0.043	< 0.01	0.891	2.034	0.052	< 0.01	0.914
	Y2 Off-campus accommodation is not allowed in schools	1.212	0.015	< 0.01	0.681	1.357	0.019	< 0.01	0.712
	Y3 Residence of opposite sex is not allowed in dormitories	1.678	0.048	< 0.01	0.645	1.869	0.033	< 0.01	0.787
	Y4 Campus networks restrict sex-related information	0.912	0.017	< 0.01	0.121	1.001	0.011	< 0.01	0.168
	Y5 Education related to love morality in schools	1.000	—	—	0.226	1.000	—	—	0.235
Love moral model (η2)	Y6 Premarital sexual behavior among Peers	0.556	0.052	< 0.01	0.495	0.323	0.066	< 0.01	0.314
	Y7 The elders around us have illegal love affair	0.327	0.043	< 0.01	0.313	0.225	0.057	< 0.01	0.219
	Y8 Concerned about media reports of love and moral deviations of public figures	1.000	—	—	0.854	1.000	—	—	0.932

8. Construction of Structural Equation Model

Under the social learning theory, this paper constructs a structural model of the influencing factors of college students' love ethics. The model is based on its interactive determinism and supplemented by observational learning theory and self-regulation theory. The model diagram is shown in Figures 5 and 6.

In this paper, the maximum likelihood method is used to modify the initial model. After parameter definition and parameter testing, a well-fitting and relatively simplified model is obtained. The fitting index of the model meets the corresponding requirements of the reference standard, and the model and data fit well. The overall goodness-of-fit index of the structural equation model is shown in Table 3.

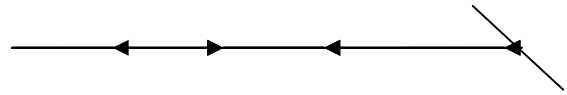

Figure 5. Structural equation model of the influencing factors of male college students' love morality

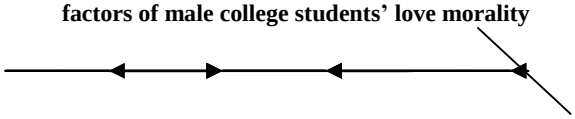

Figure 6. Structural equation model of the influencing factors of female college students' love morality

Table 3. Overall goodness-of-fit index of structural equation models of different gender students

Gender	GFI Value	AGFI Value	NFI Value	CFI Value	NNFI Value	RMSEA Value	90%CI
Male	0.952	0.921	0.944	0.961	0.947	0.032	0.033~0.045
Female	0.957	0.915	0.938	0.954	0.936	0.029	0.029~0.047

From the structural equation model of the influencing factors of the love morality of male and female college students in Figure 5 and Figure 6 and the overall goodness of fit index of the model in Table 3, it can be concluded that the two external latent variables (that is, the emotional moral environment and the love moral model) interact with each other, and directly affect the love moral concept of the endogenous latent variables. They realize the regulation of the love moral behavior of endogenous latent variables through the indirect influence of endogenous latent variables on love moral concept and love moral self-regulation. The four endogenous latent variables, namely, love moral concept, love moral ideas, love moral behavior, and love moral self-regulation affect each other. On the one hand, love morality, love moral ideas and love moral self-regulation directly affect love moral behavior. On the other hand, love morality concept also affects moral love behavior through affecting love moral ideas, and affects love moral behavior through indirect influence on love moral self-regulation. The result is consistent with the research model of college students' love moral mechanism based on the above seven theoretical hypotheses.

9. The Decomposition of the Influence Factors of College Students' Love Morality

The structural equation model of the influence factors of college students' love morality shows love moral environment, love moral model and love moral concept have both direct and indirect effects on college students' love moral behavior; love moral self-regulation has direct effect on love moral behavior; There are mutual effects between love moral environment and love moral model. The love moral environment and the love moral model are the main influencing factors of love moral behavior, as shown in Table 4.

Table 4. Decomposition of the influencing factors of college students' love morality

Gender	Type of Effect	Love Morality	Love Moral Thought	Love Moral Self-Regulation	Love Moral Environ-ment	Love Moral Model
Male	Direct	0.398	0.330	0.224	0.494	0.626
(n=1321)	Indirect	0.054	0.031	0.011	0.019	0.041
	Total effect	0.452	0.361	0.235	0.513	0.667
Female	Direct	0.420	0.343	0.436	0.609	0.674
(n=1454)	Indirect	0.048	0.029	0.021	0.016	0.038
	Total effect	0.468	0.372	0.457	0.625	0.712

Based on the parameter analysis of the variables measured in Table 2, we can conclude that love education, chastity concept, cultural trend of thought, media information, models and demonstrations, standards for judging love morality and emotional will all have an impact on college students' love morality. From the overall impact, correct love education, moderate concept of chastity, positive demonstration of elders and peers, correct standards for judging love morality and faithful will of love morality have a positive effect on college students' love morality. However, the bad culture and negative information disseminated by the media have a negative effect on college students' love morality.

Therefore, the descriptive analysis, parameter estimation of latent variables and measurement variables and the construction and decomposition of structural equation model mentioned above can prove that all statistics can verify the theoretical hypothesis and model proposed in the previous paper, which shows that social learning theory has practical guiding significance for the study of college students' love morality. Love moral education, traditional chastity concept, Western cultural thoughts, media and models, the moral judgment standards and the

firmness of emotion have an impact on college students' moral cognition and behavior, and there are direct or indirect effects between them.

10. Conclusions and Prospects

By comparing and analyzing the previous research on college students' love morality, we can find that domestic research focuses on phenomenal description , lacks in-depth and systematic empirical research, and focuses on the analysis of influencing factors and lacks the scientific theoretical framework. In addition, there are not many studies on the introduction of factors such as media, which shows that there is no emphasis on the factors of the times. Due to the existence of these problems, the existing educational mechanisms and strategies for college students' love morality are always fragmented, and their systematicness and connection are insufficient. Therefore, this paper proposes the model and hypothesis of college students' love morality based on social learning theory, and through verification, we conclude that it is necessary to analyze college students' love morality from the perspective of social learning theory.

Specifically speaking, the deviation of college students' love morality and behavior is caused by various unfavorable factors. Although the traditional concept of chastity has a positive impact on college students' love morality, under the implicit national characteristics of China, the education about love morality is relatively blank, which leads to college students' inadequate understanding of love morality and college students' lacks of the corresponding ability of self-regulation of love morality. However, in the current media era, with the continuous spread of multi-culture, the negative elements of Western Love moral culture have seriously affected the mainstream culture of love morality in our society, which has resulted in the emergence of some negative love moral models, and has polluted the social love moral environment of college students and provided the possibility for their love moral deviation. At the same time, the bad social ideological trend about love morality will directly affect college students' understanding of love morality and emotion, and make them unable to make correct judgments when facing the stimulation or impact of bad information disseminated through various media channels, which will lead to the emergence of deviation of love morality. Behavior and cognition interact. Bad love moral behavior will further solidify its bad love moral concepts. If we can not break the chain of action because of the lack of correct guidance, it will lead to a vicious circle. Considering the influencing factors of college students' love morality from the perspective of social learning theory is the precondition for optimizing its mechanism of action, and it is also the strategy to correct college students' love morality and behavioral deviation. Therefore, we propose to study and explore the optimization strategy of the educational mechanism of college students' love morality from the perspective of social learning theory.

Social learning theory is based on the core theory of interactive determinism, and explains the internal mechanism of individual behavior by observational learning theory and self-regulation theory. Therefore, we propose a general framework for optimizing the educational mechanism of college students' love and morality. The framework is studied from the three elements of interac-

tion determinism—cognition, behavior, and environment—and is divided into path optimization within the individual, conditional optimization of the external environment, and content optimization of the external environment. The framework uses the main concepts of observational learning and self-regulation to systematically and systematically intervene in college students' love moral environment, love moral cognition and love moral behavior, as shown in Table 5.

Table 5. Optimization of the educational mechanism of love morality based on social learning theory

	Path OptimizaTion Within the Individual	Conditional Optimization of the External Environment	Content Optimization of the External Environment
Social learning theory	1.Internal Enhancement Main force of cognition: the platform for the establishment of ideas Cognitive help: mental health line	1. Elimination of negative media model Starting point of environmental conditions: Social Supervision Key to environmental conditions: Campus supervision	1. Construct high-quality curriculum Subject of environmental content: Diversified curriculum
	2. External enhancement Ruler of behavior: Behavioral evaluation system Key to behavior: Family Participation and Interaction	2. Setting up positive examples on campus Environmental conditions goal: Systematic education Environmental conditions goal: Healthy culture	2. Building a high-level teaching staff Subject of environmental content: Quality teachers

Although the model of love morality based on social learning theory has been proved to be a good explanation for the formation and development of college students' love morality, this is a new attempt, which requires more empirical research to test it. When new influencing factors appear, the variables in the model and the scales in the survey need to be adjusted accordingly, and the reliability and validity of the surveys should be re-examined to ensure the validity of the verification. At the same time, it is necessary to study the generation of college students' love morality from different theoretical perspectives, such as social cognitive theory and other mature scientific theoretical frameworks, which will be conducive to a comprehensive analysis of the formation and development of college students' love morality, and then put forward diversified and effective educational mechanisms and strategies to avoid the incidence of premarital sex and other deviations in love morality. However, we believe that the model of love morality based on the social learning theory framework proposed in this paper is helpful to deeply analyze the occurrence and development of college students' love morality and related behaviors, and then propose the optimization strategy of educational mechanism, which not only solves the practical problems of love morality deviation of college students such as premarital sex and sexual transaction, but also provides theoretical materials for improving the research of love and sexual morality.

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