

An Intervention Study of Family Education and Social Emotions of Secondary School Students

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Abstract: This article comprehensively analyses the socio-emotional competence problems of secondary school students and their close connection with family education. The article points out that the mental health problems of secondary school students are becoming more and more serious, in which poor peer relationships, teacher-student relationships, academic pressure, and poor family environment hurt their emotional state. In terms of family education, the lack of scientific educational methods and the unbalanced distribution of family educational resources, have become important factors restricting the development of secondary school students' psychological health. The article further points out that external factors such as competitive pressure, anxiety, and the impact of social media and the virtual world also hurt students' mental health. As a result, the paper puts forward suggestions to improve the concepts and approaches of family education and to balance academic performance and the development of social-emotional competence, including advocating a diversified approach to education and encouraging children to participate in extracurricular activities and teamwork projects, to comprehensively cultivate the social-emotional competence of secondary school students, and to achieve the harmonious development of their physical and mental health.

Keywords: Family Education, Student Emotion, Education Idea

1. Introduction

The current era is experiencing a phase of increased competitive pressure, thus placing higher demands on secondary school students to manage their emotions and adapt to various social competencies. As the direct contact of children's growth, the influence of various roles in the family cannot be ignored. However, in reality, many parents face a lot of difficulties in educating their children, especially in the lack of scientific and effective methods of psycho-emotional education, while education also involves the influence of a variety of factors. An in-depth analysis of the influence of family education on secondary school students' social-emotional competence is not only related to the improvement of the quality of family education but also to the healthy growth of secondary school students and the harmonious development of the future society.

Family is the earliest contact and the most influential group in the growing environment of children, and the education style and family relationships have a direct effect on children. Exploring how family education influences the socio-emotional development of secondary school students will also help to

understand the education of today's families. In addition, it is also conducive to understanding the child's emotions and behavior and building a more harmonious and intimate relationship between parents and children. In addition, the article analyzes the relationship between family education and children's social-emotional, which can find the shortcomings in family education and then put forward more scientific and reasonable education concepts and methods. The intervention study of family education can help secondary school students prevent and solve possible social-emotional disturbances and promote their healthy growth.

This study focuses on exploring how family education affects the social-emotional development of secondary school students and attempts to enhance secondary school students' social-emotional competence through interventions. First, the study needs to analyze the current situation of family education and secondary school students' social-emotional competence. Second, the study will focus on the reasons why family education affects the development of secondary school students' social-emotional competence, and by analyzing these reasons, it can provide targeted suggestions and guidance for optimizing family education. In addition, the article also puts forward suggestions on how to improve the social-emotional competence of secondary school students.

2. Impact Analysis of Social-Emotional Competence of Secondary School Students

Social-emotional competence refers to the social-emotional management, positive relationship construction, and problem-solving skills that people display in their lives, covering self-awareness, social awareness, interpersonal relationships, and leadership decision-making. Currently, social emotions are emphasized, and the drawbacks of previous family education are effectively guarded against and transformed into the cultivation of children's social competence, which enhances the children's social adaptability through character shaping and interpersonal skills enhancement [1]. Adolescent mental health problems are becoming more and more prominent, and the trend of their youthfulness cannot be ignored [2]. In exploring the psycho-behavioral performance of secondary school students, it is found that family education is the key issue, especially the way, attitude, and atmosphere of family education [2]. Secondary school students are in adolescence, which is a period of great changes in both psychological and physiological aspects, and also a critical period for the formation of emotional management skills. However, their physical and mental development is not yet mature, and they cannot usually manage their emotions, and their emotions have instability, which is caused by the following four factors: First, interpersonal relationships. Middle school students are in a long-term collective environment, and getting along with classmates and friends takes up most of their social activities. However, friction and conflict will inevitably occur among classmates due to ideological deviations or differences in behavioral habits. These poor classmate relationships might cause them to develop emotions such as restlessness and irritability. In addition, the teacher-student relationship is also an important part of middle school students' relationships on campus. Some students may resent their teachers because of their criticisms, which leads to disharmony in the teacher-student relationship, and at the same time, their own emotions may feel suppressed, unable to have effective conversations with their teachers, and then resist their teachers.

The second is academic pressure. Secondary school students are facing the pressure of further education, they not only have to solve the learning difficulties but also have to bear the expectations of parents, teachers, and society, they often have anxiety, tension, and other emotions, afraid that they can not achieve the expected goals, thus affecting their emotional state, many students are prone to anorexia and depression at this stage.

Third, family environment. Family environment is divided into explicit and implicit factors, explicit factors usually include education style, rules, and cognitive ability, and implicit factors usually include family atmosphere [3]. A good family environment helps secondary school students deal with things with a calm and relaxed emotional attitude and a positive mindset. However, if the

family environment fails to achieve a good state, secondary school students may feel lonely and helpless in treating and dealing with problems, because no one can support or encourage them, and the environment they live in is one of more blame than encouragement, allowing them to form a cycle of bad emotions.

3. Problem Analysis of Family Education

The relationship between parents and children is not only related to the formation of children's emotional development and social skills but also plays a pivotal role in shaping children's character and values [4]. From the perspective of Bronfenbrenner's ecosystem, parents are the first guides to their children's education, and their role is so crucial that children unconsciously imitate their parents' behavior as they grow up [5]. Because the importance of family education is self-evident, its intervention and guidance are especially crucial in promoting adolescents' psychological health and building a harmonious symbiotic relationship [4]. This section will analyze the deficiencies in family education and provide a basis for solution strategies.

3.1. Educational Concepts

3.1.1. Excessive Attention to Academic Achievement

Nowadays, many parents hold the concept that "learning is more important than everything", and if their children are not feeling well, they can only rest after completing their homework, which has a great impact on their physical health, and they may not be able to pay attention in class or be too fatigued, which has counterproductive consequences. These parents usually emphasize academic performance and reject their children's extracurricular interests, spending their time after school on extracurricular tutoring classes or using the time to make up for academic deficiencies. In addition to over-interfering in the child's after-school time, there is also over-interference in the child's normal socialization. During holidays or weekends, some classes or classmates organize group activities, but some parents think that going out to play will waste too much time, and believe that all these social activities are unnecessary, resulting in some students' lack of ability to interact with others. Song Shaowei of Tsinghua University emphasizes that parents of students at Tsinghua University and Peking University do not focus excessively on the transmission of cultural knowledge or the use of teaching skills in family education, but pay more attention to the cultivation of children's all-round development and guiding them to make correct value decisions [6].

3.1.2. Neglecting the Cultivation of Social-Emotional Competence

Some parents lack a certain degree of sensitivity when their children's emotions are unstable, failing to notice their emotions in time and take appropriate countermeasures. This may be due to the parents' lack of relevant knowledge on emotional education and their inability to handle emotional problems properly, resulting in their children not receiving sufficient support and guidance in their emotions. Some parents do not care about their children's emotional ups and downs and psychological dynamics, believing that this is just a normal part of their growing process and does not require much attention. In addition, the fast-paced life makes many parents busy with work and chores, unable to balance the relationship between work and children, and lacking enough energy and time to pay attention to their children's emotional needs [7].

3.2. Inappropriate Education Methods

3.2.1. Lack of Scientific Education Methods

Inappropriate education methods may be related to the literacy level of family members. If the cultural level of parents is relatively low, it may be difficult for them to deeply understand the inner world of their children, and it is easier for them to have communication barriers and form insurmountable barriers, which further aggravate the pressure and uneasiness that children feel in the family, and they tend to adopt negative attitudes toward their children, which will make them feel that they lack the necessary support and understanding in the family, and thus refuse to have in-depth exchanges and communication with their parents [1]. This will lead to children not knowing how to communicate with others and not being able to express themselves appropriately, affecting their interpersonal skills.

3.2.2. Uneven Distribution of Family Education Resources

Family education resources include parents' time, energy, and money. The socio-economic status of a family is not only an indicator of its economic strength but also an important reference to reflect the welfare level of the family. This level of well-being is not only reflected in the abundance or lack of material life but also profoundly affects the child's education and character building [8]. Some parents excessively invest their money in various cram schools and special classes. Although children are provided with superior educational resources to a certain extent, the excessive pressure of schoolwork may lead to an aversion to learning. In emotionally rich families and spend enough time with their children, secondary school students are more likely to display positive and confident personalities, and at the same time ensure that they get more than enough sense of security in their growing-up process. On the contrary, some families may be too busy with their livelihoods to neglect their children's companionship and education, resulting in a lack of a sense of security and a character that may show low self-esteem and people-pleasing, leading to a lack of the necessary emotional support and interpersonal skills for secondary school students in the process of growing up.

3.3. The Influence of Society on Educational Concepts in the Context of the Era

3.3.1. Competitive Pressure and Anxiety

Nowadays, with the rapid development of The Era, the "internal competition phenomenon" has become particularly serious, and anxiety covers the whole society, including students, parents, teachers, and so on. According to the specific national conditions of China, the large population base makes it impossible for everyone to have access to education. Therefore, under the influence of fierce competition and serious anxiety, family education has led to the utilitarian tendency. Parents invest more time and energy in finding tutoring classes, coaching resources, and learning opportunities. Social competition also leads to the utilitarian tendency of family education. Parents often focus too much on their children's grades and performance, pursuing utilitarian results. They hope that their children can achieve excellent results in all aspects, enter famous universities, find good jobs, and achieve social status and class promotion. This utilitarian view of education aggravates the anxiety of parents, making them pay too much attention to their children's academic performance, ignoring their children's individual differences and interest development, refusing their children's reasonable demands for extracurricular activities, and replacing them with extra-curricular tutoring classes of intellectual education. Too much learning pressure and parents' too strong a desire to control children's daily lives often make the situation counterproductive, many children have a strong resistance, they hate learning, hate parents, and hate the campus, resulting in retrogression and even mental illness. On the one hand, blindly pursuing intellectual development makes many middle school

students suffer from great learning pressure, resulting in poor learning results. On the other hand, parents' strict control of their spare time makes them have no special skills and are not good at communicating with peers, which is more detrimental to their growth.

3.3.2. Impact of Social Media and Virtual World

Parents' educational anxiety will also imperceptibly lead to children's anxiety about learning. To reduce anxiety, teenagers are most likely to turn to virtual worlds such as the Internet or mobile phones to seek comfort and reduce stress. The research results show that in addition to the common characteristics of addiction to the use of electronic products, the excessive use of electronic products such as mobile phones will also hurt the quality of life and mental health of adolescents [9]. Existing research shows that the severity of Internet addiction among adolescents increases with age. Compared to high school and college students, middle school students experience more cumulative risks at home and school, which have developed more stress and have higher levels of problematic and even retaliatory cell phone use [9]. When children enter the teenage stage, they will pursue more independence and autonomy, and become more sensitive to the perception of parents' psychological control. However, parents' excessive discipline makes them more bored and addicted to the Internet. However, the excessive use of the Internet leads to the lack of communication between teenagers and parents, and the deterioration of family relations, which enters a vicious circle.

Many parents also do not know how to educate their children correctly, when they see the educational experience shared by "successful parents" on the network, they directly move to apply to their children, and can not teach according to their aptitude, which is counterproductive.

3.4. Emotional Fluctuations of Students

Many psychological problems in adolescence that seem obvious to people can often be traced back to the emotional fluctuations experienced by middle school students. Middle school students are in the adolescence of life, which is a stage full of opportunities and challenges, their bodies are undergoing rapid changes, and at the same time, their emotions are also experiencing huge fluctuations. Academic pressure, family relations, interpersonal relations, and other factors are constantly affecting their emotional state [10].

At this stage, middle school students are often more vulnerable and sensitive than other age groups. They are trying to understand themselves and find their place in society, while also facing expectations and pressures from all sides. Therefore, when faced with setbacks, their adaptability is relatively poor, more prone to emotional fluctuations, then their attention is often scattered, difficult to focus on learning, which will naturally affect their academic performance. At the same time, long-term mood swings may also lead to low mood and increased negative emotions in middle school students. In severe cases, these emotional problems may even evolve into symptoms of depression or anxiety, posing a serious threat to their physical and mental health.

In addition, severe mood swings may also lead to social problems in middle school students. When they can't control their emotions, they may have conflicts with their classmates, causing tension in their relationships. This not only makes them feel lonely and lost but also causes them to lack positive social interaction in school, further aggravating their psychological burden.

4. Suggestions

4.1. Improvement of the Concept and Methods of Family Education

With the development of society, it is necessary to popularize modern family education methods and revise traditional educational views and ideas. The traditional way of family education relies too much

on the way of imparting experience and knowledge, while the modern education concept emphasizes the spirit of inquiry and independent learning. Encouraging the spirit of inquiry includes stimulating children's curiosity and critical thinking ability so that they become exploratory and discovery learners. Through this learning style, children's interests and motivations can be better satisfied, and under the guidance and encouragement of parents, children will have an efficient and in-depth learning experience. In addition, respect for individual differences includes creating a more free, autonomous, and decent environment in education, so that children can spontaneously absorb certain knowledge and skills in the learning process of free space so that they can play a better specialty. This not only creates a better learning atmosphere but also allows children's interests to be fully developed. Therefore, the modern way of family education should be diversified and open, encourage children to explore consciously, improve their innovative spirit and questioning spirit, and adapt to the needs of different children.

4.2. Balance the Cultivation of Academic Performance and Social-Emotional Ability

4.2.1. Promotion of the Methods of Diversified Educational

To balance the study and life of secondary school students, family education should use a variety of educational methods, including encouraging children to participate in extracurricular activities and guiding students to participate in teamwork projects, such as school clubs, volunteer work, etc. These extracurricular activities can develop children's social skills, broaden their horizons, and increase their self-confidence and problem-solving skills. At the same time, participating in team cooperation can also exercise children's teamwork ability and learning exploration ability, which is conducive to cultivating children's adaptability in future work and life. With the help of a diversified educational approach, children can balance study and life very naturally, motivating them to more actively develop their skills and strengths, harmonize their physical and mental health, and better achieve all-round development.

4.2.2. Cultivation of the Self-Management Ability

As a middle school student, the heavy and diversified curriculum will make them feel powerless and unable to adapt to the real learning pressure. In response, parents should teach their children time management skills. For example, understanding the time and energy investment required to set and complete tasks, allocating time wisely, and using learning tools to increase productivity. Middle school is a crucial period for the growth and development of teenagers. At this stage, students often face a variety of pressures, challenges, and conflicts. Therefore, students' emotional management and leadership skills become particularly important. Parents should introduce different methods of emotional regulation to their children and let them understand how to take positive action in the face of difficult situations. For example, let your child manage their emotions by participating in sports games, concerts, after-school classes, meditation, or other methods. At the same time, teach children how to maintain good communication and cooperation with peers and teachers, better cope with challenges and difficulties, and their leadership skills get better exercise.

4.3. Cultivation of Positive and Healthy Family Relationships and Atmosphere

Parents are the best teachers of children and they should constantly improve their quality cultivation with practical actions to affect children's learning activities. During the child's rest time, parents should communicate with the child, understand the child's inner thoughts, and cultivate common topics with the child to avoid the generation gap. Through the establishment of good communication with children, can encourage them to establish good values, promote children to form an upright and

optimistic character, and pave the way for better development in the future. Parents can give positive hints and affirmations to their child, after all, the child is different from the parents, its nature is lively and active, social experience is insufficient, and it is easy to appear the phenomenon of "the spirit is willing and the flesh is weak". When children encounter difficulties in learning or daily life, no matter what they do, or what the results of the things they do, at least in the process of completion, the child has paid hard effort. When parents look at things, they can not analyze the child's quality according to the results of things but should analyze the child's effort in completing the event. Give some encouragement to the child's efforts, help the child to solve the problems that may occur in the process, and make progress with the child, to further form a good family atmosphere [11].

5. Conclusion

Family is the most important place of education for children, and good family education contributes to the all-round growth of children. Through the analysis and research of the current situation of family education in China and the social-emotional ability of young people, it is found that there are still some problems in the current education concept, and the author puts forward solutions and countermeasures. By breaking the traditional education mode, this paper encourages children to think independently and creatively, so that they have good social-emotional abilities and the ability to adapt to the future society. The comprehensive development of moral, intellectual, physical, and labor of middle school students can not only make middle school students more comfortable in their studies, but also show more mature, confident, and happy personality characteristics, and avoid the negative impact caused by academic pressure. Improving family education is not only a task but also a long-term and systematic process. Both parents and educators must always pay attention to children's emotional and ideological changes, actively guide their growth, and create a living environment conducive to children's development. Only in this way can we help children achieve the goal of all-round development, and then let the family exude a good and powerful atmosphere of life.

Authors Contribution

All the authors contributed equally and their names were listed in alphabetical order.

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