

Research on the Influence of Family Education on Students' Mental Health and Countermeasures

Yajie He

CITY UNIVERSITY MALAYSIA, 46100, Petaling Jaya, Selangor Darul Ehsan, Malaysia

Abstract

In this paper, the author takes the second to sixth grade students in school as the research object, through questionnaires, personal interviews and seminars for students' parents, and conducts a study on the influence of improper family education on students' mental health, analyzes and researches the problems of family education and students' mental health, summarizes the intrinsic factors related to family education and students' mental health, and discusses how to deal with parents in the new situation. In addition, we will discuss how to deal with the relationship between parents and their children, create favorable conditions for students' healthy growth, and provide a good environment for family education. The study will provide some reference for educators and parents.

Keywords

Mental health; Family education; Relationship.

1. Introduction

In the process of education and teaching, I found that students' bad study habits and bad behaviors are related to their psychological factors. I gradually realized the importance of mental health education among students. In the process of counseling students, especially for those typical "problem students" with psychological defects, our efforts were not proportional to our gains, and we could say that we had little effect.

Later, we analyzed the typical cases and found that one of the factors of these students' mental unhealthiness was the improper education style from their families. Because parents are the determinants of students' mental health qualities, students' family education and family environment play an extremely important role in shaping students' mental qualities, in addition to the innate mental qualities given by their parents through heredity. In our research, we also found that individual students' psychological disorders are actually caused by their families. The reason is that the parents themselves are psychologically deficient or have poor psychological quality, and this, together with the creation of incomplete and special families, further affects the students' psychological health. While schools find ways to reduce students' psychological problems through psychological education, improper family education is increasing and creating students' psychological problems. To solve the contradiction between school education and family education, schools and teachers must seriously study how to provide psychological education to parents, improve parents' healthy psychological quality, guide parents to carry out family education properly, and create a good atmosphere for family education so that students can grow up healthily.

2. Literature Review

The concept of family education for adolescents has been deepened with the continuous research on family education. In 1985, Family Education, edited by Qilong et al. explained family education for adolescents as "the education of parents for their children's cultivation, which is

a component or branch of the whole education". Because of the lack of research on family education at that time, the definition of family education was not clearly given. In the article "Family Pedagogy," it is stated that "Family education of adolescents is the education and influence of the parents, i.e., the elders of the family (mainly parents), on their children in family life." This definition illustrates the components of family education and their different positions. In Family Pedagogy, Ye Liqun (2003) suggests that with the development of modern society, the educational function of the family may show a tendency of strengthening or weakening in different aspects. However, as long as the family exists, the educational function of the family will not disappear. It can be seen that family education is the eternal function of the family.

In terms of the family education capacity of adolescents, the all-round development of adolescents is emphasized. It is emphasized that family education should cultivate good behavioral habits of adolescents. As Hechen pointed out in Family Education, early family education of children plays a fundamental role in the process of growth and development of people throughout their lives, and he also put forward 101 principles of family education, suggesting that the task and tolerance of family education is to cultivate and train good habits of children.

Shi Jun (2012) in "Review of Research on Family Education of Chinese Adolescents since the Reform and Opening-up" summarized the main theoretical views in the field of family education of adolescents by studying the literature on family education of adolescents in China in the past thirty years since the reform and opening-up, in order to reflect the current situation and problems of family education research in China since the reform and opening-up. Guo Yan (2012), in her study on the relationship between adolescent family function, self-esteem and interpersonal trust, explored the relationship between adolescent self-esteem, interpersonal trust development and family function based on adolescent family function. A.C. Makarenko (2005) "Family and Child Education" families have many problems in parent-child activities, family education concerns, and family parenting styles. This has a direct impact on the family's preparation of adolescents for school and their future development.

3. Methodology

3.1. Research Subjects and Research Methods

1) Research object: The students of the second to sixth grades in our school, 12 classes, a total of 320 students.

2) Research method: A more comprehensive research was conducted by using questionnaires, individual interviews, home visits and holding seminars for parents of some students.

Divorced, remarried, widowed and other families accounted for 9.2% of the survey respondents. Among the investigated family members, about 42.83% had fixed jobs in the party, government, military, enterprises and institutions, and about 57.17% were engaged in self-employment, farming and workers.

3.2. Data

3.2.1. Research Data

1) Expectations are too high. "Expecting children to become dragons" "expecting children to become the wind", hoping that children will become talented as soon as possible is still the main theme of family education today. The survey results show that 48.37% of those who want their children to be intellectuals with knowledge and expertise in the future, 17.3% of those who are civil servants, 7.8% of those who join the army as police officers, 3.1% of those who are skilled workers, 5.8% of those who are stars in literature and sports, 0% of those who are farmers, and 17.37% of those who listen to their nature. Take family intellectual investment as an example, although some families are not very generous in economic income (some are laid-off workers,

some are self-employed in small business) but they are not stingy in intellectual investment. About 18% of families make conscious intellectual investment for their children of 500 yuan or more per month, 30% of 300 yuan or more, and 42% of 200 yuan or more. These figures show that parents are doing everything they can for their children's education. The main content of the family's intellectual investment is the use of two days off to tutor children in various interest classes (language, mathematics, painting, musical instruments), as well as the purchase of books and tapes and home computers.

2) Intellectual education comes first. In terms of their children's academic expectations, the majority of parents say that taking care of their children's studies is the first responsibility of family education, while other things are secondary. These parents believe that only if their children study well and go to university in the future, they can obtain certain social status and benefits. As for the content of family education, 71.6% of parents only attach importance to intellectual education, and they put a lot of time and energy on their children's study, while only 9.6% of parents think that they should pay attention to the cultivation of their children's good cultivation, and 7.5% of parents think they should pay attention to their children's legal education.

3.2.2. Family Education Methods

Among the types of family education, 95.5% of the parents think that the best way to educate their children is "praise and encouragement, patience and reasoning". In these families, although parents know how to educate their children, 55.7% of them think that when their children make mistakes, the effective education methods are "beating, ignoring them as a family, punishing them, increasing the amount of homework, and not giving them pocket money", etc. This shows that the theoretical level of parents' education is not proportional to the actual operation. Another 7% of parents do not care about their children's learning and performance in school, and let them do as they please.

3.2.3. Family Education Environment

Although 99% of parents attach importance to home education for their children, they show that even if they have a considerable period of spare time every day, they do not spend it on their children. Some parents often fight and quarrel and divorce, causing trauma to their children's hearts; some parents are keen to play mahjong and speculate in stocks; some often go to bars and dance halls in pairs; some parents are addicted to the Internet and television.

3.2.4. The Role of Family Education

In the survey, it is found that the role of family education is mainly undertaken by mothers (45.66%). The next one is dad (22.8%), and there are intergenerational (grandfather, grandmother or grandfather, grandmother) accounting for 3.7%. Mothers are also the main participants in parent-teacher conferences or activities that schools require parents to attend. This indicates that the family education of children is still mainly dependent on their mothers. As the mother of the child, her educational ideas and methods influence the quality of the child to a greater extent and determine the quality of home education. But it should be clear that in modern society the role of the father in home education is irreplaceable by anyone, and the father has a significant influence on the child's gender role, the formation of character, the development of wisdom, the formation of abilities, etc.

3.3. Discussion

Family is the cradle of children's growth, parents are the first teachers of children, the family environment has an important impact on the psychological development of children, parents' emotions will implicitly affect the child. "Seeds of melon get melon, and beans get beans", many of the characteristics of the child's psychological qualities are formed up in the family, it is clear that family education has a pivotal impact on the mental health of students.

1) parents expect too much of their children, overemphasize the child's academic performance, or overly restrictive children, ignore the child's personality, independence, lack of space and freedom, children are very likely to cause anorexia, truancy and even drop out of school, more serious is to make the child too much pressure and a series of psychological problems and even lead to tragedy, Xu Li killed his mother tragedy is a typical example.

2) improper parental discipline attitude, regardless of the size of the fault, light scolding, heavy beating, this lack of family warmth education methods, will lead to the child's personality distortion. Children who are often beaten or left out will be irritable, wild, ruthless, lacking in compassion, losing trust in their parents, and then hating their families and society, which can easily lead to failure.

3) poor parent-child relationship, parental discord or single-parent families, children do not get parental attentiveness and care, can cause serious trauma to the child's mind. The parents' quarrel makes the child rebellious. Children growing up in this atmosphere, low self-esteem, withdrawn, depressed, indifferent, easy to go to extremes.

4) parents do not care about their children's growth, indifferent, laissez-faire, easy to make the child's character into lazy, loose, debauchery, greedy enjoyment, do not want to advance. Such children in school, truancy into the habit, fighting into sex, ignore the teacher's education, hear but not listen, most of the academic performance is poor, is the most "problem" students in school. From the side, it reflects that family education is a key factor in the formation of good character and psychological quality of children.

5) improper education methods, correct guidance is not enough, is extremely detrimental to the growth of children. Some parents do not have unified educational requirements for their children, singing in front of the children, the children are at a loss, contradictions, the role of education cancel each other out. The family structure is damaged and the family relationship is not harmonious. Children do not receive careful parenting and care, all of which can cause serious trauma to the child's soul.

6) Many parents do not have guaranteed time to educate their children and do not invest enough energy and feelings. Some parents only care about their own careers and business, their children's thoughts, learning do not care, and rarely talk with their children to communicate. Children growing up in such families are not motivated, and their goals in life and guidelines for life are not clear.

7) family structure changes, easy to lead to children's character and psychological disorders. For example, children in reorganized families and single-parent families have low self-esteem, are withdrawn, indifferent and cannot get along with others in a friendly way due to the lack of real father's or mother's love.

8) intergenerational families due to the doting grandfather, grandmother, grandfather, grandmother, old-fashioned educational ideas, grandchildren do not have much common language with each other, long-term absence from the parents, will make the child and its parents emotional disconnection. Coupled with the grandparents' coddling and protection of their grandchildren, it is difficult for children to accept their parents' strict requirements and criticism, making it difficult to carry out normal and necessary education, which has a great impact on children's personality development.

4. Conclusion

In order for children to obtain a sound personality and healthy psychology, as far as family education is concerned, parents must first of all have a healthy mindset and correctness of education methods, pay attention to the cultivation and improvement of their own quality, while schools should also make full use of parent schools, parent committees and other networks to raise parents' awareness and bring mental health education into the family.

4.1. Suggestions for Parents

1) Parents should set an example and establish a good image in front of their children. Influence your children with your good behavior. As the saying goes, "teaching by example is more important than teaching by words", parents should see themselves as educators, not just parents, and be good at consciously using their own words and actions to educate and influence their children, to be a role model for their children, and to ask their children to do, first of all, to do themselves. Because to a certain extent the parents' personality image affects the personality and life of their children. The natural blood relationship between parents and children and the parent-child relationship determined by the parent's words and teachings, the influence on children is any other form of education can not be compared and replaced.

2) Parents should be their children's close friends and communicate with them on an equal footing. In the family, parents should become their children's mentor and friend, get along with them as equals, heart to heart, often talk with their children naturally, listen patiently to their children's complaints, let their children show their inner world, vent their boredom, and keep their psychological health.

3) Parents should respect their children's personality and develop a democratic style. In fact, parents and children are equal in personality, some parents are either obedient to their children, doting, or condescending, reprimanding and scolding, these methods can not be used for mental health education. Only by seeing their children as an equal, needing to communicate, needing to be understood and respected by others, can they gain their children's trust, and only then will their children communicate with their parents on an equal footing, so that they can maintain a healthy psyche and a good mental state.

4) To evaluate children correctly. Do not put too high demands on your child, too high expectations are not good for your child's growth. Parents should be good at finding the merits of their children and make up for their children's shortcomings, do not feel free to compare their children with others, of course, it is good to have a role model, but if this comparison is often made, it is easy for children to lose confidence in themselves.

5) To properly educate your child some frustration. As children nowadays are mostly only children, being spoiled more, more protection, neglecting the cultivation of hands-on ability and sentiment education, making children too fragile psychologically, poor tolerance, once encountered setbacks and blows, easy to produce psychological problems.

6) Parents should let their children participate in more social activities to cultivate healthy psychological quality. Society is a big classroom, parents should let their children actively participate in a variety of beneficial social activities, such as helping the disabled, to the "hope project" to give love, excursions, military training, social surveys, etc.. In addition, parents should often take their children into the nature, nature can make people open-minded, emotional pleasure, spiritual uplift, which is very helpful to optimize the psychological quality and improve their own taste.

7) Strengthen home-school contact. In addition to living with their parents for the longest time, children have the most contact time with their teachers, so teachers are also the ones who know their children better. However, the survey shows that most parents know their children through parent-teacher conferences, and only a few parents know their children through telephone and correspondence between teachers and parents, and few take the initiative to communicate with teachers about their children's education. In order to make their children successful, parents should always be aware of their children's performance at school and take the initiative to cooperate with the school and teachers to achieve consistency in educational methods.

References

- [1] Wen-Xin. Psychology of adolescent development [M]. : People, 2003.6,66,19.
- [2] Ye Liqun. Family pedagogy [M]. Education, 2003.99.
- [3] Meng Yuqun. Research on parent-child relationship and family moral education [M]. Education Science, 2004.213,269.
- [4] Zhihua. A comparative study of family education in China and the United States in the perspective of cultural values [D]. [5] Meng Yuqun.
- [5] Meng Yuqun. Research on parent-child relationship and family moral education [M]. [5] Meng Yuqun.
- [6] Bo. Out of the misunderstanding - 100 countermeasures for educating children [M]. :, 2006.125.
- [7] [] A.C. Makarenko. Family and child education [M]. Leva Translation. The People, 2005.27,25.
- [8] Xiaoli, Zou Hong. Research on the characteristics of parent-child communication among adolescents [J]. Psychological Development and Education, 2008(1).
- [9] Shi J, YD. Analysis of the causes and educational transformation of "problem students" in work-study schools[J]. Youth Exploration. 2012(01).
- [10] Zhang Guobin. The importance of family education for adolescents [J]. Journal of Vocational College of Labor Security. 2009(02).
- [11] Wen. Analysis of the problems and causes of family education of contemporary adolescents - as an example [J]. Journal of College of Finance and Trade (Social Science Edition). 2008(01).