

Research on the impact of family education on children's mental health and countermeasures

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Abstract: Children's mental health is related to the growth of young children, and family education has a great impact on children's mental health. Through the research and investigation of the impact of family education on children's mental health, this article found that family education affects children's social and character; the family education is in good condition, and the psychology of children who are not left-behind families is healthier. Compared with single-parent left-behind families, children from two-parent left-behind families are more negative. By exploring the impact of family education on children's mental health, suggestions for improving children's family education and environment are proposed, creating a good atmosphere for family education, adopting appropriate educational attitudes and methods, and promoting the development of children's mental health.

Keywords: children's mental health; family education; left-behind families

1. Introduction

Family upbringing refers to the methods and forms commonly used by parents in raising and educating children. It is a summary of the characteristics of parents' various upbringing behaviors and is a relatively stable behavior style. Research shows that the ideas and behaviors of parents raising children have an extremely important impact on the development of children's emotions and various personality qualities. Parents' poor upbringing is an important cause of children's psychological, spiritual and behavioral problems^[1]. The family situation of left-behind children is relatively complicated, noThe same family environment and education method have different effects on the mental health and behavioral habits of left-behind children. How to avoid the unhealthy psychology and problem behavior of left-behind children as much as possible has become one of the current key points of education. This study conducts a retrospective analysis of the mental health and behavioral habits of left-behind children, and explores the impact of different family environments and educational methods on them. The report is as follows:

2. Materials and methods

2.1 General information

In September 2022, 558 cases of left-behind children who were randomly selected from 2 primary schools within the natural administrative village of our province to fill in valid questionnaires and recovered were observed. Included in the criteria: (1) Age 6~11 years old; (2) Parents' out-of-work compliance with the standard of left-behind children. Exclusion criteria: (1) Parents die or divorce and remarry;(2) The content of the questionnaire is incomplete; (3) The handwriting of the questionnaire content is vague and difficult to recognize; (4) The answer to the questionnaire has a certain regularity; (5) Deafness, aphasia or disability seriously affects mental health; (6) Family poverty cannot guarantee the minimum quality of life. According to the completion of the questionnaire, children with only one parent working outside the home and being raised by the other parent belong to the single parent left-behind group (n=270), and children with both parents working outside the home or one parent working outside the home and the other parent unable to raise them belong to the two-parent left-behind group (n=288); children with only one parent working outside the home and with no or little communication at home after school are categorized into the school education group (n=317), and children with school education and with communication at home after school are categorized into the home education group (n=241). 317), and children receiving school education with communication education at home after

school were categorized as the home education group (n=241). According to the filling in of the basic items in the questionnaire, the four groups of children's gender, age, place of residence and other relevant general information are collected and sorted out. The difference between the two groups of general information is not significant ($P>0.05$) and is comparable, as shown in Table 1.

Table 1 Comparison of general information related to children in each group

Group	N	Gender (n)		Age	Place of residence (n)		
		Man	Woman	($\bar{x} \pm s$ Years old)	Countryside	Cities and towns	
Single-parent stay-at-home group	270	137	133	7.36 ± 0.58	182	88	
PARENTS' STAY-BEHIND GROUP	288	159	129	7.44 ± 0.63	202	86	
χ^2 / t		0.958		1.633	.0385		
Parking lot School Education Group	314	168	151	7.48 ± 0.45	225	95	
Family Education Group	245	128	112	$7.44 \pm .033$	163	79	
χ^2 / t		0.015		0.524	0.347		
Parking lot		0.912		0.569	0.523		

2.2 Research methods

Randomly selected 2 primary schools within the natural administrative village of our province to conduct a questionnaire survey. The content of the questionnaire survey includes: (1) 6 to 11-year-old Achenbach Children's Behavior Scale (CBCL): CBCL, the scale includes three aspects: basic items, social problems and behavioral problems. The basic items include basic information about children and parents, and do not belong to the scoring content; social questions include 7 items such as sports hobbies in the past 6 months, communication with parents, communication with classmates, etc. Each item has 3 options, i.e., often this way, occasionally this way, and never this way, which are scored as 0, 1, and 2 in that order. The higher the score, the less social problems the child has: Behavioral problems include common behaviors of the child in the past 6 months, such as swearing, violence, cruelty, poor sleep quality, and other common behaviors. 113 items are included in the section, and each item has 3 choices, i.e., often this way, occasionally this way, and never this way, which are scored as 2, 1, and 0, in that order. The higher the score, the more serious the child's behavioral problem. If the total score for this section is greater than 40, a behavioral counting problem is determined. (2) Children's Mental Health (MHS-CA) Scale: The scale contains 24 items such as feeling, attention, memory, self-esteem and self-confidence. Each item has 7 level options, with a total of 168 points. The higher the score, the healthier the child's psychological condition. And add a simple and easy-to-understand text description before the two partial scales. A total of 600 questionnaires of the above content were distributed in this study. It is required to fill in for no more than 1.5 hours. If you have any questions that are difficult to understand, you can ask the head teacher or the investigators present. After filling in, the questionnaire will be collected on the spot. Recover 558 valid questionnaires, with an effective recovery rate of 93.00%.

2.3 Statistical methods

SPSS23.0 software is used to statistically analyze the data, and the measurement data adopts ($\bar{x} \pm S$) indicates, line check, the counting data is represented by [n(%)], and the row x check. When $P<0.05$, the difference is considered to be statistically significant.

3. Results

3.1 Comparison of children's behavioral habits and mental health in different family environments

The social problems and MHS-CA scale scores of children in the single-parent left-behind group were significantly higher than those in the two-parent left-behind group, and the detection rate of behavioral problems was significantly lower than that in the two-parent left-behind group ($P < 0.05$). See Table 2.

Table 2 Comparison of CBCL scales and MHS-CA scales for children in different family environments

Group	N	CBCL.		MHS-CA. ($\bar{x} \pm S$, score)
		Social problems ($\bar{x} \pm S$, score)	Behavioral problem detection rate [n (%)]	
Single-parent stay-at-home group	270	8.42 \pm 1.14	26 (9.65)	.61.25 \pm 7.48
PARENTS' STAY-BEHIND GROUP	288	6.48 \pm 1.24	75 (25.68)	49.68 \pm 6.65
χ^2 / t		17.741	22.541	20.154
Parking lot		<0.001	<0.001	<0.001

3.2 Comparison of children's behavioral habits and mental health in different education methods

The scores of children's social problems and MHS-CA scale in the school education group are significantly lower than those of the family education group, and the detection rate of behavioral problems is significantly higher than that of the family education group ($P < 0.05$). See Table 3.

Table 3 Comparison of CBCL scales and MHS-CA scales for children with different education methods

Group	N	CBCL.		MHS-CA. ($\bar{x} \pm S$, score)
		Social problems ($\bar{x} \pm S$, score)	Behavioral problem detection rate [n (%)]	
School Group	Education 317	6.35 \pm 1.25	76 (23.58)	53.68 \pm 6.25
Family Group	Education 241	9.05 \pm 2.25	23(9.55)	57.54 \pm 8.15
χ^2 / t		17.58		
Parking lot		<0.001	<0.001	<0.001

4. Discussion and suggestions

4.1 Discussion

Left-behind children lack the company of their parents for a long time, and most of them have low self-esteem and anxiety due to lack of security. Reason, at the same time, due to lack of care, it may lead to sensitive and suspicious personality, which leads to bullying from classmates, decline in social ability and gradually develops aggressive or cruel behavior. If it is allowed to develop freely, criminal acts may occur in adulthood, endangering one's own physical, mental and social safety^[2]. Due to social structure and development problems, the need for parents of most rural families to go out to work is inevitable, but they can still reduce their harm to left-behind children through adjustment of the family environment and education.

Due to the lack of opportunities to communicate and educate with their parents, the ability to communicate and deal with people is lacking to a certain extent, and may be silent due to loneliness and refuse to communicate with their classmates. Flow, less communication opportunities, and the combination of these two factors make left-behind children have social problems to a certain extent^[3]. Left-behind children lack parental companionship and care and lack of a sense of security, which may trigger their bad mood. In addition, due to the lack of parental education, most left-behind children cannot correctly relieve bad emotions, which may evolve into aggressive or cruelty, increasing the

possibility of left-behind children committing crimes in adulthood. The results of this paper show that children in the single-parent left-behind group have significantly higher social problem scores than those in the two-parent left-behind group, and the detection rate of behavioral problems is significantly lower than that of the two-parent left-behind group, suggesting that left-behind children raised by a single parent have stronger social competence and normative behaviors than those left-behind children raised by no parents. Due to the fact that the main caregivers of children in the parent group are mostly grandparents, their mobility is reduced. Apart from taking care of themselves and their children, they do not have the energy to solve the social problems encountered by left-behind children. Children in two-parent groups form psychological trauma due to lack of normal social knowledge and no one to guide them properly. This makes them deviate more and more from the normal way of socializing, and it is difficult for them to resolve their bad emotions on their own. The lack of parents may lead to bullying by their classmates, which further deteriorates their social environment and eventually leads to serious social behavioral problems. When single parent left behind children encounter social problems, they can receive psychological guidance through communication with their father or mother, reduce their negative emotions and psychological trauma, prevent problematic behavior, solve social problems, and improve social skills.

4.2 Suggestions

Family is the cell of society and the first and most important factor affecting children's development. How to create a family environment conducive to their healthy growth for children? I think it can be solved from the following aspects:

4.2.1 Family atmosphere

(1) Establish good communication between parents and children

Parents should understand that everyone wants others to respect them, and children are bound to have this mood at home. Only when parents respect their children can children listen to what they say, and education can be effective^[4]. When parents express their opinions and opinions to their children, they should talk in an atmosphere of calmness and mutual understanding.

(2) To be a close partner of children

Parents should regard themselves as their children's friends, learn to understand and respect their children, and only from their children's point of view can they discover their children's inner world. Do not follow your own subjective will and pull the plug on your child.

(3) Parents want to say Be consistent and set an example.

As a parent, you must not say the same thing and do the same thing, but set an example and be consistent in words and deeds. Always think that the child is around, and your words and deeds will affect the child^[5]. Children are particularly imitative. They learn what their parents do. Therefore, what kind of person is a parent? Children are probably the same kind of person. The influence of parents is greater than any other influence.

4.2.2 Education attitude and way

(1) Love rationally, love but not delicate

Parents love their children, which is human nature and human nature. However, loving children is also learned and particular. It is not a positive promotion effect.^[6] Han Fei, a thinker of the Warring States period, said, "People do not love their relatives." "Everyone who sees love may not be able to rule." These two sentences mean that the love of parents for their children is incomparable to anyone's love. Although parents love their children, they may not be able to educate them well. Therefore, parents should give love in the long-term interest of their children. They should not blindly accommodate their children and let them do whatever they want to do^[7].

(2) Do as much as you can, step by step

All parents hope that their children will become successful soon and become "the best of the best". This wish is beautiful and understandable. To realize this wish, parents have to be practical and follow scientific laws in training and educating their children. They cannot arbitrarily impose their unrealistic subjective wishes and wills on their children, which is impossible and unrealistic.

(3) The attitude is the same and the education is unified

In family education, all adults in the family are educators and bear the task of education for minor children. Therefore, in order to carry out family education smoothly and achieve the expected educational purpose, all parents who are responsible for and engage in educational work must have a consistent attitude towards their children to achieve requirements and unification of education. One parent can't have this attitude, and one parent can have another attitude: one parent educates like this, and the other parent educates like that, so as to develop children's two-faced habits and city style.

In a nutshell, the family is society. The cell and the family are also important places where children grow and develop. Family factors play an extremely important role in the growth of children. Parents should not only create a good family environment for their children, but also learn to educate their children with scientific educational ideas and methods to improve the quality of family life. The physical and mental health of children should be protected.

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