

The Relationship between Family Resilience and Group Well-being of High School Students

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Abstract: The research on the relationship between family resilience and group well-being of high school students has been popular and representative in recent years, but at present, the relationship between the two has not been thoroughly discussed in China. This paper explores the relationship between the two from the perspective of parental rearing patterns. First of all, this paper analyzes the conclusion that the factors that affect students' individual health and happiness in school education and their positive emotional experience are positively correlated with the level of family psychological resilience, and then studies the relationship between family psychological resilience and group happiness of high school students through questionnaire survey. The survey results show that the psychological resilience and team well-being of high school students are above the middle level, and the overall level is good, and there are significant gender differences and grade differences, and there are also significant positive correlation and regression effects between them, which indicates that psychological resilience has a certain degree of predictive effect on subjective well-being.

Key words: Group Happiness, Psychological Resilience, Family of High School Students, Group Relationship

1. Introduction

The physical and mental development of high school students is rapid, but psychological problems are frequent, and family environmental factors have a serious impact on children [1-2]. Family education is the most important part of school education. Parents are the most important, influential, authoritative and persuasive people on the path of children's growth. Whether they can provide students with good learning and living conditions and help them form correct positive emotions and healthy personality are directly related to them [3-4]. High school students have a low level of psychological toughness, have defects or deviations in self-cognition, and have a certain impact on their future development, but lack confidence.

Foreign scholars' research on family emotion started early, and their research results are mainly exploratory research on children's psychology and behavioral theory, from the aspects of psychological resilience, social adaptation, etc. Their discussion on family education mode mainly focuses on how mothers cultivate children. Domestic researchers also have a lot of research on the impact factors of happiness and individual development. Scholars at home and abroad mostly focus on two aspects: parental rearing patterns and emotional experience problems and solutions in the process of children's growth [5-6]. Some scholars believe that individuals understand everything they experience in life through psychological feelings. This view is recognized by many psychologists and widely accepted. Other scholars believe that happiness comes from the research results of the relationship and mechanism between social values and expectations of individuals [7-8]. He believes that when people are emotional experiencers, social support systems and self-cognitive structures and other factors affect people's reactions to their own living conditions or environmental conditions and produce corresponding behavioral results, their psychology will show a kind of enthusiasm, which is related to their daily life. Therefore, this paper studies the relationship between family resilience and group well-being of high school students.

Happiness is a positive emotional experience, which is of great significance to individuals. At present, high school students are facing problems such as family psychological resilience and maladaptation to group environment. This study uses the methods of questionnaire, interview and literature analysis to explore how to improve their physical and mental development in the current

middle school students. From the perspective of school education, explore and cultivate students' good emotional regulation ability and interpersonal communication ability, promote the healthy growth of teenagers through social practice activities, improve the life style of middle school students through school psychological counseling, and provide them with an effective and safe family experience platform and environmental atmosphere for theoretical research.

2. Discussion on the Relationship between Family Resilience and Group Well-being of High School Students

2.1 Family Psychological Resilience of High School Students

Family psychological resilience refers to the individual's ability to adjust and control their emotions, behavior and other aspects of response when facing difficulties. Students in high school are in the mature period of physical and mental development [9-10]. At this time, parents expect too much of their children, and parents' over-protection or over-interference will lead to negative emotional experience of teenagers. When children encounter setbacks and failures, they will easily feel depressed or angry, which will affect the level of individual mental health, and then form a sense of inferiority and depression. The psychological resilience of senior high school students refers to a positive, stable, harmonious and happy harmony that individuals can obtain from the surrounding environment after being stimulated by the outside world, and has the ability of self-regulation. This state of physical and mental health is mainly reflected in emotions. When students feel that the influence factors from the family have adverse or negative effects on themselves, they will show a lower level. Figure 1 shows the process of acquiring psychological resilience.

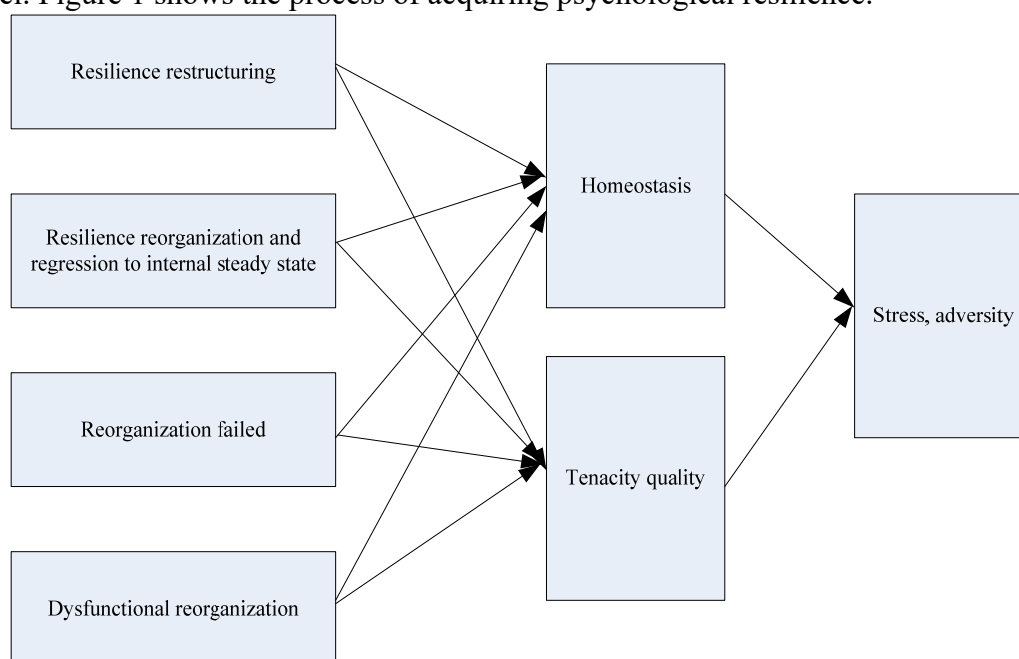


Figure1.The process of acquiring mental resilience

On the whole, high school students' self-consciousness is strong and unstable, while senior students are more likely to have psychological problems, which have caused serious consequences and may even have a series of symptoms such as suicidal tendencies, thus bringing a certain degree of negative impact and harm to individual well-being. Parents, as the guides for children to enter the school learning stage at the beginning, their educational level and cultural level will affect the differences in the ways and methods of dealing with things and emotional attitudes of students when they encounter problems in their later growth. Teachers also play an important role in schools. They should not only care about college students, parents should also pay attention to family happiness and other aspects. The psychological resilience of high school students is mainly composed of two factors,

one is the physical and social environment. On the other hand, it includes external factors such as family economic conditions, parental rearing patterns and cultural background [11-12].

2.2 Group Happiness

Group happiness refers to the positive, positive or negative feelings that an individual has on the things around him in his or her life environment. It can give individuals a positive, happy or joyful emotional experience in social life and in the process of getting along with others. It can not only reflect the contributions and achievements made by individuals to themselves and the value evaluation of others, but also reflect the group psychological resilience level caused by the problems of a family or family members in their future development prospects and expectations. This emotion will affect everyone, and then form a group psychology. The so-called "team" is a group of people who have common goals and ideals and beliefs, are willing to help others complete tasks, and strive to maximize the benefits of the organization. There are some characteristics of interdependence and trust among members of this group. In the relationship between family psychological resilience and happiness, individuals will have two kinds of positive emotions in different degrees, namely, support for others, the collective and the society, which is also a negative reinforcement. Interdependence among group members can also promote interpersonal communication. Good interpersonal relationships can not only make each student feel harmonious and warm, but also make them more likely to be happy. At the same time, this emotional experience can also help families establish stable and solid teacher-student relationship. And when accepting and sharing with friends, it will enhance the individual's liking and trust for others, the collective and social support. Happiness is a kind of emotional experience that individuals have about their living environment and social relations. Figure 2 shows the continuous change of resilience and well-being.

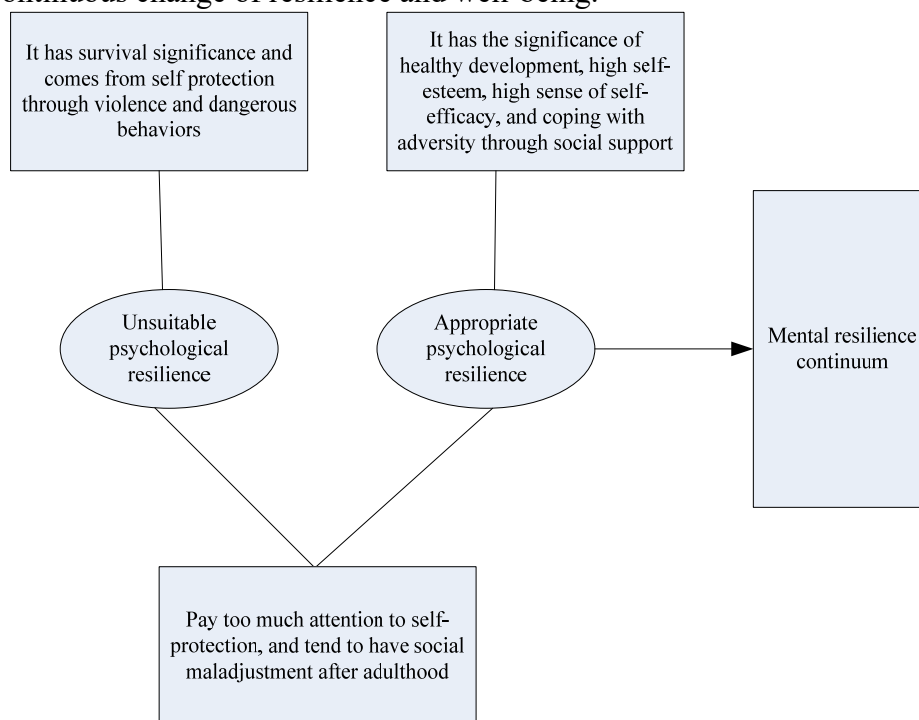


Figure2. Psychological resilience and the continuous change of happiness

In interpersonal communication, you will encounter various types and different genders, and each person has its own uniqueness. Therefore, for individuals, what they need is a group member with strong self-regulation ability and high psychological quality level and emotional stability. At the same time, they need to be able to adapt to this group to better integrate into the collective life to serve themselves. Therefore, happiness is an internal demand for individuals to constantly improve their self-cultivation and values in the process of socialization. In family life, the individual's psychological experience is a kind of self-identification, and the individual's feelings and perceptions of himself determine his internal emotions. Therefore, when individuals feel their sense of worth and happiness

is insufficient, they will have strong emotional dependence. On the contrary, they are prone to depression or negative behavior. In the process of interpersonal communication, everyone wants to be recognized and respected by others and others give them affirmation. The psychological pleasure experience is a positive and happy state. So the influence of family environment on children is very important.

2.3 Calculation of Intimacy of Family Members

The interpersonal relationship in family social capital is very important, which determines the relationship and behavior of family members. Good harmony, warmth and harmony have a positive effect on individual development. Family environment is one of the most important factors that affect people's psychological resilience and happiness. Figure 3 shows the impact of family member intimacy calculation on psychological resilience.

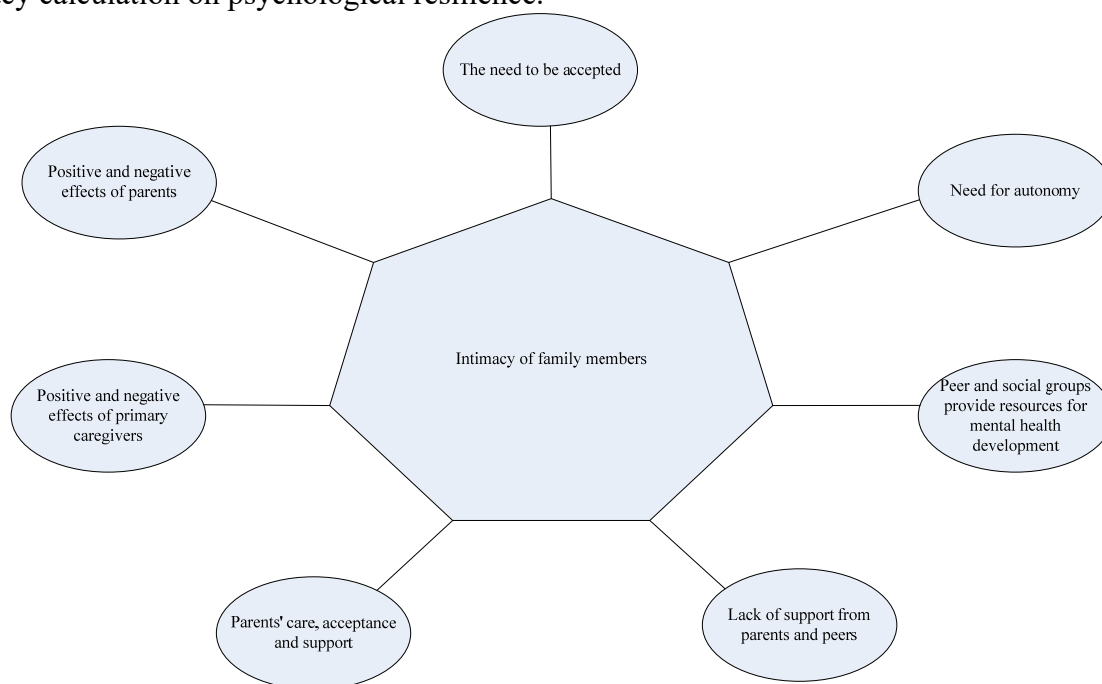


Figure3.Affinity of the family members

The harmony of family members plays a key role in the healthy growth of children. In the human body, the better the interpersonal relationship, the higher the degree of social adaptability, psychological security and spiritual satisfaction. On the contrary, if a member does not trust each other or the state of hostility is not improved for a long time, it will lead to depression and even suicide. Therefore, in this paper, the intimacy of family atmosphere is taken as an intermediary variable. The better the relationship between family members, the higher the degree of mutual trust between members, and the more friendly their interpersonal relationships will be when they have strong interpersonal skills or strong communication skills with others. On the other hand, people with weak interpersonal relationship and moderate social communication ability and inactive interpersonal behavior tend to have depression and inferiority complex. The calculation method of intimacy of family members is as follows:

The interaction index HR of family member relationship is calculated as shown in Formula 1:

$$\nabla HR_i = \left(\frac{\partial HR_i}{\partial HR_p}, \frac{\partial HR_i}{\partial HR_f}, \frac{\partial HR_i}{\partial HR_a} \right) \quad (1)$$

Calculate the intimacy of family members as shown in Formula 2:

$$HR(i, j) = eHR_{j \rightarrow i} + (1 - e) \frac{HR_{i \rightarrow j}}{HR_{j \rightarrow i}} \quad (2)$$

Calculate the family member relationship inheritance index HRs as shown in formula 3:

$$HR_s = sHR_i + (1-s) \frac{HR_i - HR_j}{HR_i} \quad (3)$$

The intimacy principle of family members can calculate the degree of intimacy between the inheritor j and the inheritee i . Family happiness is formed and maintained by family members. In this process, everyone will feel the care and respect from others. This kind of attention can be evaluated from different perspectives. When a person has such psychological qualities as self-affirmation, achievement motivation and self-esteem, he will show positive emotions. Without these good performances, they will not be recognized and appreciated by the outside world. On the contrary, family happiness is also generated by the formation of harmonious relationships among family members, and affects individual social behavior orientation and emotional attitude orientation.

3. The investigation Process of the Relationship between Family Resilience and Group Well-being of High School Students

3.1 Investigation Purpose

Through the investigation of the current situation of family psychological resilience of high school students, we can understand and master the factors that affect the development of college students' happiness, including the emotional reaction after encountering setbacks in the process of growth, as well as the problems of depression and depression when communicating with others. These negative emotions will lead to the lack of positive and healthy mentality of students and the lack of problem-solving ability. Therefore, this paper starts with the current situation of college students' family psychological resilience and analyzes its characteristics and influencing factors, investigates and analyzes the high school students, and probes into the causes and puts forward countermeasures and suggestions. From the individual level, positive health and optimism are important factors to improve the quality of life. For children, they should also pay more attention to the difficulties they encounter in their daily life. At the same time, students should feel the need for parents and teachers to have equal status and respect others when treating themselves. Only in this way can children get comprehensive physical and psychological development and happiness experience and satisfaction.

3.2 Investigation Content

This study mainly uses questionnaire and interview methods to study the family psychological resilience of high school students. Among the samples required for this study, three grades of high school were selected as the subjects of this survey. The demographic characteristic variable of students refers to one of the indicators of the degree to which an individual will show correlation with himself or his development during his or her growth. It includes gender, age, family economic status, etc. The survey includes three aspects: family life, school psychological environment and social support. The analysis of students' satisfaction with their parents' emotional experience is mainly carried out from four dimensions: first, physical adaptability and interpersonal relationship. The second is whether the way of emotional regulation can make you gain a positive sense of self-efficacy. The third is whether personal development opportunities and interpersonal skills can affect individual health and happiness. The fourth is to learn about children's learning and life in school, participation in social activities and mental health from family education. According to the survey results, analyze and summarize the factors that affect the psychological resilience and interpersonal communication dimensions of high school students (such as whether there is depression) and the relationship between them, and then put forward corresponding suggestions in combination with social psychology theory and interpersonal relationship theory, and integrate these variables through school education, so as to promote the healthy growth of middle school students and make relevant strategic research. Finally, a scientific and reasonable family happiness scale system was formed.

3.3 Survey Methods

In the investigation of the family psychological resilience of senior high school students, the random sampling questionnaire method was adopted. Based on the investigation and analysis of the characteristics of the family living environment and conditions of senior high school students, as well as the physical and mental development and emotional adjustment ability of senior high school students, the corresponding countermeasures were formulated. At the same time, the literature was combined and the theories of domestic and foreign scholars on the impact of parental rearing patterns on the level of mental health were consulted, Determine the research direction of the relationship between parental rearing style and middle school students' well-being, and provide scientific basis for improving students' self-efficacy and group well-being.

4. Experimental Analysis of the Relationship between Family Resilience and Group Well-being of High School Students

Table1.Comparison of the psychological resilience of high school students in different grades

Respondent	Goal focus	Emotional control	Positive cognition	Family support	Interpersonal assistance	Psychological toughness
Senior One	7.64	6.98	7.84	6.42	7.64	6.34
Senior Two	8.67	8.67	8.36	7.47	8.56	7.37
Senior Three	7.95	7.53	9.78	8.64	8.97	7.46

Table 1 shows the comparison of psychological resilience of high school students in different grades. This paper finds that there is a significant positive correlation between the overall psychological resilience of high school students and their family well-being. This shows that the better the psychological resilience and the higher the emotional level, the better their quality of life will be, and also reflects the greater the support of parents for their children in school and daily life. Therefore, in order to improve students' positive emotional experience and interpersonal skills, parents need to strengthen their attention and training. Only the healthy growth of high school students can truly achieve the goal of happiness and family happiness education.

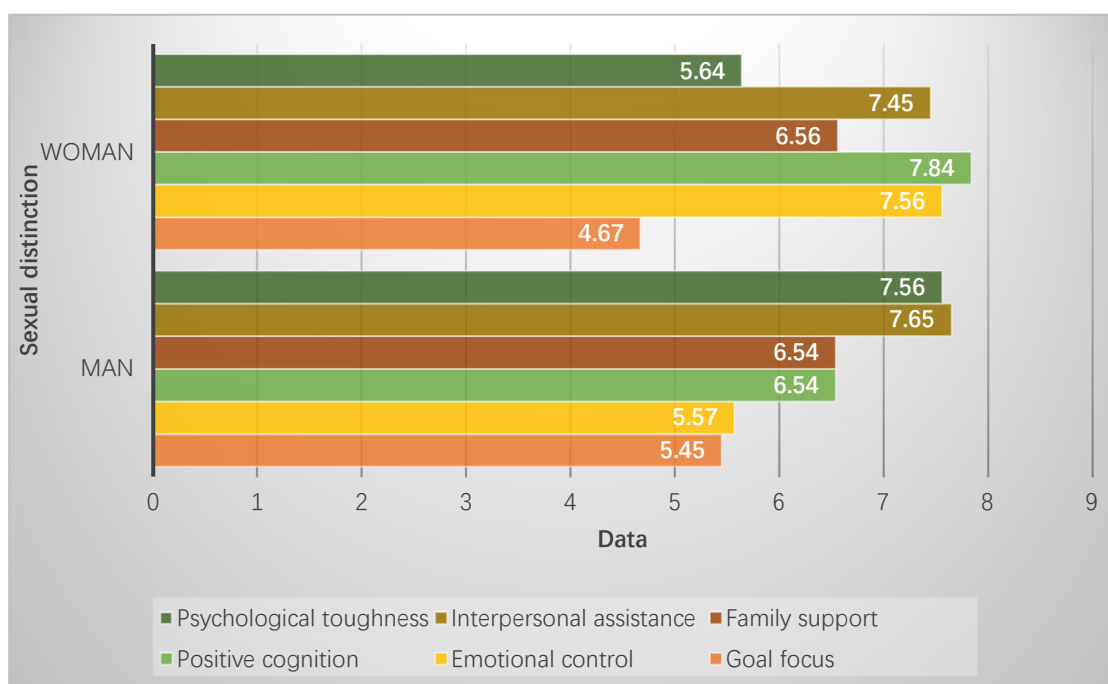


Figure4.Differences in psychological resilience and team happiness between gender high school students

It can be seen from Figure 4 that among the various factors of family psychological resilience, high school students of different gender and age groups have significant differences, especially mothers and fathers have a greater impact on children's growth. The results show that women are more prone to depression than men. This may be due to the imbalance between men and women as the younger generation grows up and the socialization of adults and the continuous improvement of their relationship with their parents, while boys are more inclined to develop their independent ability in the family environment, and do not like to be disturbed by external things, thus making some behaviors that are not conducive to their own health, harmonious and happy life and learning and growth. There are differences in the total score of family psychological resilience and group well-being among senior high school students of different ages. There is no significant difference between male and female boys in gender. Girls are more prone to depression and interpersonal conflicts than men, while freshmen are in high school, and their physical and cultural qualities have been improved to a certain extent and can reach a higher level. However, due to the influence of living environment and other factors, their relationship with other people is not as good as that of boys and girls. The level of psychological resilience is high but also relatively low.

5. Conclusion

Happiness is an important sign of mental health. It is not only of great significance to individual physical and mental development, but also affects people's satisfaction and achievements in social life. This study investigated the family resilience and group well-being of high school students through questionnaires. The results showed that the problems of high school students such as weak self-control ability, lack of self-confidence, more difficulties in interpersonal communication and prominent family conflicts can be solved, and there are significant differences between children of different genders.

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