

Analysis of the Influence of Family Education on Interpersonal Relationships Based On the Satir Model

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Abstract

This paper uses EMBU (Chinese version) and Interpersonal Comprehensive Diagnostic Scale (Chinese version) to conduct investigation and research, aiming to examine the impact of different family education models on interpersonal relationships and to use Satir model to analyze the reasons for its impact to explore more Effective homeschooling methods. The results of the survey show that different family education models have a significant impact on interpersonal relationships. In addition to the negative correlation between the democratic family education model and interpersonal barriers, the other three models show a positive correlation with it, indicating that the democratic family education model can effectively improve the level of interpersonal relationships. From Satir family relationship on healthy family, it is found that a democratic family has the characteristics of encouraging tolerance and good communication. Therefore, Satir theory on a healthy family can be used to cultivate a good family education environment. Conclusion: Through the analysis and comparison of the impact of family education on interpersonal relationships through the Satir model, it is found that democratic family education is beneficial to the improvement of interpersonal relationships.

Keywords: the Satir model, family education, interpersonal relationship, psychology.

1. Introduction

Family education is the education that people receive from birth. It is the starting point and foundation of all education and has an irreplaceable effect on children. In recent years, due to the rapid development of the Internet, people's lifestyles have undergone tremendous changes. With the progress of the times, everyone can meet their living needs without leaving home, and due to the new crown epidemic, everyone has reduced unnecessary gatherings, etc., so using the Internet to communicate has become the norm, and family education has become one of the very few ways to establish actual communication offline, the impact on interpersonal

relationships is even more important. Studies have shown that there are significant differences in the impact of parenting styles on children's interpersonal relationships^[1] (Wang Lifang & Wang Zhibo, 2013). There are also studies that point out that there are ways of punishment and rejection in parental education that will reduce the level of children's interpersonal relationships^[2] (Li Xiaoyan, 2014), but they have not systematically analyzed the reasons, so we need tools to explain.

As a psychotherapy model with family factors as the core, the Satir model has a relatively in-depth study on family education. The characteristics of healthy family relationships that Satir thinks can point out the shortcomings of some family education methods, improve the family education environment, and thus improve the level of interpersonal relationships. The purpose of this paper is to use the Satir model to systematically analyze and explore the factors that cause differences in interpersonal relationships under the influence of different family education, so as to provide a theoretical basis for finding more effective family education methods.

2. Materials and methods

2.1 The Satir Model

The Satir model is a family therapy-based psychotherapy model that incorporates multiple schools of therapy techniques, including humanism, created by Ms. Virginia Satir. Virginia Satir is a first-generation family therapist and one of the most important figures in the development of American family therapy history.

Ms. Satya was the first to see the ideas and practices of multiple family members in the same family at the same time. In 1951, she first attempted family therapy for clients using the "Satir Model", which resulted in the development of the treatment model that bears her name^[3](1991). In her long-term psychological counseling and treatment practice, she found that the appearance of a symptom is inseparable from the mode of interaction with others and with the environment. Among them, the various relationships experienced by the family of origin and their coping styles have the greatest impact on people. From a therapeutic perspective, the Satir model is an experiential family therapy framework based on beliefs, assumptions, and hypotheses waiting to be tested. The therapeutic beliefs of this model can help the therapist establish a basis for observing the client, the client's interpersonal relationships, and changing the client^[4](2002).

Satir believes that healthy families should have the following characteristics in the establishment of family relationships:

1. The family members should be equally accepted and have a certain degree of openness. An open family can accept the uniqueness of its members and satisfy their deep inner desires. If the family system is not open, its communication with the outside world is very limited, its response to the environment is relatively slow, and it adjusts its response to adapt to the environment. The relationship between members of a closed family system often requires dependence and obedience, and they are often in a state of fear and limitation, which leads to

the disintegration of the system due to excessive internal friction;

2. Family members should be able to support each other, encourage trying new things, and grow from failure;

3. Family members should have a good communication posture, which is an essential factor. Communication gestures are the key for individuals to deal with interpersonal interactions and evaluate themselves. The consistent way of communication is to respect oneself as well as others and the situation. It is a good communication gesture, which usually allows people to experience higher self-worth. In a bad communication gesture, children often show Out of self-denial, lack of security, and other characteristics. Poor communication stance stems from the interaction between the family environment and parents and is a defensive, survival-style of communication;

4. Respect each other, respect each other's privacy, and have their own private space;

5. All feelings can be accepted and processed;

6. Be able to share responsibility. Responsibility is an important factor in self-maturity, and each family member is responsible for themselves. A healthy family should have a shared responsibility or a common goal that empowers family members to learn to take responsibility for themselves while enhancing family cohesion, and proper family rules are beneficial for this.

Johanna Schwab (1990) believes that the Satir model is a learning process shared by family members with experiential, cognitive system integration and sufficient behavioral practice, which can integrate existing rich resources and make appropriate changes to guide the client's transformation into a functioning system that empowers, heals, and grows the individual^[5]. The system can be used in various aspects such as family and society.

2.2 Family Education

Family education is the starting point and foundation of all education, and it plays an irreplaceable role in the development of individual personal habits and values. A child begins to learn various knowledge and skills from his parents since birth, so parents are the first teachers of the child. The education of parents will directly affect the physical and mental development of the child, so we have to be careful.

Psychologists have achieved relatively good results in parenting studies of parenting dimensions and patterns of children's behavior. Erikson (1950) proposed warmth and control^[6]; Schaefer (1959) proposed three dimensions of family parenting: acceptance-rejection, psychological autonomy-psychological control, strictness-indulgence^[7]; In the early 1990s, Baumrind (1967) conducted a study on more than 100 preschool children by observation method, and summed up three different family education models on the basis of the previous ones^[8]. After that, Maccoby et al. & Martin(1983) added a fourth mode, the ignoring type, through further research^[9]. The four modes are:

1. Autocratic

Baumrind (1991) argues that authoritarian parents simply require their children to obey and execute orders without explaining why. They emphasize high obedience, require children to strictly abide by the rules they set, punish children severely if they fail to meet their

expectations, and they do not tell children why they do it^[10]. Children raised by authoritarian parents tend to be more obedient, but they tend to have lower abilities such as social skills and self-esteem^[11] (Cherry K, 2012);

2. Democratic

Although democratic parents also set corresponding rules for their children, they are willing to listen to their children's problems and give them more encouragement and tolerance rather than punishment. Baumrind believes (1991) that children who grow up in this educational model have good social adaptability and high self-confidence^[10]. In addition, Maccoby (1992) pointed out that children under democratic education are happier, more capable, and more likely to succeed^[12];

3. Indulgent

These types of parents are highly responsive to their children but have low demands, and usually have little discipline. Baumrind pointed out (1991) that such an approach is unconventional and lenient, it allows great self-regulation and avoids confrontation^[10];

4. Neglect

Some studies have pointed out that the ignoring type is characterized by low reactivity, low requirements, and little communication and interaction. Parents of this type are generally only satisfied with the child's basic survival needs, and sometimes even ignore or reject the child's demands. Children of this type tend to have problems with lack of self-control and low self-esteem when they grow up^[11] (Cherry K, 2012).

2.3 Interpersonal Relationships

An interpersonal relationship is a connection formed by the interaction between people and the social environment. It is a special emotional relationship that can be perceived and directly formed within society. A large number of studies have shown that a good family education model can promote the development of interpersonal relationships and thus improve the level of mental health.

Zhu Jun and others (2013) surveyed 120 college students. Most of the students may have psychological problems, and a small number of students may have serious psychological problems. No matter from a unilateral consideration or a comprehensive analysis, interpersonal relationship is one of the influencing factors of the individual's mental health level^[13];

Through cluster sampling, Hu Yan et al. (2015) applied the questionnaire of interpersonal relationship satisfaction in the dormitory of medical college students to investigate more than 600 undergraduates of a medical university in Anhui Province. The results of the study show that dormitory interpersonal relationships are one of the important factors affecting the mental health of medical students. Females in medical schools have higher scores than men in dormitory interpersonal satisfaction. They believe that the reason for this result may be that girls are more willing to chat and communicate with people in the same room than boys, and girls pay more attention to mutual understanding and help in interpersonal communication than boys, so they relatively enhance the emotional communication between them^[14];

Dang Qingxiu et al.'s (2016) research on the relationship between interpersonal

relationships and mental health of adolescents pointed out that adolescent depression may be directly related to interpersonal relationships and indirectly related to self-esteem, and gender has a certain impact on interpersonal relationships on depression. regulating effect^[15]. The results of this study demonstrate that interpersonal relationships have a direct or indirect effect on mental health. These all illustrate the importance of interpersonal relationships.

The research of Wang Lifang et al. (2013) shows that parents' educational methods are significantly different in the three dimensions of communication, making friends, and dealing with others, and the democratic education mode is higher than the other three modes^[1]. It shows that democratic education can improve interpersonal skills and reduce interpersonal problems, while the other three family education models will increase people's troubles in interpersonal relationships.

The research results of Ren Jia (2015) show that gender presents significant differences in interpersonal relationships, and parenting styles are significantly correlated with interpersonal relationships^[16].

The educational methods of the parents of students in secondary vocational colleges are higher than the norm in the two dimensions of punishment and rejection, and they have serious problems in interpersonal communication and the level of moral identity is lower than that of other students^[2] (Li Xiaoyan, 2014). The results of the study show that parenting styles such as punishment and rejection can reduce the level of interpersonal relationships and also affect people's moral standards.

3. Results and analysis

This survey uses EMBU (Chinese version) and Interpersonal Comprehensive Diagnosis Scale(Chinese version) to conduct a questionnaire survey. 4-level scoring and 2-level scoring methods. The EMBU (Chinese version) excludes the questions that favor the subject dimension and the questions with different parental scoring methods. There are 4 dimensions and 38 questions in total. The higher the score, the more obvious the parents' performance in this method. The Comprehensive Diagnostic Scale of Interpersonal Relationships (Chinese version) adopts a 2-level scoring method, in which "yes" is 1 point, "no" is 0 points, and the higher the score, the higher the degree of interpersonal disorder.

Table 1. Correlation indices of interpersonal relationships under different family education styles

	M	SD	Autocratic	Democratic	Indulgent	Neglect
conversation	0.40	0.30	0.40**	-0.24**	0.33**	0.31**
Friendship	0.48	0.34	0.30**	-0.22**	0.36**	0.21*
hospitality	0.29	0.28	0.52**	-0.19*	0.34**	0.38**
heterosexual	0.37	0.30	0.31**	-0.09	0.23**	0.20*
intercourse	0.37	0.27	0.44**	-0.22**	0.36**	0.30**
relationship						

Note: **, at the 0.01 level, the correlation is significant; *, at the 0.05 level, the correlation is significant

It can be seen from Table 1 that the authoritarian parenting style is significant in all dimensions of interpersonal relationships ($P < 0.01$), indicating that there is a significant

correlation between the authoritarian educational method and the level of interpersonal relationships; the democratic style Parenting styles show significant correlations in the three dimensions of interpersonal relationships, but the dimension of heterosexual communication is not significant, and the specific reasons remain to be investigated; indulgent parenting styles show significant correlations in all dimensions; neglecting parenting styles show significant correlations in different tests Correlation was shown at the level of interpersonal communication and dealing with people at the level of $P < 0.01$, and the two dimensions of interpersonal friendship and communication with the opposite sex were significantly correlated at the level of $P < 0.05$. From the above results, it can be seen that the influence of different parenting styles on interpersonal relationships is significant in all dimensions. At the same time, the results in Table 1 also show that different parenting styles also have significant effects on the overall interpersonal relationship, indicating that family Educational methods have a significant impact on interpersonal relationships, which is consistent with previous research results. It is worth mentioning that in my survey, gender does not have a significant impact on family education and interpersonal relationships. The reason may be that the ratio of males to females participating in the survey is nearly 2:1, and the sample size is small.

In addition, from the results in the table above, it can be found that, except for democratic education and interpersonal barriers, the other three education methods are positively correlated, indicating that authoritarianism, connivance, and neglect of family education will reduce the level of interpersonal relationships. Democratic family education methods plays an important role in improving the level of interpersonal relationships.

Based on Satir results on the characteristics of healthy families in established family relationships and the impact of the four models on interpersonal relationships, we can draw the following conclusions:

1. Autocratic

The authoritarian family parenting model has the characteristics of a closed family system and lacks openness. The relationship between members of a closed family system often requires dependence and obedience. They are often in a state of fear and limitation, which leads to the disintegration of the system due to excessive internal friction. They have limited communication with the outside world, so their perception and response to the environment are relatively weak, and they are too limited to experience self-worth. cause them to perform poorly in interpersonal relationships;

2. Democratic

This type of parenting model is active in targeting the interpersonal level. Compared with permissive and authoritarian parents, democratic parents have appropriate family rules for their children without being too harsh; compared with neglectful parents, democratic parents can establish a better communication posture and make children more confident and independent;

3. Indulgent

The permissive type of education has fewer rules for children, resulting in their lack of ability and ideas to assume social responsibilities. Responsibility is an important factor in self-maturity, and each family member is responsible for themselves. Under the permissive family education, children are often self-centered, difficult to assume their responsibilities in a

relationship, and do not know the rules of getting along with others. They often ignore others and situations in their communication gestures, making it difficult for others to accept. Therefore, they are more prone to interpersonal barriers;

4. Neglect

The neglect type is often characterized by low parents' responsiveness to their children, low requirements, and less communication and interaction. It is caused by the lack of effective communication between parents and children. Due to the lack of communication in family education, children do not develop good communication skills, often feel very difficult to communicate with others, and it is difficult to interact with others through correct communication gestures.

4. Conclusions and Discussion

The impact of family education on interpersonal relationships is very significant, so we should pay attention to the way of family education. From the analysis of the results, we found that the family education methods other than the democratic type and the other three types have adverse effects on interpersonal relationships. As a result of the impact of the model on interpersonal relationships, we can summarize the following methods to cultivate a good family education environment and improve the level of interpersonal relationships: 1. Accept children sincerely and equally, and do not excessively interfere with the uniqueness of children; 2. Establish Appropriate family rules, but avoid too strict, and also avoid family education methods without rules; 3. Establish good communication methods with children, teach children consistent communication attitudes, and improve children's self-esteem.

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