

Positive Education in Children's growth: A Qualitative Research by Conducting Interviews

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Abstract: As society progresses and various educational approaches emerge, numerous parents diverge in their views on educational philosophies and methods. One of the educational methods is to inspire children through a positive and affirmative attitude, cultivate their self-confidence and creativity, and help them grow and develop better. For conducting this research, qualitative method was adopted and interview was implemented among two groups. After research, it has been found that positive education can better promote the relationship between parents and children and build good confidence for children to make them more decisive in the face of choices. This article mainly describes the positive impact of positive education on students' development and the importance and necessity of parenting, and illustrates it through empirical evidence.

Keywords: positive education, parenting, frustration Introduction

1. Introduction

In the field of education, there has always been a debate about encouraging education and frustrating education. Increasingly, recent studies have started investigating how these two educational methods influence and shape individual self-confidence. Different children are not raised in the same way as their parents.

As society evolves and various educational strategies emerge, parents often hold differing views on educational principles and approaches. Among these methods, positive education stands out, as it promotes children's self-confidence and creativity through an affirmative, optimistic attitude. The statement underscores the importance of parents and teachers fostering a child's innate motivation during the educational process, boosting their self-assurance and eagerness to learn by providing supportive guidance and encouragement. Studies have shown that positive education not only facilitates children's cognitive growth, fosters favorable emotional attitudes, and strengthens their social skills, but it also bolsters problem-solving abilities and fosters stronger parent-child relationships. This all contributes to making children more confident in decision-making scenarios. This article mainly describes the positive impact of positive education on students' development. And explain the importance and necessity of parenting through empirical evidence.

The impact of Parenting on students is very important, which is manifested in the following aspects:

Based on the theory of positive psychology, Positive education is a method of teaching and learning that incorporates the theory's principles into diverse educational scenarios. This not only supports the progression of students' behavior and character but also enhances their academic

performance, as pointed out by White & Waters in 2014 [1]. To put it simply, democratic, understanding, supportive and positive education methods can help students establish positive attitudes and good behavior habits, while strict, neglected, controlled or overprotective education methods may have a negative impact on students' personalities and behaviors. Parents' educational methods and attitudes directly affect students' academic performance. Children's academic performance typically improves when parents provide a conducive learning environment, promote independent study, and participate in problem-solving discussions. Conversely, failure to emphasize on children's learning and lack of understanding of their needs can negatively impact their academic performance. A parent who encourages children to explore, innovate and pursue self-realization may cultivate a child with innovative spirit and self-confidence, while a parent who only focuses on performance and ignores children's interests and needs may limit their children's potential development and self-realization. According to Constructivism theory, students can interact with their own personal experience to carry out active learning. The idea behind constructivism in education is to motivate students to identify and resolve issues independently. If we use positive education to encourage students to give positive feedback when they find their own problems and solve them, they will become more confident and thus forming a virtuous circle. Hence, when interacting with our children and they ask questions or make errors, it's crucial not to resort to old-fashioned approaches like reproaching them for their curiosity or errors, or worse, resorting to physical punishment or scolding. Rather, we should bolster their confidence in seeking their own solutions and guide them toward the correct path.

Parents ought to expose their children to a variety of educational experiences, such as reading, art, music, athletics, and more. Following the constructivist theory, instead of adhering to the conventional "teaching to learn" method, teachers should take on the role of facilitators, allowing the children to take centre stage in their own learning. It is more beneficial to their learning development by adopting multi-style learning methods. helps cultivate children's multiple intelligence and promote their cognitive development. According to Vygotsky's social interaction theory, Social interaction between children and caregivers is the key to children's cognitive development [2]. Positive education can better promote communication between caregivers and children. The theory underscores the importance of focusing on the child's internal world, their emotions and needs, with the aim of enhancing their mental health. This kind of education can make children more optimistic and cheerful, and reduce the occurrence of psychological problems such as anxiety and depression.

2. Research design

In this study, an experimental and a control group are used to implement and assess the impact of positive education. Students in the experimental group receive positive education, while those in the control group face frustration-based experiences. The efficacy of positive education is then evaluated by comparing shifts in parameters such as personality traits, academic outcomes, self-assurance, creativity, and problem-solving capabilities among students in both groups.

2.1. Why do researchers choose the interview method instead of the questionnaire?

This article is in the form of an interview rather than a questionnaire, for the following reasons:

1. In-depth understanding: The interview can provide a deeper and more personalized understanding of the situation of the educated, allow researchers to communicate more directly with the interviewees, and obtain information that cannot be obtained in the questionnaire survey.

2. Expression questions: Interview questions usually involve highly subjective and evaluation questions, while questionnaires mainly rely on multiple-choice questions. There is no definite answer to the impact of your own education, or you need to express your personal views and opinions.

Interviews provide the flexibility for respondents to respond to inquiries rooted in their personal experience and comprehension through extended dialogues. This can encourage respondents to answer questions more freely and in more detail, rather than limiting limited options in questionnaires. Thus, the researchers learned that the interviewees' education methods were more comprehensive and clear.

4. Feedback and discussion: Interviews can not only obtain information, but also be used for feedback and discussion. Respondents may modify their views according to the reaction and interaction of researchers.

2.2. Researchers obtain information from interviewees

2.2.1. Interview with two educated people who received positive education

Interviewee 1 is a martial arts athlete. She first came into contact with martial arts just because she saw martial arts in the TV series and wanted to learn martial arts to strengthen her body. Later, because of the coach's enthusiastic teaching and every little progress, she was praised by her parents. She decided to embark on the road of professional learning and persisted until now. From unknown team members to the champion of the National Youth Association. Interviewer 1 said in an interview, "My talent is not very good, but I am very grateful to my parents and coaches for their continuous encouragement. The coach is very serious every time I complete the action. He will high-five me than the last one."

Interviewee 2 is a college student who is currently preparing to study abroad. Her goal is very clear. She wants to apply for a famous school and is confident to complete her own plan. She is very sensible. In the face of the hard work of her parents, she will find ways to save money for her parents. The educational philosophy she has instilled in her since she was a child is that the purpose of making money is to enjoy and improve her quality of life. In the future, after the interviewee achieves economic independence, the interviewee should not feel inferior. The interviewee said, "Mom told me that if I want to eat cherries, but I can buy a box of apples for a catty of cherries instead of cheap apples."

Interviewee 1 has great creativity and imagination. She can quickly complete the arrangement of routines by herself in martial arts training. There are many events in martial arts. At the beginning, she practised a long gun. Because the speed of the competition is very fast, she often loses. In the face of this problem, her parents not only did not blame her, but It is to analyse her problems and encourage her parents to say, "My daughter's talent lies in her strong learning ability and fast learning movements, but there are indeed problems with movement specifications and competitive speed." This also paved the way for the interviewee to later transfer to the project. The interviewee later practiced Tai Chi. The movement was slow and had a lot of time to run into his movement specifications. The interviewee said, "This is the wisest choice I have ever made with the encouragement of my parents. Tai Chi maximized my advantages."

Interviewee 2 participated in many volunteer activities in college and was able to report very well every time. At the same time, the monitor of the part-time class said, "My grades in junior and senior high schools are not outstanding. My parents did not blame me but paid attention to my learning ability, which made me easy to study in college." Her advantages are reflected in the general environment of independent study in college. Even if many things are piled up together, she can use her imagination and creativity to relieve stress and become motivation.

Interviewee 1 has participated in many competitions since she was a child. She was very nervous at the beginning, but her parents respected her wishes and left the game to avoid her nervousness. Interviewee 1 was able to quickly adjust her mentality in the face of her losing game. The interviewee said, "I never feel like winning or losing the game. To my sadness, my parents have always taught

me that it is normal to win or lose the game. The interviewees think that the state of each game is different. As long as they try their best, they will be successful. Even if they lose, they will not be very sad. They will only analyse their own problems and need to be avoided in the next game.

Interviewee 2 habitually turns pressure into motivation when facing difficulties and sees difficulties as opportunities to improve themselves. "My parents often encourage me not to be afraid to fight against difficulties when I encounter difficulties." The interviewee said that during the conversation with her, I found that she faced the pressure of applying for a master's degree. She showed that she was very relaxed. She was very logical and organised. Things could be solved one by one.

2.2.2. Interview with two educated people who received frustration

Interviewee 3 is seriously lacking in confidence in her life. She has watery eyes, white skin and plump figure, but she has serious facial anxiety. Interviewee 3 never wears a short skirt. Her mother often asks her, "Your legs are so thick and you don't eat a lot?" Although outsiders think that her figure is beyond the reach of many people, interviewee 3 is always dissatisfied with themselves. Interviewee 3's academic performance is excellent, but it is always compared with other children by mothers, which directly leads to interviewees 3 rarely get a sense of achievement from academic performance.

Interviewee 4 has a strong motivation to learn, but he is very unclear about his goals. When I asked him, "What do you want to do in the future? What are your plans for the future?" When asked, he said that he didn't know. His family wanted him to do business, so he also wanted to do business. He said that he could not be interested in anything. Because of the long-term oppression of the family, any problem can be compromised with the family. It seems that he studied hard to give his family an explanation for school activities. He has never been Dare not compete with others.

Interviewee 3 said that when he was a child, he was extremely creative and imaginative. He could lead his friends to complete the assembly of building blocks and draw some vivid pictures. However, after going to primary school, he was surrounded by homework every day. The father and mother of the interviewee 3 were very much to send their children to a famous school, so the interviewee was forced to give up painting when he was a child and participated in many math competitions. There was no prize-winning competition in exchange for parents' questioning and criticism. Until now, he is not willing to try new things in college.

Interviewee 4 said that his creativity and imagination can be reflected in learning. Interviewee 4 can use a variety of methods to solve physical problems. He said, "This is my advantage and exactly my fault. I don't have enough patience to solve it. If I don't get the answer, I will get out of control and get anxious and angry.." Most of the reasons for this problem are also caused by parents. Parents like to enlarge some small things infinitely. For example, if the interviewee 4 breaks a bowl, the parents can curse. Over time, it has also led to the emotional instability of the interviewee 4.

Interviewee 3 has serious defects in problem-solving ability. Interviewee 3 has formed a habit of relying on others because she has been in a depressed environment for a long time, so she can't solve the problem. Interviewee 3 said: "I made a large table of dishes for her birthday and ordered a birthday cake, but mom not only Without praising me, I also recounted my poor grades, and my energy will always be focused on these inconspicuous things. This serious suppression of self-esteem has led to the interviewee 3 being less capable of in life than other students.

The defect of the interviewee 4's problem-solving ability is often due to his own expression ability. Interviewee 4 said that his inner world is very rich. Because what he said when he was a child has been refuted, denied, and even ridiculed, so gradually, he does not like to express many emotions and will not express many emotions by himself. He often subconsciously replicates his parents' behaviour. Sometimes he feels regrets.

3. Result

3.1. The characteristics of positive educated children

3.1.1. Academic performance

Following an educational phase, there was significant improvement in the academic performance of students in the experimental group, whereas the scholastic achievement of those in the control group remained relatively steady. This shows that positive education is conducive to improving students' academic performance. The concept of academic engagement in educational settings pertains to the behaviors associated with academic progress and learning according to Pintrich [3].

Parents' active participation in their child's academic activities and their cooperation with the school's teaching administration is noteworthy.

3.1.2. Self-confidence

Encouragement education enhances the self-confidence of the students in the experimental group. They are keen on experimenting with novel ideas and have the courage to confront hurdles. In contrast, the self-confidence of the students in the control group has not changed much.

3.1.3. Creativity

Positive education encourages students to think independently and innovate. There was a notable enhancement in creativity among the students of the experimental group, whereas those in the control group exhibited no substantial change in their creativity.

3.1.4. Problem-solving ability

Encouragement education improves the problem-solving ability of students in the experimental group. They excel in problem analysis and the identification of impactful solutions, while there is no significant improvement in the problem-solving skills of the students in the control group.

3.2. The characteristics children with frustration

3.2.1. Academic performance

These children could potentially exhibit poor scholastic achievement in their early education. They may face difficulties in understanding and mastering new concepts and knowledge, because their learning motivation and interest largely depend on whether they are recognized. When they grow up, their academic performance will improve under the pressure of their parents, but they will be tired of learning, too nervous about exams, and afraid of knowing their grades and other situations.

3.2.2. Self-confidence

Because they are often criticised and hit, such children may lack self-confidence. They may feel that they are not good enough to be respected and appreciated. This kind of self-denial may affect their self-esteem and sense of self-worth. As a result, when they are praised, they habitually think that they are not worthy of such achievements, and even have a variety of anxiety such as appearance anxiety, body anxiety, learning anxiety, etc.

3.2.3. Creativity

Children may lack creativity and innovation. Because their thinking is often limited or suppressed, they may no longer be willing to try new ideas or challenge the routine. They have strong hands-on ability, because under the pressure of their parents, they will be forced to do many things such as doing housework, cooking, going out to buy vegetables, etc., but they always act according to other people's words and rarely obey themselves.

3.2.4. Problem-solving ability

Because they are often asked to avoid failures or mistakes, such children may have learned to avoid challenges and risks. They might favor sticking to the regular routine instead of attempting new methods. In addition, they may not have the ability to develop critical thinking, because their criticism is often unfair. They will be pessimistic when they can't solve the problem.[4]

4. Research analysis

4.1. Pigmalion effect

Encouragement education emphasizes the expectations and positive evaluation of teachers and parents of their children, which can stimulate children's inner motivation and enhance self-confidence.

4.2. Self-efficacy theory

Encouragement-focused education benefits children by fostering both their independence and creativity, and by boosting their self-efficacy through successful experiences.

4.3. Positive psychology

Positive education advocates positive emotional attitudes and interpersonal relationships, and promotes the development of children's mental health and social skills.

5. How to correctly use positive education

5.1. Create a positive atmosphere

Educational incentives should be implemented in a supportive and positive environment where children can feel a sense of safety and security. For example, establish a positive family or school environment: keep the environment clean and orderly, and regularly organise some interesting activities to make children feel comfortable and happy.

5.2. Provide positive feedback

One of the most effective ways for teachers to improve student learning is by providing feedback.[5]

It's important for kids to understand that their hard work is valued and acknowledged. Positive feedback should be specific, timely, and sincere. When giving feedback, try to use specific and clear language, such as: "Baby is awesome! It's better than last time!" It is affirmed and appreciated so that children can understand their own behavior. The literature on learning suggests that observing a model is one of the most effective ways to learn a skill, such as giving feedback [6]. Parents provide positive feedback to their children, which is an example for children to learn and imitate.

5.3. Encourage children to try new things

Encourage children to try new things and take risks, even if they fail. Foster situations where children can experience novelty: By introducing children to a range of activities - like trips, local events, and diverse activities - you have the potential of creating situations that allow them to try fresh experiences and interact with varied people and settings. The impact of parents' participation in the growth of students is more meaningful. If schools and families complement each other in the socialization of education, students will benefit a lot [7].

5.4. Encourage children to express their opinions

Promote the expression of thoughts and perspectives in children, even if they may not be accurate or right. An atmosphere that fosters healthy dialogue for children to express their viewpoints should be created through constructive assistance and direction. This entails providing ample time for children to reflect, attentively listening to their thoughts and steering them towards contemplating diverse viewpoints. Concurrently, it is crucial to respect children's notions and self-regard to assist in bolstering their self-assurance and ability to think autonomously.

5.5. Provide appropriate rewards

Rewards should be tailored to the child's needs and goals, and should be meaningful and motivating. Providing appropriate rewards for children needs to consider children's interests and needs, choose appropriate rewards, flexibly use the reward mechanism, and ensure that rewards are fair, fair and unbiased. At the same time, we should also pay attention to avoid over-reliance on material rewards and respect children's wishes and choices.

5.6. Help children learn from failure

Support and encouragement are required for children to learn from their shortcomings; the adversity they face is an integral part of the learning process. Encourage young ones to keep trying and enhance their performance. Spur them to think over the reasons for their failure, develop their self-awareness, give them valuable feedback and direction, and inspire them to keep going. These methods can help children better learn from failure and develop their skills and self-confidence.

In addition, it is important to avoid using excessive praise or rewards, which can lead to children's dependency on external rewards and decreased motivation. Rather than dictating their paths, motivate kids to follow their own dreams and passions, offering uplifting reinforcement and help, as necessary.

6. Conclusion

Positive education, a highly effective teaching approach, can elevate students' academic results, boost their self-confidence, foster creativity, and enhance their problem-solving skills. Therefore, we should adopt more methods of positive education in education. Use positive education correctly to avoid wrong frustration.

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