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Preface

The 2nd International Conference on Social Psychology and Humanity Studies (ICSPHS 2024) is an annual conference focusing on research areas including psychology and humanity studies, etc. It aims to establish a broad and interdisciplinary platform for experts, researchers, and students worldwide to present, exchange, and discuss the latest advance and development in all facets of psychology and humanity studies.

This volume contains the papers of the 2nd International Conference on Social Psychology and Humanity Studies (ICSPHS 2024). Each of these papers has gained a comprehensive review by the editorial team and professional reviewers. Each paper has been examined and evaluated for its theme, structure, method, content, language, and format.

Cooperating with prestigious universities, ICSPHS 2024 organized two workshops in Notre Dame and Murcia. Dr. Kurt Buhring chaired the workshop “Religion and Science”, which was held at Saint Mary's College. Dr. Javier Cifuentes-Faura chaired the workshop “Policies to Improve the Education System: Detecting Student Concerns in Higher Education” at University of Murcia.

Besides these workshops, ICSPHS 2024 also held an online session. Eminent professors from top universities worldwide were invited to deliver keynote speeches in this online session, including Dr. Ambreen Shahriar from London Metropolitan University, Dr. Sara Mashayekh from University of New South Wales (UNSW), Dr. Javier Cifuentes-Faura from University of Murcia, etc. They have given keynote speeches on related topics of psychology and humanity studies, etc.

On behalf of the committee, we would like to give sincere gratitude to all authors and speakers who have made their contributions to ICSPHS 2024, editors and reviewers who have guaranteed the quality of papers with their expertise, and the committee members who have devoted themselves to the success of ICSPHS 2024.

Dr. Kurt Buhring
General Chair of Conference Committee

Workshops

Workshop – Notre Dame: Religion and Science



March 1st, 2024 (GMT-5)

Department of Religious Studies and Theology, Saint Mary's College

Workshop Chair: Dr. Kurt Buhring, Associate Professor in Saint Mary's College

Workshop – Murcia: Policies to Improve the Education System: Detecting Student Concerns in Higher Education



March 1st, 2024 (GMT+1)

Department of Financial Economics and Accounting, University of Murcia

Workshop Chair: Dr. Javier Cifuentes-Faura, University of Murcia

The 2nd International Conference on Social Psychology and Humanity Studies

ICSPHS 2024

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The Use of Force by the Russian Federation in Ukraine

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Abstract: The Russian-Ukrainian War has significantly impacted the international community, making it crucial to examine the war responsibility of all parties involved under international law. Through this paper, we aim to prove the illegality of Russia's argument and exercise the right of pre-emptive self-defense. To achieve this, we propose a new set of elements that can be used to judge pre-emptive self-defense more clearly. In light of the illegality of Russia's actions and the ICC's background, we further seek to determine both Russia's national responsibility and the individual responsibility of the war initiators. Our paper also offers a potentially effective arrest plan that involves coordination with specific international organizations and subjects. However, given the ongoing dispute around humanitarian intervention by the United States, humanitarian intervention must play a crucial role in the Russo-Ukraine war. The paper demonstrates the legal basis and necessity of humanitarian intervention in the current situation.

Keywords: The Russian-Ukrainian conflict, preemptive right to self-defense, war crime, humanitarian intervention

1. Introduction

The Russo-Ukrainian War is an ongoing international conflict between Russia and Ukraine, which began in February 2014 and escalated into a local war between the two countries due to the Crimean crisis. Although the warring parties signed the Minsk Protocol in September 2014, which aimed to achieve a temporary ceasefire, withdraw foreign armed personnel, and recognize partial autonomy in the divided region, both sides have violated the protocol requirements since then. The Minsk II agreement signed on February 12, 2015, which allowed the two breakaway areas of Donbas to hold independent local elections and required the withdrawal of heavy weapons deployed within 15 kilometers of the actual control line between the two sides, has also been repeatedly violated. The

situation demands a resolute and unwavering commitment from both sides to adhere to the protocol requirements and end this conflict.

In February 2022, Russia recognized the Donetsk People's Republic and Lugansk People's Republic as independent states, and Putin announced a "special military operation" to "demilitarize and denazify" Ukraine. This has reignited the Russia-Ukraine conflict and brought it to the forefront of world attention. The conflict raises several international law issues that demand exploration.

2. Legal Framework of the Use of Force under Current International Law

2.1. Article 2 (4) in the norms of international law

This chapter will provide a brief introduction to the use of force as defined by the current framework of international law. It will also aim to analyze the potential causes of using force in the Russo-Ukrainian war. The UN Charter's Article 2 (4), which prohibits the use of force, is the core clause of the current framework of international law: *All Members shall refrain in their international relations from the threat or use of force against the territorial integrity or political independence of any state, or in any other manner inconsistent with the Purposes of the United Nations.*

The principle of prohibition of the use of force, as stipulated by Article 2(4) of the UN Charter, holds the legal effect of both *jus cogens* and international customary law. The UN Charter incorporates this principle into its text, making it a binding positive international law. Universality and non-durability are the distinguishing features of *jus cogens*. This means that not only is the principle of prohibition of the use of force recognized by the international community as a whole, but also that no member of the international community can exclude its application in any form, whether they are a member of the United Nations. The 1969 Vienna Convention on the Law of Treaties further clarified the concept of *jus cogens*, making the *jus cogens* effect of this principle more explicit. In the 1986 Nicaragua case, the International Court of Justice pointed out in its judgment that the prohibition of the use of force is inherently compulsory and is attributed to the content of customary international law. The above discussion highlights that the core purpose of this principle is to emphasize the absolute prohibition nature of the principle, even if there are statutory exceptions, and to reflect the core values of the UN Charter.

2.2. The invocable situation of exceptions of Article 2 (4)

In the UN Charter and customary international law, there are exceptions to the principle of prohibition of the use of force, namely aggression and armed attack. The act of aggression is stipulated in Article 39 of the UN Charter: *The Security Council shall determine the existence of any threat to the peace, breach of the peace, or act of aggression and shall make recommendations or decide what measures shall be taken by Articles 41 and 42, to maintain or restore international peace and security.* In addition, acts of aggression have also contributed to triggering the collective security mechanism in Chapter 7 of the UN Charter. The United Nations General Assembly created a 'Special Committee' in 1967 to define aggression, and the committee studied the 'act of aggression' for up to seven years. In 1974, the Commission submitted a report on defining aggression to the General Assembly, adopted as United Nations Resolution 3314. However, the resolution only expressed the U.N.'s general understanding of acts of aggression and was not legally binding on states.

Furthermore, another exception is armed attack. Article 51 of the UN Charter states that "Nothing in the present Charter shall impair the inherent right of individual or collective self-defense if an armed attack occurs against a Member of the United Nations until the Security Council has taken measures necessary to maintain international peace and security." In the 1986 Nicaragua case, the International Court of Justice ruled that the crossing of a regular army across a border constituted an armed conflict, and the deployment of troops, irregular forces, mercenaries, etc., should be evaluated

based on their size and consequences. This opinion has been widely accepted by countries that stipulate that the use of force must reach a certain level to constitute aggression before the right to self-defense can be exercised. Considering the previously mentioned exceptions, Chapter VII of the UN Charter outlines the legitimate use of force, including the right of national self-defense and military action authorized or taken by the United Nations Security Council through the collective security mechanism. However, there is still a need for further exploration of these methods.

3. Russia's Improper Exercise of Preemptive Self-defense Right

Despite Article 51 of the UN Charter including elements of the right to general self-defense, previous studies have shown that the legality of pre-emptive self-defense still needs to be clarified and a unified standard. Therefore, it is necessary to re-examine the legality of pre-emptive self-defense and establish clear criteria for its judgment in the context of the Russo-Ukraine war. According to research, although there is a right to pre-emptive self-defense in international law, the elements necessary to exercise that right were not present in Russia's invasion of Ukraine.

3.1. The Legality of Preemptive Self-defense

3.1.1. Customary International Law

To discuss the legality of pre-emptive self-defense, it is essential first to understand its theoretical origins. According to the customary international law system before the United Nations Charter, it was widely accepted that using force in pre-emptive self-defense was permissible. This was known as the "accepted doctrine of anticipatory self-defense. [1]".

Since the promulgation of the United Nations Charter, numerous international cases related to the right of pre-emptive self-defense have arisen, such as the Cuban Missile Crisis. These cases demonstrate that the right of pre-emptive self-defense has long existed in customary international law. Unlike the right to general self-defense, the right to pre-emptive self-defense is more like a natural right that does not require legal provisions, as it exists inherently. The right to general self-defense, on the other hand, belongs to a statutory right that depends on explicit legal provisions.

3.1.2. Literal Interpretation of the Article 51

The UN Charter regards the right of self-defense as an "inherent right," which provides a basis for the legality of preemptive self-defense because "inherent" means the right, which already exists in customary international law, is a primary or permanent part and cannot be removed[2]. However, some scholars argued that even though early customary practices allowed for preemptive self-defense, the word "inherent" needs to be given priority if we are to believe that the United Nations still adhered to preemptive self-defense after 1945 [3].

According to the research, there are two reasons why the viewpoint mentioned above is incorrect. Firstly, scholars who hold this view agree on the legality of pre-emptive self-defense in customary international law but only negate the "inherent theory." Any legal provision is supposed to be concise, meaning that the number of words should be minimized while maintaining the intended meaning. Therefore, the words and sentences retained through continuous reductions hold priority.

The second reason why the viewpoint mentioned above is incorrect is based on legal hermeneutics. The right of self-defense is considered essential and permanent, so the "self-defense" referred to in Article 51 of the UN Charter includes pre-emptive and general self-defense. Therefore, the right to pre-emptive self-defense is considered to be included in the right to self-defense mentioned in the UN Charter.

3.1.3. Response to the Argument against Preemptive Self-defense

Despite the existence of the right to pre-emptive self-defense in customary international law, criticisms regarding its legality and feasibility lack a strong foundation. Some scholars argue that pre-emptive self-defense undermines the restrictions on when a state can use force and how it can be used, which is a misattribution and an embodiment of the logic of power. The right to pre-emptive self-defense is not inherently wrong or designed to promote war; instead, it is a legitimate option for states to protect their interests. Refrain from simply rejecting international law rights that may be misused, rather than interpreting and improving them, will only result in international law becoming disconnected from the world and even stagnating.

For instance, Michael Reisman's focus on pre-emptive self-defense against terrorism and states with weapons of mass destruction, rather than all states, responds to previous objections regarding the legality of pre-emptive self-defense. In doing so, Reisman rightly aligned international law with the international situation, highlighting the practical significance of international law. This approach recognizes that the right to pre-emptive self-defense can be used in specific circumstances to protect against imminent threats, thereby maintaining international peace and security.

In conclusion, the misuse of a tool does not necessarily represent an inherent flaw of the tool itself. The tool is neutral, just like pre-emptive self-defense. From the perspective of customary international law, pre-emptive self-defense is legal. However, it is essential to note that pre-emptive self-defense is legitimate in and of itself. Its potential for abuse stems from the lack of a unified legal standard. Therefore, efforts should be made to establish clear criteria for when pre-emptive self-defense is justified to prevent it from being used as an excuse for aggression.

3.2. Proposed Elements of Preemptive Self-defense

Given the lack of a unified legal standard for pre-emptive self-defense in international law, it is practically significant to establish clear criteria for when it is justified. This paper proposes that five elements must be met when using pre-emptive self-defense.

3.2.1. Objective Element: Terrorists and States Possessing WMD

Even if UN Charter provisions are understood in light of customary international law allowing preemptive self-defense, the Charter's focus is still on states conventionally using force [1]. With the development of the international situation, threats such as weapons of mass destruction (WMD) and terrorism have gradually emerged. Therefore, while preemptive self-defense is recognized in customary international law, its scope does not encompass terrorism (or chemical, biological, and nuclear weapons), thus creating legal loopholes in contemporary international law. Weapons of mass destruction and terrorism can pose an attack on states in ways that customary international law cannot address. Therefore, preemptive self-defense in the new era should only target terrorists and states possessing weapons of mass destruction.

3.2.2. Subjective Element: Intention to Attack

The most essential and core condition for pre-emptive self-defense is a subjective judgment, which also makes it difficult to determine whether the exercise of the right of pre-emptive self-defense is lawful. To address this challenge, this paper proposes the "General Country Standard." This standard envisions a rational country under the same conditions. If such a country feels a subjective threat, we can deem the other party intends to attack. By using this standard, we can establish a uniform and objective criterion for determining when pre-emptive self-defense is justified.

In summary, to determine whether the other party intends to launch an armed attack, it is necessary to adhere to the General Country Standard based on all objective facts at the time of the behavior. This standard involves envisioning a rational country without any conflicting interests and placing it in the context of the behavior to determine if it would conclude that there is a possibility of an attack. By using this standard, we can establish an objective and consistent criterion for determining when pre-emptive self-defense is justified.

3.2.3. Timing Element: Before the Occurrence of Armed Attacks

Preemptive self-defense must happen before armed attacks, which only refer to attacks involving terrorism and weapons of mass destruction.

3.2.4. Purpose Element: Suppress Potential Armed Attacks

It is important to note that states exercising the right to pre-emptive self-defense require a subjective intention to suppress. In other words, the purpose of pre-emptive self-defense should be to suppress the opponent and prevent the other party from initiating subsequent armed attacks. This differs from the purpose of general self-defense, which is primarily to protect national interests. By understanding the different purposes of these two forms of self-defense, we can more accurately determine when the use of pre-emptive self-defense is justified.

3.2.5. Formal Element: Approval of the Security Council

To prevent abuse of pre-emptive self-defense, Security Council approval should be required. A notice must be given prior to or coinciding with the exercise of force, and the Security Council can then determine if conditions for pre-emptive self-defense have been met based on specific criteria.

3.3. Application of the Five Elements in the Russo-Ukraine War

In the context of the Russo-Ukraine war, Putin believed that Ukraine posed an imminent danger to Russia, justifying pre-emptive self-defense. However, Ukraine did not possess weapons of mass destruction, an essential element for this type of defense.

Additionally, determining a country's intention to attack based on the proximity of military facilities is unreliable, according to the General Country Standard.

Thirdly, it is impossible to infer Ukraine's intention to attack, so Russia's subjective military actions lack a suppressive intention. A suppressive intention is established based on a protective intention, which aims to suppress illegal behavior to protect national interests. Since the protective intention does not exist, a suppressive intention cannot exist either.

Fourthly, while Putin believes that his speech to the Security Council served as notification, it could be more effective and suitable regarding its legal force and form. The Security Council did not approve Russia's particular military actions.

In summary, the right to preemptive self-defense has a particular legal status in international law. In the Russo-Ukrainian war, Russia's military actions against Ukraine did not meet the conditions for exercising the right to preemptive self-defense. Russia's military action against Ukraine does not satisfy the elements for preemptive self-defense and should be regarded as an act of aggression and illegal use of force.

4. Limitations of Russian-Ukrainian war responsibility

4.1. Background: The Flaws of the Current ICC

4.1.1. Limitation of Jurisdiction

One of the most glaring flaws in the ICC's current structure is its limitation of jurisdiction, particularly in states that are not members of the Rome Statute. This limitation has been prominently highlighted in the case of Vladimir Vladimirovich Putin, President of the Russian Federation, and Maria Alekseyevna Lvova-Belova, Commissioner for Children's Rights in the Office of the President of the Russian Federation. The ICC issued both arrest warrants for the war crime of unlawful deportation and transfer of population (children) from occupied areas of Ukraine to the Russian Federation under articles 8(2)(a)(vii) and 8(2)(b)(viii) of the Rome Statute. The crimes were allegedly committed in Ukrainian-occupied territory from at least February 24, 2022 [4]. However, since Russia is not a member of the Rome Statute, the ICC's arrest warrants remain invalid within Russian territory, rendering the Court's efforts futile in this context. This case illustrates the inherent challenge the ICC faces in enforcing its mandates in non-member states, thereby restricting its ability to pursue justice on a global scale.

4.1.2. Lack of International Cooperation and Enforcement Measures

The ICC's effectiveness is hindered by a lack of international cooperation and enforcement measures, which is exemplified in the case of Augusto Pinochet, the former dictator of Chile. In 1998, Pinochet was arrested in London under an international arrest warrant issued by Spanish judge Baltasar Garzón for numerous human rights violations committed during his rule in Chile from 1973 to 1990. However, the U.K. government ultimately released Pinochet on medical grounds, citing his poor health and age as reasons for his release. This case highlights the challenging task that the ICC faces in securing international cooperation and enforcing its decisions, which limits its ability to hold perpetrators of international crimes accountable.

Although the ICC was not directly involved in Pinochet's case, the principles that arose from his arrest have had a profound impact on the development of international criminal law and the jurisdiction of the ICC. Pinochet's arrest was a significant turning point, as it established a precedent for universal jurisdiction and enabled the prosecution of serious international crimes, regardless of where they were committed. This shift in legal thinking contributed to the development of the ICC and its jurisdiction, allowing for the prosecution of individuals who commit international crimes, regardless of their status or nationality.

However, despite the legal precedent set by Pinochet's arrest, he was ultimately released on health grounds after a lengthy legal battle and returned to Chile, where he faced further legal proceedings but escaped international prosecution. This case highlights the complex challenges of prosecuting high-profile individuals and the delicate balance between political considerations and the pursuit of justice. It also underscores the ICC's difficulties in securing cooperation from individual states and the international community, which can impede its ability to hold individuals accountable for international crimes.

4.2. Disregard for Political Dynamics

In addition to the challenges of securing cooperation from individual states and the international community, the ICC also faces difficulties in apprehending suspects due to its disregard for the role of politics in enforcement. According to Nadia Banteka, a lecturer in International Law at The Hague University, the ICC should recognize and take advantage of the political dynamics at play to increase

its rates of apprehension and achieve higher levels of judicial enforcement [5]. This may involve engaging in diplomatic actions, judicial diplomacy, and establishing a diplomatic arm within the Office of the Prosecutor. The failure to leverage political dynamics hampers the ICC's ability to navigate the complex international landscape, further limiting its effectiveness in securing arrests and holding individuals accountable for international crimes.

In conclusion, the current flaws of the ICC, including jurisdictional limitations, lack of international cooperation, and disregard for political dynamics, present significant challenges in securing the arrests of individuals accused of war crimes and genocide. To overcome these challenges, the ICC should carry out reforms, including diplomatically cooperating with governments of various countries to expand the jurisdiction of the ICC, cooperating with decision-making bodies such as the U.N. Security Council to ensure the enforcement of arrest warrants, cooperating with non-governmental organizations, and making extensive use of civilian power. These reforms could enhance the effectiveness of the ICC in securing arrests and holding individuals accountable for international crimes while navigating the complex international landscape.

4.3. How Can the ICC Enforce Arrests?

The enforcement of arrests by the International Criminal Court (ICC) is a complex and multifaceted challenge that requires a comprehensive and strategic approach. The following strategies emerge as potential pathways for the ICC to enhance its ability to secure arrests:

4.3.1. Political cooperation and Diplomatic action

Scholars have pointed out that the ICC's effectiveness in apprehending suspects has been hindered by its disregard for politics in enforcement [6]. To address this issue, a reformative approach that recognizes and capitalizes on political dynamics could be instrumental. This may involve engaging in diplomatic actions and judicial diplomacy, reflecting an understanding that international law does not operate in a vacuum. By leveraging political dynamics, the ICC could increase its apprehension rates and achieve higher levels of enforcement, ultimately enhancing its effectiveness in holding individuals accountable for international crimes.

Some scholars and experts suggest that the International Criminal Court's (ICC) effectiveness in securing arrests and enforcing its mandates can be significantly improved through diplomatic cooperation with governments of various countries. According to Richard Dicker, the Director of the International Justice Program, justice-supporting states should prioritize and use diplomatic, political, and economic leverage to pressure non-cooperating states. This approach aligns with the idea that the ICC should expand its jurisdiction by developing diplomatic relationships with various governments and establishing incentive mechanisms, such as providing investment for countries that actively cooperate with the ICC. By building diplomatic bridges and offering incentives, the ICC can create a more conducive environment for enforcing its mandates and holding individuals accountable for international crimes.

4.3.2. Cooperation with Decision-making Bodies

In addition to diplomatic cooperation with governments, the International Criminal Court (ICC) can enhance its effectiveness in securing arrests by collaborating with decision-making bodies such as the U.N. Security Council. This involves not only ensuring the enforcement of arrest warrants but also implementing more stringent measures, including sanctions or force, to compel compliance. Some literature suggests that the international community and institutions can play a vital role in supporting the Court's work and ending impunity. By strategically exploiting cracks in the cooperation framework and fostering collaboration with influential international bodies, the ICC can

enhance its ability to secure arrests, even when dealing with high-profile political figures. However, this strategy must be pursued cautiously, ensuring it does not compromise the ICC's independence or integrity. Measures such as sanctions or force must be considered within international law and the broader goals of peace and security.

4.3.3. Engagement with NGOs and Civilian Power

The International Criminal Court (ICC) can also enhance its effectiveness in enforcing arrests by engaging with non-governmental organizations (NGOs) and extensively using civilian power. According to Tom Parker, the CTITF Adviser for Human Rights and Counter, the ICC can engage more with NGOs and victim groups, as they have effectively used new media tools and can serve as essential sources of information on the movements of wanted fugitives. By embracing civilian power and fostering collaboration with NGOs, the ICC can tap into grassroots efforts and community-driven initiatives to bolster its enforcement capabilities. However, this requires careful coordination and respect for the autonomy and diversity of civil society. By fostering genuine partnerships with NGOs and empowering communities, the ICC can tap into local knowledge and support without co-opting or undermining independent voices.

Moreover, NGOs can act as vital liaisons for the Court, contributing to global awareness about the ICC and promoting widespread adoption of the Rome Statute.

4.3.4. Enhancing Transparency and Accountability

It was analyzed and suggests that the International Criminal Court (ICC) should enhance its transparency and accountability in the enforcement process to improve its effectiveness in arrest enforcement and build trust and credibility with the international community and individual states. Standardized measures should be taken, including being transparent about the criteria for enforcement actions, the processes followed, and the outcomes achieved. Clear communication, robust oversight, and adherence to the rule of law can build trust and credibility, both with governments and with the global public. By being transparent about the criteria for enforcement actions, the processes followed, and the outcomes achieved, the ICC can promote accountability and demonstrate its commitment to justice and the fight against impunity.

4.4. Brief Conclusion

The International Criminal Court (ICC) faces significant challenges in securing the arrests of individuals accused of war crimes and genocide due to jurisdictional limitations, a lack of international cooperation, and a disregard for political dynamics. To enhance its effectiveness, the ICC must pursue a multifaceted approach that includes recognizing political landscapes, fostering diplomatic relationships, collaborating with decision-making bodies, engaging with NGOs, and enhancing transparency. By embracing these strategies and grounding them in the principles of justice, human rights, and the rule of law, the ICC can evolve into a more robust institution capable of holding accountable those responsible for the gravest of crimes. These efforts can help build trust and credibility with governments and the global public and demonstrate the ICC's commitment to promoting accountability and ending impunity.

5. Should the Russian-Ukrainian War be a Humanitarian Intervention by the United Nations?

5.1. Background

The ongoing Russ-Ukraine war has had a significant impact on the humanitarian situation in Ukraine and internationally. According to the UNHCR, nearly 6.3 million refugees fleeing Ukraine are recorded across Europe, highlighting the scale of displacement caused by the conflict. Additionally, Ukraine, known as the "breadbasket of Europe," has suffered significant obstacles to grain exports, triggering a series of food crises. The conflict is set to increase humanitarian needs in Ukraine while deepening those of millions of people who were already displaced or requiring assistance due to the more than eight-year conflict in the eastern part of the country. The widening war and the growing toll on civilians have raised new debates about the international community's responsibility to mount a humanitarian intervention by outside forces. The situation underscores the urgent need for a coordinated and sustained effort to address the humanitarian needs of those affected by the conflict and to ensure that their fundamental rights and needs are met.

5.2. Legal basis for humanitarian intervention

In the current theory of international law, the existence of humanitarian intervention has gradually shifted from antagonism and passivity to rationality and initiative. Thomas Weiss and Ramesh Thakur, among others, make this case by invoking recent innovations in state practice [7].

Before 1993, humanitarian intervention was widely regarded as a means of promoting democratization and peace in the world. Peacekeeping forces were seen as a solution to the humanitarian crisis in war, and they were widely supported and praised by international agencies such as the United Nations and governments. However, after the 1993 Rwanda massacre and the Somali crisis, criticism and questioning of humanitarian intervention have been rampant. These situations have led to a re-recognition and re-interpretation of Article 2(4) of the U.N. charter by states. Based on the approval of the Security Council, countries with humanitarian crises use different measures to implement humanitarian interventions and impose restrictions on them, which has gradually formed legal practices in various actions. The failures of early humanitarian interventions have highlighted the complexities and challenges of implementing such interventions and the need to consider the legal and ethical implications of such actions carefully.

Under the current legal framework, the legality of humanitarian intervention is often open to question. The occurrence of the above events has forced the tension between humanitarian and sovereignty into a divergence of interests between the two sides.

At present, the most basic rules on the legitimate use of war by countries still come from the UN Charter, in addition to other regional agreements. The United Nations mandates the Security Council to take all decisions on collective measures involving military force. Under the provisions of the principle of prohibition of the use of force mentioned above, according to Article 39 of the U.N. charter, the preconditions for the collective use of force are approved by the United Nations Security Council. Under Article 51 of the U.N. charter, a state must be attacked by force when exercising its right of self-defense. It must report to the United Nations after exercising its right of self-defense, which is legally different from the situation regulated by the prohibition of using force. This is the framework of international law that makes humanitarian intervention a justification for the use of force against states. The UN Charter provides for the conditions under which the use of force is authorized, and any humanitarian intervention that involves the use of force must adhere to these conditions.

The humanitarian crisis in the Russian-Ukrainian war is imminent, with over 6 million refugees fleeing to other countries and shortages of food and medical supplies. The lack of an education system has also added to the crisis. These reasons have led to discussions of humanitarian intervention at the international law practice level.

Humanitarian intervention by the United Nations is a crucial matter that requires a solid legal framework. After studying the views of various scholars and the U.N. charter, this paper argues that the following framework can serve as the legal basis for such interventions:

- a. Gross and systematic human rights abuses, including genocide.
- b. The suppression of the demonstrated will of the majority, such as the overthrow of a democratically elected government.
- c. Clear cases of failed states where central authority is non-functioning, leaving the civilian population at the mercy of militias, warlords, criminal gangs, and the like.
- d. The illegal and inhumane use of power by one side or the other during a civil war, encompassing an attempt at secession and ethnic/religious self-determination.

It is essential to recognize that humanitarian intervention is necessary when innocent people are suffering from atrocities. The proposed legal framework provides a comprehensive guideline for the U.N. to take action against gross human rights abuses, undemocratic suppression, failed states, and civil wars. By implementing this framework, the U.N. can ensure that justice prevails and prevent further harm to innocent people.

5.3. The Necessity of U.N. Humanitarian Intervention in the Russo-Ukrainian War

The UN Charter's Article 2(4) establishes the first element of humanitarian intervention, which prohibits states from using or threatening force against other states. The Charter states that "All members shall refrain in their international relations from the threat or use of force against the territorial integrity or political independence of any state, or in any other manner inconsistent with the Purposes of the United Nations."

The need for humanitarian intervention arises from legal changes caused by state behavior. The frequency of rule violations is closely related to the effectiveness of rules, and international law and politics commonly agree that rules lose their effectiveness when frequently violated.

Therefore, it is crucial to uphold the UN Charter's provisions and prevent states from violating them. By doing so, the effectiveness of international rules can be maintained, and the need for humanitarian interventions can be minimized [8].

Russia has increased the frequency of violation of Article 2 (4) in the process of multiple foreign annexations. In February and March 2014, Ukraine was overrun by a chain of events that eventually led to the incorporation of Crimea into Russian territory. In 2022, Russia announced a "special military operation" in Ukraine, and the war has resulted in a refugee crisis and tens of thousands of deaths [9]. These two conflicts have led to the occurrence of a humanitarian crisis.

As a condition for establishing existing humanitarian intervention, Russia's multiple violations of Article 2 (4) of the U.N. charter make humanitarian intervention legitimate within the framework.

5.4. Regulation of the United Nations Humanitarian Intervention

5.4.1. Expend agencies that can authorize humanitarian interventions

Humanitarian crises around the world require swift and effective action to prevent further suffering of innocent civilians. However, the authorization of such interventions is limited to the Security Council, which has faced challenges in responding to crises due to the national interests of permanent members and the representation of veto power. For example, Russia recently vetoed a draft U.N. Security Council resolution regarding its invasion of Ukraine. It is crucial to acknowledge and address

these challenges to establish a shared ethical approach and ensure the effective implementation of the Responsibility to Protect. By doing so, we can uphold the principles of human rights and prevent further atrocities against innocent civilians [10].

It is time for the U.N. to act swiftly and decisively to prevent humanitarian crises. The inclusion of the General Assembly in the authorized body of humanitarian intervention, along with the adoption of a standard resolution procedure, ensures that the U.N. can fulfill its mandate effectively and efficiently.

5.4.2. Establish a reporting mechanism for humanitarian intervention

In the early 1990s, the United Nations began promoting "human security" to emphasize the importance of protecting civilians during humanitarian interventions authorized by the Security Council. As a result, humanitarian preparedness, the "responsibility to protect principle," and United Nations peacekeeping operations should all be based on whether the action maintains human security.

This paper proposes regulating humanitarian interventions under the framework of the United Nations. Currently, the existing reporting mechanisms are only temporary, and the African Union (A.U.) and NATO have implemented different reporting mechanisms. By establishing a permanent reporting mechanism, the U.N. can ensure that all interventions are based on maintaining human security and that the appropriate actions are taken to protect civilians.

It is crucial to have a unified framework for humanitarian interventions to ensure that the U.N. can fulfill its mandate effectively and efficiently. The proposed reporting mechanism will enable the U.N. to monitor interventions, identify areas for improvement, and make better-informed decisions in the future. By doing so, the U.N. can uphold its responsibility to protect civilians and maintain human security during humanitarian interventions.

Given this, this paper suggests adding precise reporting requirements to Security Council resolutions to ensure that the U.N. Security Council is responsible for reporting to the U.N. General Assembly when authorizing humanitarian interventions. The reporting mechanism serves a dual purpose: strengthening communication between intervening countries or regional organizations and the United Nations on the situation and supervising the implementation of humanitarian interventions.

The proposed reporting mechanism ensures that all actions taken during humanitarian interventions align with humanitarian principles and that thousands of pre-actions for humanitarian purposes are taken. By doing so, the mechanism ensures that there is no disproportionate situation between means and purposes during humanitarian interventions.

Regulating humanitarian interventions under the framework of the United Nations is crucial to ensure that the U.N. can fulfill its mandate effectively, efficiently, and in line with humanitarian principles. The proposed reporting mechanism plays an essential role in this process by enabling the U.N. to monitor interventions and make better-informed decisions in the future. By implementing this mechanism, the U.N. can uphold its responsibility to protect civilians and maintain human security during humanitarian interventions.

For instance, if the U.N. Security Council were to authorize a humanitarian intervention in the Russo-Ukraine conflict, it should report to the U.N. General Assembly before taking any action. By doing so, the U.N. can ensure that all actions taken during the intervention align with humanitarian principles and that the means and purposes of the intervention are not disproportionate. The proposed reporting mechanism is crucial in establishing a permanent framework for regulating humanitarian interventions under the United Nations. It ensures that the U.N. can fulfill its mandate effectively, efficiently, and in line with humanitarian principles. The mechanism enables the U.N. to monitor interventions, identify areas for improvement, and make better-informed decisions in the future. By implementing this mechanism, the U.N. can uphold its responsibility to protect civilians and maintain human security during humanitarian interventions.

5.4.3. Establish a U.N. humanitarian intervention investigation mechanism.

The investigation mechanism and the reporting mechanism complement each other to ensure that humanitarian interventions use appropriate means to achieve humanitarian results. By repeating the survey content with the content reported by the intervention authority, the United Nations can ensure that all actions taken align with humanitarian principles.

However, the investigation mechanism should not be limited to the content reported by the intervention party. The U.N. should establish an investigation mechanism that invites competent international experts to participate in field investigations and report writing. Relevant countries and organizations have supported this initiative, and their investigations serve as a valuable supplement to the United Nations investigation mechanism.

For example, the investigation of NATO's intervention in Kosovo by relevant countries and non-governmental organizations is the most representative. The investigative mechanism must ensure its impartiality while reflecting the views of target populations affected by humanitarian interventions. By doing so, the mechanism can ensure that all actions taken during humanitarian interventions align with humanitarian principles and are in the best interest of the affected populations.

Regulating humanitarian interventions under the framework of the United Nations is crucial to ensure that the U.N. can fulfill its mandate effectively, efficiently, and in line with humanitarian principles. The proposed investigation mechanism plays an essential role in this process by enabling the U.N. to monitor interventions and make better-informed decisions in the future. By implementing this mechanism, the U.N. can uphold its responsibility to protect civilians and maintain human security during humanitarian interventions.[11] The investigation intervention country adopts means to test the rationality of the intervention action and whether there is an excessive use of force. This is crucial in ensuring all actions taken during humanitarian interventions align with humanitarian principles.

Moreover, investigating the effect of humanitarian intervention is essential in reflecting whether the action has achieved its most important goal of preventing or stopping humanitarian crises. The investigation mechanism and the reporting mechanism complement each other to ensure that humanitarian interventions use appropriate means to achieve humanitarian results.

By establishing these mechanisms under the framework of the United Nations, the U.N. can fulfill its mandate effectively, efficiently, and in line with humanitarian principles. The proposed investigation mechanism plays an essential role in this process by enabling the U.N. to monitor interventions and make better-informed decisions in the future.

Regulating humanitarian interventions is crucial to ensure that the U.N. can uphold its responsibility to protect civilians and maintain human security during humanitarian crises. The investigation and reporting mechanisms are essential in this process and must be implemented to ensure that all actions taken during humanitarian interventions align with humanitarian principles.

This paper suggests establishing a new investigation mechanism under the United Nations framework with the participation of non-governmental organizations and member states. The mechanism will urge intervention countries to assume responsibility, avoid excessive use of force, and ensure that legitimate humanitarian interventions are reasonable.

The investigation mechanism is crucial in standardizing the means and results of humanitarian interventions and ensuring that all actions taken align with humanitarian principles. By implementing this mechanism, the U.N. can uphold its responsibility to protect civilians and maintain human security during humanitarian crises. The participation of non-governmental organizations and member states in the investigation mechanism is crucial in ensuring its impartiality and transparency.

The investigation mechanism faces the challenge of restraining and punishing major powers that violate authorization resolutions. For example, during NATO's intervention in Kosovo, depleted

uranium weapons were used by NATO troops. However, since the United States did not sign the "Rome Statute," the International Criminal Court cannot sue them for using these weapons. It is true that currently, there is no adequate supervision and punishment mechanism for large countries such as the United States. However, despite these structural flaws, we must continue to work towards improving the investigation mechanism as it remains the most effective tool in ensuring accountability and justice for gross human rights violations and crimes against humanity.

6. Conclusion

After analyzing the specific facts of the war between Russia and Ukraine, it is clear that the armed attacks by the Russian Federation on Ukraine have crossed the line and constitute a violation of the prohibition of the use of force and aggression. Therefore, any legal arguments put forward by the Russian Federation to justify their actions are without merit and must be dismissed. It is imperative that we hold the Russian Federation accountable for its actions, and its leaders must also be held personally responsible. This is essential to ensure that those who violate international law are held responsible for their actions and that justice is served.

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An Analysis of the Different Consequences about the 1789 French Revolution and 1911 Chinese Revolution by Comparing Their Leaving Ideological Legacy

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Abstract: This paper investigates the cause of two revolutions, the French Revolution in 1789 and the Chinese Revolution in 1911. The paper analyzes the two revolutions through four perspectives: structural, actor, micro, and macro. From these perspectives, the paper compares and contrasts the two revolutions to reach the final conclusion about why the French Revolution succeeded at leaving an ideological legacy; for example, ideas from the Enlightenment influenced the French people and later led to the 1848 Revolution. Meanwhile, the Chinese Revolution of 1911 failed to establish a government influenced by liberal ideas, and the emperor was reinstated under the Yuanshikai Restoration. The remnants of the feudal society still existed until the Chinese Revolution in 1949.

Keywords: French Revolution, 1911 Revolution, Ideological Influence

1. Introduction

The 1789 French Revolution and the 1911 Chinese Revolution had many similarities. For example, both nations had certain successes in overthrowing the former monarchy and establishing new republics, and they also suffered from severe external threats (failure in the Seven Years' War and the Sino-Japanese War), which intensified domestic conflicts before those revolutions. During the prerevolutionary era, both France and China still had feudal hierarchies, such as the Three Estates in France and the Chinese Four Class Division, which were scholar, farmer, artisan, and merchant (士农工商). In addition, both two revolutions faced the same ending by restoration: in France, it was Napoleon's coronation of as Emperor of the First French Empire, and in China, it was Yuan Shih-kai's restoration of the Empire of China in 1915. Nevertheless, in France, on the other hand, although Napoleon's campaigns died out with the defeat at Waterloo, the idea of republicanism spread throughout Europe and indirectly influenced the 1848 anti-feudal wave in Europe. On the contrary, the notion of republicanism in China did not spread far. It resonated with the students in the cities or the workers in the south and the new bourgeoisie in all parts of the country who protested against the restoration, but the peasants, who constituted the majority of the population of the Republic of China, were not reached by this new term. In this situation, compared with the transmission of ideological heritage, the French Revolution succeeded, while the 1911 Revolution did not. The United States

Archive Milestones attributed the failure of the 1911 Revolution as “the rise of warlords” and the “reforms set in place...were not nearly as sweeping as the revolutionary rhetoric had intended.” [1]. The following perspectives will mention several aspects in interpreting the reasons for these two different outcomes, such as the analysis of the spirit of law conveyed in its legal provisions, the analysis of the concept of nationalism in the two countries, the analysis of the grass-roots structure of the society, and the problem of warlords in China.

2. Comparison of law codes

Napoleon and Yuan Shih-kai enacted different legal systems after taking over power; for Napoleon, the enactment of his civil code was a tool to consolidate power and express the public will after the power struggle with the royalists, just like the spirit of the Declaration of Human Rights which “law is the expression of the general will. All citizens have the right to contribute personally or through their representatives to its creation. All citizens are equal in its eyes, all are equally eligible for all distinctions, positions, and public employment, according to their capacities, and without any discrimination. All citizens being equal in its eyes, all are equally eligible for all distinctions, positions and public employments, according to their capacities, and without any discrimination other than that of their virtues and their talents...” [2]. The code promulgated by Yuan Shih-kai was the first written constitution in China, but its incomplete separation from the previous system and the overstretching of presidential power led to Yuan’s restoration of the empire only a year after the promulgation of the constitution. The two codes had different contexts and led to different outcomes, one leaving a rich ideological legacy of republicanism in Europe after Napoleon's conquests and leading to a revolution against feudal monarchs in Europe in 1848. Yuan Shih-kai’s 1914 Constitution, on the other hand, did not leave the seeds of republicanism in China and led to the warlord war that began immediately after Yuan’s death. This resulted from Yuan’s ambition of centralization of power: “In hindsight, Yuan’s strategic choices in the early republic—ending the provincial assemblies and provincial autonomy and resuscitating a centralized regime—were reasonable given China’s internal and external conditions at that time.” [3].

A major factor in determining the impact of a legal text or legal reform on the ideology of subsequent generations is the extent to which such a new law abandons the morality and the system of property tenure associated with the previous political formations. In other words, whether or not the change in the law breaks away from the previous political system or morality and creates a new standard, a new system of property tenure, and a new morality. The Napoleonic Code was able to leave the seeds of the republican revolution in Europe because it severed the old patriarchal system, emancipated the child from the feudal land system, which was regarded as the property of the patriarchs, and gave him or her the basic rights as an individual, which were granted by the law, the representative of the public will. In contrast, Yuan Shih-kai’s constitution did not make a fundamental break with the bureaucratic concept of old China because his law still sustained the existence of the patriarchal bureaucratic cult, which resulted from the separation of the 1911 revolution from the grassroots. Since the so-called revolutionaries did not represent the vast majority of the society at that time, such a revolution without a foundation to lean on was not able to be expressed in the revolution, and the revolution was not able to be expressed in the revolution. Thus, the outcome of the 1911 Revolution did not leave a republican ideological legacy among the masses because the new revolutionary constitution, which lacked mass mobility, could not represent the will of the majority.

2.1. Napoleonic Code

Napoleon's legal reforms made a clear renunciation of the old Bourbon feudal dynasty that “All rules are designed for the individual, and the individually owned property, without mention, even by

allusion, of collective persons. It proclaims the sovereignty of the owner and the quasi-absolute liberty of contracting parties, and this liberty has as counter-balance only the responsibility of the individual in the case of violation of other's rights." [4]. The Napoleonic Code renounced the old system of ownership on this point, as could be seen from its description of the human rights of children: "If the family-council judge him capable thereof providing only he have accomplished his eighteenth year. In such case, the emancipation shall result from the resolution which shall have authorized it and from the declaration of the justice of the peace as president of the Republic. In such case, the emancipation shall result from the resolution which shall have authorized it, and from the declaration of the justice of the peace, as president of the family-council, made in the same act, that the minor is emancipated." [5]. The above legal provisions exhibited a challenge to the previous system of land ownership in feudal society. This system led to the fact that the population of the countryside was always fixed in one territory and remained largely immobile, which led to the fact that the knowledge and population of the feudal age were largely fixed in a certain stratum of society and did not move quickly, which led to the fact that the population was largely fixed in a certain stratum of society and did not move quickly. This led to the fact that knowledge and population were fixed at a certain level of society in feudal times and did not move quickly, which kept the productivity of society at a certain level due to the lack of towns and cities (no migration from the countryside). The Napoleonic Code solved this problem by establishing the human rights of children who were emancipated from the authoritarian structure of their parents. Now that they were legally or morally sound and independent, their utilitarian needs drove them to move around in the vast society and find better job opportunities instead of spending their entire lives laboring for the feudal lords or parents in the fields for the feudal lord or their patriarchs. This was seen as a kind of rebellion of capitalist society against the previous feudal system of land ownership as the power of the land to retain the population gradually disappeared with the establishment of the new laws, and vast populations were able to circulate freely between the towns and the countryside. Therefore, the industries in the urbanized areas had a supply of labor, and the capitalist industries were then able to develop more advantageously. But such reforms were not necessarily perfect, and the child labor problems that sprang from them existed simultaneously; however, it was still a cheap and better way for the capitalists to develop their capitalism so that what seems to be a very anti-moral method today was in fact advanced at that time.

2.2. 1914 Constitution

After analyzing how the Napoleonic Code was able to leave an ideological legacy, the same method is used to analyze why Yuan Shih-kai's Constitution was not able to leave an ideological legacy. The fundamental reason is that Yuan Shih-kai did not make a fundamental break with the old political concepts and systems; perhaps the Republic of China could have claimed to be a republic on the surface and could have used the so-called separation of powers in the form of the Senate and the Legislative Yuan; but in the final analysis, as a coup of the upper class (the majority of the revolution are bourgeoisie class), it did not take into account the opinions of the lower class when promulgating the constitution, and the form of the promulgated code and the way of its narration were still inherited from the traditional Chinese bureaucratic concepts. However, in the end, as an upper-class coup, it did not take into account the opinions of the lower classes when it enacted the constitution, and in the form and narrative of the code, it still inherited the traditional Chinese concept of bureaucracy; therefore, since the substance of the so-called revolutionary law did not show the expression of the public will (as the Declaration of Human Rights defines the purpose of the law, as mentioned above), but rather inherited the original worship of the bureaucrats, it did not make any changes or breaks with the previous political structure, and therefore could not leave behind the revolutionary ideological legacy.

For example, Yuan Shih-kai announced his promise about civil rights in the 1914 Constitution: “Within the limits of the statutes citizens shall have the rights of freedom of speech of writing and publication.... Within the limits of the statutes, citizens shall have the right of freedom of abode and of changing the same. shall have the right of freedom of religious belief.” [6]. The above text illustrates the point that these rights are not inherent in the narrative of the people but are given to them by the machinery of the Constitution; that is to say, the meaning of the Constitution itself has been distorted (in the light of the Declaration of Human Rights definition of the law), and it no longer represents the public will, but rather a political entity that is above the masses. The “shall have” in the law is proof of this, for it does not mean that the masses' original rights and interests are guaranteed by the Constitution, but rather that the masses did not have these rights and that it was a foreign object that intervened in the ruled masses to give such good deeds to the masses; this is the same as the ancient Chinese doctrine of patriarchal authority, which is not the same as the ancient Chinese doctrine of the “parents,” which is the same as the ancient Chinese doctrine of the “patriarchs.” This coincides with the ancient Chinese doctrine of patriarchal authority. The term “patriarchal bureaucracy” suggests that in ancient Chinese society, the state apparatus wanted the people to naturally worship bureaucrats. In other words, in the official context of the Chinese empire, bureaucrats in ancient China completely cut off the legitimacy of the people's independent struggle for their rights and struggles, which were seen as a challenge to the orthodoxy of the feudal dynasty and did not have legitimacy. In this way, the people in the culture of Confucianism and Confucianism were, for the most part, docile and unaware of the need to fight back. Hence, this kind of charity in the 1914 Constitution revealed a kind of granted rights, which could be tampered with and seized by the bureaucratic class whose power structure still exists after the revolution, so the so-called liberated civil rights will once again be divided by the bureaucrats and the warlords.

In conclusion, through synthesizing those two revolutionary legislations, the 1914 Constitution failed to leave a profound ideological impact, while the Napoleonic Code, inherited from the Declaration of the Rights of Man, the spirit of modern law (a representation of the public will), breaks away from the previous Bourbon period.

3. Comparison of Nationalist Ideas

Furthermore, in addition to the divergent roles of revolutionary legislative laws between the French and Chinese revolutions, the different circumstances regarding the emergence of nationalist identity also caused a series of huge effects on the outcomes of the French Revolution in 1789 and the Chinese Revolution in 1911. In France, French nationalism, aroused from the historical identification by the vast French people and completely established after the 1789 Revolution, played a significant role in national mobilization and reconstruction, and this ideology still influenced profound French history by reshaping French society. On the contrary, nationalist identification did not emerge in the prerevolutionary Chinese society, and specific circumstances during the Qing Empire, in which the Manchu minority ruled the Han majority, caused the internal ethnic conflict in China and impacted the establishment of Chinese nationalism. In this situation, sane French nationalism facilitated the process of the French Revolution and made a further reconstruction in the vast French society, but the imperfect of the Chinese nationalist foundation harmed the influence of the 1911 Revolution in reshaping Chinese society.

3.1. French Nationalism

French nationalism had a complete establishment after the French Revolution in 1789. To face the harsh circumstances after the revolution, French nationalism played a significant role in national mobilization and social reconstruction in facing internal and external threats. However, in each

European nation such as France, the rudiment of national identification emerged from the vast society before the revolution in 1789, such as that “National sentiment and national pride are very old phenomena, traceable at least to the Middle Ages. They are rooted in a recognition of a nation’s existence, and generally involve expressions of devotion to and support for it. Such expressions can be found plentifully in medieval and Renaissance writings.” [7]. The same historical identification and devotion to homeland existed throughout the long European history, such as the Middle Ages and the period of the Renaissance, and this national identification, which included national sentiment and pride, had a profound influence on European society. Therefore, in the Kingdom of France before the 1789 Revolution, national identification existed among the vast French population, and this common identity became the basement of the French nationalist establishment during the French Revolution.

After the French Revolution in 1789, under the internal and external threat, a strong ideology became more and more crucial in mobilizing the whole French society, such as the theory by French elites: “French elites came to see a nation not simply as a natural community, but as a spiritual one, bound together by shared values, shared laws, and by a host of what we would now call shared cultural practices, including the same language.” [7]. French religious scholars, such as abbé Sieyès, pointed out his declaration about the concept of French nationalism that “‘all the parts of France into a single body, and all the peoples who divide it into a single Nation’.” [7]. That theory emphasized the common identity in values, laws, cultural practices, and language between all peoples under the same recognition of France, and those identifications also united the various peoples into a single frame and consensus, which was French nationalism. In this way, French nationalism could become a crucial role during the difficult circumstances after the 1789 Revolution, such as interacting with the external warfare that “And so the French nation-building process could extend to territories newly conquered by the revolutionary armies just as easily as to territories that had belonged to France for centuries.” [7]. In conclusion, French nationalism not only played a significant role in uniting and mobilizing the whole of French society but also encouraged external combat between France and other foreign powers. French nationalism, shaped by the former national identity and foundered after the 1789 Revolution, played a profound role in French history.

3.2. Chinese Nationalism

Compared with the French circumstance, which held the French national identification from the long French history before the 1789 Revolution, the vast Chinese society did not have their national identification before the 1911 Revolution. Liang Qichao, a Chinese nationalist and reformer during the period of the late Qing Dynasty, pointed out his perspective on the circumstances of Chinese society “Our character is that of clansmen rather than citizens. Chinese social organization is based on family and clan as the unit rather than on the individual, what is called “regulating one’s family before ruling the country.”” [8]. Rather than the common identification of nationality, Chinese society was formed and managed by the unit of clanship. In this situation, in the Chinese feudal society during the Qing Dynasty, the vast Chinese population had more identification with the role of family members instead of the whole Chinese integrity, so the Chinese society did not have strong social mobilization in pushing the upcoming 1911 Revolution and profound influence in reshaping the Chinese society like the French Revolution. As Liang thought, the notion of freedom and republicanism, which was the fundamental idea of the 1911 Revolution, was not realized in Chinese society under the situation of lacking nationalism: “Freedom, constitutionalism, and republicanism would be like hempen clothes in winter or furs in summer; it is not that they are not beautiful, they are just not suitable for us.” [8]. Therefore, absencing Chinese nationalism became a severe problem in Chinese society during the period of prerevolution, and creating a common Chinese national identification became an important work for the Chinese revolutionists.

Nevertheless, the complex situation of the Qing Empire's rulership resulted in a series of internal conflicts and hindered the establishment of Chinese nationalism. To overthrow the feudal society under Qing Dynasty, using nationalism to mobilize the vast Chinese population was crucial for launching the revolution. However, the Qing Empire, the last dynasty of the Chinese Empire, was ruled by the Manchu Monarchy, which was the minority ethnic and governed the majority Han ethnic, and other ethnics, such as Mongolian and Hui ethnic, still governed by the rulership of Qing dynasty, so the common national identity faced a confusing problem, which considered the Chinese nationalism as Han ethnic or the whole ethnics under the rule of Qing Empire. At the beginning of the 1911 Revolution, Sun Yat-sen, a Chinese revolutionist and founding father of the Republic of China, considered the self-identification of Han ethnic as Chinese nationalism for mobilizing the majority population in China. The Fundamentals of National Reconstruction, which was Sun's declaration of founding the Chinese Republic, pointed out the Chinese national identification through the long Chinese history "Thus the Mongol rule of China (A.D. 1260-1333), lasting for nearly a hundred years, was finally overthrown by Tai Tsu of the Ming Dynasty and his loyal followers. So in our own time, was the Manchu yoke thrown off by the Chinese? Nationalistic ideas in China did not come from a foreign source; they were inherited from our remote forefathers." [9]. In his statement, the Mongolian and Manchu was external conqueror in invading and occupying Chinese civilization, and the Tai Tsu of the Ming Dynasty, who was a Han ethnical monarch, was the orthodox Chinese leader of the Chinese civilization. Therefore, to instigate and mobilize the Han ethnic, which was the majority population in the Qing Empire, Sun claimed Chinese nationalism as the Han identification and made them recall their humiliation of the Manchu occupation.

After overthrowing the Manchu monarchy and foundering the Republic of China, to face the harsh circumstances and ethnic conflict, Sun became moderate to the question about Chinese nationalism and negotiated with the Manchu decedents. In this situation, Sun enlarged the spectrum of the concept of Chinese nationalism by including Manchu and other ethnics into a common national identification by pointing this declaration: "Upon this legacy is based my principle of nationalism, and where necessary, I have developed it, amplified it and improved upon it. No vengeance has been inflicted on the Manchus and we have endeavored of live side by side with them on an equal footing. This is the nationalistic policy toward the races within our national boundaries." [9]. After the 1911 Revolution, to mitigate the ethnic conflict, rather than encouraging the majority Han ethnic to revenge the Manchu ethnic by arousing humiliating memories about the conquered and occupied history, Sun urged an equal position for all ethnics under the Republic of China and claimed all of them as a universal identification, which was Chinese nationalism. However, this new concept of nationalist creation was confused with the former revolutionary slogan, which encouraged the majority Han ethnic to fight against the minority Manchu rulership. Therefore, the internal ethnic conflict caused the establishment of Chinese nationalism inconsistent between the prerevolutionary era and the period of reconstruction after the 1911 Revolution, so the new concept of Chinese national identification, which was totally different from the former one, needed more time to accept and recognize by the vast of Chinese society.

In conclusion, unlike the role of French nationalism, which facilitated the national mobilization and reconstructed French society after the 1789 Revolution, Chinese nationalism after the national foundation could not profoundly reshape Chinese society immediately and mobilized the vast Chinese population to face the internal and external challenges during the post-revolutionary circumstance, so the newborn Chinese nationalism did not have capability to reconstruct and improve the vast rural level, let alone solving the severe problem about warlords, who had capability in launching a series of cruel civil wars.

4. Literacy, Gentry, and Societal Mobilization

As the common saying “Knowledge is power,” knowing means that others will not easily manipulate them. In the case of feudal societies, local rulers like landlords in Europe and gentries in ancient China often used their ability to read, also known as literacy, to fool and secure power from the peasants. As in a feudal society, the illiterate peasant population’s only source of information was the words of such local rulers. However, liberal ideals like republicanism, natural rights, and democracy would never come from such a source, as such ideas undermine their interests and power. Therefore, in both pre-French revolution France and the pre-1911 revolution China, the only way for people to access such enlightenment ideals is through reading. Thus, during a process that transformed an Old Regime into a modern republic, literacy was essential for mobilizing a population. It has been estimated that the functional literacy rate in China in the 19th century was between 10 and 15%. [10]. While on the eve of the French Revolution, 47% of the French male population and 27% of the French female population were literate [11].

The low literacy rate in China can be attributed to the logogram nature of the Chinese script, as it reduces the efficiency of the moveable block-type printing press (e.g., Gutenberg Press). In Europe, the invention of the Gutenberg press dramatically reduces the cost of book production, making books affordable to the general population and significantly increasing the literacy of Europe. However, in China, despite inventing a movable type printing press 400 years before the invention of the Gutenberg press, the literacy rate remains low. This is because the logogram script of the Chinese meant that the moveable printing press was much more expensive for the Chinese than for alphabetic scripts. Being literate in Chinese meant they could understand 3500+ distinct Chinese characters, translating to a 3500 distinct moveable block for the press [12]. Meanwhile, French (based on the Latin script) only has 26 alphabets, translating to 26 distinct moveable blocks. Even if accents and punctuation are included, only 41 moveable blocks are needed, tallying the total number of distinct moveable blocks to 67. To make matters worse, Chinese characters are far more complicated than Latin alphabets. Thus, the average cost for a single moveable block in Chinese was more expensive than that in French, making the total cost of such press in Chinese even more costly.

Therefore, the Chinese script dramatically increases the cost of the moveable printing press. Thus, unlike the Gutenberg press in Europe, the spread of moveable block-type printing press remains limited in China, reducing the output of books and keeping books unaffordable for most people in feudal Chinese society. In 1910 China, it was estimated that Beijing, the political and economic center of China, had a density of 2519.66 people per printing press. While its French counterpart, Paris, has a density of 1485.3.

Methodology: The methodology we used to calculate the concentration of printing shops is by dividing the population of Beijing and Paris around the time of the evolution by the estimated value of the number of printing presses in the cities. However, due to the lack of data on the Beijing side, the average amount of presses per bookshop can only be estimated based on a bold assumption. Despite there being accurate data on the number of printing shops in 1910 Beijing and pre-revolution Paris, the results of the concentration will be biased as the French Royal Government employed strict quota on the number of printing shops, leading to a rise in average printers per print shop [13]. Meanwhile, Qing China never implemented such quotas. Thus, because of the quota implemented, although the concentration of printing shops in Paris was lower than those in Beijing, the concentration of printing presses might not have been. Since the amount of printing presses determines the level of book output, comparing the concentration of printing shops in the two cities might overestimate the prevalence of books in 1910 Beijing. However, Cynthia Brokaw, a specialist in Late Imperial China, and her book *“Commerce in Culture: The Sibao Book Trade in the Qing and Republican Periods”*, it give us an obscure number on the average printing press per shop in China at

the time. In Sibao, print shops were embedded in the home; each shop included two large printing rooms [14]. Photographs taken revealed that the printing rooms are relatively small [14]. Estimating by eyesight, each room can accommodate a maximum of two printing presses. Consequently, the average number of printing presses per shop should be around 4. Assuming that the average media per print shop in Beijing was similar to the average press per print shop in Sibao, the concentration of printing press in the capitals of Bourbon, France, and Qing China before the revolution was calculated. Specifics of the data are shown above in the table 1.

Table 1: Comparison of the Difference in Concentration of Press Between Beijing and Paris before their Respective Revolutions.

	Beijing	Paris
Printshops	112(Qing) [14]	36(1777) [13]
Printers per Printshop	4 (Estimated)	9.8(1769) [13]
Population	1128808 (1910) [15]	524,000 (1789) [16]
Concentration of Press	2519.66 people/press	1485.3 people/press

With such concentration, the printing shops cannot produce enough books, reducing Chinese books to affordable levels for the general public. Access to books is necessary for the Chinese population to be literate and understand enlightenment ideals, preventing them from mobilizing for social movements.

The Chinese grammatical rules further exacerbated the poor literacy rate of China. In the early 20th century, China had two grammatical rules: colloquial Chinese and literary Chinese. Colloquial Chinese (白话文), was used in day-to-day conversations and lower-class written works like novels and account books. Meanwhile, literary Chinese, also known as Classical Chinese (文言文), is a heavily condensed version of Chinese used predominantly in upper-class literature and formal paper works. It functions more like a form of art rather than a practical tool. The relation of the two languages can be best described as European vernaculars and Latin. Hu Shi, the former ambassador of the U.S. for the Republic of China and the president of Peking University, criticized classical Chinese as a “dead language,” a language that is “no longer auditorily intelligible even among the scholarly class except when the phrases are familiar, or when the listener has already some idea as to what the speaker is going to say.” [17]. Such a grammar system not only distances upper-class literature and the government’s policies from the peasants and the merchants. Even if the lower class of Chinese feudal society (i.e., merchants, peasants, artisans) was functionally literate, the barrier of literary Chinese meant that they still could not interpret the book's meaning. What magnifies the problem is that the imperial examination was based entirely on literary Chinese texts (Four Books and Five Classics), meaning that the inability to understand literary Chinese prevents one from becoming a scholar (士) or government official, forcing them to specialize in other occupations, like artisanship, farming, and merchanting. Brokaw described this phenomenon in his book:

a future merchant ... might begin with the “classic” primers Sanzi Jing and Qianzi Wen, and move on, if his family’s resources allowed, to the Four Books, but then be diverted into the completely different educational track of apprenticeship in a merchant house. In the later case, his later training has almost nothing to do with his early education, and notwithstanding that education, he might well end up, as Dukes suggests, able to write business letters but incapable of reading ‘even a simple book at sight’. [14]

The same logic can be applied to artisans and farmers, as a(n) artisan/ farmer might also start with classical primers. Still, due to the inability to understand literary Chinese or afford a tutor to teach it,

they had to end up as artisans/farmers. As time passed, even if they had a book in literary Chinese and were once literate, they would become illiterate again without practice.

Not only was illiteracy a barrier to social reformation, but the existence of local leaders like the gentry also hindered the population's mobilization. Gentries are those who passed the imperial examination and were installed at the local level by the imperial court to ensure its control on the local level; in turn, they receive privileges known as "fame (功名)." Their purpose is similar to the proprietary upper class in French society. Theda Skocpol, a Professor of Government and Sociology at Harvard University, in her book *States and Social Revolutions*, compared and contrasted the role of gentries in the proprietary upper class. However, it mainly focuses on how the similarities of the two classes led to the revolution in both countries but fails to attribute the difference in outcome—as China fragmented into provinces controlled by warlords, while France remained a unified state throughout 1789-1812.

The critical difference differentiating gentries from French landlords is their power on the local level, while the French proprietary upper class remains influential on the imperial level. As an old Chinese saying, "Emperor power does not go to the countryside," suggests, gentries had complete authority and power at the local level in feudal China. Skocpol described such differences when she was comparing and contrasting the Old-Regime crisis of France and China:

In eighteenth-century France, an increasingly sodally solidary proprietary upper class, its wealth swollen by inflating rents and appropriations backed by the monarchical state, could express its political aspirations through the parlements and other corporate bodies entwined with the autocratic royal administration. In late-traditional China, the gentry augmented and guaranteed its rentier prosperity by achieving, in the wake of the mid-nineteenth-century rebellions, de facto control over large sectors of the Imperial administration. [18]

In addition, gentries own social solid mobilization on the local level. In the Chinese countryside at the time, due to the despise of merchants, those with wealth but not educated were often despised by those who were both educated and possessed wealth. Yet, the rich and uneducated landlords didn't want to be associated with the poor. Therefore, wealth alone cannot make a person enjoy a status in rural society. Only gentries familiar with Confucian classics can have a strong community cohesion in villagers' minds. The power of gentries on the local level was further strengthened by the difficulties in transportation and, thus, communication [18]. Such problems meant that Chinese villages remained self-sufficient and autonomous, granting local government officials and gentries more power. Under an illiterate society, gentries' influence over the local communities of feudal China meant they could control whether the population could be mobilized for the social revolution. But due to their interests, gentries will always side with the feudal court.

By the Oxford definition, a revolution is a forcible overthrow of a government or social order in favor of a new system. If the 1911 Revolution succeeded, they would not install old feudal government officials strongly aligned with Confucianism beliefs, but rather, by enlightenment ideals, the people of the local community should elect their government officials. Furthermore, their privilege *gōng míng* 功名 was given by the imperial court. Overthrowing the imperial court without replacing it with another meant that such privileges would be removed from society. Therefore, the revolution's success meant the downfall of the gentry, as they would lose all their power and privileges. Even worse, the power vacuum created by the process meant that gentries would likely face retaliation and direct assault from the peasants due to their oppressive behaviors. For example, after the 1949 Revolution, the Land Reform Movement killed many feudal landlords and gentries. Thus, to secure their interests, power, and even lives, gentries will oppose the revolution, preventing those under his control from being mobilized, reducing the mobilization capacity of Chinese society pre-1911 revolution. By contrast, the heavy tax imposed on the French peasants caused dissatisfaction with the

Bourbon monarch. Thus, when the French Revolution eventually occurred, it led to direct assaults on them, removing them such that they never became a problem in the revolution.

5. Warlords

After Yuan Shi Kai's death, regional military leaders immediately took over the power vacuum it created, fragmenting the short-lived republic into a series of warlord-controlled states. The rise of warlords was detrimental to the revolution, as it no longer puts power at the hands of the revolutionaries but at the hands of military commanders. According to the Oxford Dictionary, a warlord is a military commander, especially an aggressive regional commander with individual autonomy. Consequently, by definition, French rulers like Napoleon were also warlords. While Napoleon was a man of enlightenment, ultimately pushing reforms within France, Chinese Warlords in the 1910s devastated the development of enlightenment ideals in China.

Chinese Warlords ruled absolutely and in the form of a dictator, making their opinion on enlightenment ideals important. Whether to support or oppose it is only between his thoughts. However, "most warlords were conservative men, strongly attuned to traditional values." [19]. Therefore, liberal ideals like republicanism and democracy will not be supported and often oppressed by those in power during the warlord era. For example, during the March 18 Massacre, the Fengtian clique opened fire and massacred protesters participating in an anti-warlord student demonstration in Beijing, China.

In addition, "since a place could be taken over by another warlord, and the warlord faced territory insecurity and shorter reign, he would have favored more short-term policies." [20]. Therefore, liberal ideas like separation of power and democracy would not be supported by warlords. These policies were measured to prevent the government's tyranny but hindered the government's efficiency. Thus, during wartime, warlords would have "favored more short-term policies" like a dictatorship to ensure the efficiency of commands and secure control over the state and the military.

While on the measures taken on merchants, the policies that government officials of the warlord enacted were more similar to the ways of the old feudal government rather than the economic measures suggested by Adam Smith. According to Diana Lary, a professor emeritus of Chinese History at the University of British Columbia, and her book *Warlord Soldiers 1911-1937*, she described the warlord's harassment of Chinese merchants:

Merchants and other hapless sellers would be forced to accept the money at its face value, often making an involuntary gift of the goods or services being 'sold'. Some of the paper money was of such poor quality that there was barely a pretense of making a sale...This form of theft-through-purchase carried an additional insult when the soldier demanded 'change' for a purchase in real money» using large paper bills to make small purchases and taking the change in sound metal currency...Another form of indirect theft was the enforced discounting of purchases in all stores in a locality through 'agreement' between the army command and the local merchants' guild...Soldiers routinely stole services as well as goods - meals in restaurants, rides in rickshaws, train trips, visits to prostitutes, entertainment. [21]

Within a capitalistic economy, there should be limited to no government intervention in the economy. Therefore, the warlord's harassments were strictly against the philosophy of liberal economics and ideas but rather a continuation of those of old Chinese feudal society's government officials. Merchants were placed at the bottom of the hierarchy within the four class divisions. Thus, they were often terrorized by government officials for their wealth. For example, Shen Wansan, one of the wealthiest men at the beginning of the Ming dynasty, was killed for his wealth by the emperor Hong Wu. [22]. On the subject of economy, warlords chose to continue their feudal predecessors rather than reform into a capitalist economy.

Ultimately, the rise of warlords was a disruption in terms of the 1911 Revolution. The rise of conservative military commanders hinders the development of enlightenment ideals and liberal economics but instead focuses on short-term policies so that they can defeat their bordered enemy. Meanwhile, for the majority of the French Revolution, France remained a centralized and unified state under the control of the government in Paris, allowing reforms to be enacted. However, the theory of warlord as the sole explanation of the failure of the 1911 Revolution needs to be revised, as this approach failed to explain what led to the creation of such fragmented warlord states.

6. Conclusion

Rather than proposing a series of loosely connected theories, this paper utilized Thompson's four-factors-analyzing method [23] in comparing and categorizing (Table 2):

Table 2: The 4 Differences between the 1911 Revolution and the French Revolution of 1789

	State Established	Society
Structural	Nationalism	Literacy Rate, Gentry and Societal Mobilization
Actor	Yuan Shih-kai vs Napoleon	Warlord vs Centralized State

Then, linking the 4 (Table 3):

Table 3: Linkage between the 4 Factors

Nationalism		Societal Mobilization
Complicated Nationalism reduces the legitimacy of the government, reducing a government's ability to reform	Weak Government contrasts with strong decentralized power, ultimately leads to the revolution's failure.	The central Chinese government lacks control over local regions due to the low societal mobilization, leading to the rise of the warlords.
Leadership		Warlords

Through reviewing the 1789 French Revolution and 1911 Chinese Revolution, the social structure caused a huge influence on the revolutionary legislation in those two countries and the shape of national identification, and those series of impacts also resulted in two divergent consequences of those revolutions. The emergence of French nationalism unifies the people, replacing the old feudal ties, empowering the government, and allowing new revolutionary legislation to be passed down. This legislation in France ensured the position of the newborn capitalist class and reshaped the concept of French people in the whole society, ultimately creating a strong and united liberal government under Napoleon. In comparison, the complicated nationalism problem of Hans and Manchus reduces the government's legitimacy and its ability to unite the population, leading to a "middle ground" legislation established to win support from local leaders like gentries. Thus, the 1911 Revolution failed to completely dismantle the Chinese feudal social structure, so the Chinese revolutionary legislation in 1915 deviated from the notion of the 1911 Revolution. In the meantime, China's inability to mobilize the majority of the population due to low literacy rate and gentries meant that the revolution is a top-down one. Gentries in order to secure their interest, allied with conservative military leaders, allowing military leaders to govern and control their territory, leading to the formation of warlords [24]. For example, when the nationalists started as a warlord in Guangdong, they installed gentries in the provincial level of government [24]. While in the French Revolution,

the high literacy rate meant that a large degree of the population understood the cause, making the revolution a bottom-up one. The Storming of Bastille and the Women's March on Versailles are all great examples of how the common people of Paris voluntarily mobilized for the revolutionary cause and resisted the upper class, such as the 1st and 2nd Estates, while such events were rare in 1910s China. Furthermore, the September Massacre and other direct assaults on local leaders decimated the French 1st and 2nd Estate population, removing the problem of the Gentry that China faced during its revolution.

Ultimately, the revisionist legislation and the decentralized government of China in the 1910s contrasted with radical reforms and the centralized state of France in the French Revolution. Such characteristics of the French Revolution allowed France to pass and execute reforms efficiently and decimate the old feudal order to the point that some considered it too far. The decentralized state and revisionist legislation allowed elements of the feudal order, like gentries to survive until 1949.

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Fundamental Attribution Error in the Classroom: Why and How Bias Hurts?

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Abstract: The purpose of this article is to explore the fundamental attribution error (FAE) and its sociocultural implications in educational settings, examining its role in shaping teacher-student interactions and perceptions of accountability, particularly across diverse cultural contexts. Drawing on empirical research and theoretical analysis, including Garcia's work on the miseducation of Latina girls, the article discusses the emergence of FAE as a cognitive bias that influences educational trajectories and reinforces systemic inequalities. Findings suggest that a universal cognitive mechanism is at play, but its impact varies with cultural nuances, requiring culturally responsive pedagogical strategies. The article calls for an educational shift toward inclusivity and equity and urges further research and the development of interventions to mitigate the influence of biases such as the FAE in schools worldwide.

Keywords: fundamental attribution error, teacher-student interaction, cultural difference, inclusive education

1. Introduction

The exploration of bias within educational settings is neither new nor without significant consequence. Throughout the annals of educational research, various biases have shown their propensity to reshape the core of teaching and learning experiences. Garcia's pioneering investigations into the sexual miseducation of Latina girls serve as a stark reminder of this. Her research reveals that educator biases concerning these young women's personal experiences can dramatically skew the education they receive [1]. Rather than being mere alterations to the content, these biases have the potential to diverge the educational trajectory entirely. In doing so, they mislead students away from primary educational objectives and fundamental equality. Garcia's insights poignantly underline that Latina youth, frequently labeled as "at risk," face an even more insidious challenge: they are being subtly conditioned with skewed notions of responsibility. This indoctrination suggests to them that they, rather than the overarching systemic flaws or ingrained societal prejudices, bear the primary onus for the educational and societal disparities they encounter. Such a distorted mindset of accountability underlies the significance of studying the fundamental attribution error (FAE) in educational settings.

Education, as an evolving landscape, is underpinned by cognitive processes, societal norms, and individual variances. Amid the plethora of cognitive biases that surreptitiously find their way into our educational paradigms, the fundamental attribution error (FAE), also known as correspondence bias, holds notable importance. This inherent (implicit) bias, characterized by an exaggerated emphasis on

individual traits when interpreting behaviors while frequently discounting external factors, is a cognitive snare with vast implications [2]. Much like an incorrect mathematical solution, the correspondence bias reflects a logical oversight. However, while some errors may be restricted to theoretical realms, the real-world ramifications of the FAE are palpable, affecting perceptions, decisions, and outcomes in educational environments. Drawing from Garcia's discussion with Latina students, I am keen to understand how this bias affects the accountability system in classrooms. Specifically, how does correspondence bias influence the dynamics between educators and students, and how does cultural heritage factor into these potentially biased educational experiences?

In essence, the ensuing review is a pursuit of a deeper understanding and a call to action. The objective is twofold: firstly, to examine a type of implicit bias in terms of its cognitive attribution theory with its cultural and societal implications in education. Secondly, to trace its tangible imprints on the educational realm, aiming to illuminate pathways for more equitable and aware pedagogical practices. By bridging the gap between theoretical foundations and tangible classroom implications, the review aims to inspire a shift towards more inclusive, aware, and equitable pedagogical practices. I will begin with the theoretical underpinnings of the fundamental attribution error, elucidating its origins and mechanisms. Following this, this review will delve into the practical implications of FAE within classroom settings, drawing from previous empirical research to showcase its effects on student-teacher dynamics and learning outcomes. Then, anchoring the discussions in Vygotsky's insights, this review will explore the cultural contours of the FAE, examining how various cultures perceive, experience, and manifest this bias. FAE and correspondence bias in the following analysis refer to the same implicit bias, which changes depending on the words used in the referenced studies.

2. FAE -- From Cognitive Roots to Classroom Ramifications

Gilbert and Malone's seminal work in 1995 delves into the correspondence bias with remarkable depth, unraveling its complexities and the profound grip it has over human cognitive processes, a foundational concept initially brought to light by Jones and Harris in their groundbreaking 1967 study. Jones and Harris's work provides the cornerstone of correspondence bias — the propensity to attribute a person's behavior more to their inherent dispositions than to situational factors, even when these factors are evidently at play [3]. Their pioneering research set the stage for future explorations into this pervasive cognitive bias, including its subtle yet significant influence on decisions and assessments in various social contexts, particularly in educational settings. Building upon this, Gilbert and Malone argue that this bias, characterized by the tendency to favor dispositional explanations over situational ones, is not a simple error in judgment but a fundamental component of human cognition. Their research underscores the often-unconscious nature of this bias, highlighting its operation even among individuals committed to objectivity and fairness. This insight is critical in educational settings, where impartiality is paramount but often compromised by unseen cognitive biases. Its exploration sets the stage for understanding the multifaceted effects of correspondence bias, ranging from everyday interpersonal judgments to crucial classroom evaluations.

The discourse does not end here. Devine extends this conversation to the realm of stereotypes and prejudice, uncovering the unsettling reality that these biases are not standalone phenomena [4]. Instead, they exist within and are compounded by a network of societal norms and prejudices, often so ingrained that they activate automatic responses irrespective of people's conscious beliefs. In the context of education, this interplay becomes particularly alarming. Teachers, despite their best intentions, may unconsciously harbor stereotypes that shape their expectations of students, thereby influencing instructional methods, disciplinary decisions, and academic evaluations. This automaticity in judgment, often unacknowledged, can alter the academic trajectory and psychological well-being of students, necessitating a more nuanced approach to educator training and awareness programs.

Nonetheless, focusing solely on the individual's cognitive processes provides an incomplete picture. Wertsch introduces a vital element to this discussion through his interpretation of Vygotsky's sociocultural theory of cognitive development, highlighting the role of socio-historical and economic contexts in molding cognitive biases. Individuals' perceptions and biases are not formed in a vacuum; they are the products of intricate cultural, historical, and social narratives that precede us. The so-called "inter-psychological" processes involve small groups of individuals engaged in concrete social interaction and are explainable in terms of small-group dynamics and communicative practices [5]. In this manner, educational settings could be a typical inter-psychological environment for individuals. This implies that the correspondence bias influencing teacher-student interactions reflects broader societal structures, necessitating interventions that extend beyond individual retraining and encompass systemic reform.

Building on these theoretical foundations, Howell & Shepperd provide empirical weight through their practical demonstrations of the correspondence bias. Their experiments serve as a tangible manifestation of the theories proposed by Gilbert & Malone, illustrating the bias's insidious nature. They emphasize that recognition of this bias in oneself and others is crucial to mitigating its impact, a point particularly salient for educators responsible for shaping young minds [6]. Their work acts as a bridge between theory and practice, suggesting that through awareness and deliberate cognitive effort, the detrimental effects of correspondence bias in educational settings can be curtailed. From a more realistic aspect, Riggio & Garcia provide a stark illustration of the consequences of unchecked correspondence bias through their analysis of the Jonestown massacre. They showcase how attributing behavior to dispositional factors while ignoring situational influences can lead to tragic outcomes [7]. This extreme instance highlights the urgency for educators to examine and continuously challenge their biases introspectively. In a similar vein, Garcia's research into the sex education of Latina youth demonstrates the real-world educational implications when correspondence bias intersects with cultural stereotypes and systemic prejudices. Cultural assumptions and environmental factors shape the bias on Latina girls, but innocent individuals are made accountable. When such arbitrary dispositional attribution occurs in educational settings, the adverse effects can be immeasurable. Her work reveals a disturbing trend in which students, especially those from marginalized communities, bear the brunt of these biases, affecting not only their educational experience but also their self-esteem and social identity.

Together, these studies, from Jones and Harris's foundational research to more contemporary analyses, create a compelling narrative for the need to address correspondence bias in educational systems. They highlight the necessity of multifaceted strategies, ranging from individual awareness to institutional changes, to combat the pervasive influence of the fundamental attribution error (or correspondence bias) and foster more equitable and inclusive educational environments.

3. Cultural Differences of FAE

Cultural differences play a crucial role in shaping our perceptions and understanding of others' behaviors, and it is inevitable to discuss cultural differences in the discourse about bias or stereotypes. However, whether there is a cultural difference in the case of correspondence bias remains in doubt. According to the previous studies, there are four relatively reliable explanations for why correspondence bias arises. First, the study by Krull and Dill shows that when participants were interested in the target's personality, they drew a dispositional inference, but when participants were interested in the target's situation, they drew a situational inference. The results suggest a nuanced understanding of inference processes: Participants tended toward dispositional inference when judging personality but shifted to situational inference when focusing on context [8]. This challenges the dichotomy between individualists' preference for dispositional explanations and collectivists' preference for situational explanations, suggesting that one might not expect cultural differences in

correspondence bias in such cases. Secondly, the bias can stem from expectational influences, where prior beliefs distort the interpretation of behavior severity, a phenomenon expected to transcend cultural boundaries. Lastly, the occurrence of correspondence bias might be due to a deficit in motivation or cognitive capacity to integrate situational variables into dispositional judgments. While one might posit that collectivists, accustomed to situational considerations, would be more adept at such integration, this is not a given. Their proficiency may not stem from enhanced motivation or cognitive faculties but possibly from heightened experiential exposure to situational assessments [9]. Nevertheless, there is skepticism around this assumption, suggesting that the relationship between cultural predispositions and correspondence bias is complex and not definitively understood.

Shweder and Bourne suggested that cultural differences in “dispositionalism” arise from a basic cultural orientation that predisposes individuals to prioritize either dispositional or situational factors [10]. Markus and Kitayama noted that in independent cultures, often Western ones such as the United States, the self is perceived as an autonomous, stable entity separate from social contexts [11]. Conversely, in interdependent cultures common in the East, such as India and Japan, the self is seen as inherently connected to one’s relationships and social roles. This difference in self-concept influences whether individuals naturally lean toward dispositional or situational explanations. In cultures that value independence, consistent behavior across contexts implies that identifying someone’s dispositional traits helps predict their actions. In contrast, in societies where the self is contextually interwoven, behavior is expected to fluctuate based on roles and circumstances, making situational factors more predictive than dispositional traits. Consequently, the emphasis on “dispositionalism” is stronger in cultures where understanding individual traits is crucial, and less so where situational dynamics have more predictive power. Align with those sociocultural perspectives, previous research does show that attribution from collectivist regions (e.g., Hong Kong) is more situational and less dispositional than attribution from individualist regions (e.g., U.S.), providing further evidence for the argument that cultural influence the direction of the initial automatic attribution [12, 13]. Due to the limitations of the mentioned study, the identified cultural differences may be issue-specific rather than indicative of broader cultural variations in attributional style, and the distinct historical, political, and economic contexts of the same issues in different areas may influence attributional differences more than overarching cultural disparities. However, the direction of attribution still depends on social context (i.e., history, politics, economics) rather than a universal cognitive bias.

Similarly, Morris and Peng found significant variances in how individualistic Americans and collectivist Chinese individuals attribute causes, especially in social deviance contexts, suggesting these differences are both extensive and cognitively ingrained [14]. Their research indicated that while Americans (individualists) and Chinese (collectivists) people perceive social entities differently due to cultural knowledge structures, these differences do not extend to the perception of inanimate objects. However, it is crucial to note that embracing a comprehensive social theory does not eliminate the possibility of more specific cognitive structures influencing cultural variances in causal reasoning. Regarding the depth of these cultural differences, one might consider an alternative view proposal that variations in explanations across cultures could reflect actual differences in behavior causes, not necessarily the cognitive mechanisms used in attributing actions to those causes. These differences could also be ascribed to less profound, language-based factors. In conclusion, while cultural contexts deeply and broadly influence causal attributions, these influences coexist with other specific cognitive and linguistic factors.

On the other hand, according to Krull and his fellow researchers, their results suggest that “correspondence bias is present in both individualist and collectivist cultures, that correspondence bias does not vary by culture, and that correspondence bias is unrelated to individualism and collectivism in self-construal” [9]. Nevertheless, the authors concede that if cognitive and

motivational elements vary among observers from diverse cultures, cultural distinctions are probable. Specifically, individualists frequently lean towards dispositional inferences, while collectivists tend towards situational ones. In other words, when situational factors are salient, individualists are more inclined to show more correspondence bias than collectivists. Yet, if the cognitive and motivational conditions of observers across cultures align, expected cultural disparities in these inferences would diminish. In consequence, the cultural difference between information processing and the cognitive state at the moment both play a role in whether correspondence bias occurs as a result of judgment [9, 14]. Collectivists and individualists may both draw dispositional inferences, but even though the judgment process from an initial inference to a revised inference could be essentially the same, the judgment content of the process -- dispositional explanations or situational explanations -- could differ depending on the cultural and social background. Therefore, it is essential to differentiate the tendency to prefer dispositional or situational explanations and the tendency to draw correspondent dispositional inferences (correspondence bias) into account [9].

The discourse on cultural variances in correspondence bias reveals intricate dynamics. Existing literature underscores that cultural backgrounds influence the predisposition towards dispositional or situational attributions, intricately linked to self-concepts prevalent in individualistic and collectivistic cultures [12-14]. However, the presence of correspondence bias, a specific type of dispositional inference, appears to be a more universally shared cognitive process, less affected by cultural orientation than previously assumed. Studies indicate this bias is consistently present across diverse cultural settings, suggesting a commonality in human cognitive processing [9, 14]. Nonetheless, the content of these inferences, whether dispositional or situational, can be culturally contingent, influenced by the broader social, historical, and economic contexts unique to each culture [5]. This highlights the complexity of correspondence bias as a cognitive phenomenon, suggesting that while its occurrence is widespread, its manifestations are not immune to the subtleties of cultural nuances. Thus, conservatively speaking, even though correspondence bias can be explained in terms of cognitive theory, it does not mean that, in reality, it is not necessary to take into account the results of the superimposed effect of different cultures with this cognitive error of attribution.

4. Further Implications in the Educational Settings

Assessment, no matter what form, is necessary in educational settings and omnipresent in any culture, so there is a crucial need for the pedagogy and technology developers to be aware of cognitive biases, especially the fundamental attribution error (i.e., correspondence error) that prevent instructors from making an accurate assessment in the classrooms so that the developers can provide appropriate assessment tools that capture such bias [15]. In the context of group projects and overall classroom assessment, according to Gweon et al., instructors often fall prey to the fundamental attribution error due to their limited perspective, primarily observing students during class sessions or formal meetings when students showcase their best behavior. Conversely, an observer participating in group work sessions is less susceptible to this error, as they witness students in their genuine working environment. This aligns with the principle that as one's distance from direct behavior observation increases, judgment errors tend to grow. In this case, the utilization of assessment tools emerges as a noteworthy strategy to enhance the fairness and accuracy of evaluations. In the same context, Pfingsthorn and Weltgen's recent study brings into the discourse the impact of FAE within assessment in foreign language education. Discussions within the realm of foreign language education have historically revolved around various factors such as learners' proficiency, personality traits, classroom behavior, and emotional and cognitive states. If foreign language educators are trained to adopt this perspective, they may unwittingly operate under the flawed assumption that certain profiles of foreign language learners are more desirable than others. This misconception can potentially lead to unfair assessments and inaccurate judgments. In addition, educators in inclusive educational settings often find

themselves overwhelmed when trying to support diverse learners in their foreign language acquisition efforts [16]. This overload can lead to increased stress levels and cognitive strain. Teachers also report challenges in building collaborative relationships with both students and fellow educators. Moreover, despite efforts to promote fair and objective assessment practices in foreign language education, the study indicates that pre-service teachers often exhibit automatic biases, particularly the FAE. Then, when these challenges are considered, it becomes clear that such conditions create fertile ground for the emergence of the fundamental attribution error and barriers to inclusive education.

Thus, it is vital to develop tools to provide instructors with a comprehensive understanding of group dynamics beyond their immediate observation and promote equity and objectivity in evaluating student performance. For example, the incorporation of separate panels for group and individual assessments within the Group Assessment Platform (GRASP) facilitates comparative analysis, enabling instructors to gauge the extent to which group performance influences individual assessments [15]. Furthermore, there is an urgent need for increased awareness and mindfulness among educators regarding the attribution of causal factors to student performance. For example, teachers' education programs should prioritize the promotion of evidence-based assessment practices, emphasizing that judgments should not be made in haste [16]. In addition, teacher-student familiarity and collaboration between tandem partners in the context of classrooms are important in countering FAE because individual consciousness emerges from collective life [5]. These findings are essential for promoting fairness and accuracy in classroom assessment, especially in inclusive education settings.

Besides teachers, students are also prone to overestimate internal causes for others' (i.e., teachers') negative behaviors due to the cognitive bias of fundamental attribution error (FAE). From students' perspective, how they attribute teachers' emotions of anger or aggression is significantly influential on the teacher-student relationship. McPherson and Young's study examines the relationship between teachers' expressions of their feelings of anger and students' perceptions of it. Specifically, students tend to attribute anger internally when teachers express it through aggressive means; however, this perception shifts when teachers communicate anger calmly and assertively [17]. While students recognize their role in provoking such emotions, they predominantly hold teachers responsible for the expression of that anger, a notion supported by the concept of the FAE. Furthermore, when students underperform, they are more inclined to blame their teachers, echoing a previous assumption that people evaluate another more harshly when they perceive negative behavior to be particularly internally motivated. Therefore, for optimal student-teacher dynamics, teachers should express and discuss their feelings assertively because teachers who aggressively and intensely show their anger could be seen as more responsible for their own emotions. Calmly discussing the problem with students, listening to students' input, and trying to be fair is crucial for building trust in educational settings [17].

In short, the role of cognitive biases, particularly the FAE, plays a significant part in educational settings, influencing both teacher and student perceptions. The necessity to address these biases is evident in the recurring challenges faced by educators in achieving fair assessments and fostering positive teacher-student relationships. As both parties strive for mutual understanding and communication, implementing tools and strategies to mitigate the impact of the biases becomes imperative in creating an environment conducive to genuine learning and trust.

5. Discussion

In contemporary educational contexts, the dynamics of teacher-student relationships are increasingly emphasized, especially among educators recognizing the challenges in cultivating collaborative relationships with students [16]. This study delves into the evolution of the fundamental attribution error, transitioning from a cognitive bias to a sociocultural element within educational biases. This

exploration highlights the complex interaction between cognitive and socio-cultural theories in educational research. The aim is to connect theoretical foundations with practical classroom outcomes, fostering a shift towards more inclusive, conscious, and equitable pedagogical approaches.

Regardless of potential cultural variances across nations concerning the influence of the fundamental attribution error (FAE) in classrooms and everyday life, this form of implicit bias – a particular kind of dispositional inference – seems to manifest as a universally prevalent cognitive mechanism, albeit at varying degrees in diverse cultural contexts. This underscores the importance of considering cultural factors when discussing the psychological and cognitive basics of the fundamental attribution error. Consequently, the pivotal concern is its impact on teacher-student interactions within educational environments because individual response emerges from the collective life, and teachers are an inseparable part of the classroom as a learning community [5]. While this review does not encompass prior discussions on the culturally dependent effects of other types of biases, it is conceivable that general bias discussions correlate with the findings of this, given the foundational nature of the fundamental attribution error to other explicit biases. Therefore, the examination of biases and stereotypes in educational contexts merits thorough scrutiny, research, and reflection from educators, highlighting the extensive path ahead for bias intervention. This review can be regarded as an initial step toward a holistic understanding of FAE, or correspondence bias, in practical scenarios, signifying a clear avenue for subsequent research and interventions.

6. Conclusion

This systematic review has critically examined the role of fundamental attribution error (FAE) as it transitions from a cognitive bias to a sociocultural phenomenon in educational settings. The findings highlight the universal presence of the FAE across cultural contexts, albeit with different manifestations, and its significant influence on teacher-student interactions. Recognizing the impact of FAE is critical to fostering collaborative and equitable educational environments. As this review suggests, there is an urgent need for educators to engage in deep reflection and develop interventions that address these biases. Moving forward, further research is essential to unpack the complexities of FAE and other related biases in education. The ultimate goal is to cultivate inclusive classrooms that support positive teacher-student dynamics and contribute to a more equitable educational landscape. This review serves as a call to action for sustained commitment to this end, encouraging a proactive approach to understanding and mitigating bias in education.

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ESL Instructional Practices and Teacher Preparation: A Mixed Methods Study at a Chinese International High School

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Abstract: This mixed methods study investigates ESL instructional practices at Shenzhen Experimental High School, a Chinese international secondary institution. The findings will provide data-driven insights into optimal teaching methods for Chinese adolescent ELLs. This holds significant implications for enhancing teacher preparation and professional development programs in international schools striving to meet the needs of diverse linguistic learners at Shenzhen Experimental to identify areas for improved professional development tailored to this context. The goal is informing data-driven reforms to enhance outcomes for the school's adolescent English language learners (ELLs). This research also provides an important foundation and model for future inquiries illuminating the multidimensional competencies that enable ESL teachers to create inclusive, linguistically responsive learning environments.

Keywords: ESL pedagogy, teacher preparation, professional development, Chinese ELLs, urban education

1. Introduction

With rising linguistic diversity, providing appropriate language support is essential but research on effective ESL teaching approaches in Chinese high schools remains limited [1]. English as a second language (ESL) learning are integral in China's rapidly expanding international school sector [2]. These multicultural environments necessitate strong language development and linguistic adaptation among Chinese adolescents studying within an English-speaking environment. With linguistic diversity rising across urban centers, schools must provide appropriate language support while upholding rigorous academic standards. This challenge becomes pronounced at Shenzhen Experimental School, an international Chinese secondary institution where English Language Learners (ELLs) take content classes in English alongside native speakers. Teachers must adapt their instructional strategies to ensure equitable achievement for the school's large ELL population. However, research elucidating effective pedagogical approaches for ESL teachers in urban environments remains limited [1], especially within the Chinese secondary school context.

The significance of this study lies in its contribution to understanding the complex issues related to urban ESL education. More broadly, this study offers an important model for qualitative and quantitative inquiry illuminating the multidimensional competencies that enable ESL teachers to

create inclusive, linguistically responsive learning environments. The findings will inform efforts to improve educational equity and outcomes for the growing population of urban secondary ELLs in China's rapidly internationalizing school system.

2. Literature Review

English language learners (ELLs) face unique challenges succeeding in mainstream urban high school classrooms [3]. Urban high schools present unique challenges for ELLs, including large classes, limited resources, and insufficient ESL training [4]. ELLs in these settings must overcome language barriers while meeting rigorous demands. Structured immersion helps develop English skills needed for content learning [5]. Explicit vocabulary and grammar instruction also aids comprehension [6]. However, this narrow linguistic focus overlooks ELLs' diverse backgrounds, which research shows necessitates culturally responsive teaching practices [7]. While studies identify effective ESL components, limited research examines optimal approaches for adolescent ELLs in mainstream urban high school classrooms, especially in Chinese contexts [8].

While research on Chinese international high schools remains limited, some studies offer insights on ESL teacher preparation in broader Chinese school settings. For example, Guo found professional development was key to improving teachers' implementation of communicative language teaching approaches. Moloney and Xu revealed teachers struggled to adopt new pedagogical beliefs without sufficient self-reflection and cultural awareness [9,10]. Wang, Bruce and Hughes advocated applying sociocultural learning theories to scaffold academic literacy through collaborative activities [11]. However, these studies focused on general contexts rather than international high schools specifically. Further research is warranted investigating best practices tailored to Chinese adolescent ELLs in international secondary school environments.

While quantitative measures evaluate teacher capacities and give overall assessment of teacher background portfolios, qualitative inquiry is needed to elucidate the nuanced struggles ELLs face and how competencies manifest in daily practices [12]. This study aims to address this research void by investigating practices among ESL teachers at Shenzhen Experimental School. It will elucidate relationships between teacher capacities and their instructional approaches with ELLs. The findings will strengthen teacher preparation and professional development to improve outcomes for this growing demographic.

3. Methods

This study employs a mixed methods approach combining surveys, interviews, and observations to develop a more robust analysis of the practices among ESL teachers. Mixed methods is appropriate for this research because the complex research questions require collecting multiple forms of data from both the teachers and student level angles [13]. The survey collected data from the school's 43 ESL teachers about qualifications, experiences, and self-efficacy. Frequencies and percentages were calculated for key survey variables including: TEFL certification, native English speaking status, years teaching English, and extended study abroad. Classroom observations of 10 teachers supplemented interviews to provide direct insights into pedagogical approaches employed. Observations help verify alignment between reported and actual practices. This multi-faceted design provides a comprehensive needs assessment to inform context-specific professional development. Additionally, ten teachers (4 foreign and 6 Chinese) participated in semi-structured qualitative interviews to gain further insight into their experiences and practices teaching English learners. The interview also reveals students perspectives towards teachers' instructional approaches. This answers questions about what teaching strategies are used and how/why teachers employ certain practices

based on students perceptions and beliefs. The following are questions asked to both the students and the teachers' end.

Table 1: Asked to the teachers

How does your developmental knowledge, professional orientations, and language capacities influence daily instructional strategies with your students?
What are the unique challenges that you have or had or have been facing in your day-to-day teaching practices?
Have you participated in teacher preparation program and what you were seeking from this practice?
How does teacher preparation and professional development programs support you with meeting the needs of ESL students?

Table 2: Asked to the students

What challenges have you noticed your ESL teachers facing in teaching learners in your school?
What more do you think your teachers need to know or understand to be more effective teachers?
What kinds of activities or assignments does your teacher use to help you practice and use English? How engaging or helpful are they?
How does your teacher check for understanding during lessons? Do they use any particular strategies to include ESL students?
How does your ESL teacher use your native language to support English learning if at all? How effective is this for you?

4. Results Analysis

The quantitative results revealed critical gaps in ESL teacher preparation at Shenzhen Experimental High School. Surveys revealed just 34% of ESL teachers held TESL or TEFL certification, despite literature emphasizing such training's importance for effective instruction [12]. Additionally, three of five had over 5 years of experience teaching English in Chinese classrooms. In terms of Chinese ESL teachers' overseas experiences, 95% had studied abroad in English-speaking countries for varying lengths of time, most commonly in the US, UK and Australia. However, only 15% considered themselves fully fluent and confident in teaching adolescent ELLs across proficiency levels. Students corroborated these efficacy gaps, stating teachers lacked strategies for differentiating between beginner and advanced students. As one interviewee shared: "My teacher only explains words once. If you don't understand, she moves on fast and you get more confused." This aligns with studies showing urban ESL teachers often struggle meeting students' disparate needs [14]. This limited efficacy hints at deficiencies in certification programs to ready teachers for mixed proficiency urban classrooms. Additionally, just three non-native teachers held TEFL credentials, indicating major gaps for locals teaching ESL [15]. With one-third of students being ELLs, Shenzhen Experimental needs significantly more qualified native and non-native ESL staff.

Students also desired more cultural awareness and SLA knowledge from teachers. Interviews illuminated how these teacher training gaps disadvantage ELLs. Students described teachers struggling to scaffold content and provide individualized support, consistent with research on urban ESL challenges [16]. A student explained: "I wish teachers understood more about how we acquire English over time and our different cultural learning styles." Reviews indicate cultural responsiveness and second language development knowledge are critical but often deficient teacher competencies [17]. Students believed such understanding could help teachers relate concepts using examples from Chinese culture as scaffolds. As one stated: "Use Chinese stories sometimes so we grasp ideas better."

Strategic native language support aids comprehension, but teachers lacked training in how to judiciously leverage L1 advantages [18].

While surveys indicated 95% of teachers had studied abroad, students considered this insufficient for developing cross-cultural awareness and full English fluency. For example, some teachers lacked strategies for promoting academic language while also developing social English. Students specifically noted needs for training in second language acquisition stages, differentiation, and cross-cultural awareness [19]. As an interviewee observed: “Just visiting America doesn’t mean teachers understand my culture or speak naturally.” Indeed, research shows substantial immersive experience is key for fluency and cultural augmentation [11]. Thus, findings converged to demonstrate urgent needs for robust training focused on differentiation, multicultural knowledge, strategic L1 use, and advanced oral fluency development to strengthen teachers’ capacities for effective ESL pedagogy in this context.

Regarding instruction, students desired more communicative activities but said teachers relied on repetitive lectures and worksheets [20]. They felt group discussions, simulations, and games would be more engaging while allowing authentic language practice. Students also highlighted the need for comprehension checks requiring demonstration of skills, rather than shallow yes/no questions [15]. This signals teachers may lack understanding of interactive techniques and multifaceted assessment beneficial for adolescent ELLs.

5. Conclusions

In summary, the results analysis highlights the importance of teacher education in providing effective language teaching and learning support for students, including enhanced differentiation training, cultural knowledge, and interactive pedagogies. The findings contribute specifically to research on components of quality ESL education for Chinese adolescent ELLs. This study’s quantitative and qualitative results highlight critical needs in ESL teacher preparation and classroom practices in Chinese urban high schools. The mixed efficacy and qualifications point to gaps in pre-service training and professional development, consistent with literature on essential teacher competencies [20,21]. Students’ perspectives further reveal areas for growth in differentiation, scaffolding, cultural knowledge, and activity design [22]. Taken together, the findings underscore key recommendations from research on components of quality ESL education [20,23]. Targeted improvements in teacher education can enhance pedagogical skills and knowledge to better serve diverse urban ESL learners. By illuminating context-specific instructional needs, this study provides a valuable model for conducting comprehensive, evidence-based assessments of teacher competencies to guide professional development improvements. Further research should continue investigating practices that optimize urban secondary ELL achievement.

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A Comparative Analysis of Banking and Problem-Posing Models in Online Platform

—An Action Research

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Abstract: This study explores the impact of two educational models, Banking Education and Problem-Posing Education, within the context of virtual classrooms. Rooted in the constructivist learning theory, which posits learning as an active, meaning-making process, the research aims to compare their effects on student engagement, proactiveness, responsibility, and learning outcomes. Theoretical analysis and practical implementation of these models were conducted in a participatory action research design, spanning three stages: theoretical analysis, implementation, and reflection and evaluation. Data was collected through eight weeks of virtual field notes, categorizing activities under banking or problem-posing education. Results suggest that the Problem-Posing model, in the virtual education realm, led to tangible improvements in student engagement and performance. Students exhibited greater autonomy, active participation, and collaborative problem-solving. This aligns with constructivist principles, emphasizing the social construction of knowledge. In contrast, the Banking model yielded a less positive response, marked by student reticence and disinterest. The findings contribute to understanding pedagogical practices in the digital age, emphasizing the practical application of constructivist principles in teaching.

Keywords: Problem-posing Education, Banking Education, Constructivism, Online Class engagement

1. Introduction

Educational theories offer various methods to promote student engagement and cognitive growth. Born in Brazil in the 20th century, the critical educator Paulo Freire introduced two radically different educational models: Banking Education and Problem-Posing Education[1]. Aligning these models through the constructivist learning theory, which posits that learning is an active process whereby

learners construct meaning[2], allows for a broader understanding of their efficacy, particularly in the context of modern education. This research aims to compare the impact of Banking Education and the "Problem-Posing" education model on student engagement, proactiveness, sense of responsibility, and learning outcomes in virtual classrooms.

Paulo Freire's educational framework consists of two distinctive pedagogical paradigms: the banking model and the problem-posing model. In the banking model, knowledge is vested in the all-knowing instructor, who serves as the depositor. Students, in this context, are cast as passive "containers" awaiting the infusion of knowledge from the educator[3]. Conversely, the problem-posing model represents an active learning approach, where teachers or students pose inquiries, and the entire class collaboratively explores solutions. This approach nurtures critical and creative thinking, contrasting with the mere transmission of knowledge. It emphasizes student participation in the knowledge creation process through dialogue, interaction, rigorous questioning of subject matter, and practical application in real-world contexts, thus enhancing learners' abilities[4]. In the problem-posing model, genuine learning arises from the collective actions, dialogues, reflections, and interventions of both educators and students within the classroom[5]. This approach also promotes classroom engagement and the exploration of fundamental concepts essential for addressing complex issues. These principles align with the constructivist perspective, which asserts that learning is an active and socioculturally situated process[2].

Through our literature review, we found that previous research has conducted comprehensive comparisons between the banking model and the problem-posing model within real classroom settings, unveiling significant distinctions between these two pedagogical approaches. Suarlin's quasi-experimental study in natural class groupings demonstrated the clear effectiveness of the problem-posing model in improving students' academic performance, compared to the conventional banking model. The banking model, with its one-way knowledge transmission, tends to neglect individual learner needs, minimizing student agency and classroom participation. In contrast, the problem-posing approach boosts student engagement, creativity, and active participation through interactive learning and critical thinking[6]. Observing the implementation of problem-posing principles within the classroom, as highlighted by Brown, the educational environment evolved into a platform where community issues and topics became the focal point of discussion and problem-solving opportunities. This transition empowered educators to delve into and challenge students' individual interests and beliefs, creating a classroom atmosphere better aligned with the preferences of adolescent learners. Consequently, students reframed their perspective of the classroom from a mere examination center to an environment of greater educational resonance[3]. In the domain of English language instruction, Nelson's application of the "problem-posing" model to young learners consistently demonstrated an inclination to accommodate each learner's distinctive realities. Characterized by a flexible and less standardized structure, this approach received a favorable reception among the student population[7].

Prior research indicates the significant advantages of the problem-posing model, including increased student engagement, enhanced creativity, and greater curriculum flexibility when compared to the conventional banking model. However, this research has mainly focused on these models in physical classrooms. Our objective is to investigate the application of these models in online education. Over the past few decades, the proliferation of computers and the internet has enabled remote learning opportunities for students across all levels of education. This has led to the emergence of K-12 online education. Despite the potential of these technologies, teachers often face challenges when incorporating them into their teaching methods[8]. Compared to traditional classrooms, virtual classrooms offer limited interaction in terms of quality and quantity due to the physical separation of teachers and students. This can result in decreased student engagement and the absence of face-to-face interactions, which may lead to missed nuances and visual cues. These disparities can affect the quality of the virtual classroom and student engagement[9]. Hence, the thrust of this participatory

action research lies in a comprehensive exploration of the divergent impacts of the banking model and the problem-posing model in the context of online virtual classrooms, situated within the framework of the modern digital age.

2. Methodology

2.1. Research Design

Our investigation employs a participatory action research approach, emphasizing the essential role of participants as integral members of the community under study. Within this framework, our goal is to examine and ultimately enhance the pedagogy and educational practices.

The research consists of three key stages:

- *Stage 1 - Theoretical Analysis:* This study focuses on Freire's two educational models, namely the Banking model and the Problem-Posing model. We begin with a theoretical analysis and a discussion of these models.
- *Stage 2 - Implementation:* Stage 2 consists of two substages. Given our findings in Stage 1, we proceed to implement the Problem-Posing model with the study's sample.
 - Substage 1 - Trial 1: Researchers implement the Problem-Posing model and maintain field notes on students' learning outcomes.
 - Substage 2 - Trial 2: Researchers reflect on the learning outcomes recorded in the field notes, summarizing findings and identifying limitations from the implementation in Substage 1. We then reapply the Problem-Posing model to the study's participants.
- *Stage 3 - Reflection & Evaluation:* In this stage, we evaluate the effectiveness of the two educational models using a quantitative scale of attitude and class engagement, as rated by the researcher.

2.2. Data Collection

Data will be collected through field notes, with the researcher maintaining eight weeks of virtual field notes from September to November 2022, as face-to-face interactions were precluded by COVID-19 procedures. The observations will be guided by specific criteria, including the ability and tendency of the students to complete assignments, the apparent effort they invest in completing assignments, and their understanding of the coursework. These observations then would be framed within the operational criteria, where mandated homework and guided presentations and lectures are categorized as aspects of the banking education model while allowing students to choose their readings, subjects, and homework assignments, as well as establishing dialogues with students, fall under the domain of problem-posing education. The collected data will primarily consist of both general and focused observations made on the two students, allowing the researcher to incorporate the two education models. Reflections on these observations will be conducted to further inform the analysis.

3. Stage 1: theoretical analysis

3.1. Banking Model

Paulo Freire's concept of banking education describes a pedagogical approach in which education is simplified to a process of depositing knowledge, with teachers acting as depositors and students as recipients. In this system, teachers deliver information and make deposits, while students passively receive, memorize, and reproduce this knowledge. This characterizes the "banking" model of

education, where students are limited to the role of receiving, storing, and regurgitating deposits. It is worth noting that in this system, individuals themselves are archived, rather than just knowledge[10]. Within the banking education system, the teacher-student relationship is static, with teachers assumed to be the sole bearers of knowledge. Teachers are often perceived as all-knowing, while students are regarded as having minimal knowledge. Teachers deposit knowledge into students' minds without encouraging them to question or think critically. In this framework, teachers are the thinkers, students are not; teachers select content, and students conform to it. Teachers hold authority, while students submit to it[4]. In the banking model of education, students do not actively participate in the co-creation of knowledge alongside teachers and their peers.

This method of presenting decontextualized information for rote memorization not only discourages active engagement but also contradicts findings in cognitive research, suggesting its ineffectiveness[11]. Scholars like Matusov critique this approach for its one-sided delivery of knowledge to passive students, portraying the world as static and unalterable. Consequently, while the banking education system may yield higher test scores, it falls short in enabling students to genuinely comprehend and critically master the acquired knowledge[4]. As a result, banking education is generally considered an ineffective pedagogical method.

3.2. Problem Posing Model

In opposition to the banking education model, Paulo Freire proposed the "problem-posing" educational approach[5]. Fundamentally, problem-posing learning is a model that requires students to generate questions and learn problem-solving by actively engaging in questioning. Embracing the problem-posing model instills in students the habit of inquiry and hones their ability to pose questions. This approach diversifies the sources of information for students, extending beyond teachers and fostering greater student engagement and active involvement in scientific analysis. The act of posing questions challenges students' thinking and enriches their knowledge base[6].

According to this model, teachers and learners collaboratively discuss and analyze their experiences, feelings, and perceptions of the world. The problem-posing model suggests that the roles of learners and teachers are fluid, allowing students to transition from passive audiences to essential co-investigators in dialogues with their teachers[10]. Regarding the teacher's role, Freire asserts that while teachers maintain authority, they should avoid becoming authoritarian. Their interventions are aimed at helping learners reflect on various aspects of their cultural, social, and gender constructs, thus promoting critical thinking among students[5]. In Freire's own words, "Teachers are no longer merely the ones who teach but those who are being taught in dialogue with students, who, in turn, while being taught, also teach"[11]. The implementation of the problem-posing teaching method not only elevates the rigor of the classroom but also empowers learners to shift from rote memorization to critical thinking and creativity. Simultaneously, the teacher's role evolves from being the controller of information to a facilitator[3].

3.3. Unpacking Pedagogical Strategies of Banking Model and Problem-Posing Model

In order to assess the performance of the banking model and the problem-posing model in virtual classrooms, it's essential to understand how these approaches are implemented. Firstly, the banking education model represents a traditional teaching method that often relies on predetermined, curriculum-centered course materials, syllabi, or manuals without considering the perspectives or prior knowledge of learners[5]. Learning within this model primarily involves activities such as reading, observing, listening, and imitation, resulting in superficial changes in behavior or appearance[6].

Secondly, let's delve into the fundamental applications of the problem-posing model. Freire's generative themes approach promotes student-centered learning, emphasizing that teachers don't merely accept students' knowledge, emotions, and understanding without questioning. Teachers actively facilitate the learning process, and both students and teachers play pivotal roles in this approach, fostering an environment of mutual trust and forming non-hierarchical learning circles[4]. Dialogues are foundational in problem-posing classrooms, serving as a bridge between educators and learners[1].

3.3.1. Building a Trusting Atmosphere

Freire advocates that humility and respect create an atmosphere characterized by trust. In many cases, learning occurs when there's mutual respect and understanding between teachers and learners. Teachers challenge and guide learners' emotions and knowledge, allowing for meaningful learning to take place[5].

3.3.2. Non-Hierarchical Learning Circles

Learning circles, which operate in a non-hierarchical fashion, provide a platform for participants to discuss generative themes relevant to their lives. Creating a democratic space where every voice is given equal importance is crucial. This often requires proactive efforts as it doesn't typically develop organically. It might involve challenging existing power dynamics related to culture, gender, and social hierarchies. Within learning circles, progress is made collectively, not limited to isolated "star students"[6].

3.3.3. Fostering Dialogue

Dialogue is the catalyst for the transformation of existing ideas and the generation of new knowledge. To achieve this, it's imperative to establish a "dialogic" relationship between teachers and students. Human development occurs not in silence but through language, action, and reflection. Dialogue thus stands as a cornerstone of the learning process. Facilitating dialogue between two engaged parties promotes mutual goodwill, signifying a courageous act, not a display of weakness[5]. Furthermore, it's crucial for questions to be raised by either teachers or students to provide a context that resonates with the students, enabling them to relate the learning content to their personal experiences. When tasks are genuinely relevant to students' lives, they transcend mere grading instruments[11]. Teachers should create pertinent contexts, present questions or challenges, and collaborate with students to scrutinize and resolve these issues. This approach encourages students to challenge their existing thought structures and accumulate new knowledge[6].

4. Stage 2: implementation

4.1. Substage 1

In the participatory action research aimed at contrasting Freire's Banking and Problem-Posing education models, observations from Substage 1 revealed significant insights. Notably, within Field Note 1, a transition to a new reading platform demonstrated adaptability among students, indicating a departure from the passive absorption advocated by the Banking model towards the more interactive Problem-Posing approach. Moreover, students choosing longer and more complex passages, coupled with instances of peer learning, highlighted a shift from mere receivers of knowledge to active participants in their learning journey. However, Field Note 2 exposed limitations in applying the Problem-Posing model, especially when technology failed to act as a facilitator. When students turned off their cameras, it posed a challenge in maintaining the dialogical method central to Problem-Posing.

Furthermore, a basic understanding of fractions with denominators was noted, but students struggled with denominators, revealing gaps in conceptual understanding that the Problem-Posing model aims to fill through dialogue and reflection. Continuing with Field Note 3, the persistent struggle with common denominators accentuated the need for revisiting foundational concepts within the Problem-Posing framework, which was not adequately addressed in the Banking model. The presence of technology, while initially thought to be beneficial, did not necessarily equate to higher engagement or understanding, marking a critical reflection point for integrating digital tools in Problem-Posing education. Lastly, Field Note 4 emphasized that students' reluctance to engage with longer reading passages and the technical difficulties experienced shed light on intrinsic motivation issues and the importance of a responsive educational setting, which are crucial elements in Freire's dialogical model.

These observations call for strategic improvements in substage 2. Addressing technical difficulties by implementing backup plans and ensuring a range of engagement strategies will be crucial. Conceptual understanding must be deepened through varied teaching methods, such as visual aids and interactive activities that encourage a hands-on approach. Balancing peer dynamics and ensuring all students are active contributors will foster a more inclusive learning environment. Lastly, aligning closely with the principles of Problem-Posing education, by creating dialogues that promote critical thinking and student-generated problems, will be vital in overcoming the limitations observed in **Substage 1**.

4.2. Substage 2

In the exploration of Freire's pedagogical models within the virtual fieldwork setting, Field Note 5 from Substage 2 provides direct evidence contrasting the Banking and Problem-Posing education models in a practical context. During a reading comprehension session with Student A and Student B, a pivot in the students' enthusiasm was observed upon shifting from a mathematical focus to a reading comprehension activity. The initially planned 45-minute session was condensed to 30 minutes at the students' request due to their eagerness to participate in Halloween festivities. Despite this reduction in time, the students committed to focusing intently and working diligently, exemplifying the central tenet of the Problem-Posing model that values active engagement and critical thinking over passive reception of information. Notably, the students' improvement in reading comprehension and their critical thinking during the activity were marked. Student A's willingness to work through unfamiliar words with the aid of Student B and myself, and notably, Student B's proactive approach to seeking help with an unfamiliar word, illustrates a significant engagement with the learning material. This dynamic where students support one another and actively engage with the content exemplifies the collaborative and dialogic approach emphasized by Freire's Problem-Posing education. The observations noted in Field Note 6 continue this theme, where the flexibility offered to the students, allowing them to finish the session early in exchange for focused work, appeared to result in increased productivity. This instance not only reflects the adaptability necessary in educational settings but also underscores the importance of motivational factors in student engagement, an aspect sometimes overlooked in the more rigid Banking model. In the mathematics-focused Field Note 7, a collaborative 2-on-2 tutoring session was organized to provide additional support to Student A in mathematics, as suggested by the school supervisor. The involvement of multiple tutors, as well as the supervisor's direct engagement in monitoring the session, provided a structured yet interactive environment conducive to the Problem-Posing model. The students' engagement was high, and the competitive yet collaborative dynamic between Student A and Student B, especially in the instances where they competed to answer first or helped each other, reflects an active and problem-oriented learning approach.

The reflection on these field notes suggests that a condensed yet intensive and engaging learning session can be more effective than a longer, less focused one. The Problem-Posing model's focus on

critical thinking and collaboration was evident in the students' active participation and willingness to engage with complex texts and mathematical problems. Conversely, these observations also point to limitations inherent in the Banking model, where a more rigid approach may not account for individual student needs or foster the same level of critical engagement.

These field notes provide valuable insights into the practical application of Freire's educational models, with evidence supporting the effectiveness of a Problem-Posing approach in engaging students actively and collaboratively in their learning process.

5. Stage 3: reflection and evaluation

In the third stage of this action study, we assess the effectiveness of the two models by employing a quantitative scale to measure attitudes and class engagement. These assessments are conducted by the researcher. Following each section of the study, the researcher evaluates students' average learning outcomes across two distinct categories: learning attitude and class engagement, using a rating scale ranging from 0 to 4. It is important to mention that no grades or test performances were collected during this evaluation, owing to privacy and ethical considerations. It is noteworthy that the coding of these two variables was performed by a single researcher, ensuring the data's reliability.

Figure 1 illustrates the results of the utility of the two teaching models throughout class time over the eight-week period. The rating scale used for this assessment ranges from 1 to 4, with 1 representing the lowest score and 4 indicating the highest. The average scores for attitude and engagement during weeks 7 and 8 stood out as the highest throughout the eight-week duration.

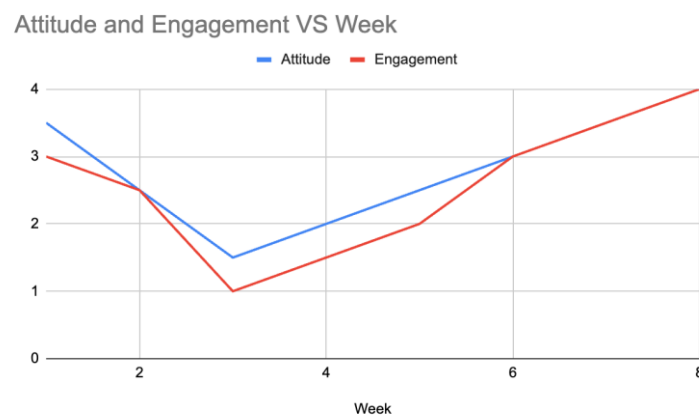


Figure 1: Students' Attitude & Engagement VS. Week

A detailed examination of the field notes indicates that the problem-posing method significantly influenced these scores. Both Field Notes 7 and 8 highlight instructors employing an interactive teaching approach, encouraging students to actively analyze and resolve ratio problems, aligning with the principles of the problem-posing method.

In week 2, students demonstrated moderate attitudes and class engagement, as depicted in Figure 1. According to Field Note 2, both banking and problem-posing teaching methods were introduced; however, it was the problem-posing method that fostered active problem-solving and critical thinking. Conversely, week 3 recorded the lowest average score. One plausible explanation could be the limited interaction among students, the instructor, and peer-to-peer interactions. Field Note 3 emphasizes the absence of the problem-posing educational method during this week.

Upon reflection on our study, it becomes evident that students' attitude and class engagement demonstrate a positive correlation with the implementation of the problem-posing model, underscoring its efficacy in comparison to banking education. This finding provides evidence

supporting the beneficial impact of problem-posing models in learning situations. It suggests the need for further exploration and implementation of these models in similar educational settings, emphasizing the potential for future research to delve deeper into their effectiveness.

6. Discussion

6.1. Implications

Our research is rooted in the theoretical framework established by Paulo Freire's two educational models. In the context of online education and constructivism, our study illuminates the discernible positive effects on various aspects of the educational experience—student engagement, initiative, responsibility, and learning outcomes. Central to our findings is the observation that an emphasis on dialogue and collaboration in this educational paradigm cultivates a more profound and enduring connection between students and the subject matter, thereby encouraging the development of lifelong learning habits and critical thinking skills. Moreover, this pedagogical approach positions students as active and engaged participants in their own educational journey, a critical imperative in the face of our rapidly evolving and information-abundant world.

In a larger context, problem-posing pedagogy can be considered as an application of constructivist learning theory. Constructivism asserts that learners actively construct knowledge individually and socially[2]. This theory emphasizes that learning is an active process, involving interaction between learners and the world. Language plays a crucial role in learning and influences the process. Learning is inherently social, involving interactions with teachers, peers, family, and acquaintances. Recognizing the social aspect of learning is essential for successful education. In contrast to traditional approaches that isolate learners, problem-posing education acknowledges the social nature of learning and integrates dialogue, interaction, and collaborative knowledge application into the learning process[2].

6.2. Limitations

The limitations of this study warrant careful consideration. Notably, the utilization of a small and highly specific sample, comprising just two students from St. Anthony's School, raises valid concerns about the study's external validity and representative nature of the sample. Although this limited sample size facilitates thorough documentation and close observation of the selected participants, it presents challenges when attempting to extrapolate the findings to a broader educational context. The distinctive characteristics of the two students may not be representative of the wide spectrum of experiences and responses encountered in larger, more diverse populations. As such, this study can be regarded as a case study rather than full blown experiment. And in order to establish a causal relationship between the effectiveness of the pedagogies of interest here, we suggest conducting an experimental study with a larger sample size.

Additionally, the choice of a convenient sampling method has the potential to introduce bias in participant selection, stemming from factors like availability or willingness to participate. This bias could skew the study's outcomes and restrict their broader applicability. The generalizability of the findings to other educational settings or student populations is thus compromised. Furthermore, the reliance on virtual data collection, necessitated by Covid-19 restrictions, may limit the depth of interactions and observations, which is particularly concerning as it may hinder the capture of the full spectrum of nuances in student behavior and responses.

7. Conclusion

Using a participatory action study, our study's result suggests that the problem-posing educational methods, in the realm of virtual education, produced discernible, real-time improvements in student engagement and performance, as marked in Stage 3. Students exhibited greater willingness to complete their assigned tasks, were more attentive in class, demonstrated increased problem-solving autonomy, and engaged more actively with both their peers and the teacher. In the problem-posing model, education transforms into a collective, collaborative, and societal endeavor characterized by cognitive dialogues among participants[5]. This is consistent with the constructivist view, which emphasizes that learners construct knowledge and meaning individually and in a social context during the learning process[2]. Thus, we view problem-posing as a practical application of constructivist principles in teaching. In stark contrast, the banking educational methods yielded a less positive response from students, who tended to be reticent and withdrawn, exhibited a visible lack of interest in the content, and displayed hesitancy in completing their assignments. The finding of this study aligns with what Freire contends, the oral curriculum, reading requirements, 'knowledge' assessment methods, the distance between the teacher and the learner, and promotion criteria in the banking model are all employed to eliminate critical thinking, embracing instead an immediate and utilitarian approach[3].

The study's limitations, particularly the small sample size and potential bias, should serve as a foundation for future research, prompting researchers to address and expand upon these constraints. Subsequent studies may consider enlarging the sample size to enhance generalizability and mitigate potential biases. Moreover, they could explore alternative data collection methods, potentially integrating both virtual and in-person approaches when feasible, to enrich the depth of observations. These refinements will contribute to a more comprehensive understanding of pedagogical practices and their applicability in broader educational contexts.

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Zhiwo Xu, Yingshan He, and Chun Wang contributed equally to this work and should be considered co-first authors.

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Appendix

Field note	Raw data
Field note 1 Attitude: 3.5 Engagement: 3 In the first session, the students were introduced to the program and the instructor. - Enthusiasm seems to be high - Student engagement was also high - Method of instruction included a mix of the problem solving method and the banking method. The reason for the utility of the banking method was to grant students an idea of the novel course content, give them an outline of the course, and imbue them with the expectations of the program.	Technical issue and problem solving Student engagement and progress Collaboration and support Independent problem solving - My tutoring session with Students A and B began on Thursday afternoon from 4:15 pm to 5 pm. Due to technical issues, I was unable to share my screen on Zoom. The session was delayed for 10 minutes until I used my iPad to share the screen. Once we started, both students were enthusiastic about reading comprehension. I introduced a new website aimed at improving the skills of Grade 6-8 students. While the passages on this site were shorter than those on the usual website, the vocabulary was more challenging. After completing the first passage, Student B asked to return to the previous website to continue reading there. On returning, they chose medium to long passages ranging from 600 to 800 words. This was a marked improvement as in previous sessions, they had only chosen passages of 300-400 words. Although the passages on this new site were shorter, they presented a greater vocabulary challenge. After completing one passage, the students expressed a desire to return to the original site with Grade 5 reading level content. Initially, I assumed they were opting for an easier route, but they surprised me by selecting passages that were 600-800 words long. This choice indicated significant progress, considering their previous preferences. Additionally, when Student A mispronounced a word or didn't understand its meaning, Student B courteously corrected or explained it. Another positive change was their increased willingness to tackle comprehension questions. Previously, they would often seek help or say they didn't know the answer. In this session, when encouraged to "just guess or pick one," they frequently answered correctly and seemed more confident. The session concluded 10 minutes earlier than scheduled because both students were tired from track and field activities.
Field note 2 Attitude: 2.5 Engagement: 2.5 In the second session, the focus shifted to mathematics, specifically the topic of fractions, which is a part of the students' curriculum. Student A displayed proactive leadership, indicating a positive attitude by taking the initiative to introduce both participants and outline their learning needs. The engagement level was moderate; while the students were able to work through problems with like denominators after some practice, challenges arose when the problems involved different denominators, highlighting a gap in understanding. The teaching strategy employed a blend of the banking and problem-solving methods. The banking method was	1. Attitude Proactive leadership and introduction Reflection on teaching practice and future adjustments 2. Engagement Engagement with mathematical concepts Peer assistance and independent work Understanding and applying math procedures Challenges in conceptual understanding same school. We delved into the topic of fractions, which is part of their Mathematics curriculum. When we first met, Student A took on a leadership role, introducing both of their names, presenting topics they needed assistance with, and elaborating on their recent learnings, such as understanding that 50% equates to $\frac{1}{2}$ and 100% to $\frac{1}{1}$. Focused Observations: We transitioned to reviewing fraction calculations, focusing on addition and subtraction. Starting with simpler problems, where fractions had the same denominators, I observed that after a few rounds, both students could arrive at the correct answers. However, Student A often assisted Student B until I intervened to ensure Student B tackled questions independently. It was clear

particularly utilized to establish a foundational understanding of new mathematical concepts and to set clear learning expectations, while the problem-posing method encouraged active problem-solving and critical thinking.	process step-by-step, ensuring they followed along. I emphasized the need to first find a common denominator. After working through five example problems, I set them practice questions. They requested to turn off their cameras, which I didn't allow due to the importance of seeing their reactions for effective teaching. Surprisingly, they finished quicker than expected but had incorrect answers. Their approach was fundamentally flawed; they simply added numerators and denominators without seeking a common denominator. We revisited the steps, but our time ended soon after, with both students needing to leave. Reflections: In my teaching approach, I tried to incorporate elements of both banking education and problem-posing education. For mathematics, following a set method (akin to banking education) is often necessary. However, I also tried to give them autonomy in how they tackled problems, aligning with problem-posing education. Post-session, I realized the importance of ensuring students internalize the problem-solving process. Rather than merely inquiring if they've understood, it might be more productive to have them teach the process back to me. I intend to
Field note 3 Attitude: 1.5 Engagement: 1 In the third session, the students' grasp of fractions had not improved, and their participation waned. Student A faced technical disruptions, while Student B showed limited recall of past lessons. Tardiness and minimal session engagement were issues, and the mixed teaching methods had limited success. Encouragement was used to boost confidence, highlighting a need for more engaging and retention-focused strategies moving forward.	1. Attitude Misunderstanding of concepts Intermittent connectivity and involvement 2. Engagement Reduced engagement with learning tools Punctuality and partial participation Struggle with mathematical fundamentals Encouragement in the face of errors continued our lessons on fractions. Unfortunately, neither Student A nor Student B showed significant improvement from last week. They still misunderstood the concept of adding fractions with different denominators, thinking both the numerator and denominator could be directly added. Unlike the previous week where they shared a device, they now had separate devices but exhibited decreased engagement, often evading questions or muting their mics to chat with classmates. Focused Observations: In the hour-long session with Students A and B, they were tardy, participating for only about thirty minutes. I along with another tutor, had prepared notes detailing the process for adding. Using the practice booklet, we walked her through a problem. When tasked to solve $\frac{1}{2} + \frac{2}{8}$ on her own, Student B arrived at an incorrect answer of $\frac{3}{10}$. This underscored her struggles with finding a common denominator. During our work with Student B, Student A intermittently joined but was frequently disconnected. Efforts to engage her were fruitless. To involve Student B more actively, we prompted her to explain each step of her problem-solving process. Eventually, she managed to solve a question independently before the session's end. We urged her to practice more and to bring relevant materials to the next session. Reflections: A commendable technique employed by my partner was the manner in which they responded to incorrect answers. Instead of bluntly stating the wrongness, they used encouraging phrases like "almost there" or "getting close." I found this constructive as it motivated the student to
Field note 4 Attitude: 2 Engagement: 1.5 In the fourth session, the focus was on reading comprehension at a grade 5 level to accommodate both students. Technical issues led to a late start, and the students' reluctance was palpable, hinting at an obligatory rather than an enthusiastic participation. Despite this, there was a moderate level of engagement as they alternated reading and helped each other with difficult words. Their attitude suggested a preference for easier tasks, as evidenced by the choice of shorter passages. The session involved a collaborative approach to reading and understanding texts, but the lack of enthusiasm and voluntary participation raised	1. Attitude Indications of reluctance Inconsistent learning reflections 2. Engagement Late arrival and technical setbacks Cooperative reading practice Shared effort in comprehension

concerns about their intrinsic motivation and the effectiveness of the learning experience.	My scheduled tutoring session with Students A and B was set for 4:15 pm - 5:15 pm on Thursday, Oct 6th, 2022. Regrettably, they both arrived 15 minutes late due to technical issues and logged in at 4:45 pm. Upon joining, they kept their cameras turned off due to further technical complications, preventing me from seeing their facial expressions. Instead of continuing with fractions, we shifted our focus to reading comprehension. Given the grade difference between the two students, I chose to concentrate on grade 5-level reading materials. We collectively worked through three reading comprehensions, with both students actively participating by alternately reading passages and responding to questions. Focused Observations: Upon joining the session late, and after settling on reading comprehension as our activity, I presented a selection of both fiction and non-fiction reading passages for the students to pick from. Notably, I overheard Student A suggest choosing a passage with the "least word count." This sentiment perhaps reveals the students' reluctance in prior classes, indicating a lack of enthusiasm and curiosity. It seems as though their attendance at these sessions might be obligatory rather than voluntary, which might also explain their consistent reports of not learning anything new during the week. To boost engagement, I encouraged them to alternate reading. During this, whenever Student A stumbled over unfamiliar words, Student B was quick to help either by correctly pronouncing the word or explaining its meaning. After reading, we transitioned to comprehension questions. The students continued their pattern of taking turns responding. For more detailed queries, like summarizing the reading in their own words, I had both students provide individual answers.
Field note 5 Attitude: 2.5 Engagement: 2 The fifth session, while initially met with muted enthusiasm, saw an uptick in both attitude and engagement after the students were offered the incentive of ending early in anticipation of Halloween activities. Although the session was shorter, both students agreed to concentrate their efforts. This resulted in productive reading comprehension exercises, with both students improving their skills and Student B notably taking the initiative to seek help. This demonstrated that with the right motivation, students are capable of engaging deeply and effectively, even within a limited time—reflecting the efficacy of adaptable teaching strategies that cater to students' immediate interests and energy levels.	1. Attitude Hesitant participation Increased willingness to engage Proactive learning behavior 2. Engagement Subdued energy but cooperative effort Condensed but productive session Mutual assistance and progress well-being, I inquired if they'd like to continue with mathematics. Their response lacked enthusiasm, so both students A and B opted to pursue reading comprehension. Contrary to the planned 45-minute session, we only worked for 30 minutes, as both students were keen to decorate their doors for Halloween. However, they both committed to focusing intently and working diligently during the shortened timeframe. Focused Observations: At the onset of the tutoring session, the students' energy levels seemed somewhat subdued. Drawing from my experience the prior week, I was aware both had track and field activities on Thursdays. When I asked if they had such an event that day, they responded in the negative. They mentioned their upcoming Halloween classroom decorations. To motivate them, I proposed that if they demonstrated hard work and progress during the session, and with their teacher's approval, they could finish 10 minutes early – just as we did the previous week due to their track and field commitments. This suggestion invigorated their enthusiasm. They eagerly dove into reading comprehension exercises, tackling both a fiction and a non-fiction piece, each roughly 600-700 words in length. Their comprehension skills showcased marked improvement and their critical thinking was evident. During the session, they alternated reading aloud. Whenever Student A stumbled on unfamiliar words, both Student B and I assisted in explaining and refining pronunciation. Interestingly, there was a moment when Student B, for the first time, proactively sought help with an unfamiliar word, signalling an increased eagerness to learn.
Field note 6 Attitude: 3 Engagement: 3 In the sixth session, despite starting with a lack of excitement, the students' attitudes and engagement levels improved significantly. The promise of an early finish for Halloween preparations spurred their willingness to focus on reading comprehension tasks. Student B's unprecedented request for help with a word showed a new level of engagement and interest in learning. Their commitment resulted in a productive session, with better critical thinking	1. Attitude Initial lack of enthusiasm Rejuvenated interest Proactive inquiry 2. Engagement Commitment to focus Collaborative learning Active participation half an hour. As the afternoon session started and after greeting them and asking how they were, I inquired if they'd like to work on mathematics. Their responses weren't enthusiastic, leading both students A and B to decide on continuing with reading comprehension. Rather than the allocated 45 minutes, we worked for just 30 minutes because they wanted to decorate their doors for Halloween. However, both committed to being highly focused and industrious during that time. had ended 15 minutes early with the teacher's consent. After my proposal, their enthusiasm seemed to be rejuvenated, and they expressed interest in working on reading comprehension. We delved into two different readings, one fiction and one non-fiction, each spanning approximately 600-700 words. Both students demonstrated improvement, notably in their critical thinking during comprehension exercises. As they took turns reading, whenever student A stumbled over unfamiliar terms, both student B and I helped with explanations and corrections. Interestingly, at one point, student B sought clarification on a word, which was a first. Their

displayed in comprehension exercises. This session exemplified the effectiveness of adaptive teaching strategies that harness student enthusiasm and foster collaborative learning, aligning with the principles of problem-posing education.																							
Field note 7&8 Attitude: 3.5/4 Engagement: 3.5/4 The 7th and 8th section conducted in a collaborative two-on-two format, was tailored to enhance Student A's understanding of mathematics, particularly ratios. Despite an initial lack of enthusiasm, both students, A and C, committed to an intensive 30-minute learning period due to the incentive of Halloween activities. This session witnessed a significant improvement in Student A's engagement, bolstered by direct support and the presence of a learning partner. The students actively engaged with the material, demonstrating an increased level of critical thinking and collaboration, a departure from previous sessions. The tutors employed a dynamic teaching approach, encouraging students to actively dissect and solve ratio problems, which mirrored the problem-posing educational method's emphasis on active engagement and critical dialogue. The session's success was marked by timely task completion and a healthy competitive spirit between the students, indicating a strong collaborative learning culture. In this final session, the student-centered approach and adaptive teaching strategies proved effective, with both students displaying a high level of engagement and a positive attitude toward their work. The session underscored the value of responsive teaching and the power of motivation in enhancing student learning experiences.	1. Attitude Pre-session proactive support Positive response to structured guidance Active participation noted by Tutor 2. Engagement Collaborative learning environment Students involvement in Problem-solving Eager participation and peer support Before the tutoring began, we received feedback from Student A's teacher suggesting heightened support for him, especially in mathematics. Recognizing the importance of interaction for Student A, we ensured he had a learning partner during the session. The supervisor's intention to closely monitor our session and take immediate corrective action Exercise 5 Shontelle solves three math problems in four minutes. a. Use this information to complete the table below. <table><tr><td>Number of Questions</td><td>3</td><td>6</td><td>9</td><td>12</td><td>15</td><td>18</td><td>21</td><td>24</td><td>27</td><td>30</td></tr><tr><td>Number of Minutes</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> b. Shontelle has soccer practice on Thursday evening. She has a half hour before practice to work on her math homework and to talk to her friends. She has 20 math skill-work questions for homework, and she wants to complete them before talking with her friends. How many minutes will Shontelle have left after completing her math homework to talk to her friends? Use a double number line diagram to support your answer, and show all work. (Example question) My co-tutor and I alternated our teaching responsibilities, taking turns guiding the students through each problem. Our approach had the students first read the question aloud, followed by collaboratively identifying the key information it provided. Given the topic, many questions offered hints or presented an initial ratio. As tutors, we prompted the students to discern the relationship between number sets and start by populating a ratio table. Throughout the session, I noticed a marked change in Student A's behavior compared to previous sessions where he worked solo. There were instances when both students eagerly competed to answer first. Furthermore, Student C showed a collaborative spirit, stepping in with her answer whenever Student A faltered.	Number of Questions	3	6	9	12	15	18	21	24	27	30	Number of Minutes										
Number of Questions	3	6	9	12	15	18	21	24	27	30													
Number of Minutes																							

The Impact of Adverse Childhood Experiences on Self-esteem of Emerging Adults

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Abstract: This study quantitatively assessed the impact of adverse childhood experiences (ACES) on self-esteem levels in emerging adults, with a particular focus on a cohort of undergraduate students in China. The study drew 50 participants from three different Chinese universities using the modified and translated Rosenberg Self-esteem Scale and the culturally adapted ACE questionnaire. The findings confirm the profound and lasting impact of adversity in early childhood on self-esteem, particularly within the unique sociocultural framework of Chinese society. The study highlights the need for culturally coordinated education and psychological interventions to meet the specific needs of individuals with a history of ACE. Future research directions are suggested, highlighting the need for broader, more representative samples and longitudinal study designs to further elucidate the long-term trajectory of self-esteem development after ACE.

Keywords: Adverse Childhood Experiences (ACEs), Self-Esteem, Emerging Adults, Chinese College Students

1. Introduction

During the transition from adolescence to emerging adulthood, individuals face a complex array of new responsibilities and unexpected challenges. Engaging with the workforce, participating in society, managing family duties, and navigating personal relationships emerge as key developmental tasks during this phase, highlighting the need for a strong sense of self and resilience [1]. In this critical transition period, self-esteem becomes a crucial psychological factor, greatly influencing both the quality and progression of an individual's developmental path. Emerging adults exhibit an intrinsic inclination towards societal participation as a mechanism for fostering maturity and autonomy. However, the pathway to such developmental milestones can be fraught with unanticipated impediments, the severity of which may vary based on underlying psychological factors. Of these, self-esteem is perhaps one of the most influential, having been the subject of extensive scholarly discourse. Elevated levels of self-esteem in adolescents have been empirically linked with a coherent self-concept, facilitating a more discerning approach towards life choices and vocational aspirations. Also, it serves as a psychological fortress against stressors and depressive symptoms, thereby enabling a smoother transition into adult roles and responsibilities [2].

Conversely, a deficiency in self-esteem can engender a constellation of maladaptive behaviors and psychological ailments. Adolescents with diminished self-esteem often manifest self-inhibitory tendencies, which can precipitate a range of internalizing and externalizing issues [3]. Such a

psychological landscape not only corrodes pre-existing interpersonal relationships but also functions as an impediment to the formation of new, healthy social bonds. The culmination of these negative trajectories significantly elevates the risk of developing depressive disorders and other psychopathological symptoms [4].

Within the vast array of factors that may shape self-esteem, Adverse Childhood Experiences (ACEs) emerge as a pivotal point of scholarly attention. These events span a wide range of traumas from various forms of abuse to household instabilities and neglect, the repercussions of which extend far into adult life, shaping emotional well-being and psychological resilience [5]. Existing literature robustly substantiates the long-term detrimental effects of ACEs on self-esteem, revealing a causative pathway that extends into the critical years of emerging adulthood [6]. The toxic influence of ACEs aggravates the challenges young adults face, amplifying maladaptive behaviors and reinforcing existing psychological vulnerabilities.

It is worth noting that, it is crucial to examine these dynamics through the lens of Chinese cultural and societal norms. Unique cultural values, familial obligations, and social expectations inherent to the Chinese context may interact differently with self-esteem and ACEs [7]. Such cultural specificities make the study of ACEs' impact on the self-esteem of Chinese college students an urgent research priority. The imperative to explore this subject deepens when one considers the broader applications of this research. A comprehensive understanding of the complex relationship between ace and self-esteem can serve as a cornerstone for designing culturally sensitive educational programs in this population [8].

2. Method

2.1. Participants

A total of 50 undergraduate students from 3 different universities in China including 22 females and 28 males were randomly selected for this study. Respondents were restricted to undergraduate students born and raised in China, but ethnicity was not constrained. This was done to ensure that the children were exposed to ACEs in the context of China and growing up in the Chinese society. Researcher wanted to construct a sample base that met the research criteria but also had diversity.

2.2. Measurements

2.2.1. The Rosenberg Self-Esteem Scale (RSES)

To penetrate the intricate veil of self-esteem, The study turned to the tried-and-true Rosenberg Self-Esteem Scale. Translated meticulously into Mandarin and sprinkled with culturally relevant nuances, this 10-item scale served as the trusted tool for gauging the participants' sense of self-esteem.

2.2.2. Modified Adverse Childhood Experiences (ACEs) questionnaire

The extent and influence of ACEs were evaluated using the adapted version of the Adverse Childhood Experiences Questionnaire, as modified for and validated within the Chinese demographic [9]. This questionnaire, a self-report tool, comprises 10 items that scrutinize different facets of childhood adversity. These include emotional, physical, and sexual abuse, alongside elements of family dysfunction like neglect and familial strife.

2.3. Data Collection Procedures

Participant recruitment was conducted directly via an online platform after ethics committee approval. Consent form was obtained digitally, which outlined the objectives of the study, potential risks, and

guarantees of anonymity. Data were collected through a secure and encrypted online survey platform, and participants were debriefed upon completion of the survey and provided with psychological support resources they may need.

3. Results

3.1. Statistical Analysis and Initial Findings

The analysis commenced with descriptive statistics to detail the sample's demographics. A Pearson correlation analysis was conducted to evaluate the relationship between self-esteem scores and ACE scores, revealing a notable negative correlation ($r = -0.519808$, $p < 0.001$). This finding indicated a significant inverse relationship between the prevalence of adverse childhood experiences and self-esteem levels.

3.2. Regression Analysis

Subsequent analysis involved a multiple regression model to further investigate the impact of ACEs on self-esteem, accounting for variables as academic year and gender. The regression, conducted using the statistical software R Studio, aimed to dissect the multifaceted influences on self-esteem. The model's adjusted R-squared was calculated at 0.253, means that a quarter of the variation in self-esteem scores can be explained by the variables of the model. Notably, the ACE score exhibited a significant negative coefficient (-0.4575 , $p < 0.001$), establishing a strong inverse correlation with self-esteem. However, the coefficients for gender (-2.0450 , $p > 0.05$) and academic year (0.9989 , $p > 0.05$) did not reach statistical significance, indicating a minimal direct influence on self-esteem within this study's framework.

4. Conclusion

In methodology, researcher specifically targeted undergraduate students in China to study the relationship between self-esteem and Adverse Childhood Experiences (ACEs) in a distinct cultural setting. Researcher employed the Rosenberg Self-Esteem Scale and a modified ACE questionnaire, both adapted to the Chinese context, to ensure accuracy and cultural relevance in measuring self-esteem and childhood adversities. The statistical analysis revealed a significant negative correlation between ACEs and self-esteem, aligning with prior research. This correlation suggests that higher ACE scores are associated with lower self-esteem levels among the participants. Notably, these findings indicated no significant gender differences in the impact of ACEs on self-esteem, implying that this relationship may be consistent across genders within this particular group.

The current study's results align closely with the broader literatures in developmental psychology. Hutteman et al. and Crocetti emphasize the critical role of a stable self-concept during the transition into adulthood [1] [2]. This period is characterized by significant changes and challenges, where a robust self-esteem acts as an anchor, guiding emerging adults through complex life decisions and social interactions. The findings confirm that adverse childhood experiences can severely disrupt this developmental process, leading to a fragmented self-concept and diminished self-esteem. The implications of reduced self-esteem, as highlighted in this study, resonate with the observations made by Mouatsou [3]. These authors note the array of negative outcomes associated with low self-esteem in adolescents, including increased vulnerability to mental health issues like depression and anxiety, and challenges in forming and maintaining healthy relationships. The study extends this understanding by demonstrating that these effects are not confined to adolescence but continue to influence psychological well-being into emerging adulthood. The Chinese cultural context adds another layer of complexity to these findings. Wang discusses the interaction between cultural norms

and psychological constructs, including self-esteem [7]. In a society where familial and societal expectations are paramount, the impact of ACEs might be more pronounced, making it harder for individuals to reconcile their self-concept with external expectations. This cultural dimension underscores the need for interventions that are sensitive to the values and norms prevalent in Chinese society.

5. Discussion

This study's results hold significant relevance for the development of educational and psychological support measures. Echoing Li's observations, it's crucial to establish support frameworks in educational settings that focus on the effects of early life adversities [8]. Tailoring these interventions to align with the unique cultural and social backgrounds of Chinese students is essential. Initiatives that focus on boosting self-esteem and resilience would be especially advantageous. These could include workshops, counselling services, and peer support groups. Additionally, training educators and administrators to recognize and respond to signs of low self-esteem and related challenges could be crucial in providing timely support to students. Beyond educational institutions, broader community-based initiatives could also play a vital role. These might involve awareness campaigns about the impact of ACEs and the importance of nurturing a positive self-concept during the critical years of emerging adulthood. Partnerships between educational institutions, mental health professionals and community-based organizations help create a supportive ecosystem for young people. Exploring the role of potential mediators and regulators in this relationship is another important direction for future research. Factors such as social support, coping strategies, and personality traits may play a significant role in how individuals process and overcome the impact of adverse childhood experiences. Given the cultural nuances of Chinese society, interventions must be tailored to fit these unique contexts. This involves not only language and communication styles but also an understanding of cultural values and family dynamics. Interventions should respect and integrate these elements, rather than attempting to impose a one-size-fits-all approach. For instance, programs could incorporate elements of Chinese philosophy and traditional practices that resonate with students. The involvement of families in these interventions could also be beneficial, considering the significant role family plays in Chinese society. Engaging parents and other family members in understanding the impact of ACEs and the importance of supporting young adults' self-esteem could be a powerful strategy.

This research offers important insights but also has certain limitations. The use of a small sample from a few universities in China restricts the wider applicability of the results. For a more encompassing view of how ACE impacts self-esteem among Chinese college students, future studies should include a broader and more varied group of participants, encompassing students from various regions and educational institutions across China. Furthermore, the cross-sectional design of this study constrains the ability to establish cause and effect. Echoing Giovanelli's suggestions, adopting a longitudinal approach would allow for a deeper exploration of the dynamic interplay between ACE and self-esteem over time [5]. This approach would be instrumental in identifying resilience factors that could counterbalance ACE's detrimental effects. Investigating aspects such as social support, coping mechanisms, and personality traits within the Chinese cultural context is crucial. A better understanding of these elements is key to creating more effective support and intervention strategies for those impacted by ACEs.

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Beyond Damsels in Distress and Heroic Knight of Valor: The Evolution of Female Portrayals in Medieval Romance Art

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Abstract: In the context of romance narratives, where women play a fundamental role, this research delves into the evolving depictions of women in medieval romance literature. Existing scholarly work primarily focuses on women within ecclesiastical representations. Aspects of a women's daily life and roles in society are also studied. However, there is a noticeable dearth of research concerning women in the illuminations of medieval romance. This study aims to address this gap by focusing on the the evolution of female portrayals in romance illustrations of the Middle Ages. The study analyzed four illuminations spanning from the High Middle Ages to the Late Middle Ages to trace the evolution of these depictions. In the prevailing archetype of medieval romance, women are often depicted as overly simplistic figures, primarily as objects of desire or as lovers. And while this may be true to come extent, it is hardly the whole story. This papers visual analysis reveals that her portrayals began as somewhat ornamental but gradually transformed into representations of women holding a more equal status with men and frequently taking on proactive roles in relationships. This shift in depictions may also reflect broader societal changes and the expectation of women's agency.

Keywords: Women in Literature, Illuminations, Female Portrayals

1. Introduction

The rich tapestries of illuminated manuscripts and paintings create a fantasy-like realm of chivalry, courtly love, and dramatic affairs. The Middle Ages offer a unique window into the changing roles and status of women within European society. While damsels in distress and ethereal beauties remain as archetypes, a closer look reveals a more multifaceted and independent female characters. Through meticulous analysis of illuminated manuscripts, paintings, and other artistic expressions of the era, this research paper delves into the evolution of female portrayals to understand femininity and her agency to unearth enduring legacy of women in medieval Europe.

2. Literature Review

This literature review includes sources and research that have helped uncover the complexity of women's representation in medieval romance art and daily life contributing to the understanding of the dynamic nature of gender and can be considered by theme.

2.1. Gender Dynamics

Rather than accepting the notion of medieval romance as marked by suffocating rules, Amy S. Kaufman and Paul B. Sturtevant suggested within this period, there were “progressive” gender roles; knights wept tears, while women wielded swords [1]. However, "progressive" gender roles aren't reflective of the broader late medieval romantic landscape as just a couple of expectations doesn't hold true to the broader literary landscape.

Another study conducted by Jane Bliss argues that female characters often chose their own pseudonyms to hold suspense and symbolize what it means to be a woman [2]. Thus, Bliss asserts that romance is a feminist because although it isn't written about women, women are necessary for romance [2]. However, in many cases pseudonyms strip women of their identity and perceive them as only a sex figure rather for their character or at best are relevant because of their relationship with men.

The analysis on late medieval Chivalric novels with research done by Geraldine Heng, displays that masculine powers rely on capital ownership and military power which reflect how marriable they were [3]. Although most knights weren't necessarily poor at the beginning of the stories, most of them only gained much capital near the end, as a result, the female love interest was interested in the knight long before they were almighty with much capital. However, this study will keep in mind the correlation of capital and how marriageable a character is.

In Ulrike Wiethaus's scholarly piece, Wiethaus traces the evolution of religious women writers from the twelfth to the fourteenth centuries [4]. During the twelfth to thirteenth centuries, these writers held the privilege of interpreting gendered symbols, thanks to their social status that provided access to spiritual discourse. This all changed in the fourteenth century where women were excluded from religious authorities, and a dominant mother-child narrative emerged, fostering a patriarchal view of women and their bodies.

In her article "A Good Woman: Gender Roles and Female Religious Identity in Late Medieval Bergamo," Roisin Cossar presents the perspective that women in Bergamo during the 14th century did not directly confront the prevailing restrictions, rather they worked within it [5]. And while women had restricted access to religious authorities, they went to monasteries and parish churches instead. Furthermore, Cossar's work aligns with the discussions by Jo-Ann McNamara and Suzanne F Wemple, who argued that despite religious prohibitions, legally there were no specific constraints against these practices [6].

These articles and books exemplify the status and place of women and provide valuable context in the period.

2.2. Portrayals of Women in Romances

Roberta Krueger's analysis of Jean Renart's works shows complex female characters who defy traditional norms with grace and femininity which showcases a diverse range of agency and actions beyond victimization for a romance to be a romance [7]. While Krueger's analysis contributes instances of positive female portrayals, it is essential to acknowledge the prevailing themes that often present women as obstacles in the hero's quest.

Anna Caughey's research observations on epics such as "The Bruce" emphasize the tendency to depict women as potential barriers to a hero's mission [8]. In contrast, some works employ women as motivating forces to propel the knight toward achieving their military objectives. This study will utilize both sides of the narrative to best represent the field of romance.

Another study by R Howard Bloch points out that there had been an obsession with female virginity especially in French literature [9]. The study will similarly use references and connections

of the narrative with the catholic church in needed places due to religions prevailing presence of the time.

In Diane Heath's scholarly work, Heath examined Joan de Mohun's tombstone to show that Joan was buried with high quality material and therefore was buried with dignity [10]. The study takes insights like these to understand the status of women and their treatment and draw connections to female characters in the medieval period.

In an article written by Kathryn Gravidal, Gravidal argues that in Arthurian romance, rape scenes are a way to signify social class standings [11]. This can be seen in de Troye's work, where most rapists are of lower social class standings and the women are of nobility [11]. Thus, Gravidal makes the assertion that de Troye uses rape to eroticizing sociopolitical hegemony. This provides context for de Troyes romances.

2.3. Visual Analysis

Jonathan J. G Alexander scholarly piece, *Iconography and Ideology: Uncovering Social Meanings in Western Medieval Christian Art*, Alexander examines medieval imagery in the ways of role models, social practices and values [12].

In Patricia Vinnicombe's journal article *Rock-Paintings Analysis*, on the component Vinnicombe looks at is "action" which mean the legs and body position for the subject in question [13]. This paper will evaluate similar components of body positions although not as specific as Vinnicombe.

Research by Diane Heath regarding the artworks on the walls of Medieval Canterbury cathedral, analyzed the paintings by looking at positioning of women compared to men (such as the ratio of men to women). She also analyzed the paintings with regards to the context of the paintings and taking account the gender dynamics in the painting along with the contexts.

This study will use similar methods at the three articles above with the aim to use social norms of society, context, and body positions to draw conclusions.

3. Method

This section aims to describe in detail what methods have been employed in the attempt to answer the project's broader research questions: to what extent did portrayal of women in medieval romance art change from the High Middle Ages to the Late Middle Ages?

To analyze gender representations in art of the Middle Ages, the study employed visual analysis and discourse analysis. This has included analysis of the following aspects of the works: clothing, woman subject's placement in relation to men, and their size and body positions within the paintings. Additionally, the use of books and articles allows for better understanding of the context of the various artworks.

The High Middle Ages and Late Middle Ages were chosen due to their popular romance stories that were present which reflected what was welcomed in society. In the Early Middle Ages, the majority of artistic works centered on religion and romance novels and paintings were very much absent thus the historical period of the study only encompasses the High Middle Ages and the Late Middle Ages, 1000-1350 and 1350-1500 respectively.

From the High Middle Ages, the study will analyze two paintings: the 1316 Chrétien de Troyes manuscript illustration of *Lancelot du Lac*, and the second is an image from a love poem by Konrad von Altstetten found in the *Codex Manesse* of the early to middle 13th century. The second half of the study analyzes late medieval gender portrayals of Evrart de Conty's *Livre des Échecs Amoureux* (1370s) and *Roman de la Rose* which although was written 12th century, the illumination used is from the 15th century manuscript.

4. Results

The reviewed works offer valuable insights into the evolving portrayal of women in medieval romance literature, they also invite critical examination. Overall, while there are evaluations of women in artworks, they remain largely in the religious sphere. As such, there is little to no examination and analysis of women in romance paintings which is the gap that this study aims to fill.



Figure 1: Illumination From of Chrétien de Troyes' *Lancelot du Lac*

Figure 1 is taken from the 1316 manuscript of Chrétien de Troyes' *Lancelot du Lac*, this illustration is significant within the realm of Arthurian Romances. The original creator of a character King Arthur was Geoffrey of Monmouth, whose tales were then brought over to French translation and elaboration by Chrétien de Troyes and continued to be popular. The story follows Lancelot, a knight whose inner turmoil revolves around his profound love for Queen Guinevere while also maintaining unwavering loyalty to King Arthur, Guinevere's husband.

The illustration captures Queen Guinevere and Sir Lancelot in an early stage of their relationship and presents a moment in which she questions his love for her. In the image, Queen Guinevere and Sir Lancelot are attired in an ensemble of blue and pink, albeit he has more pronounced saturation and hue of colors. Heather Pulliam's scholarship underscores how in the medieval milieu, clothing hues served as status markers [14]. Despite Guinevere's royal lineage, Lancelot's attire suggests that he is of higher symbolizing disparity between men and women in medieval society, and in artworks of the time.

Another aspect of the two figures, their similar heights, and the positioning they share in the image, can be juxtaposed with the gendered hierarchy of attire. In Geoffroi de Charn's *A Knight's Own Book of Chivalry* from the 1350s states that both parties are mutually benefited from each other: a knight's heroic deeds are propelled by motivation towards the lady and then both partners are elevated in honor and status [15]. This explains the level seating on the parts of Guinevere and Lancelot; rather than expressing male dominance, it provides a visual representation of a somewhat mutually beneficial relationship.

In this depiction of the two on the bench, Queen Guinevere wears a crown with a veil atop her face. This crown symbolizes her royal status. The veil simultaneously symbolizes Christianity, modesty and submissiveness [16]. Bain and Mackenzie argue that a medieval woman acted as a repository for a man's status when she "reflect[ed] the illumination of his teachings by behaving in conformity to the example [he had] given" [16]. In this context, the veil seems to be more than a mere

artistic fashion choice, instead, a reflection that women like Queen Guinevere were expected to be modest and not overly assertive.

At the same time, her forward-leaning stance and the way she clasps Lancelot's hands might signify sexual interest rather than submissiveness. Although Queen Guinevere may demonstrate submission and the societal expectations of women in her attire, the way her legs are positioned and the way she clasps Lancelot's hands may suggest otherwise. This dichotomy across her attire and posture challenges simplistic views of women's roles in medieval society.



Figure 2: Illumination from *Codex Manesse*

Figure 2 is from the *Codex Manesse*, a compilation from the 13th century that housed poems and songs around the theme of romance from more than a hundred different authors accompanied by illustrations like the one above [17,18]. This illustration accompanies a piece of romantic poetry by Konrad von Altstetten written in High German. The poem revolves around the narrator and his love for his lady and how she is the only one for him. The painting portrays a man and woman laying down in front of a rose bush, and the man has a falcon in hand. In the image, the man is seen wearing a red and blue robe and his lady is wearing a red and green robe. From the richness of color on the woman's dress, one could argue that the lady seems to have a high status; understanding that rich materials denoted one's social standing in the period [14]. Additionally, the green and blue colors the two are wearing show connections to heaven and the Gospels, as they were traditionally seen as celestial colors [19,20]. From these distinctions in color, it can be assumed that the male figure and his lover are of equal status. Perhaps his lover was of even higher status from her more saturated robes. Regardless of her socioeconomic status, the male clearly views his lady as the love of his life, as he showers her with high compliments in the painting's accompanying poem.

The illustration portrays a distinct dynamic in the body placement, with the man's lover draping her arms over his shoulder affectionately as he leans back to rub his cheeks against hers.

While the poem revolves around her lovers love for her, the visual composition places the man at the forefront, somewhat eclipsing the prominence of the lady. Her posture hints at a role of an accessory, rather than that of the central figure. The presence of a woman does not guarantee her individual identity and it appears that the woman's presence primarily hinges on her relationship with the man, rather than her own character.

While she may have a high status or being either a noble or the daughter of a wealthy merchant, it appears that her relevance in this illustration is only because of her relations with a man who loves her.



Figure 3: *Livre des Échecs Amoureux* of Evrart de Conty

Moving to the late Middle Ages, figure 3 is from the manuscript of Evrart de Conty's *Livre des Échecs Amoureux* provides a third image that may be analyzed from the perspective of gender [21]. It depicts a popular love story from the 1370s that centers on a young girl and her lover while playing chess. In the image a woman plays chess against an opponent. Her lover peers over her shoulder while she plays the game and watches her moves. This clearly shows women being respected enough as mentally competent to play competitive games of intellect.

In the painting both the woman and her lover wear lavish clothing along with luxurious gold jewelry. The lady in the painting is seen wearing a scarlet red dress. In the Middle Ages such colors signified very high social standing as the fabric was heavy, made from the finest English wool and exceptional weaving skills; it was sometimes even on par with imperial purple [22]. Additionally, her scarlet red clothes almost outshine any other color in the painting, helping it make clear that she is the center of the painting. Even when it comes to saturation and hue, the woman's clothing outshines her lover's brown and black attires and almost definitely establish her high status [19].

While the of the painting presents an assertive woman playing an intellectual game and allowing her partner to watch, her veil can still at the same time be interpreted as a marker of modesty [16]. Even in this fashion choice, her high social standing is clear as her veil is dressed with net decorated with jewels along her forehead. Therefore, while a veil may represent modesty and maintain ties with religion, it also highlights her high social standing [5].

Looking at the woman's body positioning she shares a little more space in the painting compared to her lover. Indeed, in her focus on her game she seems to be the main focus of the painting. She has a character of her own and almost gives the effect of allowing the man to watch her in the activity she will do with or without him. The viewer gets the sense that the man is appealing to the woman for attention, while she is focused on her own affairs. This painting is another example of medieval gender roles that a modern audience with only surface assumptions of such roles might not expect. No women are being rescued or controlled in the painting; rather, a woman is playing a game of mental skill and allowing her male companion to watch.



Figure 4: *Roman de la Rose* by Guillaume de Lorris and Jean De Meun

Figure 4 features the manuscript of the *Roman de la Rose*, was written from 12th to 13th centuries and portrays both men and women enjoying an enclosed garden together [23]. The love poem was initially penned by Guillaume de Lorris and later completed by Jean De Meun [19]. However, the manuscript and this illustration didn't come in until the 15th century, as a result this illustration will be held the Late Middle Ages as this study look at the illustration time period rather than the when the story was written. This choice is primarily influenced by the manuscript's widespread popularity, making it likely to reflect the values and societal norms of the broader Middle Ages. To delve deeper into the analysis, our attention will be directed towards the group of characters located in the upper left-hand corner of the painting, where the majority of characters are situated.

The illustration portrays a gathering of young women and men in a walled garden which filled with trees, flowers, grass and a fountain in the middle. In the Middle Ages walled gardens with these characteristics are garden of love which as the name suggests represents courtly love where people fondle and kiss [24].

Their attire suggests that they primarily belong to the nobility or are the sons and daughters of affluent merchants due to presence of gold jewelry adorning their attire and the rich, vibrant colors of their clothing. For example, a lady seated beside a musician is notably adorned with gold jewelry, both around her neck and upon her veil. Her depiction closely resembles the portrayal of women in preceding artworks. There is a lack of differentiation in attire between men and women with clothing remarkably similar, suggesting they have comparable social standings: this underscores gender equality in the illustration.

Moving onto the placement of men and women in this illustration, both genders are portrayed equally. On the right-hand side of the garden, a man is depicted playing a musical instrument, and he is encircled by both men and women which makes clear that although there may be romantic love, women are not portrayed, stereotypically, in a submissive manner and fawning over a man. Furthermore, it signifies that the veil worn by women serves primarily as a symbol of religious and

modesty rather than one of submission. Women in this setting are neither passive nor subservient in social settings.

In the illustration, there are minimal gender disparities between men and women, and they are depicted as occupying nearly the same social status: Women are not portrayed as mere accessories to men but as equals in their social interactions.

5. Conclusion

The depiction of women in medieval art underwent transformation reflective societal norms and values that goes against the present prevailing stereotype of what medieval romance is. Throughout the high medieval period, women's depictions varied. They were sometimes presented as equals to men, while at other times, their status was akin to being an accessory, like an ornate necklace meant for display like the illustration in *Codex Manesse*. However, it's essential to recognize that not all depictions of women conform to this pattern, as evident in the illustration featuring Lancelot and Queen Guinevere where although there may be some signs of disparities in gender, their status remains largely at par.

As the Late Middle Ages approached there was a shift in the portrayal of women. Artworks and manuscripts from this era depicted women as active participants in social and romantic contexts engaging as equals in various facets, including courtly love, intellectual pursuits, and leisure. While traditional gender roles persisted in throughout the centuries, there was recognition of women's individuality and potential in the Late Middle Ages. In essence, these artworks glimpse into the intricate interplay between tradition and the evolution of gender roles. Despite gender norms remaining visible, her actions and intellect prove that she isn't the archetype of a damsel in distress. Through the lens of art and romance, we witness multifaceted female characters with her own agency even in chivalry.

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The Impact of the Preferences of High School Students on Art on Their Personality Traits

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Abstract: Art has long been regarded as a reflection of the human experience, with its diverse forms and styles offering glimpses into the depths of human emotions, thoughts, and beliefs. Thus, it is widely acknowledged that art appreciation is subjective. Starting from our subjective initiative, from a certain perspective, art preferences are related to the inherent personality characteristics of individuals, and even a group of people with similar personality characteristics have the same art preferences, which leads to one intriguing area of investigation revolves around the potential connection between art preference and personality traits. Art preference refers to an individual's subjective liking for specific artistic styles, genres, or themes. It is a personal aspect of aesthetic experience that has long fascinated scholars and art enthusiasts. Meanwhile, personality captures enduring patterns of thoughts, feelings and behavior that shape our interaction with the world.

Keywords: Personality traits and art preference, art appreciation, psychological factors influencing art preference, art consumption and personality, art perception

1. Introduction

Art is a consciously made visual product or experience that demonstrates talent or creativity [1]. It is a necessary part of our daily lives, and many people come into contact with and experience art in different ways. Personality refers to the distinctive way that a person feels, thinks, and behaves [2]. The commonality between the two has sparked many people's interests in the connection between them.

Through term search, there are up to 2,790,000 results of studies containing both art preference and personality in Google Scholar, which shows that from ancient times to the present, many scientists have gradually explored some connection between our art preference and personality. The earliest studies of art preferences date from the 1930s, and many of them explored how much people liked one or more paintings. Research shows that a person's preference for art may be more closely related to their respective personality traits than age, gender or even social class. A 1970 study pointed out that people with different personalities prefer paintings of different levels of complexity: open

and extroverted people prefer complex paintings, while conservative and introverted people choose more traditional and direct paintings.

In many studies, there are still many doubts. Many scientists believe that many studies on art are conducted in developed countries and may not be applicable to developing countries, because their quality of life will greatly affect their daily exposure to art. This also prompted to have a great impulse to explore this research in China, a developing country where our sample is located. Moreover, there is another factor to continue this research: society is changing with each passing day, and the times are constantly progressing. As individuals enter the 2020s, they may have new ideas about art, and artistic preferences will change accordingly. In an era of continuous development in China, people's artistic preferences will collide with their personalities. What kind of spark?

Perhaps, it can tell people why many of them are keen on pursuing Picasso's abstract art, some are crazy about Van Gogh's Impressionism, and some people like Leonardo da Vinci's realist style. Specifically, since the field of art is too broad, the goal of this research will be to switch to art forms expressed through paintings and used seven major painting styles to distinguish different types of paintings for better summary and induction. The following content will focus on the following painting styles: Post-Impressionism, Neoplasticism, Impressionism, Ukiyo-e, Expressionism, Cubism, and Geometric Abstraction. Meanwhile, as high school students, considering the convenience of reaching this population and the similar correlation among us, the sample will be limited the range of the target population and focus on high school students.

This article uses self-report measures, a survey, to reveal potential correlations. There are brief descriptions of these seven art styles.

1.1. Specific Explanations of Each Art Style

Post-Impressionism emerged in the late 19th century as a movement that sought to expand upon Impressionism by exploring new forms of expression and emphasizing subjective interpretations of reality and emotions. This is featured through vibrant and expressive brushwork, heightened use of color, and a departure from realistic representation. The goal was to move beyond pure impression and capture the essence of the subject in a more meaningful way [3].

Neoplasticism, or De Stijl, originated in the early 20th century with the aim of establishing a universal visual language via geometric shapes and primary colors, resulting in a sense of balance, simplicity, and abstraction [4].

Impressionism, a revolutionary movement of the late 19th century, strived to encapsulate fleeting impressions of light, color, and atmosphere. Impressionist works of art are distinguished by their loose brushstrokes and emphasis on capturing the effects of light and visual perception, which sets them apart from post-impressionism [5].

Another art form, Ukiyo-e, thrived during the Edo Period in Japan, often showcasing bold lines, vibrant colors, and intricate details that depict the beauty of nature, elegance of courtesans, and drama of historical events [6].

Expressionism emerged in the early 20th century with a focus on conveying emotional and psychological states through distorted reality and often includes exaggerated forms, vivid colors, and intense brushwork to evoke strong emotions and introspection [7].

Cubism revolutionized art in the early 20th century with its presentation of multiple viewpoints simultaneously and deconstruction of objects into geometric forms. Cubist artworks typically exhibit fragmented and abstracted forms, planes overlapping, and a complex arrangement of shapes [8].

Geometric abstract art, with a focus on non-representational geometric shapes and forms, emerged in the early 20th century. Precise lines, shapes, and a reduction of visual elements to their fundamental forms typically feature in geometric abstract artwork, aiming to evoke a sense of order [9].

Surrealism, an artistic movement in the early 20th century, demonstrates the emphasis on the power of the unconscious mind. Surrealist works of art have a common feature of the abnormal expression of symbols, juxtaposition of strange and unexpected elements that aimed to challenge conventional thinking [10].

Holland School, also known as the Dutch Golden Age, with an emphasis on realistic and detailed depictions of everyday life, portraits, and still life. Artists focused on capturing light, texture, and atmosphere with common techniques such as chiaroscuro; their work served as a reflection of societal values and commercial prosperity [10].

2. Relationship between personality and art preferences

There is a well-established correlation between art preferences and personality. Studies reveal a stronger correlation between a person's interest in art and specific personality qualities than there is between socioeconomic class, age, or gender [11]. Art could evoke emotions and connect with individuals on an emotional level. According to Patricia Goldblatt, “art can induce emotional response, sensitivity and reaction” [12]. Additionally, art frequently involves symbolism and invites interpretation. The way individuals understand and connect with art will differ based on their personality and inner experience. This is especially true given that art symbols can have multiple meanings, interpretations, and metaphorical representations.

The discussion around the relationship between personality and art preferences is justified by the observation that no singular art form can satisfy everyone's needs, as individuals possess unique art preferences that partially correspond to their personality. For instance, those who enjoy engaging in intellectual and abstract thinking may appreciate art that encourages multiple interpretations. Individuals with higher levels of openness to experience typically exhibit a wider range of artistic preferences, as they are more inclined to explore and appreciate diverse artistic styles. Conversely, those with high levels of agreeableness are more likely to gravitate toward art that features general and widely accepted symbols or expressions that align with the prevailing public preferences [13].

3. Measurement Method

By including these diverse art styles in the survey and examining participants' preferences, the aim of the project is to explore the potential connections between art preference and the Big Five personality traits. The survey will present a series of carefully selected images representative of each art style, prompting participants to indicate their preferences and complete a measure assessing their personality traits.

3.1. The Big Five Test

The Big Five Personality traits refers to five dimensions of personality: conscientiousness (impulsive, disorganized vs. disciplined, careful), agreeableness (suspicious, uncooperative, vs. trusting, helpful), neuroticism (calm, confidence vs. Anxious, pessimistic), openness (prefers routine, practical vs. Imaginative, spontaneous), and extraversion (reserved, thoughtful vs. Sociable, fun-loving). These traits remain stable throughout most of a person's lifetime. And the Big Five Personality Test is a series of questions which can reflect a person's Big Five personality after finishing them [14]. As a scientific personality classification method used by many scientists, the scores of each trait for each participant can be used to find the correlation between personalities and art preferences by data analysis.

3.2. The Questionnaire

This essay chooses to use questionnaire, which uses questions or items to collect qualitative and quantitative information about attitudes, experiences or opinions from a lot of respondents, to investigate the relationship [15]. It is designed to divide into two parts. The first part is a picture which indicates one image in different painting styles. The respondents need to choose the image which is the most attractive to them. The second part is a short Big Five Personality Test which respondents need to finish to show their scale of each Big Five personality. The connection between art preference and personality can be shown after collecting enough data.

3.2.1. The Overall Situation and the Design of the Questionnaire

The total number of effective participants filling this questionnaire is 86. The average time to finish this questionnaire is about 10 minutes.

There are seven questions in the questionnaire, which are in the form of four word single choice, one picture single choice, one word multiple choice, and several quoted questions of the Chinese version of the Big Five personality test (people need to copy and paste this link to the browser to do it, and then fill the last five scores into the five blanks respectively). Five of the questions are to understand the artistic background of the participants and the degree of exposure to art. Two other questions were the main objects of analysis: the correlation between the image of an apple in the Muzawa デザイン Research Institute [16] and the score of the Big Five personality test.

The significance of selecting apple images in various artistic styles for display in the Kuwasawa 2019 Heisei 30 Alumni Exhibition lies in the use of only the independent variable of art style. The point that only pictures of apples instead of the real painting is that the overall changes of the styles of apples are limited, which show people directly about each uniqueness of art styles, thus increasing the validity. By avoiding the introduction of extraneous variables such as specific colors or symbols, the study's validity is strengthened.

3.2.2. Methods of integrating questionnaire information

The questionnaire was designed and published through the website "Easy to express". A categorical report is used to integrate and analyze the data. The main forms are bar chart, pie chart, percentage, response number, WPS table for statistics.

3.3. Math and Equations

Standard deviation, variation, mean, and sum of squares for a sample set of the raw data we received from the questionnaire.

Standard deviation is a statistical measure of the variability in a data set. A low standard deviation indicates that the individual data points are generally close to the mean. A high standard deviation indicates that individual data points have greater variability, or greater dispersion from the mean.

Sum of Squares for a sample: $SS = \sum_{i=1}^n (x_i - \bar{x})^2$

Mean for a sample: $\bar{x} = \frac{\sum_{i=1}^n x_i}{n}$

Variance: s^2

Standard Deviation for s sample: $s = \sqrt{\frac{\sum_{i=1}^n (x_i - \bar{x})^2}{n-1}}$

4. Conclusion of The Research

4.1. The Relationship Between Art Preference and Personality

Based on the censoring and adjustments, four valid data sets corresponding to the apple options: A, C, D, and I. The corresponding sample groups are: 8, 16, 10, and 25, and the genres are: Surrealism, Expressionism and Cubism, Cubism, and Impressionism. Since some of the remaining options have only one or two data sets, their sample representativeness is not significant and thus the conclusions cannot be generalized to the population, so there is no any calculation for these sets of options.

The apples of images E, H, and F were not selected by any of them, and they correspond to the genres of expressionism, post-impressionism, and the styles created by the students themselves at the Muzawa デザイン [16] Research Institute, respectively. The explanation that was able to reach is that the image of the apple in image E presented in expressionism is more difficult to accept (the shape is similar to a curved pumpkin with stripes). In Expressionism, the artist usually presents the work in a more distorted pictorial style, which is often difficult to understand. Many subjects found it different from a real apple and could not empathize with it.

Since the questionnaire was related to art, the result reveals that almost everyone who participated and carefully filled out the questionnaire as more or less interested in art, as well as those who were exposed to art on a monthly basis, so there was no aversion or lack of empathy. Thus, the average score for openness in the Big Five personality was high for all, ranging from a low of 79.88 (A, surrealism) to a high of 89.1 (D, cubism). None of the values for the standard deviation of the openness data varied particularly dramatically, and they were all within 10.5. Thus, it appears that the sample of people who actively participated in the questionnaire have an openness, creativity, a very high level of insight, and an imaginative way of thinking about the world.

Neuroticism has the highest mean (77.1) among those who chose Apple D (Cubism), with a standard deviation of 13.42, which is a moderately large value. High scores for Neuroticism represent highly volatile moods. This group of people is prone to anger and depression. Pictures of apples in the form of cubism are angular, with different parts of the apple shown in one view, as if to illuminate the sensitive and suspicious inner world of this group of people who are cautious and try to control all aspects of information.

A quarter of the sample data chose Apple I (surrealism). This group of people has the highest OPENNESS score (84.04), which means that this group of people is willing to try new things and accept different views and phenomena. The apple I itself as a representative of surrealism, the melted apple is different from the form of the apple that people perceive in daily life, and this setting itself has the quality of challenging conventional thinking, which coincides with the high acceptance of unconventional information that people with high openness possess. And the degree of volatility of all five personal characteristics is high (standard deviation over 10 for all of them). This just shows that this style is widely recognized and known by the public, liked and appreciated by many different personalities.

The data for Group C is also interesting. Those who chose Apple C (expressionism and cubism) had the highest mean score (82.875) in agreeableness compared to the other apple types, which represents the fact that this group usually shows more pro-social behavior and trusts others more than others. Apple C, which references Cézanne's style (expressionism and cubism), exhibits a more uniformly warm tone and is more saturated throughout compared to Monet's style (expressionism) (Apple I), and the spatial geometry of Apple C's construction relies on color variations in higher dimensions, which somewhat insinuates that people with high agreeableness in their smoothness and understanding.

4.2. BIAS

Because of the limitations of interpersonal communications, nearly all 86 samples in this research are from high schools and related since they are easy to reach. Thus, the result might not be representative of all the population of high school students.

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Comparing the Impact of COVID-19 on Depression and Social Anxiety Disorder of Male and Female

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Abstract: This in-depth assessment of the literature aims to assess and compare how the COVID-19 pandemic has specifically impacted depression and social anxiety disorder in both males and females. By focusing on these two well-known mental health conditions, this essay seeks to lucubrate the complex interplay between gender dynamics and the pandemic's psychological effects. The study will carefully consider whether the various pandemic-related disruptions, such as extended social isolation, economic crises, and upheaval of daily routines, have had different effects on men and women in terms of the prevalence and severity of depression and social anxiety disorder. The study aims to highlight potential distinctions in the experience and expression of these mental health issues by examining the data via a gender-specific perspective. It will look into age-related variations, the impact of various social support networks, and the interaction within various societies in addition to gender disparities. The research intends to provide a thorough understanding of how people from varied gender origins manage their mental well-being in the face of the pandemic's difficulties by unraveling this complexity. By highlighting the gender-specific characteristics of depression and social anxiety disorder, the research hopes to advance our understanding of how the pandemic's effects affect all facets of people's lives.

Keywords: COVID-19, depression, stress, social anxiety disorder, gender differences

1. Introduction

COVID-19 is considered the main epidemic from 2020 to 2022, hugely influencing almost the whole world. As a result of the pandemic's indiscriminate character, many countries saw significant casualties. Everyone is terrified of it because of its virulence and lack of a cure, and they worry that they may become the next victim. Since the virus is so widespread, people are continually concerned about their own health and the safety of their loved ones, which has increased general worry.

The widespread effects of the epidemic have produced a situation that is marked by doubt, fear, and loneliness. The abrupt disruptions in daily routines, closure of social spaces, and the loss of face-to-face interactions have intensified feelings of isolation. In case the loss of social relationships can have a significant influence on psychological well-being, these conditions provide favorable environments for the emergence and progression of mental health issues [1].

Social anxiety disorder, characterized by a severe fear of social interactions and attention, has been exacerbated by the pandemic's constraints. The avoidance of social situations and increased sensitivity to health dangers have made many with this condition more distressed. In addition, the

difficulties brought on by the epidemic have induced or worsened depression, a common mood disorder. The emotional weight is exacerbated by future uncertainty, financial instability, and the lingering fear of sickness.

While there are some similarities in the experiences of males and females, the repercussions of the epidemic are a complicated interplay of biological, social, and psychological elements. Understanding how COVID-19 impacts depression and social anxiety differently in males and females requires rigorous investigation. The gendered social norms and obligations of our cultures have a significant influence on how various people perceive and respond to stress. Societal expectations, familial dynamics, and cultural norms may affect men and women differently, which may affect their coping strategies and emotional reactions. A number of factors, including as work shifts, family responsibilities, and the availability of social help, can have a significant impact on the disparities in mental health experiences between genders.

This in-depth examination of how COVID-19 affects depression and social anxiety disorder in both men and women can help individuals comprehend the nuanced factors that have an impact on mental health during difficult situations. This study aims to comprehend the fundamental mechanisms that govern how different genders respond to the pandemic's difficulties at various ages rather of relying merely on numbers. As the epidemic continues, it is crucial to acknowledge the long-term effects on mental health and to give priority to efficient support systems and interventions that take these complex gender dynamics into account.

2. Mental Illness during COVID-19

Depression and Social Anxiety Disorder (SAD) can have a significant impact on an individual's emotional and psychological well-being, causing a variety of painful emotions and sensations. Individuals suffering from depression frequently experience an overpowering sensation of despair, hopelessness, and emptiness. Daily activities lose their appeal, and pervasive tiredness sets in, making even simple chores appear impossible. Self-esteem suffers, resulting in emotions of guilt and self-blame. Concentration becomes difficult, adding to feelings of inadequacy and anger. Individuals may retreat from social engagements as a result of their emotional weight, leading to isolation.

The basic experience of Social Anxiety Disorder is around an extreme dread of judgment and negative judgement by others. People suffering from SAD may experience anticipatory worry before social events, which can be expressed physically as trembling, sweating, and a high heart rate. When confronted with such circumstances, a heightened sense of self-consciousness occurs, frequently accompanied by a keen awareness of perceived flaws or failings. This self-focus exacerbates anxiety, making it difficult to maintain eye contact, communicate, or even eat in front of others. Individuals suffering from SAD may also engage in avoidance behaviors, avoiding events that cause them anxiety, which ironically increases their fear over time.

Isolation is a common thread in both depression and SAD. As people try to explain their emotional turmoil to others, depression can lead to self-imposed isolation. Fear of unfavorable judgment causes avoidance of social circumstances in SAD, resulting in a gradual withdrawal from activities and relationships. The emotional toll is significant, frequently destroying one's sense of self, confidence, and overall quality of life.

It is critical to note that people's experiences with depression and SAD can vary greatly. Some people may only have physical symptoms, while others may have intrusive negative thoughts. Despite this variation, finding expert help is critical. Cognitive-behavioral therapy and medication, for example, can help people manage their symptoms and regain control of their lives.

The author discovered via the research that there are numerous studies being conducted all around the world to determine the influence of the pandemic on general mental health. Distributing surveys and pre-selecting experimental subject groups is a common strategy. These individuals subsequently

answer the same set of questions at various intervals or take part in progressively organized queries, allowing researchers to glean insightful information. This approach contributes to a more thorough knowledge of the epidemic's effects since it captures the changing subtleties of mental health experiences during the epidemic's swings.

In response to the COVID-19 pandemic, distinct patterns in the ways that men and women respond to stressors have come to light. These patterns have subsequently influenced the divergent tendencies shown in how susceptible they are to depression and Seasonal Affective Disorder (SAD). According to research, women frequently show a larger propensity toward seeking emotional support and turning to social networks to deal with stress. They are more prone to communicate their feelings and worries in conversation, providing a forum for open communication and emotional release. Males, on the other hand, frequently show a predisposition to minimize emotional reactions as a means of abiding by social conventions that forbid overt shows of vulnerability. Traditional masculine beliefs that place a strong emphasis on independence and emotional control may be to blame for this stoicism [2].

As a result, during the COVID-19 crisis, women would feel a stronger and more immediate sense of emotional relief as a result of their open communication and support networks, which might prevent the worsening of depression symptoms. The varied response to the pandemic also encompasses how environmental changes affect mental health. During particular periods of the year, particularly in the winter, a decline in mood and energy levels is a symptom of SAD, a subtype of depression brought on by seasonal changes [3]. Females may be more vulnerable to the shorter days and social isolation associated with the start of SAD because they are often more perceptive to emotional cues and aware of interpersonal dynamics. This sensitivity is supported by the impact of hormonal fluctuations throughout the menstrual cycle and neurotransmitter modulation, which can make women more vulnerable to circadian rhythm disruptions and decreased exposure to natural light throughout the winter. Unfortunately, because they tend to place less emphasis on emotional relationships and have a higher tolerance for environmental stressors, men may react to the seasonal changes linked to SAD in a more measured manner. Their refusal to admit emotional distress may unintentionally buffer persons from some SAD triggers, resulting in a less noticeable seasonal change in mood and energy. However, because girls are less likely to seek professional help when experiencing depressed symptoms, this gendered coping strategy may expose them to long periods of untreated mental health difficulties [4].

In conclusion, the divergent patterns in depression and SAD may be related to how men and women respond to the obstacles presented by the COVID-19 pandemic. The tendency of females to express their emotions and seek out social support may act as a buffer against the onset of depressive symptoms, but it may also make them more susceptible to SAD triggers. Male instincts to control their emotions and put up with stress, however, may lessen the impact of seasonal changes on mood while delaying the identification and treatment of underlying depressed symptoms. For the purpose of putting into practice specialized mental health measures that address the various needs of people both during and after the pandemic, it is essential to comprehend and treat these gender-specific responses.

One of the studies focuses on the role of social-emotional vulnerability in order to comprehend how the COVID-19 epidemic affects children's psychological health. The study adopts a longitudinal methodology and uses questionnaires to monitor children's psychological discomfort over the course of a year. A group of volunteers completed questionnaires at four distinct times during the course of the study, which lasted a year. The goal was to monitor changes in children's psychological distress as they dealt with the pandemic's obstacles, including anxiety and post-traumatic stress (PTS) symptoms. The study's results showed an interesting pattern. The individuals showed increased degrees of anxiety and PTS symptoms over the year. These findings suggest that the ongoing epidemic and the resulting disruptions significantly impacted the psychological health of the study's

young participants. The study also tried to understand how social-emotional vulnerability affected these distress levels, which it shows a rise in participants' anxiety and PTS symptoms, highlighting the significance of managing children's psychological well-being in times of stress. The study also emphasizes how social-emotional vulnerability may play a moderating function in these distress levels. These results underline the need for focused initiatives to promote children's well-being and advance our understanding of how the epidemic has affected children's mental health [5].

Another study proposes a "snowball sampling strategy focused on recruiting the general population living in Iran during the COVID-19 epidemic.". Khademian et al. investigated 1498 random individuals and performed a T-test and mean test on their mental health [6]. The results show that "being female, living with a high-risk family member to COVID-19, perceived risk of COVID-19, and following COVID-19 news were associated with a greater level of depression, anxiety, and stress." [6]. This outcome is consistent with findings in other countries, such as China and Iraq's Kurdistan.

Researchers discovered other connected symptoms, which are quite unique, that a number of people diagnosed while examining the impact on depression and Social Anxiety Disorder. One study was driven to investigate whether TKS-related experiences are emerging internationally during the epidemic. People are concerned about their value in the eyes of others, as well as the misery they cause others due to quarantine or societal rejection (i.e., fear of infecting or troubling others, in addition to dread of being infected). Furthermore, many people are still concerned that their COVID-19 status will be leaked to others [7].

Different studies employ different questionnaires to produce comparable results. However, one set of graphs clearly shows the trend of males and females affected by the epidemic. Each diagram illustrates that girls are elevated the majority of the time and that between 9-11 and 12-year-old children, the older one has more influence, resulting in increased worry and tension. The explanation for this could be that by the age of 12, children have developed a mature memory, allowing them to remember painful events for a longer period of time than when they were younger. This outcome is then validated by subsequent studies. That is, the whole structure of the body's systems, such as the complete establishment of memory, will have a significant impact on the child's experience of events [5].

3. Conclusion

In conclusion, the COVID-19 pandemic's tremendous influence on mental health has shed light on the complex interplay between gender, psychological responses, and the appearance of diseases such as depression and Social Anxiety Disorder (SAD). We have delved into the varied ways in which males and females react differently to the pandemic's obstacles, hence altering their vulnerability to these mental health disorders throughout the course of our research. The accumulation of different trials, questionnaire findings, and theoretical insights supports the widely held belief that females are more likely to be influenced by the pandemic, resulting in increased levels of psychological distress.

Male and female responses to the epidemic have emerged as a crucial topic in understanding reported gender inequalities in mental health outcomes. Females, according to research, are more likely to utilize emotion-focused coping mechanisms, seek social support, and engage in expressive dialogues about their feelings. While this inclination can provide quick emotional comfort, it can also expose individuals to a more immediate and powerful emotional impact from the pandemic's stressful circumstances. Males who adhere to traditional conceptions of masculinity, on the other hand, may adopt problem-focused coping techniques and show a reluctance to openly express emotional vulnerability. Such responses may initially serve as a barrier against the assault of depressed symptoms and anxiety. However, in the long run, they may contribute to the worsening of underlying mental health difficulties.

The findings of the trials and questionnaires highlight the gender differences in vulnerability to the pandemic's psychological toll. Females regularly report higher degrees of sadness and SAD symptoms, indicating a greater vulnerability to the crisis's social and emotional consequences. Females have a higher prevalence of depression due to their heightened sensitivity to interpersonal dynamics, which makes them more vulnerable to feelings of loneliness and isolation during moments of lockdown and social estrangement. Similarly, given the disorder's sensitivity to changes in light exposure and social interactions, women's proclivity for emotional expression and empathy may enhance their experience of SAD symptoms.

It is critical to stress that these gender discrepancies are the result of complex interactions between biological, psychological, and societal factors rather than merely biological differences.

Given the aforementioned, this study emphasizes the incontrovertible fact that females are more likely to be influenced by the psychological consequences of the COVID-19 epidemic. While their proclivity for emotional expression and social connectedness fosters resilience, it also makes them more vulnerable to mental health issues. Moving forward, mental health initiatives and legislation should take these gender-specific vulnerabilities into account, offering specialized therapies that address the distinct needs of both men and women.

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A Literature Review on the Formation of Narcissistic Personality Disorder: Behaviors of the Family as the Influence Factor

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Abstract: This literature review examines the behaviors of the family and how they are likely to lead to the formation of Narcissistic Personality disorder (NPD). While the disorder is caused by a complex interplay of genetic, environmental, and psychological factors, it is also evidently clear that some family dynamics play a role in the development of this disorder. Thus, to prevent or reduce the development of this personality disorder, it is necessary to look at the families and develop necessary interventions that may make families more suitable for the overall well-being of children. The review of the literature resulted in diverse findings. Narcissistic Personality Disorder (NPD) was found to be predicted by complex interactions between environmental, genetic, and psychological factors. NPD was related to the overvaluation of children by their children, leading to the development of an increased sense of worthiness. Inadequate or lack of boundaries in some families was found to influence children's growth, causing the potential development of narcissistic behaviors and a sense of entitlement. Other significant factors that were found to impact the development of NPD are emotional neglect, demand for perfectionism, parental favoritism, unhealthy competition, and lack of empathy. These findings indicate that various and complex factors predict the development of NPD.

Keywords: Narcissistic Personality Disorder (NPD), Behaviors of the family and environment, Overvaluation of children, Parental favoritism and emotional neglect

1. Introduction

The Narcissistic Personality is usually characterized by “a grandiose sense of self-importance, attitude of entitlement or arrogance, and an excessive need for external validation” [1]. Often, persons with narcissistic psychopathy are impulsive, aggressive, they have no regard for the rules or the rights of other people besides failing to adhere to social norms. In many cases when these people break the rules, rather than seeing that they are wrong and adopt suitable ways to change their behaviors, they seem to enjoy it and offer justifications. Because of their tendency to cause harm to other people, people with narcissistic personality disorders often find it difficult to create and sustain relationships. The cause of the narcissistic personality disorder is very complex. However, theorists believe that the main cause of this disorder is environmental in nature and it has to do with the relationship between the child and the parents. This environmental theory indicates that the manner of parenting that

parents employ when bringing up their children plays an important role in determining the development of narcissistic personality disorder among the children [2]. For example, too much adoration of children and exceeding levels of criticisms to a child that do not match up with their experiences and achievements may lead to narcissistic behavior among children. A study revealed that people with Narcissistic Personality Disorder are responsible for between 30% and 40% of crimes in the United States [2]. According to these authors, people living with Narcissistic Personality Disorder have little or no regard for laws. Besides, these people have no adherence to ethical and cultural norms. In many cases, people who commit violent crimes are those with Narcissistic Personality Disorder since they see nothing wrong with whatever they are doing. Cases of assault, rape and murder are common among these groups of people.

2. Methods

The researcher used pre-selected search terminologies to search for the sources for this literature review. All the sources are selected from the Google Scholar data base. The choice for Google Scholar was influenced by the fact that it has open source for a wide range of scholarly sources. The researcher then selected the sources based on their scholarliness (peer-references journals and books published by reputable publishers). Finally, the researcher evaluated the relevance of the sources to the topic and their currency.

3. Family's Behaviors and the Formation of Narcissistic Personality Disorder

The development of Narcissistic Personality Disorder (NPD) is influenced by a complex interplay of genetic, environmental, and psychological factors [3]. In their work, they make it clear that some family dynamics play a role in the development of this disorder. Thus, while not specific behaviors of a family, certain family dynamics and parenting styles can contribute to the development of narcissistic traits in an individual. In order to address the disorder in society, there is a compelling need to make sure that the family causes are addressed adequately.

3.1. Overvaluation of children

Overvaluation of children by their parents may lead to the development of NPD. When parents consistently overvalue their child, excessively praising and indulging them, it can lead to the child developing an inflated sense of self-importance [3]. The authors say that overvalued children may not develop a realistic self-image because they have not received balanced feedback from their parents. As a result, they may struggle to accurately assess their strengths and weaknesses, leading to a distorted self-concept. Ordinarily, how children develop an image of themselves significantly plays a role in how they grow. Wilk and colleagues [4] in their study affirm this position by saying that how parents handle their children is a critical component in how they develop self-perception, a trait that may be both useful and damaging, depending on the direction it takes. Excessive praise and indulgence can instill a sense of entitlement in children [4]. They may come to expect constant admiration, special treatment, and that their needs and desires should be catered to without question. Moreover, children who have been overvalued may develop a strong need for external validation and approval from others to maintain their inflated self-esteem [4]. Overvaluation of children can drive them to seek admiration, attention, and validation from peers, romantic partners, or colleagues in an unhealthy way. This can contribute to narcissistic traits, as the child may come to believe they are more special or entitled than others.

3.2. Lack of boundaries

The lack of boundaries in some families may affect how children grow and thus may cause the development of narcissistic traits. Families that lack clear and consistent boundaries can enable narcissistic behavior. Children in such families may not learn appropriate limits or consequences for their actions, leading to a sense of entitlement. In families without clear boundaries, children may not be held accountable for their actions. They may not experience consistent consequences for their behavior. As a result, they may not learn to take responsibility for their actions and develop a sense of entitlement. In a properly functional family, children must know their boundaries, and this is attributable to the kind of parenting to which they are exposed [5]. Moreover, when boundaries are unclear, parents may indulge their children excessively. This can lead to a sense of entitlement and the expectation that their needs and desires will always be met without question. These children may grow up believing that they are special and deserving of preferential treatment. Most importantly, children in such families may not be encouraged to develop their autonomy and make age-appropriate decisions. Overinvolved parents can undermine a child's ability to develop a sense of independence and self-reliance. In life, there are many instances where children may be needed to make independent decisions without the influence of their parents. When parents do not provide appropriate boundary directions and allow direct the children to behave appropriately, they may end up developing narcissistic personality disorder.

3.3. Emotional neglect

Emotional neglect or abuse is another family dynamic that may negatively impact the development of children and cause them to develop narcissistic personality disorder [6]. Emotional neglect involves parents or caregivers failing to provide emotional support, warmth, and nurturing to the child. When children do not receive the emotional validation and affection they need, they may develop a sense of emptiness and insecurity. Emotional neglect or emotional unavailability from parents can lead a child to seek validation and attention outside the family. Children are emotionally vulnerable and, in the event, where families fail to handle the various emotional challenges that children demonstrate, it becomes possible that they may develop some personality disorders such as the narcissistic personality disorder. Children who experience emotional neglect may grow up seeking external validation to fill the emotional void left by their parents. They may become excessively dependent on others to provide them with the emotional support and admiration they lack, a characteristic of NPD [3]. Finally, children who have experienced emotional neglect may develop manipulative behaviors to gain attention, affection, and validation. This manipulation can become a part of their interpersonal style, a feature often seen in individuals with NPD.

3.4. Demand for perfection

There are parents who demand perfection from their children, and this may lead to the development of narcissistic personality disorder. Parents who place unrealistic expectations on their child to be perfect or successful may inadvertently foster narcissistic traits in their child [6]. Perfectionist parenting, characterized by excessive pressure to achieve high standards, unrelenting expectations, and a focus on external validation, can contribute to the development of narcissistic traits. For instance, perfectionist parents may unintentionally convey that their love and approval are based on the child's achievements and meeting their high standards. This can create a strong drive in the child to seek external validation and approval. Besides, children of perfectionist parents may develop a fear of criticism and an inability to accept failure [6]. They may become defensive in the face of perceived criticism and struggle with a fragile self-esteem. Finally, the authors sat that the focus on achievement and external validation may hinder the development of deep, meaningful, and empathetic

relationships. Individuals with narcissistic traits may prioritize relationships based on admiration and validation, rather than genuine emotional connection.

3.5. Lack of empathy

The lack of empathy in a family may lead to the development of the symptoms of narcissistic personality disorder among children [7]. Lack of Families that lack empathy and emotional support can make it difficult for a child to learn to empathize with others. The authors say that in families lacking empathy, emotional expression and vulnerability may be invalidated or dismissed. Children may not learn how to identify, understand, and cope with their emotions, leading to emotional suppression or avoidance [7]. It is important to note that empathetic connections between family members are essential for developing secure attachment and emotional bonds. In families with a lack of empathy, these bonds may be weak or nonexistent, and children may struggle to form deep, meaningful relationships later in life. As a result, children in such families may learn to rely solely on themselves for emotional support and may develop a strong sense of self-sufficiency. This self-reliance can later manifest as a sense of grandiosity, self-importance, and a reluctance to seek help from others. As a result of these reasons, a lack of empathy is a common trait in individuals with NPD [7].

3.6. Parental favoritism

Another phenomenon in many families that may lead to the development of narcissistic behaviors among children is parental Favoritism [8]. Parental favoritism, where one child is consistently favored over others within a family, can potentially lead to the development of narcissistic traits in children. This favoritism can have a significant impact on a child's self-esteem and interpersonal dynamics. When parents show clear favoritism toward one child over others, it can lead to jealousy and resentment among siblings. The favored child may develop narcissistic traits due to the excessive attention and validation received [8]. The authors proceed to indicate that the favored child may come to expect special treatment and may feel entitled to privileges and advantages that their siblings do not receive. This sense of entitlement is a key characteristic of narcissistic traits.

3.7. Unhealthy Competition in Families

Negative and unhealthy competition that led to rivalry among children in a family may have negative impact on the emotional development of children [9]. Families that foster competitiveness and rivalry among siblings can create an environment where narcissistic traits are more likely to develop. Siblings may feel the need to outdo one another to gain approval. Rivalry and jealousy can be pervasive in such families. Siblings may harbor feelings of resentment and envy toward one another, which can contribute to a sense of competition and a desire to surpass their siblings. Moreover, competition and rivalry among siblings may hinder the development of empathy [9]. Children may become less attuned to the feelings and experiences of their siblings and prioritize their own success and recognition instead. These dynamics may lead to the children developing narcissistic tendencies.

3.8. Parental overprotection

Parental overprotection leads to some developmental challenges that may lead to narcissistic tendencies [9]. Overprotective parents who shield their children from the challenges and failures of life can hinder the development of resilience and coping skills, leading to a sense of entitlement. Moreover, overprotective parents often make decisions for their children and shield them from taking risks or facing challenges. This can hinder the development of autonomy and self-reliance, as children

become dependent on their parents for every decision and action. Additionally, overprotected children often rely on their parents for emotional validation and approval. They may develop a strong need for external validation, which can manifest as a constant desire for admiration and attention from others [10]. Finally, overprotected children may not learn how to cope with adversity or failure because their parents shield them from such experiences. This can lead to a lack of resilience and the inability to handle setbacks.

4. Conclusion

This paper has presented a wide range of literature on how the behaviors and dynamics within families present the likelihood of the development of narcissistic personality disorder. From the studies, it is evident that the overvaluation of children by their parents can contribute to the development of Narcissistic Personality Disorder through various mechanisms. The studies have demonstrated that while not all children who are overvalued will develop this personality disorder but it can be a contributing factor. Secondly, the studies have shown that families that lack clear and consistent boundaries can contribute to the development of narcissistic behavior in their children. In families without clear boundaries, children may not be held accountable for their actions. They may not experience consistent consequences for their behavior. As a result, they may not learn to take responsibility for their actions and develop a sense of entitlement.

The studies have also shown that emotional neglect in childhood can contribute to the development of Narcissistic Personality Disorder through its impact on a child's emotional and psychological development. While emotional neglect is just one of several potential contributing factors to the problem, it can play a significant role in shaping narcissistic traits and tendencies. Emotional neglect involves parents or caregivers failing to provide emotional support, warmth, and nurturing to the child. When children do not receive the emotional validation and affection they need, they may develop a sense of emptiness and insecurity. The studies have also shown that perfectionist parenting, characterized by excessive pressure to achieve high standards and unrelenting expectations can contribute to the development of narcissistic traits and Narcissistic Personality Disorder. Additionally, the studies have also demonstrated that a lack of empathy within a family can contribute to the development of Narcissistic Personality Disorder in an individual, as well as create a family environment where narcissistic traits are more likely to flourish. In addition to that, the studies have shown that parental favoritism can potentially lead to the development of narcissistic traits in children. This favoritism can have a significant impact on a child's self-esteem and interpersonal dynamics.

It is important to note that not all individuals raised in these family environments will develop Narcissistic Personality Disorder. The development of the disorder is complex and individual personality development is influenced by a combination of genetic, environmental, and personal factors. Furthermore, not all individuals who exhibit narcissistic traits will meet the diagnostic criteria for Narcissistic Personality Disorder.

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Existentialist Philosophies of Anxiety: A Comparative Exploration of Kierkegaard and Heidegger

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Abstract: This academic essay delves into the intricate realm of existentialist philosophies concerning anxiety, examining the perspectives of two towering figures in philosophy: Søren Kierkegaard and Martin Heidegger. Both of these existential philosophers have made a big deal out of the concept of anxiety and have a considerable understanding of it. From a particular perspective, it is possible that Heidegger drew on Kierkegaard's interpretation of the concept of anxiety. The objective of this analysis is to comprehensively scrutinize the philosophical underpinnings of anxiety, exploring how these thinkers conceived it in the context of the human experience. Furthermore, this essay examines the religious backgrounds of Kierkegaard and Heidegger, shedding light on the profound influence of their respective religious upbringings on their philosophical interpretations of anxiety. As contemporary society grapples with a multitude of anxieties, the insights of these philosophers remain pertinent, providing valuable perspectives on the nature of anxiety, freedom, and human existence. The essay also critiques part of modern psychological approaches to anxiety, revealing the enduring relevance of existentialist thought.

Keywords: Anxiety, Freedom, urgent situation

1. Introduction

Anxiety, a pervasive and inescapable facet of the human condition, has long been a subject of fascination for philosophers and psychologists alike. Its ethereal presence lingers from the earliest stages of life, becoming increasingly intricate as one delves into the complexities of adulthood. In the modern era, anxiety often finds itself cast in the role of a malady, a psychological affliction demanding therapeutic intervention. But is anxiety merely a condition to be pathologized and treated, or does it harbor profound philosophical significance? This essay embarks on an intellectual odyssey through the philosophical musings of Søren Kierkegaard and Martin Heidegger, two luminaries of existentialist thought, to unravel the multifaceted nature of anxiety. It engages in a comprehensive exploration of their religious backgrounds to elucidate the profound influence of these backgrounds on their interpretations of anxiety. Additionally, it seeks to demonstrate the enduring relevance of their philosophical perspectives in our contemporary world, marked by a plethora of anxieties. The essay will also critique modern psychological approaches to anxiety, revealing the enduring relevance of existentialist thought.

2. The Philosophical Odyssey of Søren Kierkegaard

Søren Kierkegaard, often hailed as the "father of existentialism," led a life steeped in melancholy and introspection. His philosophical journey began in Copenhagen in 1813, where he grew up amidst the specter of death, witnessing the passing of several close relatives as he matured [1]. This pervasive experience of loss deeply influenced his works, which frequently revolved around the enigma of death. However, his life narrative encompasses more than personal tragedy; it is an intricate tapestry of relationships and contemplations.

Kierkegaard's reflections on love and marriage were as intricate as the existential questions he posed. He chose to forgo marriage, a decision rooted in his unique understanding of love and its implications. His engagement to Regine, a passionate romance, ended abruptly. Fearing that his melancholic disposition would cast a shadow over Regine's life, he made the difficult choice to part ways, resorting to morally questionable tactics to dissolve the engagement [2]. In his seminal work "Either/Or," he famously penned the paradoxical assertion, "Marry, and you will regret it; don't marry, you will also regret it." This paradox encapsulates the essence of his views on love, choice, and the human condition.

Kierkegaard's intellectual journey was significantly shaped by his time in Berlin, where he immersed himself in Germanic culture. Figures like Hegel and Schelling left an indelible mark on his philosophical outlook [1]. Notably, Kierkegaard's philosophical project included a systematic critique of Hegel's elaborate philosophical system. It was in Berlin, during the aftermath of his broken engagement, that he penned many of his most prolific works [1].

A distinctive feature of Kierkegaard's writings was his use of pseudonyms, each representing different stages of life and spheres of existence. These pseudonyms allowed him to provide multifaceted perspectives on existential themes. In "Fear and Trembling," for instance, Kierkegaard wrote under the pseudonym Johannes de Silentio. Here, he delved into the biblical story of Abraham and Isaac, exploring the intricate relationship between faith and doubt. This pseudonymous approach enabled him to offer a diverse array of insights despite his strong Lutheran background and criticism of the Lutheran Church in Denmark [2].

In his work "The Concept of Anxiety," Kierkegaard adopted the pseudonym Vigilius Haufniensis to explore the very essence of anxiety itself. He introduced the idea that anxiety arises not from a specific object of fear but from the recognition of one's own freedom and the possibilities that accompany it. It is the precursor to the feeling of freedom, he argued, making anxiety a fundamental aspect of the human condition [3].

To illustrate this point further, Kierkegaard turned to the biblical tale of Adam and Eve in the Garden of Eden. He posited that their serene existence was disrupted when God forbade them from eating the fruit of the tree of good and evil. This prohibition awakened anxiety in Adam by revealing the possibility of disobedience [4]. In this narrative, Kierkegaard underscored the notion that anxiety arises from the awareness of one's freedom and the potential for choice.

3. Heidegger's "Groundless Floating" in the Phenomenology of Anxiety

Almost a century later, the German philosopher Martin Heidegger offered his own interpretation of anxiety, building upon Kierkegaard's foundations. Heidegger viewed anxiety as a fundamental mood that reveals the core of human existence, a concept he termed "Dasein," meaning existence or being there. Heidegger's perspective drew heavily from Kierkegaard but introduced unique elements.

He described anxiety as a state of "groundless floating," a mood that discloses both nothingness and freedom [5]. Heidegger's notion of anxiety resonates with Kierkegaard's idea that anxiety arises from the recognition of one's freedom and the accompanying possibilities. In Heidegger's view, anxiety is not merely a transient emotional state but a profound existential experience.

Heidegger also introduced the concept of "unhomeliness" (*unheimlich*), wherein anxiety transforms the once-familiar world into something strange and meaningless. This idea finds a parallel with Kierkegaard's perspective that anxiety unveils the possibilities and uncertainties of existence as individuals immerse themselves in the digital age, where the boundaries between the real and virtual blur, the sense of "unhomeliness" becomes increasingly relevant. The digital landscape, with its constant connectivity and virtual realities, engenders a feeling of disorientation. It challenges individuals to navigate a world where the familiar becomes strange, and the real intertwines with the virtual [5].

4. Comparative Analysis of Religious Backgrounds: Kierkegaard and Heidegger

To fully appreciate the nuances of Kierkegaard and Heidegger's views on anxiety, we must consider the religious and cultural backgrounds that shaped their perspectives. Both philosophers had intricate relationships with religious traditions, which influenced their interpretations of anxiety.

Kierkegaard's early exposure to the gospel of Danish Lutheran Christianity played a pivotal role in his intellectual development. His father, a devout Christian, read the gospel to him regularly, fostering a deep connection with faith [1]. Despite this strong foundation, Kierkegaard later critiqued the state of local Christianity in Copenhagen. He believed that true Christianity had been lost, asserting that only through embracing the pain and fear inherent in faith could individuals rediscover their connection with God [1].

In contrast, Martin Heidegger hailed from a conservative and religious German town. His early studies veered toward theology at the University of Freiburg before he transitioned to philosophy. Heidegger's philosophical journey was marked by intellectual exploration and philosophical disagreements. Notably, he engaged in controversial political affiliations during World War II, including joining the German Nazi Party [6]. These aspects of his life demonstrate a more complex relationship with religion.

5. Contemporary Relevance of Kierkegaard and Heidegger's Ideas

In the context of the 21st century, Kierkegaard and Heidegger's philosophical explorations of anxiety continue to resonate deeply with individuals grappling with the complexities of modern life. The global COVID-19 pandemic has acted as an unprecedented catalyst for heightened levels of anxiety. Lockdowns, social isolation, economic instability, and an uncertain future have created an environment where anxiety thrives.

Central to Kierkegaard's philosophy is the idea that anxiety emerges from the recognition of one's freedom and the possibilities that come with it. In the contemporary world, the pandemic abruptly thrust many into a new realm of freedom. With lockdowns and restrictions lifted, individuals were faced with the daunting task of navigating this newfound freedom responsibly. Anxiety surged as people grappled with questions about safety, health, and personal choices.

Heidegger's concept of "unhomeliness" becomes especially relevant in the digital age, which is the exact period that we are facing. The constant connectivity, the pressure to curate an ideal online presence, and the fear of missing out contribute to a unique form of anxiety known as "digital anxiety" [7]. Individuals today grapple with anxiety related to their online identities, the incessant influx of information, and the blending of real and virtual realities.

Furthermore, the socio-political landscape in many countries has given rise to collective societal anxiety. Issues such as climate change, economic inequality, and political polarization have created an atmosphere of uncertainty and concern. This anxiety is not confined to individuals but extends to entire communities and societies [8].

6. Expanding on Contemporary Perspectives

Beyond the realms of existentialism and phenomenology, contemporary psychology and sociology have provided insights into the pervasive nature of anxiety in modern society. Clinical psychologists emphasize the importance of distinguishing between healthy anxiety, which serves as a protective mechanism, and chronic anxiety, which can be debilitating [9].

The digital age has introduced new dimensions of anxiety, often referred to as "digital anxiety." The constant connectivity, social media pressures, and the need to maintain a curated online persona have contributed to a unique form of anxiety [7]. Individuals today experience anxiety related to their online identities, fear of missing out (FOMO), and the constant barrage of information and notifications.

Moreover, the socio-political landscape in many countries has led to heightened societal anxiety. Issues such as climate change, economic inequality, and political polarization have created an atmosphere of uncertainty and concern. The anxiety stemming from these societal challenges is not only individual but collective, affecting entire communities and societies [8].

7. The Role of Resilience and Coping Strategies

In the face of anxiety, individuals often employ various coping strategies to manage their emotional states. Some turn to mindfulness practices, meditation, or therapy to gain better control over their anxiety [9]. These strategies align with both Kierkegaard and Heidegger's ideas, as they emphasize self-awareness and the ability to navigate one's emotional landscape.

From an existential perspective, anxiety can be seen as an inherent aspect of human existence. Embracing anxiety as a part of life's uncertainties may empower individuals to develop resilience. Kierkegaard's call to move through doubt to reach faith can be applied more broadly to facing life's challenges with courage and determination.

8. Critiques of Modern Psychological Approaches to Anxiety

While contemporary psychology offers valuable insights into anxiety, it is not without its critiques. Modern psychological approaches often pathologize anxiety, categorizing it as a disorder that requires medical intervention [9]. This medicalization may inadvertently stigmatize individuals experiencing anxiety as mentally ill, overlooking the existential dimensions of the experience.

Additionally, the focus on symptom reduction and quick fixes in psychological interventions may neglect the deeper existential questions that anxiety raises. Kierkegaard and Heidegger's perspectives underscore that anxiety is not merely an undesirable emotional state to be eradicated but a fundamental aspect of human existence. It serves as a reminder of our freedom and the responsibilities that come with it. Modern psychology could benefit from a more holistic approach that acknowledges the existential and philosophical dimensions of anxiety.

9. Conclusion

In conclusion, anxiety remains a prominent and multifaceted aspect of the human experience, both historically and in contemporary society. Philosophical perspectives from Kierkegaard and Heidegger offer profound insights into the nature of anxiety, its relationship to freedom, and its impact on individuals and societies. In today's world, marked by unprecedented challenges and uncertainties, these insights take on renewed relevance.

As individuals and communities grapple with anxiety in various forms, from personal to societal, the philosophical exploration of anxiety can serve as a source of wisdom and reflection. By understanding anxiety not as a mere affliction but as a fundamental aspect of the human condition,

individuals may find the strength to confront their anxieties, navigate their choices, and ultimately embrace the possibilities that come with their freedom.

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Intellectual Humility: What Shapes Its Expression and Interventions for Its Promotion

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Abstract: Intellectual humility is the belief that one can be intellectually limited and fallible. It is widely found that intellectual humility expression can benefit the learning process and improve education outcomes. Under a metacognitive frame, contemporary theories on Field-specific Ability Belief (FAB) argue that what one believes in the necessary "ingredients" for success decidedly affects how the external and internal factors shape the expression of intellectual humility. The versatile nature of FABs has also proven interventions effective in promoting intellectual humility expression. Recent attempts to help students through forestart programs in embracing a growth mindset have concluded successful. Longitudinal data meta-analyses have also offered empirical support addressing the necessity of refining current education for more voluntary intellectual humility expression. The findings in this paper suggest a very promising field for future studies fostering broad education improvements.

Keywords: Intellectual Humility, Metacognition, Field-specific Ability Belief, Growth Mindset

1. Introduction

Intellectual humility is the owning of one's intellectual limitations [1]. To be human is to hold intellectual fallibility and ignorance. Conscious awareness of such facts benefits not only adequate evaluation of one's capabilities but also continuous growth in learning. It is believed that mastery in various areas can be predicted and cultivated from intellectual humility behaviors [2]. This is especially held true in education. Asking questions in front of a class, expressing confusion, seeking help and support for a specific subject — these all are ways of admitting that the learner is intellectually limited. Voluntarily making such expressions can promote much more active learning than seeking out information alone and can greatly benefit one's education outcome.

The core mechanism behind intellectual humility expression is no doubt worth special attention. Across different fields in psychology, it is held in consensus that metacognition accounts for the prevalence of intellectual humility [2]. External situations trigger self-appraisal in metacognition, and metacognition will further decide what coping strategy will be selected and what goal should be accomplished. Cognitivists argue that it could be the sudden realization that you are incapable of understanding something that evokes conscious monitoring of cognitive strategies, which brings out fruitful learning enterprises [3]. Intellectual humility stands out as a prominent strategy for inducing successful learning because it not only serves as a balance between intellectual arrogance and diffidence but also a mediator between confirming and opposing opinions [4]. Intellectually humbled

students engage in more frequent knowledge acquisition, become more flexible in adjusting personal beliefs, and are more likely to adopt a growth mindset [2].

Willingness to make intellectual humility expressions, however, can often be unstable under the effect of contexts and motivation factors. Subjects that emphasize intellectual abilities, such as those of STEM, usually strongly discourage explicit showing of intellectual humility [1]. Stereotypical thinking toward ethnic backgrounds, socioeconomic status, and gender roles can also result in the inhibition of such willful expressions [5]. This study will focus on the analysis of what exactly shapes the usage of this specific learning strategy. Under the model of metacognition and cognitive monitoring proposed by J. H. Flavell, field-specific ability beliefs (FABs) make distinguishable notice as an explanatory method for predicting interindividual and intraindividual performance differences under various contexts. The belief of what is necessary to be successful can be constantly progressed and shifted under metacognition development, which makes it vulnerable to prior limits and misconceptions. FABs can be a major motivation factor in deciding strategies for learning, and interventions are believed to be effective in the reconstitution of FABs toward learning autonomy development. Evidence from longitudinal data analysis has suggested that compared to intellectual abilities, non-intellectual abilities, especially performance self-efficacy, stand out as the most significant predictor of education excellence [6]. Cultivation of growth interest beliefs has also proven plausible in fostering active learning and better education performance [7]. Simply applying distanced thinking can also improve learning progress and increase exhibitions of intellectual humility over a short time [8]. Through a comprehensive analysis of previous works, the intrinsic and extrinsic factors promoting active learning can be better understood, and effective interventions can be designed to encourage expressions of intellectual humility. Accomplishing this goal will not only assist greater student success but also support better education equity.

2. Theoretical Framework

First of all, it is important to clarify the definition of intellectual humility. Intellectual humility makes its distinction from general humility as the latter emphasizes cross-domain recognition of one's shortcomings and incapability, willingness to resign from claiming achievements, and consideration of alternative views regardless of one's own beliefs. Intellectual humility chiefly focuses on the epistemological level, and the very core of its evolution requires an understanding of one's own beliefs and realizations of how these beliefs can be fallible and limited [9]. The nature of intellectual humility makes it turbulent and sensitive to situations and contexts and distinguishes itself from a fixed quality. In general, psychology fields favor a metacognition account for the formation and modification of intellectual humility expression and lean towards viewing intellectual humility as a construct that can be inferred from vast learning behaviors [10].

J. H. Flavell has proposed a fairly explanatory model for analyzing intellectual humility under metacognition logistics. Flavell argued that successful learning is the result of sufficient metacognitive monitoring and cognitive execution, and he categorized four segments of this enterprise: metacognitive knowledge, metacognitive experience, task, and strategy [3]. Metacognitive knowledge is about the understanding of interpersonal and intrapersonal variables, goals appropriate for overcoming appraisal raised during learning enterprises, and effective actions that can potentially bring desirable learning outcomes. Holding such knowledge makes it possible to elicit the metacognitive experience of epistemological insufficiency, which can often be the tension of not understanding something or realization of needing improvements, and further initiate the monitoring of metacognitive task selection and strategy making in cognitive execution. The monitoring of the latter two is often emphasized as a mindset in current studies and is believed to be constantly shaped by various factors. In the notion of this, field-specific ability beliefs are a promising account for both

extrinsic and intrinsic factor effects on individuals and are believed to be crucial in embracing a growth mindset [5].

FABs are beliefs about the necessary "ingredients" to being successful, and in academic fields, these ability beliefs are often strongly brilliance-oriented [11]. Evidence supporting the FAB's account is especially exemplified in the widely observed gender segregation in academia. Through longitudinal data research on women versus men entering and exiting STEM fields, Hannak et al. have identified FABs as a predictor of fewer females entering the fields and more females exiting the fields. The cultural emphasis on women's gender role of being altruistic and lenient conflicts with the common belief of STEM fields being highly competitive and egocentric. The wide belief of high intellectual aptitude, or "brilliance," in the excellence of STEM can be more frequently connected to men instead of women. Accordingly, it is found through the research that women are more likely to adapt to fields that emphasize effort and non-intellectual characteristics and show higher rates of withdrawal from areas that emphasize otherwise. It is inducible to say that FABs are vulnerable to cultural and contextual prejudice and bias, and the self-constraining beliefs about success further limited metacognition abilities for goal setting and strategy execution. In fact, it is found that context emphasis on intellectual abilities often induces FABs that elicit challenge appraisal in metacognition and can greatly hinder intellectual humility expression in avoiding the risk of failing because non-intellectual behaviors are believed to conflict with the necessary components of success [1].

Upon this analysis, FABs appear to be strongly correlated with intellectual humility expressions. Its cultural and contextually sensitive nature makes it possible to reshape towards a growth belief, and interventions can be effective in adjusting FABs and promoting intellectual humility.

3. Shaping Expressions of Intellectual Humility

Contextual and cultural influences can immensely shift FABs towards certain qualities and shape intellectual humility expressions extrinsically. In the work of Porter and Cimpian [1], self-evaluations and reports of perceived math and higher education institutions were collected from participants of high schoolers, undergraduates, and young adults. Three coherent studies were done assessing what subject settings are identified as difficult and how comfortable the participants are in expressing intellectual humility under the settings; whether the willingness to express intellectual humility is correlated to FABs on extents of brilliance needed; whether the correlations between the FABs and intellectual humility expressions are causal, especially in speaking of growth and fixed mindsets. It was concluded that all three groups of participants consider math and selective institutions in favor of innate talent, and the emphasis on intellectual ability can strongly stifle students' expression of intellectual humility because of the belief that such behavior can put them at risk of being viewed as lacking core competence. It is also worth noting that the results drew implications of the masculinity-contest culture, in which students often perceive "a stronger 'dog eat dog,' zero-sum" competition in learning environments because the overt stressing of intellect prevents students from adopting a growth mindset that proposes "brilliance" as not being a quality but a growing capability. From this point of view, female students are at greater risk of underrepresentation in academic fields because "brilliance" is more commonly related to males, and the idea of competition often contradicts female gender characteristics.

The FABs attribution can also find support in the work of O'Keeffe et al. [7], which argues that a growth mindset is cultivable and has proven effective in increasing students' active learning and overall academic achievement. The authors of this work completed a series of controlled studies on newly admitted college students in Singapore, who are considered to have very high aptitudes in natural science subjects such as math and physics. Despite their excellence in prior academic life, these students are not necessarily self-identified as interested learners in the fields of STEM subjects. It is, however, required for these students in their first year of college to intensely study these subjects

even though they can be viewed as challenging and dull, and this is also elaborated in the future the importance of being conversant in the subjects of STEM. The authors, therefore, suspect that interest in learning may stand out as a more prominent factor than intellectual ability in affecting students' future academic performance. In the hope of finding the effectiveness of intervention promoting a growth theory of interest, the authors conducted pre-semester modules in two separate institutions for either liberal arts or general undergraduates. During the modules, students were randomly assigned to either receive materials of growth theory of interest exercise or materials of active control exercise, which merely address the importance of study skills. The impacts of the modules are accessed through students' self-reflections on their views of math and science coursework and their first-year GPA. It was found that compared to students who only received materials for study skills, students who were induced to growth-interest theory exhibited more voluntary learning behaviors and became less uncomfortable expressing intellectual humility. The pressure of peer competition in STEM subjects is also perceived as reducible because it is no longer innate quality-focused. It is confirmed by the authors that interventions are effective in boosting a stronger growth theory of interest in students, increasing students' overall interest in challenging subjects, and ultimately achieving higher academic performance.

The argument of O'Keefe et al. can also find empirical support from previous longitudinal data analysis. Richardson et al. [6] analyzed the correlation between both intellectual and non-intellectual factors and students' quantified academic performance through a 13-year-long data collection. In answering what antecedents played the most significant role in predicting undergraduate students' performance, the authors have identified that items evaluating prior cognitive capacities, such as SAT, ACT, and A-level scores, present a medium correlation to future undergraduate GPA. Non-intellectual items, such as academic self-efficacy, grade goal, and effort regulation, are also found to have a medium correlation with undergraduate GPA. Performance self-efficacy was found to hold the greatest correlation to college GPA above all items mentioned. Performance self-efficacy pertains to the combination of distal learning goals and proximal performance goals, and students aiming for this combination achieved higher GPAs than those who set only distal goals or those who were cramming up for examination and presentation. Students who have such goal settings are also found to be more versatile in adjusting learning strategies and are more likely to believe intellectual humility is an escalator to educational success. It was, therefore, suggested by the authors that goal-setting interventions can be effective in eliciting better academic performance. Students should be educated that education is a process that values more on its progress rather than its quantified assessment. The role of teachers is also important for increasing and maintaining students' self-efficacy. Lowering students' anxiety about coursework, making reasonable workloads and examinations, emphasizing mastery experiences, and providing feedback on successful performance can all be crucial in fulfilling this purpose.

Finally, research studies on human wisdom may also shed some light on the intrinsic factors that shape intellectual humility expressions. According to Grossmann [12], wisdom is the ability to "discern inner qualities and relationships." The characteristics of wisdom involve recognition of uncertainties and changes, consideration and integration of different perspectives, and, notably, intellectual humility. Through research on how people learn from exemplars, Grossmann believes that emphasizing the contexts of personal motivation and socio-psychological backgrounds can cultivate wisdom when one is in challenging situations and is needed to make difficult decisions. This argument is involved in his previous study, which prompted the participants' distanced thinking. Through two situational questions on career prospects of unemployment during an economic recession and anticipated changes associated with one's candidate loss in the presidential election, Kross and Grossmann [8] have found that prompting distance from the self helps promote wisdom.

Research subjects were more likely to exhibit intellectual humility, undergo active learning, and become more open to adapting to different perspectives after distanced thinking is induced.

4. Promoting Intellectual Humility

Applicable interventions should generally focus on two levels: cultivating growing motivations for students, especially when they are in challenging situations, and educating instructors on proper methods for communicating and providing feedback. As discussed in the section above, students' FABs can be very versatile under the influences of external factors, and a growth mindset that encourages intellectual humility expressions can be fostered by specific ways of addressing the subjects and their relationship to personal interest and non-intellectual abilities. As what has been found in the work of Porter and Cimpian [1], STEM courses are commonly considered difficult and competitive to students from a broad range, but the aspects of its competition usually stress more the intellectual qualities and can often elicit passive learning and fading motivations in students who believe themselves to be out of the "talented" category. From the work of Yeager & Dweck [13], it is found that by promoting the idea that intelligence and talent are malleable, students are more likely to adopt a growth mindset, which allows them to cope with current "brilliance" oriented challenges in academia. The authors have taught high school students through a program named "Brainology" on brain plasticity and intellect growth, which elaborately revealed to the students that talents are malleable and abilities can progressively increase through effort. By using neuroplasticity findings to challenge the common belief in innate ability, the authors have successfully broken the contextual framing of intellects in STEM for the students and significantly increased the students' interest and curiosity in learning. Like what was found in the experiment of O'Keeffe et al. [7], when students were taught that they all have the potential to grow intellectually and become interested in STEM, they showed much better resilience in challenging courses. More importantly, Yeager Dweck has encouraged students to be curious in learning, and when students are curious, they are more likely to ask questions, seek feedback, and engage deeply with the material—all behaviors that elicit intellectual humility. Pre-semester teaching modules or programs like this, therefore, can certainly be beneficial to the topic.

Educators should also make an equal effort to refine their instructing methodologies. Just as stated by Yeager & Dweck, language that emphasizes "smartness" can inevitably diminish students' desire for active learning if they find this trait not belonging to themselves. Meyer et al. [14] have also argued the pivotal importance of educators in mediating maladaptive beliefs and pointed out that growth belief can be promoted by minimizing the discussion of innate talent regardless of the domains it affiliates, highlighting the role of effort and persistence, providing positive feedbacks on achievements promptly. By explicitly giving the message of paramount dedication, better overall student achievements and longitudinal beneficial effects can be found [15]. It is vitally important that, however, dedication emphasizing doesn't distort into comforting. A phrase like "it's ok, not everyone is that smart" is considered a mere comfort on individual performance differences and is still endorsing a fixed quality mindset. It can greatly discourage students from intellectual humility, regardless of how they identify themselves, as they try to avoid further humiliation or potential disappointment from others [16]. Comforts like this can allegedly exacerbate gender segregation in STEM fields because females are more commonly believed to be "not as good" at math and science, and even if they are making prominent progress in these fields, they would often be under higher pressure than males in being "perfect" and maintaining their beliefs about personal abilities [17] [18]. It is, in this sense, equally necessary for institutions to create sessions addressing the proper methods educators should conduct during their interactions with students.

5. Discussion

Intellectual humility expressions can be beneficial to overall student learning, and by using a cognitive approach that also considers the contextual and environmental factors, the mechanism of promoting intellectual humility is better understood. Following the concept of metacognition, this study proposes FAB as a further advanced method in analyzing the motivation for intellectual humility and has found empirical support from recent research on assisting more significant student growth. This study found the messaging of a growth mindset can decidedly affect student self-recognition, learning strategy, and overall resilience. Educators should apply methods of teaching that avoid any brilliance-oriented message, and institutions should consider additional programs in growing interest and potential for nurturing students with a growth mindset. This study has indicated a pathway for future investigations on better education.

6. Limitations

A cognitivist perspective in defining intellectual humility needs to be more comprehensive under the views of psychologists in other fields as they focus more on the social contextual factors and generally favor a constructivist account that stretches the range of what can shape intellectual humility expression. It is believed by these scholars that cognitive, behavioral, and interpersonal factors shape intellectual humility altogether, and current measurements on the topic expression can be rather limited because it is often done through questionnaires and self-reports under laboratory manipulations [19]. Nevertheless, taking the metacognitive account into analyzing this topic is agreed to be irreplaceable as it makes empirical assessments testable. Including a cognitivist frame also prevents overlapping labels in measuring the components and outcomes of intellectual humility, as many of them are consensually attributed to metacognition [20]. It is, however, undeniable that an overt emphasis on metacognition account can hinder the virtue and possibility of finding yet unclear attributions that can promote intellectual humbleness. It is suggested in this sense to evaluate the topic under a metacognitive core that is supplemented with different perspectives.

7. Conclusion

Intellectual humility is coherently connected to the formation of a growing mindset, and voluntary expression of it is believed to be beneficial in various domains. This work has focused on finding the shaping factors of intellectual humility under a metacognitive frame, combined with elaborative evaluations of social and contextual factors. The contemporary works on FABs offered an efficient interpretation of how external and internal factors co-influenced each other and lightened a pathway into refining current education. Empirical works on longitudinal data analysis and refined experiments have also proven interventions plausible in helping students grow motivation, persistence, resilience, and excellence. It is certainly worth future studies on the topic of improving education quality for vast student groups and achieving greater education equity for students of all genders and backgrounds.

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Mindfulness-Based Education: Exploring Cultural and Age-Related Perspectives Through Course Design

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Abstract: This study delves into the complexities of designing and implementing mindfulness education tailored to children and adolescents. Using basic theories of cognitive development such as Piaget's stages and Vygotsky's socio-cultural theories, the mindfulness classroom was designed to accommodate age-specific cognitive abilities and resulted in a curriculum design model that can be flexibly utilized to develop self-regulation skills and relate to activities that are critical in childhood, with the theory of mindfulness, present-focused activities, meditation activities, and perceptual activities that can be utilized as habits in real life. Through a combination of theoretical present-focused activities, meditation-related activities, perception-related activities, and activities that can be utilized in real life as habits, students develop self-regulation skills that are consistent with the cognitive flexibility that is essential in development. Sensory-related activities reinforce the integration of mindfulness into daily life. Working together to ensure accessibility in low socioeconomic status environments promotes inclusivity classroom, the study took place in a collective Chinese culture, but consideration of individualistic culture is also essential, and curricula tailored to the socio-emotional challenges of different ages need to be continually refined. Future research should explore cultural adaptation and expand the diversity of participants for a more inclusive understanding. In conclusion, this study advocates for mindfulness curricula to be synchronized with cognitive development, emphasizing that curricula should be designed with age-appropriate content, meditative practices, and real-life connections and adapted to different cultural backgrounds, socioeconomic backgrounds, and student populations with special needs.

Keywords: Mindfulness, Cognitive Development, Culture Study, Educational Inequality

1. Introduction

Mindfulness, as defined by Davis and Hayes, is an uninterrupted, non-judgmental, and non-reactive awareness of one's immediate experiences [1]. It advocates for the complete immersion of thoughts and attention in the present moment, discouraging mental clutter and alleviating the torment arising from dwelling on the past or worrying about the future. By embracing the entirety of the present experience, individuals can discover that pain and fatigue naturally dissipate, while satisfaction and happiness reside within the present, fostering a serene state of mind [1]. Dr. Kabat-Zinn, in the 1970s at the Massachusetts Institute of Technology, integrated mindfulness into psychological therapy, marking it as a scientifically validated standard psychological intervention technique. Over the past

four decades, more than 3,000 scientific studies have showcased the diverse and significant benefits of mindfulness practice. It liberates individuals from impulsive emotional reactions, enabling them to maintain composure even amid intense emotions. It enhances emotional regulation, fortifies resilience against negative emotions, and reinstates control over self and life choices. The practice of mindfulness facilitates a reconnection between the mind and body, allowing individuals to discern genuine internal needs. Informed by bodily sensations, actions become aligned with a holistic state of well-being, transitioning from adverse living conditions to a unified and healthy mind-body state. Through fostering a focus on the present moment, mindfulness cultivates an attentive, distraction-free state, augmenting concentration and enhancing overall brain function. Each moment becomes an opportunity to savor life [2].

Mindfulness has gained acclaim for its effectiveness in mitigating cognitive fatigue, demonstrated by its capacity to inhibit the medial prefrontal cortex and posterior cingulate cortex within the default mode network (DMN) to regulate cerebral energy resources [3, 4]. Complementing these neurophysiological effects, mindfulness also serves as a cognitive tool. By recognizing and transcending ruminative thought patterns, individuals practicing mindfulness break free from past regrets and alleviate anxiety and depression. This transformative cognitive process interrupts the cycle of self-criticism. Persistent mindfulness practitioners not only exhibit reduced cortisol levels, contributing to the cultivation of a "more resilient brain" less prone to fatigue [3] but also become less susceptible to external disturbances. They draw on internal strength and support, fostering an enhanced appreciation for the beauty and joy of daily life, and living authentically in the present moment. Consistent mindfulness practice shields individuals from being hijacked by their emotions and biases. It untangles them from fixed reaction patterns, preserving the potential to perceive the real world, embrace new possibilities, and make conscious choices, thereby harnessing the life energy that transcends time and space [2].

As a positive lifestyle and self-care method, mindfulness practices significantly contribute to improving children's self-regulation abilities and interactive skills with their environment during developmental stages. Mindfulness proves beneficial for promoting self-regulation in school-age children, encompassing the ability to regulate attention and emotions [5]. The preschool and early elementary school years are crucial for the later development of children's learning abilities, focus, and character formation, including aspects such as executive function and cognitive flexibility. Mindfulness practices effectively contribute to regulating these aspects. They play a positive role in the cognitive and socio-emotional development of children at this stage. Experimental evidence suggests that both static meditation and dynamic activities significantly impact mindfulness in children, manifesting in improved communication skills and a proclivity for collaboration. Children not only exhibit a more positive attitude towards yoga but also develop a newfound appreciation for mindfulness, showing increased motivation in academic pursuits. These practices also enhance the attentional focus of preschool children, fostering improved concentration, heightened social skills, increased imaginative capabilities, and a greater willingness to share. Additionally, there is an observed improvement in self-regulation and soothing abilities [5]. These findings align with the principles of the growth mindset from constructivism, emphasizing the idea that different abilities and knowledge can be acquired and expanded over time [6], also yield foreseeable effects on the future learning abilities and development of children.

During adolescence, the effects of mindfulness become more pronounced in various aspects. This transitional phase from childhood to adulthood is marked by significant changes, preparing individuals for the role shift to adulthood. Adolescents face increasing pressures related to academics, adapting to their environment, and navigating interpersonal relationships, contributing to a rise in mental health issues [7]. A comprehensive mindfulness assessment and practice during this stage can significantly aid adolescents in learning to cope with emotions such as anxiety, stress, and depression.

Beyond enhancing concentration and self-expression, mindfulness education in adolescence extends to providing a broader environmental perspective, offering assistance both within and outside the educational system. It proves beneficial in regulating stress, reinforcing emotional resilience, and facilitating a smoother transition into adulthood [8]. Through the summarized and practiced discussions on previous research, it is evident that there are significant developmental differences in the engagement of preschool and adolescent children in mindfulness training. Current research indicates that mindfulness practices generally have a positive impact on academic motivation and attention in preschool children [5]. However, feedback on school-based mindfulness training among adolescents shows significant divergence, with some expressing negative evaluations, while their peers engage positively in mindfulness activities [9]. This discrepancy is also influenced by cultural factors, as highlighted in earlier discussions. Notably, more positive feedback comes from Asian children, female participants, and those with higher levels of economic disadvantage [9]. Therefore, aside from considering age groups, the design of mindfulness classrooms should account for diverse cultural and socio-economic backgrounds to offer more suitable programs.

Moreover, the development of mindfulness practices varies across cultural groups, leading to distinct practices that better align with local contexts. For instance, the Koru practice in New Zealand focuses more on the connection between individuals and nature. Symbolizing balanced growth, Koru involves activities such as diaphragmatic breathing, guided intention, and mindfulness meditation [10]. In contrast, practices rooted in Buddhist and Eastern philosophy involve more yoga, body movement awareness, and perception of different parts of the body [5]. In the context of cross-cultural research, previous attempts to directly incorporate different cultural elements into mindfulness practices have not yielded significant results. In this regard, mindfulness research should give more consideration to cultural adaptability and the acceptance level within varying socio-economic backgrounds [11]. This approach would contribute to a more nuanced understanding of the effectiveness of mindfulness interventions in diverse cultural settings.

Despite significant progress in childhood mindfulness research, there remain gaps that warrant further exploration. Against the backdrop of the nuanced cultural considerations in mindfulness practices and their varying impact on different age groups, this study aims to bridge existing research gaps by delving into Mindfulness-Based Education, specifically exploring the cultural and age-related perspectives through innovative course design. To address the potential gaps in current research, which lack in-depth exploration focusing on children at different developmental stages, particularly concerning the impact of culture on mindfulness learning in children, and the potential curriculum design challenges for children with special needs.

2. Methodology

2.1. Research Design

This study employs an action study to investigate whether distinct course designs, informed by the synthesis of past experiments, can effectively engage participants of different age groups, diverse cultural backgrounds, and varying socio-economic conditions, ensuring genuine benefits. This approach entails creating an inclusive classroom environment with methods accessible to participants in terms of materials and electronic devices, ensuring participant willingness, as measured through their feedback and observations by experimenters.

2.2. Three Stages of the Study

2.2.1. Stage One – Theoretical Analysis

The course design utilizes proven mindfulness activities from previous experiments, adjusting them further based on age, cultural background, and socio-economic context. This stage elaborates on the fundamental theoretical logic of mindfulness, past designs, purposes, and outcomes of mindfulness activities.

2.2.2. Stage Two - Implementation

This stage encompasses the practical implementation of the designed curriculum, providing an overall description of the composition of participants and the classroom environment.

2.2.3. Stage Three– Reflection

The reflection stage involves summarizing student performance during the class and post-class feedback. Subsequently, a comprehensive evaluation and refinement of the entire course design will be conducted.

2.3. Data Collection and Analysis

Data for the experiment are sourced from two classrooms in China. Classroom A consists of second-grade students, primarily comprising migrant children of Chinese immigrant workers. Classroom B comprises first-year high school students residing in a welfare institution. Each class has around 15 students. Data collection involves student evaluations of the overall direction and experience of the class post-session, supplemented by experimenter observations of the overall classroom atmosphere and student performance. The final analysis and discussion will integrate existing mindfulness-related theories and scales.

This research design aims to provide a nuanced understanding of the effectiveness of mindfulness interventions in diverse educational settings, taking into account age, cultural background, and socio-economic conditions.

3. Stage One: Theoretical Framework

3.1. The Three Fundamental Principles of Mindfulness

Researchers have delineated three essential components, referred to as the "axioms" of mindfulness: Intention, Attention, and Attitude. These axioms are considered indivisible facets within a unified cyclical process, constituting the moment-to-moment emergence of mindfulness.

Intention pertains to the purpose, vision, or motivation behind practicing mindfulness. Intentions may encompass reducing anxiety, cultivating empathy, or fostering overall well-being. Studies indicate that as mindfulness practice deepens, intentions transform, akin to the changing seasons. For instance, initial intentions focused on self-regulation and stress coping may evolve into self-exploration and liberating transformations. Clearly defining intentions aids in stabilizing the direction of the practice. Attention involves observing internal and external experiences without detailed processing or judgment. Mindfulness trains attention, and sensory awareness, as well as the flexibility and control of attention. Attitude encompasses the qualities brought to attention, such as patience, compassion, acceptance, curiosity, and tranquility. This imparts a benevolent presence to mindfulness, free from conflicting emotions [12]. These axioms, as interpretations from the realms of human thought and cognition, propel the entire dynamic process of mindfulness.

Together, intention, attention, and attitude constitute an inseparable and dynamic process, wherein mindfulness unfolds in every passing moment. Mindfulness activities revolve around these three principles and develop diverse practices and variations to engage individuals in their daily lives. Therefore, all our mindfulness activities further expand and extend within the framework of how these principles operate.

Mindfulness Practice of Gratitude Journal: Shifting from "What If" to "What Are"

The "what-if" thought pattern falls under the psychological concept of counterfactual thinking, which involves contemplating and imagining outcomes different from those that actually occurred [13]. Instead of succumbing to "what-if" thinking, adopting a gratitude journal aligns more with the concept of a "what-are" journal. Research has demonstrated that practices such as maintaining a gratitude journal and noting three good things significantly enhance measures of happiness, gratitude, and stress reduction [14]. This involves documenting unexpected but cherished aspects and details of life. For instance, forming meaningful connections with interesting friends in a less-than-satisfactory school, or encountering blooming flowers due to a wrong turn. Gratitude journal instructions may include recording three things you are grateful for each morning and noting three positive occurrences at the end of the day [15]. The primary goal of this practice is to make participants aware of tangible, graspable elements in their present moment, offering support and alleviating negative emotions [15]. Encouraging participants to capture life's surprises promotes a return to the present, opening their senses to appreciate the beauty of the current moment. Moreover, this method is highly feasible, well-received, and sustainable [15], making it suitable for integration into mindfulness classroom settings.

This practice effectively guides participants to focus on what is presently perceivable and controllable, fostering a supportive environment and reducing negative emotions. Encouraging individuals to capture life's surprises allows them to reconnect with the present, opening their senses to appreciate the beauty of the current moment. Furthermore, this method is highly feasible, well-received, and sustainable, making it suitable for integration into mindfulness classroom settings [15].

3.2. Mindfulness Practice of Meditation and Focus

Mindfulness meditation practices, whether static or movement-based, prove beneficial for enhancing children's self-regulation across developmental stages. An essential form of static mindfulness meditation involves guided sitting meditation, encouraging individuals to maintain a specific position and direct ample attention to their perceptions. For instance, children can be prompted to relax fully and focus on sensory aspects, concentrating all their attention on a chosen sense. In teaching, a crucial aspect is for educators not to command children to stay still in a manner that enforces classroom order [5]. In contrast, research suggests that dynamic exercises are more suitable for children in the stage of developing executive function skills, aiding them in acquiring processes such as initiation, planning, organization, transitions, problem-solving flexibility, emotional regulation, and sustaining attention. Teaching methods may involve using props for breathing exercises and concretizing abstract perceptions, thereby expressing emotions through movement [16].

In summary, irrespective of age or the static or dynamic nature of mindfulness training, participants are required to avoid excessive concern about their emotions, thoughts, and other mind-body phenomena, simply cultivating awareness and fostering an objective attitude towards them. Patience is crucial in maintaining a patient and peaceful coexistence with various mind-body states. Directing focused attention to the present moment and gradually increasing awareness are fundamental aspects. For children at different developmental stages, this serves as an optimal approach to providing concrete awareness space, wherein teachers play a role in offering opportunities for free expression and perception of the emotions children wish to acknowledge [5].

3.3. Mindfulness Practice of Sensing and Daily Life

Mindfulness predominantly involves controlling one's emotions, sensations, thoughts, and bodily perceptions while being aware of present actions. As discussed earlier, for children, learning to be aware of and regulate thoughts, feelings, emotions, and sensations can be challenging in certain situations [5]. Adolescents, facing significant stress, may experience emotional instability, and inappropriate classroom activities and course designs can diminish their interest in mindfulness practices [9]. Incorporating mindfulness activities into the daily lives of children and adolescents can help them develop positive mental health, enhance self-control, and foster positive self-esteem [11].

In terms of visual and tactile aspects, practices like meditation and gratitude journaling, as mentioned earlier, prove effective. Activities such as body scanning and mirroring help students perceive and genuinely "scan" each part of their bodies. Tactile experiences include walking, and interactive activities with props like sand trays or bubbles, aiding students in perceiving themselves and their surroundings. Auditory aspects, as mentioned earlier, focus on everyday training, such as mindful listening and guided mindfulness meditation outdoors [10]. Regarding mindfulness activities in taste, mindful eating involves students consciously savoring the taste, texture, and sensations of food while chewing and swallowing slowly. Blindfolded taste tests can also be conducted for tactile mindfulness experiences [11]. Mindfulness activities concentrating on perception center more on the concepts of "the present moment" and "sensation," holding significant positive psychological potential for the daily mindfulness development of children and adolescents [17].

4. Stage Two: Implimentation

4.1. Class Design A - Elementary Immigrant Family Students

Conducted mindfulness activities for a class of 16 second-grade children of migrant workers through online teaching.

Table 1: Class design and material use for elementary school class A

Content	Type	Materials	Procedures
Self-regulation and basic ideas of mindfulness	Theory Content	N/A	Utilized a question-and-answer format to elicit relevant theories on emotion management and mindfulness concentration. For instance, inquired about instances when children had homework to do but found their minds unsettled, desiring to play instead. Subsequently, guided the discussion toward mindfulness-related forms and theories [5].
Anxiety Pie	Gratitude Journal Related Activity	Notepaper (sticky notes), pens, a small container (bowl, box, pen holder, etc.)	1. Identify Stressors (2-3 minutes): Concentrate on sources of stress, striving to recognize all aspects of life that induce feelings of tension, suppression, negativity, or disturbance. 2. Write Stressors on Notes: Record these stressors on individual pieces of notepaper or sticky notes, addressing one stressor per note. 3. Visual Representation: Crumple each note containing a stressor and place them into the designated container (paper box, bowl, pen holder, etc.). This provides a tangible and visual representation of the numerous stressors affecting the individual.

Table 1: (continued).

Mindful stretching activities in nature	Meditation Related Activity	Being able to teach outside of the classroom	Start with the outside natural environment. Initiate the activity by adopting deep breathing techniques, concentrating on the natural breath. Feel the freshness of the air and the ambiance of nature to enhance the depth and frequency of breathing. Engage in simple and comfortable stretching exercises, such as extending arms, twisting the body, or bending at the waist. Maintain mindfulness in each movement, emphasizing the sensation of stretching and relaxing every inch of the muscles. Throughout the process, encourage children to envision the movements they believe should be performed in their minds.
(Returning to the classroom after outdoor activities) Mindfulness sitting exercise	focusing on present activities and daily habits	N/A	Children select a comfortable, upright sitting posture, ensuring both feet are flat on the ground, sitting midway on the chair, with a naturally straight spine, and the head and neck upright. Guidance and support are provided to those struggling with the correct posture, ensuring every child adopts a mindful sitting position. Next, children follow a one-minute breath-focused exercise, eyes open or closed, fully relaxing, and directing attention to body sensations. They inhale deeply, focusing on the abdomen's slight rise, exhaling while feeling the slight contraction. This process is repeated three times, with acknowledgment that attention drifts are a normal part of the exercise. Post-breath training, children observe their internal state, reflecting on thoughts, readiness for the next activities, and current emotions and sensations. This mindfulness sitting training serves as a valuable transition, fostering a sense of presence and emotional awareness between outdoor activities and classroom engagement.

Due to the general sense of classroom orderliness among Chinese children, there were no issues with manners during the classroom process. However, this has raised more concerns for me: whether the children would genuinely absorb the content I was presenting rather than simply trying to comply with me to maintain classroom discipline. Our classroom sessions were conducted online, allowing me to overview the reactions and learning situations of all classmates. In order to better adapt to the teaching methods of primary school lower-grade children, I introduced the basic concepts of self-regulation and mindfulness through questioning. I asked about their reactions when needing to focus on tasks or their emotional responses in specific situations to initiate the discussion. During this process, some students responded positively, actively sharing their thoughts. To gain a basic understanding of the students in the class, I also selected a few students to briefly answer related questions. Afterward, with the assistance of the teaching assistant, we distributed activity materials and conducted the first activity, the anxiety pie. This activity primarily served as a mindfulness perception exercise for students to review and categorize potential sources of stress in their lives. The main focus was on understanding their thoughts and feelings when these stressors occur. Students

were required to concentrate on their writing process, the crumpling of notes, and observing the state of their small paper boxes.

After the concrete review and discussion in this round, more students chose to share something that troubled them during the sharing session. In this process, I also shared experiences that students could relate to, making them more willing to share their own experiences. Next, we engaged in mindfulness meditation activities in nature and the sitting exercise after returning to the classroom. This project was mainly assisted by in-person support from teaching assistants accompanying the children. The outdoor activity took place in a park near the school, and the students were very focused as they found the experience of outdoor classes novel. During this process, students were encouraged to amplify their five senses, paying attention to what they perceived, saw, heard, smelled, and touched. The activity also included meditation focusing on amplifying auditory and tactile sensations. After returning to the classroom, we concluded with the mindfulness sitting exercise, also as a small daily habit. Most students were highly engaged in this process. It is noteworthy that during the indoor mindfulness sitting training, students who couldn't hear me clearly would actively interrupt to seek clarification. However, this did not disrupt the focus of other students, and those who asked questions quickly returned to a state of concentration.

4.2. Class Design B - High School Orphanage Students

Through online instruction, mindfulness activities were conducted for a small class of 16 students in the first grade of a high school, all residing in a welfare institution.

Table 2: Class design and material use for high school class B

Content	Type	Materials	Procedures
Breath Space Exercise	Meditation Related Activity	N/A	Facilitate students' focus on the upcoming mindfulness class by employing soothing music and a standard meditation process. Integrate questions to assist students in establishing and reinforcing their thoughts and concerns about the upcoming mindfulness class, addressing any uncertainties they may have.
Discussion on Self-Care and Stress	Theory Content	Paper and pen	Prompt: "Throughout our growth, each of us encounters setbacks and experiences moments of frustration and sadness. Now, please carefully recall such an event and express in writing or through drawing the specific feelings you experienced." After sharing past experiences, prompt students to write about current stressors, emphasizing personal feelings. Expand the discussion to include prompts on how to overcome such situations and reduce self-imposed "strictness" or self-criticism, emphasizing that self-care involves letting go of judgment and criticism, accepting oneself with an open mind. This leads to an exploration of different stress types, including distress and eustress, encouraging students to share their experiences. Subsequently, explain the fundamental principles and states of mindfulness.

Table 2: (continued).

Introduction to Types of Self-Care Habits and Encouraging each others	Gratitude Journal Related Activity	Paper and pen	Provide a brief overview of different types of self-care habits and encourage students to reflect on whether there are activities they can incorporate into their lives. Afterward, have students write down their reflections on cards, emphasizing mindfulness during the writing process.
Mindful Eating Training with Raisins	focusing on present activities and daily habits	Raisins	Conduct mindfulness eating training by having students experience the act of tasting raisins. The primary objective is to help students slow down, redirect their focus and awareness to the present moment, and pay attention to the simple act they are engaged in. This activity serves to bring attention and awareness to what students are doing, even in the case of a routine action that requires no significant thought, fostering a sense of control.

The entire course followed the sequence outlined in the lesson plan, with interactions and teachings progressing in order. It is noteworthy that the process did not unfold as smoothly as anticipated during the course design. Despite the initial challenges, the engagement level of the students significantly improved as the class progressed. For the high school class, I incorporated additional discussion and sharing segments after each lecture or activity. This involved dedicating a small portion of time for students to present their own writing or share their experiences. However, during the initial two activities—Breathing Space Exercise and Stress Discussion—there was limited student willingness to participate in the sharing segment. To address this, I first shared my experiences and narratives before inviting students to contribute. In the final mindfulness eating activity, there was a notable increase in student engagement and sharing. The shift in the students' willingness to share during this time surprised me, and I will analyze this further in Stage 3.

Regarding the mindfulness eating activity, students shared reflections on different aspects. Firstly, they reviewed the entire process and discussed sensory amplification: "the texture, shape, the sweet scent, the friction between fingers, the transition from dry to sweet, a slightly scratchy feeling down the throat after consuming three raisins." Secondly, they highlighted the connection between this activity and their learning and life: "helps me focus better on studying, calmly solving each problem step by step, not feeling rushed; in daily life, it can slow down and appreciate the journey forward instability." Lastly, reflections on cultivating daily habits were shared: "often forget about mindful eating in daily life, realizing how challenging it is to change habits; need to apply it more in the future." Student sharing increased the classroom's harmony and energy, prompting me to briefly revisit each section and provide a concise recap of the previous content in the final segment. Overall, students showed anticipation for future mindfulness eating sessions, viewing it as an uninterrupted and valuable practice.

5. Stage Three: Reflection

In the third phase of the action research, I summarized the overall feedback from the students and analyzed their responses and reflections based on the actual classroom situations. When implementing the mindfulness classroom design through action research, I advocated for a curriculum consistent with children's cognitive development theories, emphasizing age-appropriate activities. The teaching model focused on mindfulness-related theoretical explanations, activities emphasizing present moments, meditation-related exercises, and sensory-related activities, and linking these to habits

applicable in daily life to enhance student engagement and achieve positive outcomes to the maximum extent.

In the primary school classroom, considering students' limited understanding of profound perceptual topics, I opted for more tangible manifestations, allowing them to experience mindfulness activities more concretely. In these classes, students demonstrated outstanding participation and willingness to share their personal experiences. Concerns related to students' cultural and socioeconomic backgrounds were addressed through relevant designs. Considering students' environments and economic conditions, the school and teachers provided all necessary course materials. Students showed a good understanding of this mindfulness class, actively participating in the course, confirming the rationality of this teaching design through the smooth progress of the course and their positive engagement.

In the high school classroom, there were challenges with students' initially less positive feedback, but post-class feedback revealed a more optimistic perspective. This included feedback on self-care: "I will carefully review the reasons for exam failures, then tell myself that I have now identified the reasons for this failure, and I will do better next time." Also, encouragement-related feedback: "Stereotypes in cognitive impressions may be inaccurate; discovering new aspects from a different perspective, breaking mental patterns, not defining new experiences with old thoughts." When asked about their initial reluctance to share in the first half of the course, many students expressed uncertainty about what they truly wanted to express and concerns about the correctness of their responses or uncertainty about which aspect of the response was most appropriate. However, the later lecture clarified that mindfulness is about not judging, being in a calm and accepting state, dispelling many of their concerns, and making them more willing to share relevant content. This prompted my reflection on the sequence of classroom activities and provided more ideas for the overall mindfulness classroom design. That is, a comprehensive understanding and research of student backgrounds before preparing and designing classroom activities are essential. Only the model mentioned earlier is not enough; more importantly, considerations and inclusion of students' actual situations in this structure are crucial. That is, age group, socioeconomic background, cultural background, and other specific needs are particularly important for mindfulness class design.

This raised considerations about the importance of comprehensive understanding and research into student backgrounds before preparing and designing classroom activities. While the mentioned model is essential, a more critical factor is the incorporation of considerations for students' actual situations. Factors such as age, SES background, cultural background, and other specific needs are crucial for the design of a mindfulness classroom.

6. Discussion

In further expounding upon the conceptual framework guiding my mindfulness classroom design, it is essential to delve deeper into the theoretical underpinnings that inform the age-appropriate nature of the curriculum. Drawing inspiration from prominent theories of cognitive development, such as Piaget's stages of cognitive development and Vygotsky's socio-cultural theory, the curriculum is meticulously crafted to resonate with the cognitive capacities and comprehension levels of children in the designated age group [18]. The emphasis on present-moment experiences within the curriculum aligns with the developmental milestones of the students. By anchoring mindfulness practices in the "here and now," the curriculum not only caters to their cognitive abilities but also instills a foundational understanding of the significance of being present in one's daily experiences. This focus contributes to the cultivation of mindful awareness, a skill that can serve as a lifelong asset.

The incorporation of mindfulness meditation exercises serves a dual purpose. Firstly, it introduces children to practical techniques for managing their thoughts and emotions, fostering self-regulation skills. Secondly, it aligns with the cognitive flexibility and executive function development crucial

during this stage of childhood. The meditation exercises are designed to be accessible, engaging, and aligned with the cognitive developmental stage of the students, ensuring both relevance and effectiveness [10]. Furthermore, the inclusion of sensory-related activities capitalizes on the experiential nature of learning. By connecting mindfulness practices with the students' sensory experiences, such as taste, touch, sight, and sound, the curriculum not only engages multiple facets of their development but also reinforces the integration of mindfulness into their daily lives. For instance, the exploration of mindful eating experiences opens avenues for discussions around gratitude, curiosity, and the connection between sensory awareness and emotional well-being. Considering the unique socio-economic context of the students, where resources might be limited, the collaborative effort between the school and teachers to provide necessary materials underscores the adaptability and practicality of the curriculum. This collaboration ensures that mindfulness education is accessible to all students, promoting inclusivity and equity.

In summary, a solid foundation has been established through the integration of mindfulness-related theoretical discourse, a focus on present-moment activities, meditation-related practices, sensory-related activities, and a teaching approach that connects these to habitual application in real-life situations. These subtle adjustments, informed by developmental theories and practical considerations, have been instrumental in reinforcing the effectiveness of this approach. The positive feedback and sustained engagement obtained through adaptive responses to diverse student circumstances underscore the alignment with the overarching theme of mindfulness-based education and emphasize the significance of tailoring interventions to the specific needs and backgrounds of participants.

6.1. Limitations

Reflection on the feedback from adolescents reveals certain nuances and instabilities in their responses. Recognizing that adolescence is a crucial developmental stage marked by individual variations, it becomes evident that a more refined curriculum design is imperative. The present curriculum, while demonstrating effectiveness, may encounter challenges in catering to the diverse cultural backgrounds of adolescents, particularly within the context of China's collective culture. Given that China values collective harmony even among adolescents seeking individual identity, the current curriculum's alignment with this cultural context has been a strength [11]. However, it is essential to acknowledge that this emphasis on collectivism may not be universally applicable, especially in cultures that prioritize individualism. The curriculum's current design, which resonates well with the sociocultural dynamics of China, might require adaptations to suit the needs and preferences of adolescents in more individualistic societies.

Furthermore, adolescence, characterized by a quest for identity and a desire to align with adult roles, underscores the need for nuanced course design [11]. In response to this developmental aspiration, the current curriculum has been tailored. However, it is essential to recognize that additional considerations may enhance its relevance further. For instance, incorporating elements that resonate with the socio-emotional challenges typical of adolescence can provide a more comprehensive and relatable learning experience. Moreover, the curriculum's applicability to a broader range of cultural contexts remains a critical consideration. The current application has been limited to low socioeconomic status (SES) children in China, raising questions about the generalizability of the findings. While the curriculum exhibits promise within this specific cultural and socioeconomic context, extrapolating its efficacy to a more diverse population necessitates caution. Future iterations of the curriculum should explore cultural adaptations to ensure its universality and effectiveness across different cultural backgrounds. Expanding the geographical scope and cultural diversity of the participants in subsequent studies can mitigate this limitation. Including adolescents from varied cultural backgrounds and SES levels will not only enhance the

external validity of the findings but also contribute to a more inclusive understanding of mindfulness interventions in diverse contexts.

In conclusion, while the current curriculum design addresses the developmental needs of adolescents in low SES settings in China, there are inherent limitations. The feedback variations among adolescents underscore the complexity of this developmental stage. As the curriculum evolves, considerations for cultural nuances and a more expansive participant pool are essential for refining and broadening its impact, ensuring that it remains a relevant and adaptable tool for promoting mindfulness in adolescence, especially when considering variations in cultural orientations towards individualism and collectivism.

7. Conclusion

In conclusion, the exploration and implementation of mindfulness-based education, particularly in the context of children and adolescents, shed light on the multifaceted nature of this transformative approach. The culmination of our research journey underscores the importance of designing mindfulness curricula that align with children's cognitive developmental stages, engage them in present-focused activities, incorporate meditation practices, foster sensory awareness, and integrate connections with everyday life.

The core proposition for an effective mindfulness curriculum lies in its ability to synchronize with children's cognitive and emotional developmental trajectories [7]. By adhering to age-appropriate content and delivery methods grounded in developmental psychology, we can optimize the impact of mindfulness education. Recognizing and respecting the evolving cognitive capacities of children is fundamental to tailoring interventions that resonate with their unique needs and capacities.

In essence, the envisioned mindfulness curriculum, founded on age-appropriate content, present-focused activities, meditation practices, sensory awareness, and real-life connections, holds the promise of fostering a more profound and enduring impact on children. As we advocate for the continued refinement and expansion of mindfulness-based education, incorporating these principles into curricular designs can pave the way for a more applicable and transformative approach to nurturing the well-being of the younger generation.

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The Dilemma of Women in the Workplace

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Abstract: Influenced by historical factors, women are often in a disadvantaged position in the workplace and in life. First of all, in the workplace, sometimes women and men are not paid equally even though they make the same contributions in the workplace. In addition, society often assumes that women need to take care of the family, resulting in women needing to adjust the balance between work and family. At the same time, men often do not have this problem. Second, young women entering the workforce are often vulnerable to sexual harassment by male leaders and bosses. This adds to the difficulties women face in the workplace. These inequalities are fundamentally caused by the subconscious existence of gender inequality in society and disrespect for women. This unequal treatment inhibits the enthusiasm of female employees and is not conducive to the guarantee of work efficiency. This paper analyzes the dilemma of women in the workplace and the causes of these difficulties, aiming to propose solutions to help women get out of the dilemma in the workplace, further realize gender equality in social status, and protect women's human rights.

Keywords: Workplace, Sexual Harassment, Gender Equality

1. Introduction

Due to historical factors, women in primitive and ancient times did not have a physical advantage, resulting in modern society. Even though men and women make the same contributions in the workplace, they are not paid equally [1]. However, today, the advantage of manual labor is not used as a criterion for judging gender status. China Daily, December 1, 2021. An article in the Economist in the United Kingdom introduced a study/investigation about the working conditions of women in the workplace in the United States. One of the professors pointed out that women should pay more attention to their families and children because they should be paid less than men in terms of work.

Women in the workplace struggle with the balance and conflict between work and family and, at the same time, suffer hidden discrimination and anti-discrimination in the workplace [2]. In the Chinese social atmosphere and people's ideas, there was also an ancient "male protagonist outside and female protagonist inside," which led to the prejudice suffered by women in the workplace. The unequal economic income difference between the sexes is an unfair manifestation, which is not conducive to developing a female-friendly society in the relationship between men and women in society, nor to enterprise management and development. At the same time, this unequal treatment suppresses the enthusiasm of female employees for work and is not conducive to the guarantee of self-sufficiency [3]. For example, suppose the whole society and enterprises can deal with the problem of equal pay for equal work and inequality women face in the workplace. In that case, they

can further realize the equality of gender social status, safeguard women's human rights, and stimulate their work confidence and normal work attitude. At the same time, eliminating the gender income gap caused by stereotypes is an important measure to protect the rights and interests of women and women. For example, government departments have introduced and implemented laws and regulations to solve women's compensation problems in the workplace. Since it is impossible to eliminate this phenomenon conceptually, society and enterprises should appropriately subsidize female employees who are unable to work normally due to discrimination and physiological periods to help women get out of their predicament in the workplace.

2. Dilemma of Women in the Workplace

At present, most of the victims of sexual harassment in the workplace are women, which is fundamentally due to the subconscious existence of gender inequality in society and disrespect for women [4]. Young women who are new to the workplace are often likely to be sexually harassed by male leaders and bosses. Some of the female victims of sexual harassment in the workplace are unable to deal with these problems due to the premise of some basic relationships, such as work relationships, internship relationships, superior and subordinate relationships, and application relationships, for example, superior male employees sexually harassed next-level female employees. Still, women could not call the police due to work reasons. Because of these problems, most victims will choose to be silent and forbearance, thus fueling the trend of sexual harassment in the workplace. Sexual harassment in the workplace is divided into two categories: verbal sexual harassment and physical sexual harassment. Verbal sexual harassment is always being harassed, and some bystanders use "jokes" as an excuse to glorify and overshadow sexual harassment, which will cause serious harm to the victim [4]. according to the proportion of the number of sexual harassment incidents in the domestic workplace and the victim calling the police, most of the women who were sexually harassed in the workplace did not choose to call the police. Dissuasion and self-doubt criticism from family, friends, and colleagues will rationalize sexual harassment in the workplace. Ms. Chizuruko Ueno of Japan once said, "Now it is recognized that the proportion of sexual harassment in the workplace is increasing, and society is slowly getting better." Nowadays, some enterprises that have foresight and attach importance to protecting the rights and interests of female employees are conducting internal training against sexual harassment in the workplace. More and more social groups have also begun to pay attention to this problem, which is good progress.

In today's social environment, the family has become one of the dilemmas young women face in the workplace. A large part of the reason for the problem of equal pay for male and female employees in the workplace is that young women are discriminated against and treated unequally in the workplace due to marriage problems [5]. For example, two young male and female interviewers with equal abilities and academic qualifications, among which women are very likely to cause men to be hired and women to be eliminated due to marriage and pregnancy problems. Since the emergence of factory production in the British Industrial Revolution, women have faced workplace discrimination caused by the problem of marriage and pregnancy. In the late 1950s and early 1960s, young women in the American workplace had a sense of equal rights. They began to carry out parades, calling on the public to pay attention to the plight of women in the workplace due to the problems of marriage and pregnancy. In China, this kind of discrimination still exists, which is an invisible discrimination. Due to the problem of marriage and pregnancy and other factors, men and women get different pay for equal work, which makes young women discriminated against and prejudiced in the workplace, forming a vicious circle. importantly, it is unreasonable for women's values and achievements in the workplace to be bound by the family, which is a kind of gender discrimination. Men can also do women's work in the family, so the difficulties of young women in the workplace caused by marriage and pregnancy can be eliminated with the change in people's ideas [6].

In the face of the difficulties of contemporary young women in the workplace, especially the problem of marriage and pregnancy and unequal pay for equal work, Japanese sociologist and feminist Ms. Chizuko Ueno once said: "In feminism, there are married, some are unmarried, some have children, some do not have children, and it's not that feminists who don't get married are greater. It seems that feminism is divided into three or sixty-nine, right and incorrect, and I think this is a kind of dogmatism. because feminism, in my mind, is the idea of pursuing freedom. Today, with rapid ideological and economic development, whether women are married or have children, they enjoy the same rights and freedoms as men. They should not be treated unequally due to various problems. All kinds of discrimination and human rights violations suffered by women in the workplace exist, are unreasonable, and contrary to the premise of social development. This topic and the current situation have triggered a lot of discussion among sociologists and the public. looking at the domestic social atmosphere and the current situation of the internet, feminism seems to have become a rude duality, attacking the position of men. The long-term trend has caused people to have negative emotions about feminism, which is not conducive to the development of feminism, and it is also not conducive to the protection of women's rights and interests at present, more and more people and social groups are aware of the plight of young women in the workplace, and at the same time, they are also making efforts to protect the rights and interests of women in the workplace.

3. Suggestions

Although the state, the government, and all social parties have been actively making efforts to eliminate the problem of female employment discrimination, the Chinese traditional feudal culture for thousands of years can not disappear in a short time, so there is still a long way to go to eliminate the problem of female employment discrimination. On the one hand, the country needs to strengthen legislation and establish and perfect law enforcement institutions. On the other hand, the government must strengthen law enforcement and increase the supervision and punishment of gender discrimination in employers. Third, all parties in society, including the media, should also supervise the problem of female employment discrimination so that all kinds of sexist behaviors are exposed in the public eye. At the same time, women themselves need to strengthen their own quality cultivation and seek more self-identification and self-value realization. Although the phenomenon of female employment discrimination still exists, looking at the world, women's personality liberation, free from the bondage of social role positioning, has formed a wave. We have reason to believe that in China and the world in the near future, the backward concept of gender discrimination left over from history will be completely replaced by the new human civilization.

4. Conclusion

This paper discusses the dilemma of women in the workplace. First, women are subject to unequal treatment. When making the same contribution, women are paid less than men. Then, because women tend to take care of the family by default and need to have children, many companies give priority to hiring male employees or use these reasons to reduce the salary of female employees. Women are also vulnerable to sexual harassment in the workplace, especially young women. The essence of these difficulties is gender discrimination. Now, more and more people are aware of this and are changing. Women's rights are gradually being protected, but it is far from enough. To eliminate the dilemma, the whole society must work together to protect women's rights and interests in the workplace.

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The Association Between Mental Health and Different Sexual Orientations

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Abstract: In society, many bisexual or homosexual people suffer from depression and other mental diseases because of social factors such as social prejudice and social opinion. This work will focus on the relationship between mental health and sexual orientation, and it will also develop a detailed understanding of the factors that affect sexual orientation. By combining these factors, the paper concluded that bisexuals are more likely to suffer from depression, and heterosexuals are less likely to suffer from depression. This article also summarize some factors of mental health problems led by bisexuality, which are sexual orientation-based discrimination, bisexual invisibility and erasure, and lack of bisexual-affirmative support. In addition, this paper also involves a survey, which research about teenagers' opinion toward sexual orientation, it emphasizes that people should always maintain an objective and tolerant attitude towards all kinds of people. People do not need to understand people with different sexual orientations, but they should respect them.

Keywords: Bisexual, Homosexual, Major depression, Anxiety

1. Introduction

Most people's sexual orientation may be established during adolescence, usually between the ages of 10 and 20. During this period, sexual orientation can be influenced by different aspects, such as genetic factors, hormonal influences and social opinions [1]. In the work, I studied the correlation between mental health and sexual orientation, and also explored the factors that change sexual orientation. I have found that bisexual people are more likely to suffer from mental illness, which is related to social factors, environmental factors and even their own genes. Through detailed investigation, this experiment can make people look at different sexual orientations in a more objective attitude, and help people with different sexual orientations overcome mental illness by researching treatment methods. However, the content about factors of sexual orientation still lacks accuracy, because I cannot find actual cases in real life for in-depth investigation, so there are still some potential factors that cannot be determined, but the preliminary prediction of sexual orientation may still be influenced by childhood experiences.

2. Common sexual orientations & Mental health problems

2.1. Analysis of different sexual orientations and mental illness

There are approximately 64 sexual orientations nowadays in our society, the four most common types are: bisexual (*Attraction to more than one gender (both male and female).*), heterosexual (*(of a person) sexually attracted to people of the opposite sex.*), homosexual (*Sexually attracted to people of the same sex.*), and nonsexuality (*Not involving sex or sexual activity a nonsexual relationship nonsexual contact.*) [2].

Heterosexual is one of the most common sexual orientations in society, it indicates that heterosexual people are sexually or romantically attracted to people of the opposite sex. [3] In detail, men who are heterosexual are generally attracted to women, and women who are heterosexual are attracted to men; Bisexual means that the person is attracted to more than one gender. Those who identify as bisexual feel a sexual or romantic attraction to people of a different gender as well as their own [3]; Homosexual often demonstrates that a person who is attracted to a person who has the same sex as well. Gay and lesbian are the most common synonyms: If a man is attracted to another man he will be considered as gay, while if a woman is attracted to another woman she will be considered as lesbian [3]; Nonsexuality is less common among the four sexual orientations, it often refers to not involving sex or sexual activity [4].

However, different sexual orientations can lead to different mental health problems, and people with different sexual orientations tend to show different mental health symptoms. According to findings from a Dutch population survey, demonstrate that homosexual people reported more acute mental health symptoms than heterosexual people and their general mental health was also worse [5].

Depression and anxiety are common mental diseases in today's society. As people grow up, they face more and more pressure (such as social pressure, life pressure, economic pressure, emotional pressure, etc.). If they cannot find appropriate ways to relieve it, long-term accumulation will lead to depression and anxiety. Severe depression can even lead to suicide and self-harm.

Depression is typically characterized a lack of interest in anything, continuing to have emotions (such as sadness, anger, emptiness, guilt, or worthlessness), and thoughts of suicide or self-harm [6]. The typical features of Anxiety are repeated negative thoughts, uncontrollable worries, and physical manifestations such as shaking, dizziness, and rapid heartbeat [7].

Although anxiety and depression share a biological basis they are not the same. Anxiety is usually an anxious thought or uncontrollable negative emotion about the future, and the outside world, but depression is often a negative perception of oneself, sometimes thinking of oneself as worthless and useless [8].

In addition, in these four common sexual orientations, bisexuals seem to have more serious psychological problems than homosexuals and heterosexuals, especially anxiety (*Anxiety is the mind and body's reaction to stressful, dangerous, or unfamiliar situations.*) and depression. The bisexual group and homosexual group were at increased risk of major depression (*A mental condition characterized by a persistently depressed mood and long-term loss of pleasure or interest in life, often with other symptoms such as disturbed sleep, feelings of guilt or inadequacy, and suicidal thoughts.*); among them, the bisexual group was highest on measures of anxiety [9,10].

2.2. The factors of mental health problems led by bisexuality

Bisexuality as a general sexual orientation is associated with more severe mental illness than homosexuality and heterosexuality.

For bisexual people, their sexual orientation seems to lead to more serious psychological problems. Santhakumar [11] states that mental health problems in the bisexual population are typically due to

the stigmatization, oppression, and discrimination that they face. Although some of the research shows that bisexual people are more likely to get mental health problems, it still lacks significant findings about mental health in the bisexual group [11].

For instance, depression is a typical mental problem in the bisexual population. According to Santhakumar [11], three potential factors will lead to depression which are: sexual orientation-based discrimination, bisexual invisibility and erasure, and lack of bisexual-affirmative support. Bisexuality is illegal in some countries, so bisexual people often do not get support from their partners, families, or communities, and even face discrimination [11].

In society, bisexual people can always suffer from some unique discrimination. For example, they are considered unstable in society, and because of some stereotypes, they are often confused about their orientation. They are even considered to be *sexually promiscuous* (*Having or involving many sexual partners.*) and people who transmit sexual diseases [12].

In a long-term depressed environment, bisexual people are unable to obtain a sense of identity, and gradually they will have doubts about themselves and suffer from anxiety and even depression. Some bisexuals may develop *self-loathing* (*A pattern of thoughts or feelings of self-hatred and extreme criticism of oneself.*) and cause irreversible damage to their bodies. The article written by Fergusson & Horwood [10] illustrates that bisexuals tend to have higher suicide rates.

To conclude, for bisexual people, it seems that most of their mental illness is caused by social discrimination and social disapproval.

2.3. Factors affecting sexual orientation

In the process of changing and establishing sexual orientation, people's perceptions of themselves will also be different, and this process may cause people to produce *sexual identity distress* (*Confusion about one's gender and sexual orientation.*)[13]. In fact, sexual orientation will be influenced by genetic, hormonal, and social factors [1].

2.3.1. Genetic Influence

The article written by Dawood & Bailey et al. [14] suggests that in 1986, Pillard and Weinrich conducted a family-genetic study of sexual orientation. In the study, they recruited homosexual and heterosexual male *probands* (*Individual being studied or reported on.*) through newspaper advertisements. These probands were interviewed about their sexuality as well as their siblings' sexual orientations [14]. Results suggested that homosexual probands were quite accurate at assessing their siblings' sexual orientations [14]. Most importantly, the data showed that the probability that gay male probands had gay brothers was 22 percent; this data was significantly higher than the control group, which is heterosexual male probands (4%) [14].

Furthermore, in Dawood and Bailey's [14] study, they also found that both male and female homosexuality seems to run in families. The proportion of homosexuality among brothers of homosexual males was around 9%. Compared to the heterosexual control group and the findings from recent large-scale epidemiological surveys, these results are more significant, suggesting that male homosexuality is familial [14]. Homosexual women also appear to have more homosexual sisters [14], this also confirms that sexual orientation can be influenced by genetic factors.

2.3.2. Hormonal Influence

In an article published by Balthazart, J. [15], it was emphasized that heterosexual and homosexual people have significant differences in behavior, physiology, and morphological characteristics. These characteristics are influenced by *antenatal steroids* (*Also known as antenatal corticosteroids, are medications administered to pregnant women expecting a preterm birth.*), including *testosterone* (A

steroid hormone that stimulates development of male secondary sexual characteristics, produced mainly in the testes, but also in the ovaries and adrenal cortex.); these differences suggest that homosexual subjects have special endocrine conditions during the development stage [15]. The findings also found that clinical conditions related to significant endocrine changes during embryonic life often cause an increased incidence of homosexuality [15].

To summarize, through the study, people can find that sexual orientation is also influenced by hormones and other biological factors.

2.3.3. Social Influence

From the social aspect, the main factors that affect people's sexual orientation are law, religion, and social norms [16].

For instance, in the United States, the acceptance of homosexuality is increasing, and some laws have begun to protect and legalize same-sex marriage [16], which also makes more and more people dare to face their sexual orientation [16].

However, because different religions have different views on morality, sexual restriction is a common culture in some religions [16], and some sexual orientations are even considered taboo and unacceptable, which also inhibits the development of many sexual orientations and influences people's sexual orientations [16].

There are also different attitudes around the world; different countries have different levels of openness to sexual orientation and sexual behavior. This will also affect people's sexual orientation and how they perceive and define their sexuality [16].

All in all, finding out the factors that affect sexual orientation can help people have a correct perspective on different sexual orientations. It can also help people understand their own orientation better. Moreover, to some extent, finding out these factors may help bisexual people or other sexual orientations release the pressure brought by the outside world as well.

3. Treatments

3.1. Treatment for homosexual or bisexual depression

With an increasing number of homosexual and bisexual people suffering from depression and anxiety, it is important to help them find some valid methods for treatment and relief.

Homosexual and bisexual people can determine whether they have depression and what level of depression they have by knowing the symptoms of depression. People with depression often do not feel happy; their weight can change as their sleeping and eating patterns change; they have difficulty concentrating; and they are often not interested in what is going on around them [17]. People with severe depression will even repeatedly think about death and suicide [17].

Natasha Tracy [17] once interviewed a homosexual person and found that the reason why most homosexual people suffer from depression is not because people are afraid of homosexuality but because they can't get a sense of identity in their own society and community. They think that they are trapped in a family and society that does not accept homosexuality, and they can't be their true selves in such an environment [17].

As mentioned in Natasha Tracy's article, depression patients can get treatment by consulting doctors [17]. Many places have set up some homosexual or bisexual medical groups or associations [17]. They can take some drugs or receive psychological counseling to relieve the depressed emotions caused by depression [17]. Patients can also take some medications for depression, such as antidepressants (*A class of medications used to treat major depressive disorder, anxiety disorders, chronic pain, and addiction.*) similar to SSRI (*A type of antidepressant drug that inhibits the*

reabsorption of serotonin by neurons, so increasing the availability of serotonin as a neurotransmitter.), which can be effective in helping patients with depression [18].

4. Survey

4.1. The formation of sexual orientation and the perception of sexual orientation

I made a brief survey report, to investigate the views of people around them on sexual orientation, and how they recognize and form their sexual orientation. A total of 33 people participated in my online survey, and they provided me with a lot of useful data.

4.1.1. Survey data analysis

1. What's your age ?

Options	Subtotal	Scale
Under 18	27	 81.82%
Already an adult	6	 18.18%
Total number of respondents	33	

2. What is your sexual orientation?

Options	Subtotal	Scale
Nonsexual	1	 3.03%
Bisexual	5	 15.15%
Homosexual	1	 3.03%
Heterosexual	23	 69.7%
Other (Please describe it in detail)	3	 9.09%
Total number of respondents	33	

Figure 1: Sexual orientation and age

Figure 1 shows that Eighty-one percent of the respondents were teenagers, and only six were adults, so the target of the survey was mainly teenagers. As for the survey of sexual orientation, I found that heterosexual people are the most, which is not surprising to me, after all, heterosexuality is still dominant in today's society. But 15 percent of people still identify themselves as bisexual, they believe that they can be attracted to both men and women. Surveys show that most people have a clear understanding of their sexual orientation.

3. How did you determine your sexual orientation, if you can't confirm, please explain why?	
Number	RESPONSES
1	When I found that I want to kiss handsome boys
2	Unknown
3	Depend on what I like
4	I like handsome boys
5	Unknown
6	Never consider about it
7	Unknown
8	Unknown
9	I like handsome boys
10	Because my sexual orientation are normal
11	I like handsome men. I drool when I see them
12	I loved it since I saw it
13	I often fantasize about men late at night
14	everything is fine for me
15	yes
16	self feeling
17	I like whoever I want
18	No feelings for girls
19	I've been in love
20	?
21	To determine which gender you want to be close to
22	I like handsome boys
23	I used to love someone
24	I've fallen in love with guys and crushes and girls
25	I found that I didn't mind being in a relationship with either boy or girl
26	Only fell in love with men
27	Feeling
28	I just like girls, no reasons
29	I'm not sure how it feels
30	?? Well, that's because my crush is a guy
31	Because right now it's hard to have romantic thoughts about the carbon-based people around you, no matter men or women
32	I'm more attracted to girls, but I want to be friends with guys
33	Born to like boys

Figure 2: Ways of sexual orientation determination

From Figure 2, it suggests that many people identify their sexual orientation by being attracted to people who have the opposite sex. Most people say that because they are often attracted to the people who have a beautiful or handsome appearance, therefore they identify themselves as heterosexual. However, some people say they identify their sexual orientation based on feelings. The survey found that most people judge their sexual orientation by their feelings for others, or by changes in their hearts.

4. When did you confirm your sexual orientation, if you can't confirm, please explain why?	
Number	RESPONSES
1	Elementary school, because in elementary school I had a favorite male star.
2	unknown
3	When I was young
4	Since 14
5	unknown
6	Since I became gender conscious
8	unknown
8	I think identifying sexual orientation is a long process, so it's hard for me to put a date on it.
9	The moment I saw the abs
10	I've known since I was born that I like the opposite sex
11	Ever since I was little, I've liked handsome men
12	10 years old
13	From beginning to end
14	Don't quite remember
15	Yes
16	Since I was young
17	When I was 22 years old
18	Grade 10
19	During High school (around 15 or 16 years old)
20	Before I was born
21	Primary school, start to like people who has opposite sex
22	Since I was young.....
23	Since elementary school, I used to like a girl. But I never liked boys
24	I can't be sure because I feel like I've always been that way
25	In Sophomore year
26	Since I was young
27	It's normal to be with a girl and do not have any feelings, but a guy I like do
28	From the time I learned about gender
29	unknown
30	Because I know I like guys and I don't really like gay people
31	In grade 11
32	In high school
33	unknown

Figure 3: Date of sexual orientation determination

According to Figure 3, Most of the teens who participated in this survey identified their sexual orientation when they first fell in love with someone. Most people identify their sexual orientation in elementary or middle school (between 10 years old and 14 years old). And there are some people who identified their sexual orientation through the cognition of gender, as well as the concept of society to understand sexual orientation. In fact, in the process of collecting survey data, I found that some

people did not have a correct understanding of their sexual orientation, but because of the pressure of parents or society, they had a wrong understanding of their sexual orientation.

5. Is there a type of sexual orientation that you really hate, and why? For example: homosexual, bisexual, etc

Number	RESPONSES
1	No
2	No
3	No
4	No
5	No
6	No
7	No
8	No, I think we should respect other's sexual orientation
9	No
10	No
11	I hate gay men, I feel disgusted
12	I hate heterosexuality
13	No
14	No
15	Yes
16	Nothing particularly objectionable, but not acceptable
17	Unknown
18	No
19	No
20	No
21	except than heterosexual, not understand, but respect
22	No hate, respect the fate of others
23	Bisexual, just from the imagination I will feel sick
24	No
25	No
26	NO, every kind of love should be accepted
27	No, I respect everyone
28	No
29	No feeling
30	Uh, not hate but not support
31	No
32	No
33	Don't understand but respect

Figure 4: Opinions toward sexual orientation

Figure 4 demonstrates that most teenagers do not have negative thoughts about people with different sexual orientations than themselves, and they respect them. However, some people directly express their dissatisfaction with certain sexual orientations, such as homosexuality, when answering this question. In such a heterosexual world, it seems that other sexual orientations are sometimes considered different or discriminated against, but fortunately, most people will maintain a respectful attitude towards these people even if they do not understand these sexual orientations (such as gay, bisexual, etc.).

6.If you met someone with a different sexual orientation than you, what is the first feeling come into your mind?

Options	Subtotal	Scale
feel nauseous	0	0%
Don't understand but respect	21	63.64%
Feel incredible	4	12.12%
Want to get away immediately	0	0%
Excited and wanted to be friends with him/her	7	21.21%
feel angry	0	0%
Despise him/her	1	3.03%
Total number of respondents	33	

Figure 5: Feelings toward specific scene

From Figure 5, The data shows that when meeting people with different sexual orientations from their own, more than 60% of the participants expressed a respectful attitude. They may not recognize or understand these sexual orientations from their hearts, but they will try to communicate with these

people and get along peacefully and be friendly with these people, rather than discriminate or treat them differently. However, some people will be curious or even excited about these people with different sexual orientations, they will want to try to make friends with them, from their perspectives getting along with a variety of people can bring different experiences. In addition, 10 percent of participants would be shocked to see someone of a different sexual orientation than themselves.

7.What factors do you think affect a person's sexual orientation? (Choose more than one.)

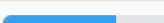
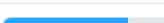
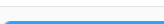
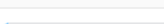
Options	Subtotal	Scale
Social environment	27	 81.82%
Childhood life	26	 78.79%
Parental thoughts	18	 54.55%
Popular thought	19	 57.58%
Cultural differences	21	 63.64%
Self-cognition	27	 81.82%
Other? Please add	1	 3.03%
Total number of respondents	33	

Figure 6: Factors that led to sexual orientation

There are many factors that affect a person's sexual orientation, figure 6 shows that the three most recognized factors are social environment, childhood life, and self-cognition, which account for more than 80 percent. The social environment includes the social rules and the general cognition of the public. In this society, most people think that heterosexuality is the most extensive and normal sexual orientation, therefore many people will form the cognition that heterosexuality is the correct sexual orientation, which will influence their sexual orientation. Childhood life also plays an important role in impacting people's sexual orientation, some childhood experiences, as well as early parenting, can subtly help us form or influence our sexual orientation. Self-cognition is also one of the factors which affect sexual orientation, through the understanding of their gender and identity, teenagers can have a basic understanding of their sexual orientation. With the change of identity and the change of self-cognition, the sexual orientation will also change.

8.Do you think it is a good thing that more and more sexual orientation has developed in today's society?

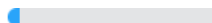
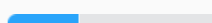
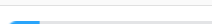
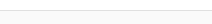
Options	Subtotal	Scale
Extremely bad	2	 6.06%
Not too bad	11	 33.33%
Very good	5	 15.15%
Don't care	15	 45.45%
Total number of respondents	33	

Figure 7: Perspectives toward sexual orientation's development

In Figure 7 it illustrates that most young people believe that today's increasingly diverse social orientations do not have a significant impact on their lives hence they do not care about it. About 33 percent of participants said that the diversity of sexual orientation did not cause serious negative

consequences, and they think that the growing diversity of sexual orientation was not too bad for society.

4.1.2. Mistakes in the survey

During the process of data collection in the survey report, I received a lot of feedback, and many people thought that when I asked them about their views on people with different sexual orientations, I needed to add another option which is called understand and respect. They believe that in many cases, even if they meet people with different sexual orientations, they will not feel surprised or do not understand, on the contrary, they understand others' sexual orientations and respect them. This also let me know that, in the face of a relatively sensitive topic such as sexual orientation, most teenagers will hold goodwill and try to be inclusive and kind.

4.1.3. Reflection

According to this survey, it demonstrates that more and more young people in today's society are trying to accept a variety of sexual orientations. More and more people begin to pay attention to their own will, rather than the others' opinions and perspectives, and of course, the tolerance of society is also increasing. Although the data shown by the survey is very optimistic, it is undeniable that heterosexuality is still considered to be the mainstream in today's society, and homosexual and bisexual people also suffer from mental illness due to various social factors.

5. Conclusion

This article discussed different sexual orientations and their relationship with psychological disorders such as depression and anxiety. It is clear that, the probability of homosexual and bisexual people suffering from depression is significant and common in people's lives.

With the development of society, people have more and more choices, and sexual orientations have also become diversified. Although society become more and more inclusive, homosexual and bisexual people still suffer from discrimination and mental health problems.

Therefore, the mental illness caused by sexual orientation needs more attention in today's society.

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The Evolution of Worship Space in the Yungang Grottoes under the Influence of the Silk Road

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Abstract: With the spread of Buddhism, cave temples, originated from India, were introduced to Central Asia via the Silk Road, and then to mainland China. This foreign religious architecture took root in China and completed the process of gradual Sinicisation. The worship space defines the core of the cave temples' architectural space. This article takes the Yungang Grottoes as an example to explore the evolution of Buddhist worship spaces. Indian Buddhist architecture has produced two most basic forms of worship space—right-hand space and prostration space—whereas in Central Asia, Buddhist architecture has undergone great changes in style, but the basic prototype of the worship space is still composed of Indian Buddhist principles: it still follows the two worship spaces of right rotation and prostration. In the Yungang Grottoes, the two worship space have been influenced by both native India and Western Central Asia, combining with the characteristics of the Han Dynasty to develop and evolve.

Keywords: Silk Road, Yungang Grottoes, worship space

1. Introduction

With the spread of Buddhism, cave temples were introduced from India via the Silk Road to Central Asia and the western regions, and then to mainland China. This foreign form of religious architecture took root in China, completing the process of gradual Sinicisation. The Yungang Grottoes, located at Wuzhou Mountain in the province of Shanxi, are Buddhist cave temples that were built during the Northern Wei Dynasty, containing extraordinary rock-cut architecture. The grottoes are known for their mixed architectural style. Compared to the earlier cave temples in China, the Yungang Cave Temples show more diversities in structure, function, and artistic expressions, showing a fusion and collision of different cultures. Among them, The worship space is the soul of the architectural style of cave temples. Therefore, this essay focuses on how the architectural styles were fused together and became Chinese, in a case study of the Buddhist worship space in Yungang Cave Temples.

2. The Origin of Worship Spaces: Chatiya Caves in Ancient India

2.1. The rise of Chatiya

Caves, as the name suggests, are chambers cut into the rocks and cliffs of mountains, originating in Ancient Egypt and being diffused to India around the 5 or 4 century BCE. During the Ashoka period (268-232 BC), two rock-carved caves were excavated in the Barabar Mountains near Gaya in the north-eastern state of Bihar for the use of Ajivika ascetics, and are the oldest surviving rock-carved caves in India. After the rise of Buddhism, Buddhists borrowed the original Indian cave form of worship practice, and Buddhist caves gradually became the main body of ancient Indian caves.

In the early days there were no statues of the Buddha. In the latter part of Ashoka's reign, he converted to Buddhism and built a large number of Stupas to hide the Buddha's relics, which became the symbol of Siddhartha Gautama and the object of worship for his followers. The Ten Realms of Causes and Consequences 《十界因果浅录》 says, "There are three kinds of worship: one for the Buddha, two for the sutras, and three for the relics". The basic form of Stupa is a hemispherical mantle built on top of a round or square pedestal, which is the body of the pagoda, made of masonry on the outside and solid clay on the inside. Later, with the development of Buddhism, Stupa began to develop from a single layer to a multi-layered direction, and some also began not to hide the relics, known as Chaitya. And Buddhists began to build Stupa indoors to protect them from the rainy season when they performed their worship activities, known as Chaitya halls, which evolved into pagodas and temples for worship. The wooden structure of the Chaitya Hall was replaced by the Chaitya Cave because the stone was strong and resistant to decay.

2.2. Buddhist liturgy

The specific form of the worship space is largely determined by the mode of worship. Buddhist liturgy can be broadly divided into two categories: pradakshina and prostration[1].

Ancient Indians regarded the right side as a place of honor, traditionally in a clockwise circumambulation to the king, or as a special tribute to the sacred person[2]. With the rise of Buddhism, this form of worship was expanded. Circumambulation on the right around the stupa became a Buddhist ritual for making offerings and confessions. Sutra of Trapuṣa and Bhallika says: "In sutra and law, the system is to circumambulate on the right; if one circumambulates on the left, one is scolded by the gods". The Avatamsaka Sutra says, "When I circumambulate the pagoda, I wish all beings to be blessed and the path to be smooth". Circumambulation on the right has a great impact on the space of the architecture, which is characterised by the construction of a circumambulation path around the object of worship.

Prostration is considered the sincerest of the nine Buddhist worship rituals in The Great Tang Records on the Western Regions, "where the nine ways are concerned, the very only worship. Kneeling and praising virtue is called the best respect. If you are far away, touch the forehead and worship the hands; if you are close, lick the feet and rub the heels"[2]. The space required for prostration is very different from the Circumambulation. That is, there should be a larger space in front of the object to be worshipped, so that followers can salute directly to the idol, and the space behind can be closed. The circumambulation space includes a part of the worship space, because followers can perform the worship ceremony when they turn to the front of the Buddha statue, so it is a composite space. While the prostration space can exist alone.

2.3. Characteristics of worship space in Chaitya Cave

At the beginning of the excavation of Chaitya Cave, Buddhism was in the early stages of development, and its influence was not strong. It focused on practicality and simple decoration. Chaitya Cave has a circular plane with a dome on the top of the cave. The hemispherical bowl-shaped Buddhist pagoda occupies the main space of the cave. A narrow winding corridor is formed between the pagoda body and the cave wall, making the worship space simple.

With the promotion of Buddhism, more space was needed to gather believers, so Chaitya Cave was developed into a combination of a circular pagoda and a rectangular hall, shaped like an inverted U. The enclosed layout highlights the centrality of the Buddha worship space[1]. The worship space has developed into a complex space that mainly rotates right-handedly: Buddhist followers prostrate towards the stupa in the longitudinal space along the entrance of Chaitya cave, and then perform circumambulation.

Such as India's Karle (Karle) Cave. There are octagonal stone pillars on both sides of the hall, supporting the upper arch roof. The space is divided into four parts: the main room, the corridors on both sides and the semi-circular back room. The main hall in the middle is wide and high, and the side corridors on both sides are narrow and short. The pagoda is located in the back room, surrounded by columns that form a colonnade that allows Buddhists to chant sutras around the tower and worship.

3. The Development of Worship Spaces in Central Asian and Western Grottoes on the Silk Road

The ancient Silk Road, one of the world's earliest trade routes, facilitated the spread of Buddhism. With the popularity of Mahayana Buddhism, Buddha statues were created in Gandhara (northern India and Pakistan) during the Kushan Empire period around the 1st century AD. Under the influence of Gandhara art, Buddha statues gradually appeared in the interior of grottoes[3]. The combination of Buddha statues and pagodas has the greatest impact on the space of the grottoes. Initially, the Buddha statues were integrated into the Indian grottoes in the form of "image-tower integration", that is, a Buddhist niche was chiseled on the main bowl of the pagoda, and the Buddha statue was placed in the niche. The pagoda still plays a major role in the grottoes, and the Buddha statues play a subsidiary role and are the decoration of the pagoda. In order to pursue a religious atmosphere, the size of the Buddha statues gradually increased. The pagoda was also raised to coordinate with it, making the main room of the grotto taller. After the rise of Buddhism in Central Asia, the grotto space centered on Buddha statues gradually replaced the Indian-style grotto space layout centered on pagodas, and the worship space also developed local regional cultural characteristics.

3.1. The Great Buddha Cave

Around the third century AD, two open-air stone Buddhas facing east and west and more than 50 meters high were carved in Bamiyan, Afghanistan. The belief in the Great Buddha is the most distinctive feature of the Bamiyan caves. Although there have been huge pagodas in India, there has never been such a huge Buddha statue. When Buddhism spread to Central Asia, the way Buddhism spread changed significantly. People could more intuitively admire the Buddha's face and receive his baptism. In the Great Statue Cave, the Buddha statue is alone, majestic and tall. The space in front of it is not spacious. People can only look up in the small space. The head of the Buddha statue is slightly tilted forward, looking down at the sentient beings who are looking up to him. The eyes of the Buddha and the believers meet, making people feel the Buddha's attention and power.

There are paths at the feet of these two giants Buddhas where people can circle and worship. This method of worship space is different from India and has a profound impact on China.

3.2. Xinjiang Central Pillar Grotto Group

Going east via Afghanistan, Buddhism was introduced to the Western Regions of the Han Dynasty by land[4]. The ancient Kucha Kingdom with Kuqa as its center was a major country among the Western Regions. It was located on the Silk Road, a traffic artery between China and the West. In the second half of the 3rd century, Kucha Kingdom had become the center of Buddhism in Xinjiang. A large number of cave temples were built, and the central pillar-style unique to this area appeared, which not only adapted to the differences in local natural geology, but also retained the core function of worship.

The Kizil Caves are the largest of the Kucha Caves. Since the sandstone in Kizil is loose and unsuitable for digging large caves, local craftsmen simplified the stupa into a thick stone pillar. The lower part of the column is square, connecting upward with the left, right and back walls of the cave, and forming a low roof corridor below. There is a large arched niche in the middle of the front of the central column[5]. The wall above the niche and the roof of the corridor together form a larger semicircular space, making the entire central column similar to a mushroom shape. With the central pillar as the boundary, the entire cave is divided into two spaces, the front and rear. The front is wide and is the main chamber of the cave. The left and right corridors are connected with the back chamber to form a "concave" shape to form a circumferential right-handed worshipping space. Enter the main room through the doorway to worship Buddha and make offerings. Then, people can go from the main room around the central pillar through the left corridor into the back room, then exit from the right corridor and enter the main room to complete a complete right-turn worship activity. This inherits the right-turn function of the tower in the Indian Chatiya caves. The difference is that a rectangular Nirvana platform is carved out at the back of the back corridor, and a Nirvana statue is sculpted on it. In this way, an original cave shape with the most artistic characteristics of Kucha was born. On the one hand, the central pillar cave emphasizes right-turn worship around the tower pillars. On the other hand, there is a large niche on the front of the pillar, which is not only a symbol of the pagoda, but also the carrier of the Buddha statue. It is a combination of Indian pagoda worship and Central Asian Buddha statue worship[6]. This is because when Buddhism was introduced to China, Buddha statues had already been produced. Although pagodas also existed, it was no longer necessary to use pagodas to replace Buddha statues for people to worship. Entering the cave and worshipping the Buddha statue directly is more acceptable to ordinary believers.

4. Inheritance and Sinicization of Worship Space: Yungang Grottoes

Buddhist art spread eastwards from Xinjiang, and the first stop in the China was the Hexi Corridor. In 417 AD, Liu Yu, the general of the Eastern Jin Dynasty, conquered Yao's Later Qin Dynasty, and the monks of Chang'an fled in all directions, leaving Buddhism in Hexi as the only Buddhism center in China. At the beginning of the fourth century, Zhang Gui was appointed as the governor of Liangzhou. Worshipping Buddhism has become a common practice in Hexi. Liangzhou (now Wuwei City, Gansu Province), the political, economic and cultural center, also began the construction of cave temples. The architectural style is called the "Liangzhou Model"[7]. In this model, the main cave shape is still the center pillar Grottoes such as Dunhuang Mogao Grottoes, Jinta Temple (Zhangye, Gansu), Tianti Mountain (Wuwei, Gansu), Wenshu Mountain (Jiuquan, Gansu), and Thousand Buddha Caves in Matisi Temple. (Zhangye, Gansu) and other grottoes are represented. At this time, the spatial shape of the central pillar cave has not changed much. Compared with Kucha, it is closer to the pagoda in appearance. The bottom of the pagoda usually has a pedestal. Buddhist

niches were not only opened on the front wall of the central pillar but also on the other three sides. The corridor surrounding the central pillar changed from the low one in Kucha to the high one. The top of the corridor is mostly the same height as the top of the main chamber cave, which is flat-topped.

In 439 AD, the Northern Wei Dynasty destroyed Northern Liang and moved 30,000 Liangzhou officials and people (including 3,000 monks who participated in the defense of the city and were captured) to the capital city of Pingcheng (today's Datong, Shanxi Province), which then became the new center of Chinese Buddhism. Liangzhou monk craftsmen became the main force in the construction of Pingcheng Grotto Temple. With the courage of the emerging nation, the emperor of the Northern Wei Dynasty integrated Eastern and Western techniques to transform Buddhist grottoes into a new grotto style - the Yungang model. The stupa was changed into a Chinese pavilion-style tower, and then it transitioned from the tower cave as the center to the coexistence and equal emphasis of the tower cave and the palace cave. Finally, a layout style with the Chinese palace cave as the main body was formed. Correspondingly, new worship space have also been characterized.

4.1. Circumambulation on the right in line with Chinese Buddhist rituals

The center-pillar cave of Yungang Phase II is square in plan, with the Han-style pavilion pillar located in the center. This layout is different from the Indian and Xinjiang Grottoes. Grottoes in India and Xinjiang are divided into two spaces, front and back, while the space between the center-pillar and the four walls of the cave is divided into four parts, front, back, left and right. The shape of this cave combines the characteristics of the center-pillar cave and the traditional pagoda and temple architecture of the Central Plains. Functionally, it integrates the practice of meditation and repentance from northern and southern Buddhism, laying the foundation for the development of Chinese Buddhist rituals[8]. "Entering the pagoda to observe the statue" is an essential religious behavior for the practice of Zen. The Samadhi Sea Sutra of Contemplating the Buddha says, "Those who want to view the Buddha statue should first enter the pagoda, burn incense and scatter flowers, make offerings to the Buddha statue, worship the Buddha and repent". From the perspective of religious significance, the center pillar in Yungang Grottoes opened niche statue for meditation. The pillar is surrounded by a worship path to carry out the profession ceremony.

4.2. Circumambulation on the right cancelled

The large Buddha caves of Han Buddhism have evolved from the chaitya caves in Central Asia to the non-chaitya-style giant cliff carvings. The "Tanyao Five Caves" in the first phase of Yungang are representative of non-chaitya caves. They are five large caves dug into an oval plane. The cave roof is dome-shaped, with a door in front, and a huge seated Buddha statue. It is carved in the center of the back wall, backed by the mountain wall and cannot be surrounded. This type of cave has more than one passage leading to the outside of the cave, and there are two to three passages on the upper and lower levels. When believers pay homage to the giant Buddha, they need to walk up the path. The Buddha statue in the cave is tall and occupies most of the space with the space left for believers to worship very small. The support space for right-hand circumference is cancelled. After entering the cave, only by kneeling down and looking up can the believers see the full picture of the Buddha. The contrast in size between people and Buddha statues, coupled with the small space for worship, makes believers feel a sense of awe. The main reason is the new thinking of Northern Wei Li Emperor as Buddha. After the Sixteenth Kingdom of the Eastern Jin Dynasty, monasticism became the mainstream. They were originally subjects of the emperor, but now they have become disciples of Sakyamuni. So, whether the ascetics worship the emperor, and whether they recognize

and accept the management of the country, have become questions that northern and southern Buddhism must answer. The eminent monk Faguo of the Northern Wei Dynasty united the emperor and Buddha, put forward a new theory that the emperor is the current Tathagata (living Buddha), and cleverly transferred Sakyamuni followers back to the emperor's sect, catering to the psychological needs of the supreme ruler. The Tan Yao Five Grottoes are actually grotto statues of the five imperial ancestors. Therefore, the main Buddha is the symbol of the emperor to the greatest extent. There is no central pillar and no compartments. The worship space is only a single space for prostrations, and the "right circle" space disappears.

4.3. The use of transitional spaces

The construction method of eaves appeared in Yungang Grottoes, that is, the eaves are often cut out at the same time as the cave is being dug. Most of the eaves of this kind are carved into a three-bay palace, through which one can enter the interior of the Buddhist cave. This transformation has caused a huge change in the landscape of the cave. People can worship the statue not directly from the outside but by entering the building and then passing through the cave door, forming a completely enclosed worship space with multiple fronts and backs. When people enter the religious world from the human world, the cave eaves architecture becomes a transitional space that gradually settles the soul. The design technique of first suppressing and then ascending highlights the solemnity and mystery of the Buddhist country.

4.4. The development of procession space

Cave 7, Cave 8, Cave 9, and Cave 10 in the middle Yungang period are all Buddhist Hall caves, which belong to procession spaces for worship. To a certain extent, they are grotto spaces designed to adapt to the secularization of Buddhism and meet the needs of the increasing number of secular disciples to worship and offer Buddha statues. The grotto architecture is filled with the compassion of the Buddha. When more secular believers entered this space, the Buddha gave up a larger area to enjoy the offerings of human incense. The biggest difference between the Buddha Hall Cave and the Pagoda Pillar Cave is that the central tower pillar in the cave disappears and a niche is opened on the back wall. The space inside the cave is shaped like a temple or a Buddhist hall, hence the name. Due to the disappearance of the central tower pillar, the Buddha statue has been moved back to the rear niche, making the space in the cave appear more open and complete, which is more suitable for the ceremonial procession of Buddhists and the activities of secular disciples offering incense. The circular worship space created by the central pillar cave has disappeared and been replaced by a more intuitive worship space.

5. Conclusion

Indian Buddhist architecture has produced two most basic forms of worship space—right-hand space and prostration space. In Central Asia, Buddhist architecture has undergone great changes in style, but the basic prototype of the worship space is still composed of Indian Buddhist teachings, so it still follows the two worship spaces of right rotation and prostration. When we arrived at the Yungang Grottoes, we saw that they were influenced by both native India and Western Central Asia, and combined with the characteristics of the Han Dynasty to develop and evolve. Because the most respected object of Buddhist worship among Chinese people is the Buddha statue. Pagodas increasingly gave way to Buddhist halls, and accordingly, new features of worship spaces were formed. This is the conclusion we draw from the worship space of Yungang Grottoes.

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Reasons for Barriers in Family-School Cooperation

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Abstract: The concept of family-school cooperation was proposed very early, and its importance has always been emphasized. However, due to the excessive acceleration of the life cycle and the extension of working hours, families have unilaterally delegated the responsibility for children's education to schools. This negative situation for student growth needs to be reversed. Families must realize that the role of the school is to complement the work initiated by the family, not to replace it. Schools also need to realize that without the cooperation of families, school functions and outcomes will be limited. However, awareness is not enough, it is necessary to know the causes of this phenomenon. Therefore, this paper conducted a systematic review of previously published research on the causes of barriers to family-school cooperation. Based on Bronfenbrenner's ecological systems theory and Epstein's overlapping spheres of influence theory, the reasons for obstacles in family-school cooperation will be analyzed from different perspectives

Keywords: Family-school cooperation, Ecological Systems Theory, Overlapping Spheres of Influence Theory, Barriers, Reasons

1. Introduction

The concept of family-school cooperation can be traced back to the very early history of education. Many great educators have also expressed their affirmation of family-school cooperation. For example, American educator John Dewey claimed that families and schools should work closely together to support a child's education and development in his book "The School and Society" [1]. Ecological theories emphasize the interconnected characteristics and behaviors of families and schools [2]. Because they believe that the alignment of goals between teachers and parents is crucial for the optimal development of children, and this alignment can be best achieved through coordination, cooperation, and mutual support between teachers and parents. For a long time, in most theoretical teaching methods and practical teaching, promoting family-school cooperation has been established as an educational goal [3]. Because from an ecological perspective, parents and schools interact with each other so that valuable information, advice, and experiences have a more positive impact on children when they are continually shared between members of two or more environments. However, due to various factors, the implementation of family-school cooperation has not been very successful. There are several reasons for this phenomenon. For example, parents do not feel welcome or invited by the school, or lack of time leads to difficulty balancing work and family life [4]. It may also be that teachers think that a series of one-off activities such as supervising homework will be welcomed

by parents, but it is not [4]. All these problems lead to the fact that although family-school cooperation is frequently mentioned, it has not achieved breakthrough progress.

In the epidemic context, family-school cooperation has once again become a hot topic. A large number of research has proved that effective collaboration between families and schools is crucial for students, families, teachers, and schools. Epstein proposed overlapping spheres of influence theory. For students, family-school cooperation improves their academic performance and supports their learning interests, as well as improves their willingness to learn [5]. For families, family-school cooperation promotes strong parent-child relationships and helps parents to grow, as well as increases their self-esteem [5]. For teachers and schools, they will have higher enthusiasm for work and academic standards as well as gain the trust of parents [6]. Without proper communication and cooperation, differences between teachers and families can result in misunderstanding, alienation, and even conflict.

However, despite the recognized importance of family-school cooperation, numerous barriers hinder its successful implementation. The obstacles to family-school cooperation are caused by many reasons. The premise of overcoming these obstacles is to have a clear understanding of the causes of these obstacles. Therefore, this paper will explore the reasons for the obstacles in family-school cooperation based on the theoretical basis of Ecological Systems Theory and Overlapping Spheres of Influence Theory.

2. Reasons for Barriers In Family-School Cooperation

2.1. Theoretical basis

2.1.1. Bronfenbrenner's Ecological Systems Theory

Bronfenbrenner's ecological systems theory explores the dynamic interplay between individuals and their surroundings, highlighting the significance of the diverse ecological contexts in which individuals engage and function [7]. He divided the human environment into 5 different levels. Microsystems refer to the tangible environments in which individuals actively participate and directly experience [7]. The way these microsystems contribute to development varies depending on factors such as the individual's personal traits (such as age, gender, and abilities) and the physical and social contexts they encounter on a daily basis for long periods of time. The mesosystem is the relationship between microsystems [7]. The interaction between two microsystems can either be characterized by mutual support, leading to a reinforcing effect on the child, or by discordance, where there are significant discrepancies in expectations between the two systems. The exosystem encompasses microsystem settings where the focal individual is not directly involved but involves significant members of the individual's microsystem [7]. Macrosystems consist of broader attitudes, beliefs, and social ideals, which have further effects on children and their needs [7]. Lastly, the chronosystem refers to the progression of the entire system over time, encompassing the influence of historical events on individual development [7]. Each of these five environments plays a direct or indirect role in a child's development.

2.1.2. Epstein's Overlapping Spheres of Influence Theory

Epstein proposed the theory of overlapping spheres of influence, which seeks to explain how families, schools, and communities collectively contribute to the educational and holistic growth of children. It acknowledges that certain practices within the three primary environments where students learn and develop - family, school, and community - are conducted independently, while others are executed collectively to impact children's growth and educational progress [8]. The internal models of overlapping spheres of influence provide a visual representation of the intricate and vital

interpersonal connections and influential dynamics that exist among individuals within the home, school, and community contexts [8]. These models illustrate the significance of relationships and patterns of influence within these environments, emphasizing their pivotal role in molding the progress of individuals, particularly children. [8]. Epstein believes that effective families and schools have overlapping common goals and missions when it comes to student education. As a result, their effects on students will intertwine and interact with each other. Family and school having a close relationship will promote the growth of students. On the contrary, if there is conflict and competition between family and school, the negative consequences can adversely affect students' development. In addition, students at the center of the theory are also crucial to the successful establishment of harmonious relationships between school and family [8]. Because students are the bridge between family and school, they can transfer information between family and school to promote their mutual understanding. Epstein's overlapping spheres of influence theory provides good basic knowledge and framework for family-school cooperation and provides guidance for analysts on the causes of barriers to family-school cooperation.

2.2. Analysed from The Perspective of Microsystem

The microsystem refers to the immediate surroundings and personal biological makeup of an individual. Therefore, the impact of Microsystems on children is often direct and profound. The effective cooperation between families and schools is contingent upon the essential elements within the microsystem, namely teachers, parents, and students. According to overlapping spheres of influence theory, the microsystem aspect can be analyzed by schools and teachers, parents, and students.

2.2.1. Teacher-Related Factors

Teachers are active initiators and participants in family-school cooperation. However, there are many reasons why teachers do not live up to this responsibility. The level of experience that teachers possess significantly influences the promotion of family-school cooperation. Because teachers who have limited work experience in schools tend to perceive themselves as less qualified, leading to increased insecurity and fear when it comes to communicating with parents of students [9]. This can lead teachers to be less willing to cooperate with parents and make parents feel unwelcome. Conversely, according to Galián's research, the majority of teachers expressed satisfaction with their efforts in fostering parental involvement in the school setting [3]. Another reason to note is the gender of the teacher. Machancoses draws attention to the phenomenon of education becoming feminized in the context of family and school, indicating that female teachers play a more prominent role in fostering collaboration between families and schools [10]. However, according to Galian, gender has no obvious impact on them when it comes to supporting family involvement [3].

2.2.2. Parent-Related Factors

Multiple factors can affect parental engagement in school's activities. According to Vurayai and Ndofirepi, the socioeconomic level of parents has a direct impact on parental involvement in school [11]. Similarly, Sebidie also points out that financial constraints were identified as the primary obstacle preventing parents from actively participating in school programs [12]. This is because financial limitations can restrict parents' ability to attend school events, provide necessary supplies or resources, or participate in activities that require financial contributions. Contrarily, Shaver and Walls found that the income level of parents does not play a role in determining their level of involvement [13]. Research findings consistently demonstrate that the educational background of parents is a significant determinant of the degree of their engagement with their children [14,15]. Parents who do

not have a college education often express a lack of knowledge regarding how to assist children's learning and a lack of confidence to contact school staff due to poor language skills and cultural differences [15].

In addition, the family structure also closely impacts parental involvement. The family structure includes many aspects such as family relationships, family size (number of children), and birth order. According to Xiong et al., children in single-parent families communicate less with their parents than in two-parent families [15]. Because marital conflict within the family not only directly affects students negatively but also diminishes the amount of time parents dedicate to their children, subsequently leading to a decrease in parental involvement [5]. In line with family relationships, family size can also have a huge impact on parents' involvement in school. Pavan and Starek both stated that in families with multiple children, parents tend to pay more attention to their eldest children and have a higher involvement [5,16]. Nevertheless, Xiong's et al. ideas are slightly different from theirs [15]. He demonstrated that in families with multiple children, parents are less involved in the daily life and school life of each child.

2.2.3. Student-Related Factors

The main body of family-school cooperation is family and school (teacher), but students also play an important role as a bridge between the two. Parents will determine the level of participation in school activities based on their child's age and gender. Numerous studies have consistently found a robust association between parental engagement in schools and students' age. Parents commonly exhibit greater levels of involvement, such as kindergarten, as they perceive a greater sense of necessity and importance in their involvement [17,18]. However, by middle school and high school, parents always feel that their children have become independent and need more freedom, so parents are involved less. Indeed, parental involvement holds significance even for older students. For children's gender, according to Carter and Wojtkiewicz, parents are more involved in their daughters' lives and studies because their daughters are more willing to share what happens at school with their parents so that their parents feel invited [19].

2.3. Analysed From The Perspective of Mesosystem

The mesosystem is concerned with the interconnections and interactions between various microsystems. It plays a significant role in influencing children by shaping the quality and exchange of information, and support among different microsystems.

2.3.1. Communication Between Teachers and Parents

Schools act as platforms that facilitate family-school cooperation. The extent to which schools prioritize and emphasize family-school cooperation directly influences the level of involvement between teachers and parents. However, not all schools prioritize the importance of family-school cooperation. According to Galián, public schools tend to encourage less family involvement compared to private schools [3]. This discrepancy may arise from the direct management of public schools by the national government, which imposes various constraints and limitations on schools, hindering their ability to prioritize partnerships with families. Moreover, this may also affect teachers' attitudes towards family-school cooperation.

Numerous studies have identified the absence of invitations and a lack of interest from teachers as the primary barriers to effective collaboration between families and schools [20]. Consequently, parents may refrain from communicating with teachers if they do not feel welcomed or invited by them. This creates a detrimental cycle where teachers do not perceive parental enthusiasm for participation, while parents do not feel welcomed by teachers. Such a vicious circle contributes to

conflicts and a lack of trust between the two parties. However, Galián's research argues that most teachers acknowledge their effective facilitation of family involvement in their schools [3]. This suggests that teachers have expressed their welcome and invitation to parents. Nevertheless, the overall impact of family-school cooperation falls short of expectations.

2.4. Analysed from The Perspective of Exosystem

The exosystem is related to external environmental settings. In most cases, the effect on children is indirect. However, the exosystem can directly affect the functioning of the microsystem and mesosystem. Therefore, its impact on family-school cooperation cannot be underestimated.

2.4.1. School-Teacher Conflict

For a long time, family-school cooperation has been placed in an important position. Schools, teachers, and parents know its importance. However, family-school cooperation is not easy to carry out. Because there is a lot of theoretical knowledge and foundation behind it. Therefore, students are not the only learners in family-school cooperation, and teachers, as initiators of family-school cooperation, also need to learn how to properly carry out family-school cooperation [21]. Unfortunately, due to the lack of emphasis on family-school cooperation, teachers often lack relevant training opportunities [3]. However, relevant training is critical to the success of family-school partnerships. Let's take the way of family-school cooperation as an example. Some teachers will think that parents who come to school and spend an afternoon supervising homework are cooperating [22]. However, in fact, this way has no obvious positive impact on students. If teachers could be trained, they might learn the six different types of family-school collaboration identified by Epstein, depending on the intensity or degree of involvement [7]. In this way, teachers will design more efficient forms of family-school cooperation based on this theory.

2.4.2. Work-Family Conflict

In this fast-paced, high-intensity new world, parents have more to do than just stay at home and look after their children. They also work to provide financial support for their families. Work-family conflict arises when there is a mismatch or lack of harmony between the demands and expectations of work and family responsibilities [23]. One reason for work-family conflict is time constraints. Because it is difficult for parents to reconcile work and family life. Many studies have shown that parents' working hours have an impact on parents' participation in school activities [13,24]. Especially for low-income families, the pressures of life often compel parents to allocate more time and effort toward meeting their financial needs and obligations. As a result, they may have no option but to forego participation in school-related activities and courses. In addition to time constraints, work stress is also a factor. Beutell's research indicates that there is a direct correlation between high work pressure and the occurrence of work-family conflict [25]. Because it creates challenges for parents in meeting the demands of their family and fulfilling their work obligations, often resulting in changes to family plans. Such stress often results in parents not being in the mood to participate in family-school cooperation.

2.5. Analysed from The Perspective of Macrosystem

The macrosystem encompasses the broader cultural and societal context. It includes factors such as cultural background, values, customs, laws, beliefs, and social norms. These factors often have a profound and lasting impact on family-school cooperation, often in subtle ways.

2.5.1. National Policy

National policies attach great importance to educational reform and development and have formulated many relevant policies to promote reform and development in the education field. For example, in the 21st century, national and international legislation in the education field is established with the goal of ensuring high-quality education [3]. These laws aim to strengthen the position of teachers as advocates for excellent learning environments and as predictors of students' academic achievements [4]. In addition, in the European regulatory framework, students are given a central role; however, it is widely acknowledged that teachers have consistently held and will continue to hold a crucial and essential position in an effectively operating education system. [3]. However, it is clearly observed that the state does not emphasize parent involvement. Instead, the subject position is ceded to teachers and students. This may explain why public schools pay less attention to parent involvement as mentioned in the system mesosystem perspective. In addition to the education policy that has a direct impact, the 'three-child policy' proposed by the China on May 31, 2021, means that couples can have up to three children and enjoy parenting measures. It also has an indirect impact on the continued development of family-school cooperation [26]. Because this policy will change the family structure—increasing family size. According to the analysis from a microsystem perspective, it is clear that in families with a larger number of children, parents will more or less reduce the number of times they participate in school activities.

2.5.2. Racial and Ethnic Problem

In a culturally diverse society, it is increasingly common for students of different nationalities to attend the same school. Families of different nationalities may have different cultural values and beliefs, language and communication, and socioeconomic disparities. These variances have a significant impact on the level of collaboration between families and schools. Numerous studies suggest that parents who are foreign-born are less inclined to communicate with their adolescent children about school compared to parents who are native-born [27-29]. Nord and Griffin conducted research that uncovered a discrepancy in the extent of parental engagement in schools among Hispanic and Asian immigrant parents in comparison to native-born white parents [28]. Specifically, they found that Hispanic and Asian immigrant parents demonstrated lower rates of active involvement in their children's schools, such as volunteering, compared to native-born white parents. Surprisingly, research has revealed that immigrant parents, including those from Hispanic and Asian backgrounds, exhibit similar levels of attendance at parent-teacher conferences compared to native-born parents [28]. Carreon also pointed out that immigrant parents have limited participation or even do not know that they should be involved in school due to cultural challenges and language barriers [29]. Therefore, racial problems are also one of the stumbling blocks in the way of family-school cooperation.

3. Discussion

On the way to achieving family-school cooperation, although we acknowledge the significance and requirement of collaboration between families and schools, numerous challenges persist in implementing it. To overcome these obstacles, we must understand why they exist. Then, based on these specific reasons, overcome the obstacles one by one. Based on Ecological Systems Theory, this paper analyses the reasons from four perspectives.

The microsystem perspective emphasizes the intricate interplay among various factors related to teachers, parents, and students in the realm of family-school cooperation. For teachers, they feel scared and nervous when communicating with students' parents due to a lack of work experience. In addition, some male teachers may do not care about and are not very good at communicating with students' parents. For parents, due to their own financial level, they may not have time to participate

in school activities. At the same time, they also said that the different levels of education between themselves and their teachers made them afraid to communicate with them. What's more, the degree of parental involvement is influenced by the internal structure of the family as well. Parents in two-parent families and small families tend to be more involved in school affairs. Except for teachers and parents, students' biological makeup also affects family-school cooperation. Parents generally exhibit higher levels of involvement in student activities, particularly for their younger children and they show a greater inclination to participation specifically associated with their daughters. By understanding and addressing these factors, barriers to family-school collaboration can be removed as early as possible.

From the mesosystem perspective, it can be concluded that the willingness of schools and parents for family-school cooperation is not very high. They do not feel each other's invitation, leading to mutual distrust. However, some teachers also indicated that their efforts to promote family engagement had an overall impact that fell short of expectations. This means teachers need to further explore strategies that can advance family-school collaboration. What is more worth mentioning is that schools should also pay more attention to family-school cooperation and provide relevant training for teachers to provide teachers with a theoretical basis.

The exosystem sheds light on the external factors that impact family-school cooperation, such as school-teacher conflict and work-family conflict. By acknowledging the importance of teacher training in family-school partnerships, schools can bridge the gap between theory and practice, enabling teachers to implement effective collaboration strategies. Additionally, addressing work-family conflict requires schools to be flexible and accommodating in their approach, considering the time constraints and stress faced by parents.

The macrosystems perspective reveals the broader cultural and social factors that influence family-school cooperation. National policies and racial/ethnic disparities are two key factors in the macrosystem. National policies that prioritize teacher support and student-centered education should also acknowledge the significance of parental involvement. Changes in family structure resulting from national policies also have an indirect impact on parental participation. Furthermore, racial and ethnic differences introduce distinct challenges to family-school collaboration, necessitating schools to adopt culturally sensitive approaches to address them.

4. Conclusion

In the development of cooperation between families and schools, whether at the national level, social level, or individual level, there are certain obstacles that prevent the development of family-school cooperation. Whether it is the state, society, school, or family, it is necessary to identify the causes of obstacles and take measures to overcome them. For example, the country can pay more attention to family participation when formulating policies; schools should also pay more attention to parents' participation when formulating activities; parents should also strive to balance work and family to give more attention to their children. Collaboration between families and schools will be better developed if barriers are recognized at all levels and steps are taken to address them.

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The Impact of the Evaluation of Individual's Appearance from Social Media Platforms on Contemporary High School Student's Personality

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Abstract: The purpose of this study was to explore the effects of social media on self-perception and personality development of high school students, with an added focus on the positive correlation between social media usage and self-perception. While there are limitations to the data collection process, the analysis suggests that increased social media use is associated with increased pressure to adhere to appearance standards. High school students' self-evaluation of their own appearance, attention to peers' appearance, and media interactions with peers all contributed to changes in perception and personality. Understanding these dynamics is critical for educators, parents, and researchers when it comes to the impact of social media on adolescent development. Future studies should establish a target number for data collection to ensure more robust findings. This study provides insight into the complex relationship between social media, self-perception, and personality development among high school students.

Keywords: social media, self-perception, high school students

1. Introduction

With the advent of social media platforms and its widespread coverage in people's daily life, people gain an alternative approach to get in touch with others online. The evaluation of one's appearance plays a crucial role in shaping one's personality, especially among contemporary high school students. From the moment they need to receive different perspective in social media while they are in the school learning process, they are one of the target audience groups whose lives are inundated by social media. As high school students are currently in an essential stage of their life, they are growing from adolescent to adulthood soon. In the period after puberty, high school students of both sexes inevitably begin to focus on their appearance and grooming. While browsing social media, they get to see a lot of bloggers with a polished appearance. In this case, if their perceptions and evaluations of their own appearance are already not very high, photo videos on social media can stimulate them to make even lower evaluations of their own appearance. Also, the repercussions of their peers also play a huge role for them after they post social media themselves. Receiving more compliments and

encouragement from their peers may allow them to slowly increase their confidence level, further positively affecting their character.

This research essay is aimed to investigate how modern high school students' perceptions of their own appearance—which consider the impact of social media platforms—have a substantial impact on their personalities. Through investigating this topic, this work hopes to learn more about the psychological effects and consequences for teenagers in the contemporary digital era. This work seek to shed insight on the intricate relationship among high school students' self-perception, social media influences, and personality development through this investigation.

2. Literature Review

The research topic is “The Impact of the Evaluation of Individual's Appearance from Social Media Platforms on Contemporary High School Student's Personality” The purpose of this topic is to find the relation of the others’ evaluation from the social media and the personality mainly. Nowadays, the social media has a great impact in the daily life of the high school students. Finding the relation of these two is the purpose as well. There's not a lot of previous research to go around. The future experiments could be to explore the influence mechanism of appearance evaluation on character formation: To study how appearance evaluation affects factors such as self-esteem, self-confidence and self-identity of high school students, so as to influence their personality development. These influence mechanisms can be explored in depth through cross-sectional study by using the questionnaires.

2.1. The impact of Social media on high school students' degree of compliance

Firstly, this work needs to find how the social media would influence the high school students.

This work finds a lot of positive effects of the social medias. Listing the benefits of social medias: the social medias could help the teenagers to build a connection with their family. And what's more, when they couldn't see their friends, they could just call their friends on the social media when they want to. Social media could help the teenagers develop their social skills. The best part is that some of the friendship could begin from the social media because teenagers always would like to build new relationship with others and they want to know each other as much as they can. All of these are possible through the social media. The teenagers could express themselves very wisely. Because they may not allow to express some of their personalities in the daily life. But on the social media they may allowed to do that [1].

While there are numerous benefits of the social media there are several kinds of the social media as well: on the social media platform this work could only see the side of the person which means that it could only see a what people would like to show us. Many of the people would try to make them as others. Well, they're not actually. This means that most of the teenagers would be influenced and confused. The teenagers have the habit to bully on peers. It would be okay in some of the extent but when it comes to cyberbully it would have a very big negative effect on other peers because it would appear on the news-feed and it would be easy to spread. Sometimes these kinds of things would cause depression and suicide thoughts [2].

Study has found that the social media use intensity has impact on social comparison and envy in teenagers. The higher the social media use intensity is the higher the degree of social comparison and envy would be [3]. So, this work just jumps to a conclusion which is the use of the social media would have a roughly negative impact on the student's personality development.

2.2. The influence of others' evaluation on degree of compliance

People differ greatly in the degree to which they care about others' impressions of them, the types of impressions they try to convey, and their evaluations of their self-presentational effectiveness. Personality constructs such as public self-consciousness, approval motivation, and fear of negative evaluation are associated with the motive to manage one's impressions, and people who differ in self-disclosure and desire for privacy differentially reveal information about themselves to others. Other variables relating to people's self-concepts, interpersonal goals and traits influence the construction of specific images. Finally, the extent to which people believe they are capable of making desired impressions influences their impression management strategies and how they respond to other people's evaluations. So teenagers may change their personality to meet others' comment in order to meet the good impression of them.

2.3. The association between appearance degree of compliance

Today's young people live in an environment where "looks" are or are extremely important, social support is low, and pressure to live up to attractive cultural ideals is high. The average American woman is 5 feet 4 inches tall and weighs 140 pounds, while the average female model portrayed in the media is 5 feet 11 inches tall and weighs 120 pounds. While a survey of 224 college students showed that perfectionism and media use were not associated with students' physical self-esteem, higher family and peer pressure and high levels of perfectionism influenced women to compare themselves to models in fashion magazines and on television. Higher levels of family and peer pressure also affect men's physical self-esteem [4]. Because comparing yourself to models in fashion magazines can have a negative impact on a woman's body image, women should be encouraged to examine the fact that the bodies of magazine models may just be photo shopped images of unrealistic body sizes. Feminism may empower women and men to act together to eliminate sources of threats to their body satisfaction and healthy eating. The stereotype of the looks would force the teenagers who are not fitted with the contemporary standard to be not confident in themselves. Which would lead to a lower self-esteem and more introverted [5].

So it is obvious and some of the high school students would put their appearance on the social media platforms. The comments would be variable. There must be some bad comments on their appearance. The bad comment may hurt the teenagers' self-esteem. And then that would influence the personality development which would then relate to the social comparison and envy. They may be more sensitive to their appearance and they want to be more and more pulchritude to compare all the others.

3. Methods

To investigate the topic "How does the evaluation of their appearance by contemporary high school students, considering the influence of social media platforms, impact their personality?", this work can use self-report techniques to investigate high school students from China.

The table presents the coding systems used in the study and provides an overview of how the data was categorized and analyzed. (Table 2)

A questionnaire could allow access to a person's thoughts or experiences. (Table 1) This is a structured interview, aimed at collecting information on thoughts from high school students on well-looking peers of the same gender. Here are the questions:

- How satisfied are you with your physical appearance? Using the rating scale, from 0 (very dissatisfied) to 10 (very satisfied).

- How often do you compare your appearance to other peers in the post? Using a rating scale of 0 (never) to 10 (always)
- How often do you feel pressured to look a certain way or conform to certain beauty standards because of social media? Using a rating scale of 0 (never) to 10 (always)
- How often do you edit, filter, or enhance your images before posting them on social media? Using a rating scale of 0 (never) to 10 (always).
- Will you feel upset or self-doubt if, unlike your peers, you only get a few likes on your selfie posting? – fix choice scale (Yes/No)

For the question about the satisfaction of their own appearance, this work decided to use the rate from dissatisfied to satisfied. Considering the choice of words might influence high school students' perception of this research questionnaire, the designer avoid collecting this data by asking them to rate their appearance.

Some filler questions will be included. These questions have nothing to do with the aims of the investigation but are put in to distract the participant from guessing the real aim of the study, to eliminate demand characteristics. Here are the filler questions:

- How much time do you spend on average per day looking at or posting images of yourself or others on social media? - fix choice scale
- How much time do you spend on social media platforms such as TikTok, Instagram, The Red Book, per day? – fix choice scale
- How much do you feel appreciate to well-looking peers on social media? Using a rating scale, from 1 (not at all) to 10 (very).
- When you see a well-looking (in same gender with you) peers on social media, how much do you feel envy? Using a rating scale, from 1 (not at all) to 10 (very).

A pilot study can be carried out to ensure that the interview is suitable and if not amendments and improvements can be made.

4. Data Analysis

By referencing Likert scale to form a related questionnaire, this work acquire data from it after collecting answers from high school students. In total, this work designed nine quantitative and qualitative questions for participants. In the published questionnaire, there are variables could include self-evaluation of appearance, social media usage, personality traits and other demographic factors. After the completion of making questionnaire, this work first distributed the questionnaire to students around the school to fill out using convenient sampling. After the number of respondents had increased a bit, the students who had already filled out the questionnaire were then commissioned to share it with their friends to fill it out. This effectively spread the questionnaire and ensured that the participants were not limited to the familiar people around them.

However, because of the lack of thought that went into making the questionnaire, this work did not directly cite Rosenberg's scale of self-esteem as part of the questionnaire for the participants. This limited this work's ability to formally analyze the participants' ratings of self-esteem, and therefore the study as a whole would not have been as accurate as it could have been in terms of the high school students' self-ratings of self-esteem. In this case, there is only one relevant entry point in the questionnaire, which is Question 5, which provides a relatively indirect picture of high school students' self-esteem. Before the questionnaire began to be collected, it was assumed that those who were more satisfied with their appearance would have higher self-esteem. However, as this work began to analyze the data for a more in-depth study, this work realized that our previous assumptions were superficial and one-sided.

5. Descriptive statistics

Table 1: Statistics analysis for 8 questions

Question number	Data type	Mean	Median	Mode	Standard deviation
4	Quantitative /Qualitative	5.45	=<5.5	=<10	$\sqrt{3.477} = \sim 1.865$
5	Quantitative	5.45	5.5	5	$\sqrt{3.477} = \sim 1.865$
6	Quantitative	4.68	5	3, 5	$\sqrt{5.94647} = \sim 2.439$
7	Quantitative	5.8	5.5	5	$\sqrt{9.484} = \sim 3.08$
8	Quantitative	4.55	5	2, 6	$\sqrt{9.302} = \sim 3.05$
9	Quantitative	7.17	6	6, 9	$\sqrt{3.64} = \sim 1.91$
10	Quantitative	5	5	5	$\sqrt{7.264} = \sim 2.69$
11	Qualitative				

Table 2: Coding systems

Qualitative questions	1	1.5	0
4	10 minutes	30 minutes	1 hour or more
11	No		Yes

* 1 = positive self perception

* 0 = less positive self perception

6. Results and Findings

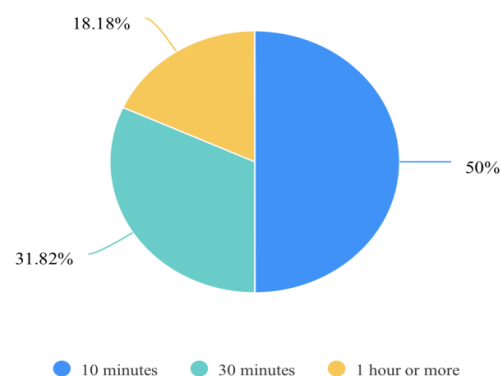


Figure 1: 4. How much time do you spend on average per day looking at or posting images of yourself or others on social media?

According to Figure 1, half of the respondents (50%) spend less than ten minutes on social media daily. The proper usage could have some benefits. Limiting the time spent on social media can help individuals focus on more productive activities, such as work, hobbies, or spending quality time with friends and family.

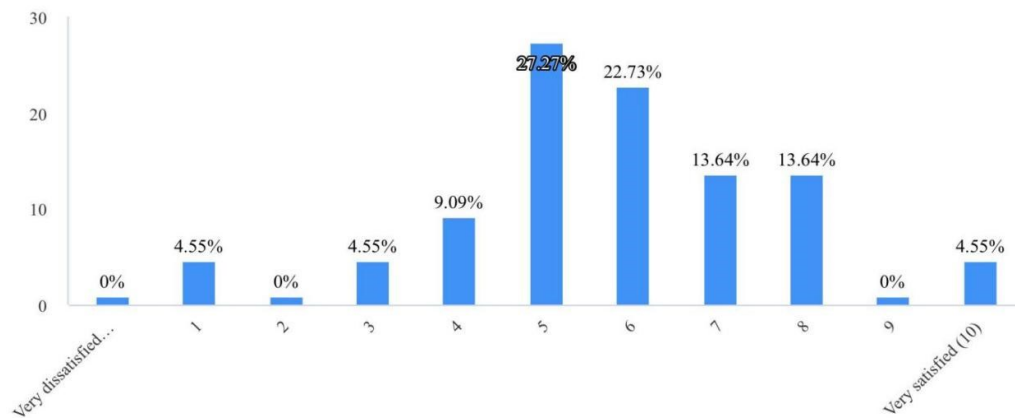


Figure 2: 5. How satisfied are you with your physical appearance?

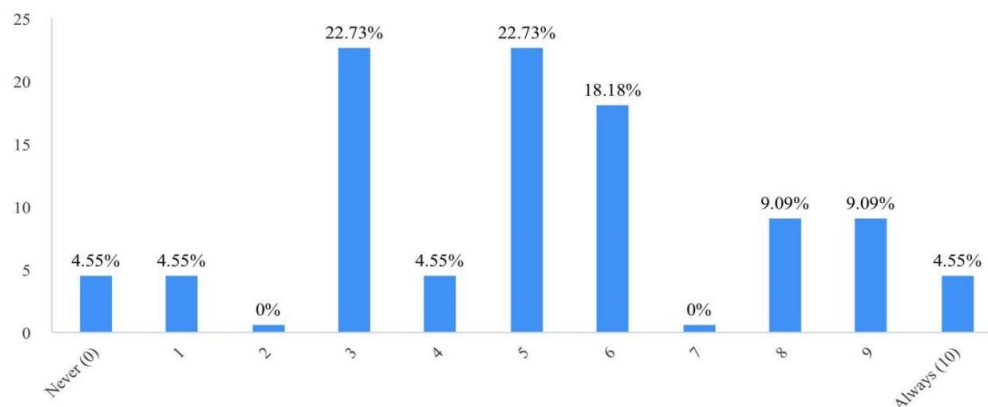


Figure 3: 6. How often do you compare your appearance to other peers in the post?

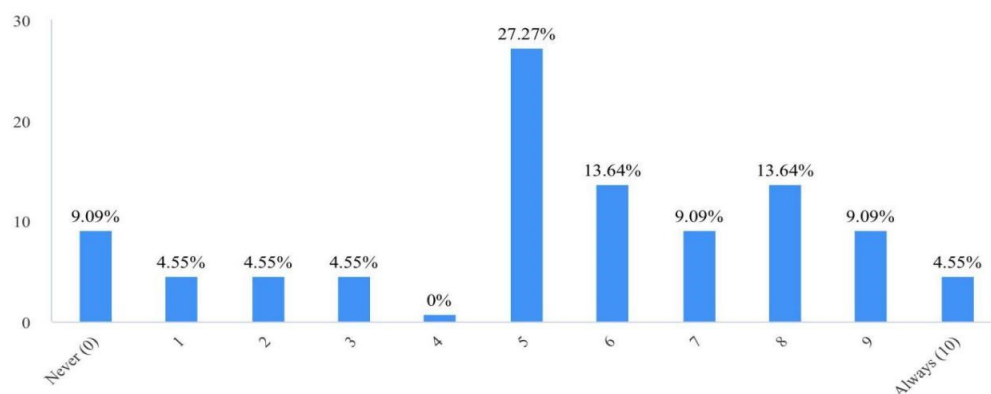


Figure 4: 7. How often do you feel pressured to look a certain way or conform to certain beauty standards because of social media?

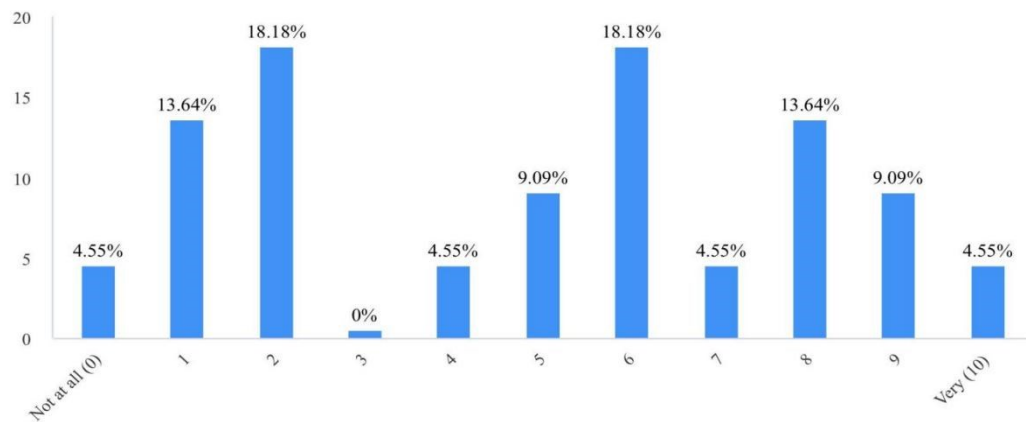


Figure 5: 8. When you see a well-looking (of the same gender as you) peers on social media, how much do you feel envy?

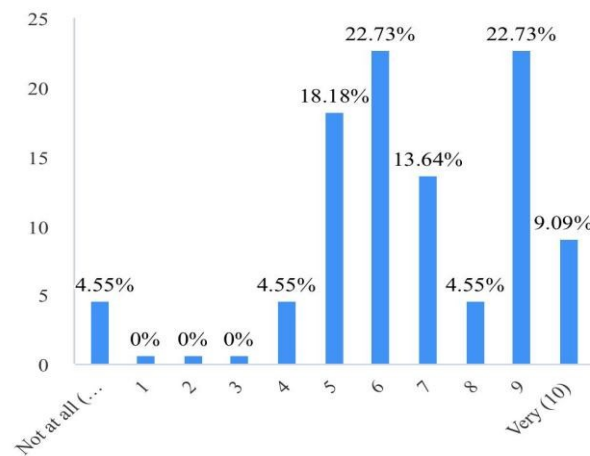


Figure 6: 9. How much do you feel appreciate to well-looking peers on social media?

In the data shown in Figure 6, participants show a high level of appreciation towards well looking peers on average, at the same time of feeling envy (Figure 5).

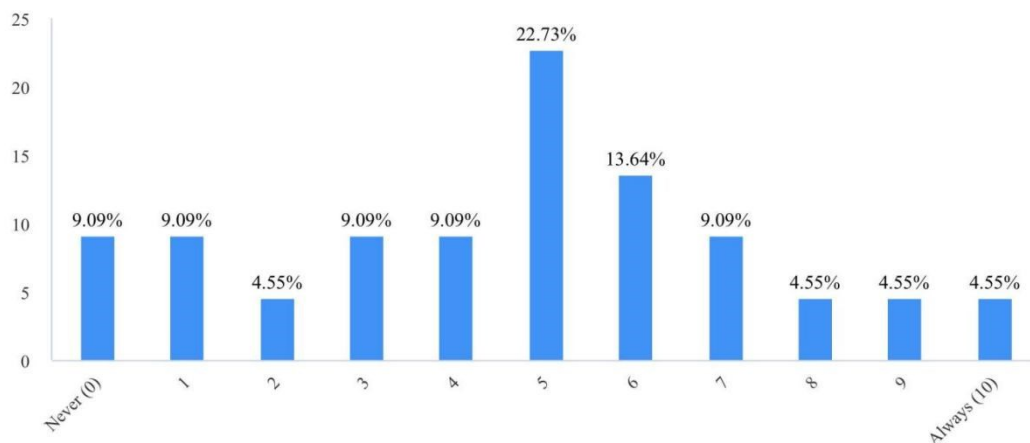


Figure 7: 10. How often do you edit, filter, or enhance your images before posting them on social media?

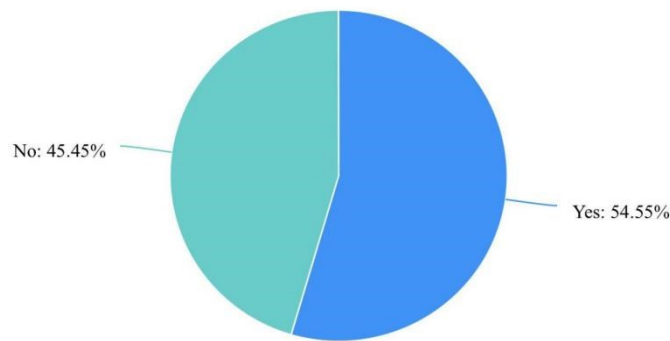


Figure 8: 11. Will you feel upset or self-doubt if, unlike your peers, you only get a few likes on your selfie posting?

According to Figure 1 (mean = 5.45, standard deviations = ~ 1.865), participants spend around 5hr 27min looking at or posting images on social media on average. The standard deviation indicates that the responses vary around the mean by approximately 1hr 52min. According to Figure 4 (mean = 5, standard deviation = ~ 3.05), participants feel a moderate to high level of pressure to conform to certain beauty standards because of social media on average. The standard deviation indicates a significant variation in responses around the mean. This shows a positive correlation between social media usage and self-perception. [6]

The satisfaction score (Figure 2) is slightly above the midpoint, indicating a general moderate level of satisfaction with physical appearance. However, the overall data shows a wide range of satisfaction levels, which implies a diversity of perceptions within the teenage group.

Besides from the satisfaction score, the data from comparing appearance (Figure 3), pressure of conformity to beauty standards (Figure 4), and envy towards well looking peers (Figure 5) all has data close to the midpoint, and with wide range of data, again shows the association between diversity of perception and teenagers.

The data from the sixth visualization indicates a high level of appreciation on average, as well as a concurrent feeling of envy towards well-looking peers on social media (Figure 5). This suggests a complex emotional response among participants when encountering well-looking peers on social media.(Figure 6)

Insights into the frequency at which participants edit, filter, or enhance their images before posting them on social media are provided by the seventh visualization. (Figure 7) This sheds light on the extent of image editing practices among high school students, influencing their self-perception and conformity to beauty standards.

Lastly, the eighth visualization explores the participants' emotional response when they receive fewer likes on their selfie postings compared to their peers. (Figure 8) It helps to examine the potential impact of social media on self-esteem and self-doubt among high school students.

7. Conclusion

This essay is a study conducted after observing the current state of the high school student population as they are affected by social media. However, this study was not completed in an idealized manner. The whole data collection process did not follow up precisely and closely, which led to the fact that the lack of numbers of people who filled out the questionnaire at the end. In future research papers, a target number of data collection will be firstly planned to avoid the same situation as this time.

Finishing analyzing the collected data, the result demonstrates that spending more time on social media might be associated with feeling more pressure to look in a certain way. High school students' self-evaluation on their own appearance, degree of concerns about peer appearance and also media interactions between them and peers could all impact on adolescents' perception, eventually leading to their personality variations.

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Appendix

Title: High school students' perception of their own and peers' appearance

Inform consent:

This questionnaire is a research study about high school students' perception of appearance. Your participation involves completing the following questionnaire, it should take about 2 minutes and is entirely voluntary. Your responses will be anonymous.

By continuing with this questionnaire, you are confirming that you understand and agree to these terms.

1. Are you a high school student?
2. Your gender:
3. How much time do you spend on social media platforms such as TikTok, Instagram, The Red Book, per day?
4. How much time do you spend on average per day looking at or posting images of yourself or others on social media?
5. How satisfied are you with your physical appearance? Using the rating scale, from 0 (very dissatisfied) to 10 (very satisfied).
6. How often do you compare your appearance to other peers in the post? Using a rating scale of 0 (never) to 10 (always)
7. How often do you feel pressured to look a certain way or conform to certain beauty standards because of social media? Using a rating scale of 0 (never) to 10 (always)
8. When you see a well-looking (in same gender with you) peers on social media, how much do you feel envy? Using a rating scale, from 1 (not at all) to 10 (very).
9. How much do you feel appreciate to well-looking peers on social media? Using a rating scale, from 1 (not at all) to 10 (very).
10. How often do you edit, filter, or enhance your images before posting them on social media? Using a rating scale of 0 (never) to 10 (always).
11. Will you feel upset or self-doubt if, unlike your peers, you only get a few likes on your selfie posting?

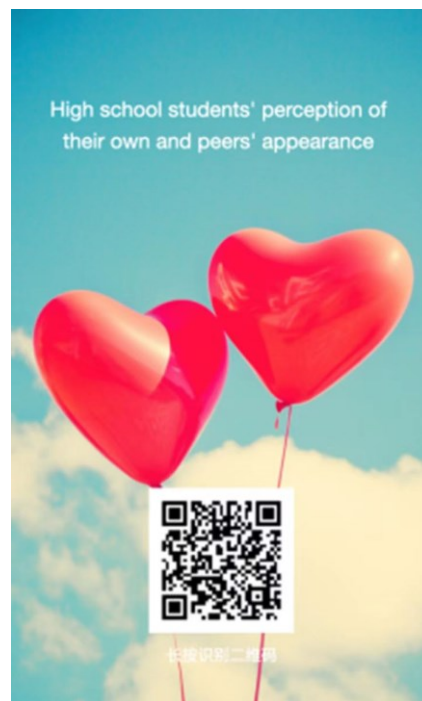


Figure 9: QR code to the questionnaire

Systematic Literature Review (SLR) on the Influence of Educational Policies on Learning Outcomes and Pedagogical Practices

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Abstract: This systematic review critically navigates the complex landscapes of educational policies and their pervasive influence on pedagogical practices and learning outcomes. Through a careful examination of global educational courses, the analysis uncovers comprehensive interplays between historical, socio-political, and economic dimensions, reflecting transformative shifts from state-centric paradigms towards neoliberal influences and global networks. The analytical study uncovers a convergence towards universal educational goals, alongside evident divergences marked by regional, contextual, and cultural variances, substantially influencing policy enactments and interpretations. Pedagogical dimensions resonate with the impacts of policy imprints, manifesting in instructional practices, curricular designs, and evaluative frameworks. Meanwhile, policies emerge as potent architects, influencing educational experiences, trajectories, and competencies. At the same time, the complex interplay between educators and policies unveils spheres of negotiations and enactments, positioning educators as critical conduits of policy transmission and enactment. Summarily, this analysis advocates for dynamic, responsive, and collaborative policy environments, enriched by contextual relevance, educator agency, and continuous evaluative reflexivities.

Keywords: Educational Policy Analysis, Pedagogical Practices, Learning Outcomes, Systematic Literature Review, Global Educational Trends

1. Introduction

1.1. Background of the Study

Education stands as a dynamic example of societal desires, guided and fashioned by a shifting array of policies and directives. Central to the discourse of educational evolution is the prevalent influence of educational policies on pedagogical practices and learning outcomes [1]. Many scholars have attempted to navigate this complex landscape, examining the diverse means by which policy frameworks interact with the domains of teaching and learning. Specifically, the ever-shifting educational landscapes are characterised by policies emerging as both navigators and influencers. These policies are reflective of socio-political aspirations and ideologies, simultaneously influencing the structures and practices of educational ecosystems [2]. Existing literature provides a wealth of

insights into the historical and conceptual evolutions of educational policies, highlighting the shifts, trends, and foundational philosophies that have distinguished their advancement over time [1]. In particular, a substantial volume of scholarly works has delved into the examination of policy influences, shedding light on the transformative implications of policies over pedagogical methodologies and classroom performances. Still, despite a substantial body of existing literature, there is still a persistent need to critically synthesise and investigate the different demonstrations of policy influences on education.

1.2. Rationale for the Research

In this complex domain of educational discourse, policies have become crucial in integrating the structural and operational modalities of educational landscapes. Ideally, they characterise the institutional intentions, socio-political ideologies, and cultural aspirations that influence educational landscapes. Besides, their pervasive influence resonates through the multi-dimensional domains of education, specifically influencing upon pedagogical paradigms and the resultant learning outcomes. Thus, this study is propelled by the recognition of the critical importance held by educational policies to influence, direct, and modulate the dynamics of teaching and learning processes.

Accordingly, a comprehensive understanding of this essence necessitates an exploration of the theoretical and historical courses that have characterised the evolution of educational policies. Essentially, education is not merely an isolated undertaking of knowledge dissemination. Instead, it implies a socio-cultural crucible where diverse elements of society, culture, and policy amalgamate. Policies, in this crucible, function as directive forces, orchestrating the rhythms of educational philosophies, curricular designs, pedagogical strategies, and evaluative mechanisms. They embody the governance frameworks that steer educational objectives, methodologies, and assessments towards aligned pathways [1].

Exploring the policy-education nexus illuminates the realms of intentionality and strategy embedded within educational architectures. Policies manifest as reflections of societal aspirations, governmental strategies, and economic considerations, each contributing to the delineation of educational priorities and approaches. They unfold as both prescriptive and proscriptive directives, defining the boundaries of educational possibilities and shaping the contours of pedagogical engagements. These policy-driven configurations, in turn, permeate the classrooms, influencing the relational dynamics, instructional methodologies, and learning environments.

In navigating the multifaceted influences of policies, it becomes imperative to engage with their transformative impacts on pedagogical practices. Pedagogy, as the art and science of teaching, resonates as a dynamic interplay of theories, practices, and experiences. Policies navigate these pedagogical terrains, introducing directives, standards, and expectations that influence teachers' professional practices, strategies, and roles. This research seeks to unravel these intricate interweavings, exploring how policies navigate the practical realms of teaching methodologies, curriculum enactments, and learner engagements.

Consideration of the resultant learning outcomes further amplifies the rationale for this research. Learning outcomes encapsulate the educational attainments, skills, and competencies garnered by learners through their educational engagements. They stand as indicators of educational effectiveness, quality, and relevance, echoing the attained resonances of educational objectives and methodologies [2]. Policies, through their pedagogical influences, echo in the realms of learning outcomes, modulating the standards, expectations, and assessments that define educational successes and achievements.

A critical lens is pivotal in navigating the explorations of policy impacts. It necessitates a discerning engagement with the diversity of policies, analysing their underlying philosophies, intentions, and ramifications. This critical scrutiny fosters a deeper understanding of the policy

implications, uncovering the synergies, disparities, and tensions that characterise their interactions with pedagogical and learning realms. It invites reflective considerations of the adaptive, transformative, and responsive dimensions of pedagogical practices in the face of policy directives and changes.

The rationale for this research culminates in its intent to contribute a nuanced, integrated, and insightful exploration of the policy-pedagogy interplay. It seeks to augment the scholarly dialogues with synthesized perspectives, empirical explorations, and critical analyses, fostering a holistic understanding of the dynamic influences of educational policies. Thus, the research unfolds as a significant endeavour aimed at unveiling, scrutinising, and elucidating the multifarious ways in which educational policies resonate through the realms of pedagogical practices and learning outcomes.

1.3. Research Questions

Amidst the richness of existing scholarly dialogues, there persists an identifiable gap in the holistic understanding of policy impacts. There is a nuanced complexity in the ways educational policies navigate through the practical realms of pedagogical implementation and influence learning outcomes. This presents a landscape laden with multifaceted influences, intersections, and interplays that demand a more integrated exploration.

Against this backdrop, the study unfolds around core research questions:

- How do educational policies, in their varied forms and manifestations, impinge upon contemporary pedagogical practices?
- What are the discernible impacts of these policies on actual learning outcomes within educational settings?

Through these guiding questions, the study seeks to unveil the layers of policy influence, offering a systematic and comprehensive synthesis of its reach and ramifications within educational contexts.

1.4. Aim and Objectives

The pivotal aim of this Systematic Literature Review (SLR) is to critically scrutinise the multifaceted influences exerted by educational policies on pedagogical practices and the subsequent learning outcomes. Rooted in a commitment to academic rigour and comprehensive analysis, this research strives to traverse the dynamic intersections of policy directives with the realms of pedagogical implementation and educational attainments. Such a scholarly journey is illuminated with objectives that guide the research pathways, ensuring clarity, depth, and coherence in the exploration and synthesis of the pertinent literature.

Central to this objectives is the quest to unravel the historical and conceptual evolution of educational policies. A diachronic analysis allows for a profound understanding of the trajectories that have shaped policy formulations, adaptations, and transformations over time. This temporal exploration seeks to unveil the thematic continuities and shifts, the emergence of new paradigms, and the obsolescence of others, thereby offering a rich tapestry of historical insights and developmental nuances in the policy landscapes [1].

Further, the research aims to conduct a comparative analysis, aiming to illuminate the global diversities and commonalities in educational policies. Such a global perspective enhances the depth and breadth of our understanding, facilitating a nuanced appreciation of the varied policy architectures, strategic priorities, and contextual influences that characterise different educational settings worldwide. This objective underscores a commitment to diversity and inclusivity, ensuring that the research resonances are enriched with a multiplicity of global voices, experiences, and perspectives [3].

In alignment with the research's critical orientation, an objective of paramount significance is the analysis of the pedagogical implications of educational policies. This objective nurtures an exploration that delves into the practical realms of educational engagements, scrutinising how policy directives reverberate through the methodologies, strategies, and innovations that characterise pedagogical practices. It invokes a focus on the lived realities of educational environments, contemplating the transformative impacts, challenges, and opportunities that policies introduce within the pedagogical spheres [2].

A concurrent focus on learning outcomes propels the research towards a holistic consideration of the policy impacts. The objectives encapsulate an analysis aimed at discerning the direct and indirect influences of policies on the spectrum of educational attainments, encompassing knowledge, skills, and competencies. Such a focus augments the research with evaluative dimensions, fostering a critical appreciation of the effectiveness, relevance, and quality resonances of educational policies in the context of learner achievements and successes [4].

Moreover, an integral objective is the exploration of the relationships between educators and the policy landscapes. This facet allows for a comprehensive understanding of the professional, experiential, and adaptive dimensions of educators' engagements with policy directives. It seeks to unveil the synergies, tensions, and negotiations that characterise the educators' navigations of policy landscapes, thereby offering insightful perspectives on the human, relational, and professional aspects of policy interactions [5].

Embarking upon these objectives, the research aspires to synthesise the findings into a coherent and insightful discussion. This objective nurtures a reflective space for engaging with the implications, patterns, and insights that emerge from the literature. It fosters a critical dialogue that contemplates the interrelations, convergences, and divergences that characterise the policy-pedagogy-learning nexus, thereby contributing depth, reflexivity, and criticality to the scholarly explorations.

1.5. Layout of the Research

Navigating through a systematic literature review (SLR), this research endeavours to engage critically with a spectrum of academic contributions, ranging from foundational texts to contemporary analyses. The SLR methodology, outlined in detailed subsequence, becomes instrumental in guiding a structured and rigorous exploration of the selected academic works. The study unfolds through progressive sections, each delineated with specific foci and analytical lenses. Following the methodology, a findings section emerges, grounded in the analytical synthesis of selected literature. It aims to categorise and present the harvested knowledge, structured around themes such as the historical evolution of educational policies, global comparative analyses, pedagogical implications, impacts on learning outcomes, and the interplay between educators and policy landscapes. Subsequently, a discussion section weaves together the unearthed insights, engaging in a critical synthesis aimed at constructing a coherent narrative of policy influences. The study culminates in a conclusion and recommendations section, where the synthesised knowledge converges towards actionable insights and forward-looking perspectives.

2. Methodology

2.1. Database and Source Selection

The discerning selection of databases denotes a foundation upon which the robustness of this review's foundation firmly rests. In a deliberate effort to harness rich, diverse, and rigorous academic contributions, the database selection will be anchored in the esteemed realms of JSTOR, ERIC, Google Scholar, and Scopus.

First, JSTOR emerges as an essential reservoir of historical and empirical richness, granting access to a considerable expanse of scholarly journals, books, and primary sources. In essence, this enhances the historical depth and contextual relevance of the explored literatures [6]. Its archives resonate with a multitude of disciplines, presenting a multidisciplinary canvas on which a myriad of educational paradigms, philosophies, and policies are vividly portrayed and critically discussed. Meanwhile, ERIC (Educational Resources Information Centre), as a specialised educational database, profoundly contributes to the thematic precision and pedagogical relevance of the selected sources. Its expansive, specialised collection of journals and non-journal sources meticulously curates a wide spectrum of educational literatures, facilitating access to both breadth and depth in research contributions focused on educational policies, practices, and outcomes.

At the same time, Google Scholar enhances the review's accessibility to a broader array of scholarly contributions, encompassing various formats, disciplines, and publication statuses. Its inclusive, extensive, and up-to-date database facilitates a wider scanning of the academic landscapes, ensuring that emergent, innovative, and interdisciplinary perspectives are integrally included in the review's analytical scope. Finally, Scopus, with its formidable reputation for comprehensive citation databases, enriches the review's methodological rigor. It augments the research process with extensive interlinkages between sourced articles, authors, and citation networks, fostering a holistic, interconnected, and nuanced exploration and analysis of the scholarly domains under investigation.

An emphasis on peer-reviewed articles suggests a key strategic decision intended to improve the academic rigor, credibility, and quality of the sourced literatures. Ideally, peer-reviewed articles signify a scholarly consensus, an endorsement of methodological integrity, conceptual clarity, and analytical depth [7]. Thus, they ground the review's findings and discussions in the realms of academic validity and reliability.

2.2. Search Strategy

A methodical and strategic search forms the essence of this systematic review, ascertaining that the sourced literatures resonate with relevance, comprehensiveness, and analytical precision. Keywords and search strings are crafted and utilised to resonate with thoughtful considerations of their logical alignments with the review's focused themes and objectives. In particular, keywords have been selected to encapsulate the core thematic aspects of educational policies, pedagogical practices, and learning outcomes. The logic underlying their selection stems from a commitment to ascertain that the search process is reflective, inclusive, and accurate in harnessing literatures that portray, discuss, and analyse the intersections between policy directives and educational practices and outcomes. Accordingly, Boolean search techniques, such as the utilisation of AND, OR, and NOT, have been employed to finesse the search process [8]. Such techniques improve the specificity, precision, and relevance of the search results. They also ensure that the collected articles resonate with focused relevance, thematic richness, and ensure analytical alignment with the review's objectives and research questions.

2.3. Inclusion and Exclusion Criteria

The criteria for inclusion and exclusion exert strategic significance in ensuring that the reviewed literatures resonate with relevance, focus, and analytical contribution to the study's core aims and questions. Inclusion criteria are defined to include articles that hold direct relevance to the examination of the impacts of educational policies on teaching and learning paradigms and outcomes. Non-English articles, as well as those stemming from non-academic sources, have been excluded from the review. Such exclusion criteria are reflective of strategic considerations aimed at improving the review's linguistic coherence, academic rigor, and thematic precision. Besides, the exclusion of

non-English articles resonates with practical considerations related to linguistic proficiency and the consistency of analytical engagements.

3. Findings from the SLR

3.1. Historical and Conceptual Evolution of Educational Policies

The systemic exploration of the historical trajectory highlights a continual transformation of educational policies, exemplifying shifting paradigms, ideologies, and global influences. Ball's seminal work outlines the intersections of policy networks and the neoliberal imaginary, underscoring a transformative landscape marked by marketisation and competitive accountabilities. In addition, these evolutions signal a departure from traditional, state-centric models towards the global convergence of policy discourses, which amplify the role of transnational agencies and networks in policy formulation and dissemination [9]. Meanwhile, the scholarly works uncovered illustrate the confluence of historical contingencies, societal changes, and international influences as pervasive architects of policy landscapes, defining educational objectives, curricular frameworks, and evaluative mechanisms. The comprehensive historical mappings uncover the alternations between autonomy and standardisation, local innovations, and global benchmarks, painting a complex canvas of policy evolutions and educational transformations.

3.2. Comparative Analysis of Global Educational Policies

A juxtaposition of global educational policies unveils intricate connections of commonalities and divergences. For instance, Rizvi et al. anchor the discussions within the areas of globalisation, foregrounding the influences of global networks, norms, and mobility in shaping educational directions and priorities [3]. Similarly, scholars such as Verger, Fontdevila, and Zancajo ascertain that this global perspective elucidates overarching themes such as equity, inclusivity, and quality, heralding them as universal aspirations echoed across various policy landscapes. In addition, regional attributes surface as pivotal considerations, reflecting contextual peculiarities, societal values, and historical legacies [10]. According to Steiner-Khamsi, policy analyses unveil how localised priorities, challenges, and aspirations infuse policies with distinctive characterisations. Such considerations engender adaptations and resistances to global policy trends and prescription [11].

3.3. Pedagogical Implications

Pedagogical realms echo with the impacts of policy standards, embodying shifts, alignments, and adaptations to changing policy paradigms. Biesta's insightful explorations examine the purposes of education [2]. The author critically appraises the policy influences that shape educational practices and visions. In particular, intrinsic connections emerge between policy directives and classroom realities, affirming how curricular designs, teaching methodologies, and evaluative mechanisms resonate with policy objectives and imperatives. These findings are in tandem with other scholarly contributions enhancing the analytical depth. For instance, Priestley, Biesta, and Robinson uncover the transformative and constraining facets of policy influences [12]. They explore their imprints on teacher autonomies, pedagogical innovations, and educational values.

3.4. Impact on Learning Outcomes

The examination of policy impacts distinguishes tangible imprints on learning outcomes. It also helps in unraveling the complex pathways through which policies prompt improvements and challenges in learning experiences and achievements. According to Gleeson, a thorough investigation of the interplays between policy, curriculum, and learning landscapes can help to explain the influences that

shape educational cultures, learner experiences, and curricular enactments [4]. Meanwhile, other studies like Piattoeva and Saari's research divulge how policies frame learning objectives, inform evaluative criteria, and foster or impede diverse learning pathways [13]. Such studies can help to enable a critical assessment of policy efficacies, relevancies, and transformative potentials.

3.5. Educators and the Policy Landscape

Educators emerge as central protagonists within the policy landscapes, embodying roles as interpreters, implementers, and critics of policy designs and directives. Day illuminates the complexities and dynamics that pervade teachers' professional realms [5]. The author analyses their navigations, engagements, and contentions with policy environments. Meanwhile, other scholars such as Mockler) maintain that the synthesis of insights from a spectrum of research unveils the associations and tensions between teachers and policies [14]. Such viewpoints offer profound reflections on teacher agencies, professional identities, and pedagogical discretions within the orchestrated rhythms of policy landscapes.

4. Discussion

4.1. Synthesising the Findings: Implications and Emerging Patterns

4.1.1. Historical and Conceptual Evolution

The historical trajectory of educational policies, as explored in the findings, signifies elaborate networks of evolution, marked by ideological fluctuations and structural changes. Ball foregrounds the neoliberal currents that navigated the policy architectures, instilling market mechanisms and competitive imperatives within the educational landscapes. Such ideological advances have influenced policy changes, filled with standardisation, accountability, and performance metrics [1, 15]. Moreover, the emerging patterns highlight a decentralisation discourse, engendering the proliferation of localised policy interpretations and enactments. The devolution of policy decision-making channels intensifies the diversities of policy enactments and their divergent pedagogical manifestations, championing a spectrum of educational experiences and trajectories.

4.1.2. Comparative Global Dissections

In engaging with global educational policies, Rizvi et al. evoke considerations of commonalities, reflecting universal objectives and globalised influences [3]. Concomitant with these universal aspirations are the contextualised policy enactments, reverberating with cultural, societal, and historical nuances [16, 17]. The comparative analysis underscores the negotiation between global imperatives and regional adaptations, promoting a dynamic interplay of policy influences and educational transformations.

4.1.3. Pedagogical Imprints: Policies as Architects of Practice

Within the pedagogical arenas, policies resonate as powerful architects, shaping curricula, methodologies, and teacher agency [2, 18]. For instance, the expression of standardised assessments stems as a compelling directive, channelling teaching practices towards aligned outcomes and evaluative metrics. At the same time, López and Santibañez assert that the emergence of inclusive and bilingual policies narrates transformative potentials, inviting diversified instructional practices and enriched educational engagements [19].

4.1.4. Impact Trajectories: Learning Outcomes under the Policy Gaze

Learning outcomes materialise as central themes within policy discourses, echoing the aims, objectives, and evaluative criteria entrenched within educational designs. Gleeson and Ngema highlight the varied imprints of policies on learning trajectories, including improvement, disruption, and divergence [4, 20]. The policy impacts cascade through curricular frameworks, instructional methodologies, and evaluative mechanisms. Thus, they shape educational experiences and achievements.

4.1.5. Educators in the Policy Landscape

Educators emerge as intrinsic stakeholders within the policy ecosystems, navigating roles as interpreters, facilitators, and critics of policy discourses [21]. Their engagements with policies uncover dimensions of agency, autonomy, and professionalism. Such aspects also reflect the complexities and contradictions inherent in policy enactments and pedagogical implementations.

4.2. Critical Analysis

Engaging critically with the intersecting realms of policy designs, pedagogical shifts, and learning outcomes presents a dynamic sphere of influences, interplays, and impacts. Specifically, the designs of educational policies stem from ideological paradigms, global influences, and societal aspirations. Thus, they channel strategic directions and imperatives within educational systems. Meanwhile, pedagogical shifts, as illuminated by Biesta, resonate with the adaptabilities and resistances of educational practitioners, embodying the translations of policy directives into lived educational realities [2]. Such pedagogical navigations negotiate aspects such as innovation, standardisation, and diversification. They reflect the transformative and constrain potentials of policy architectures. In deducing the impacts on learning outcomes, a comprehensive assessment ascertains that there is a complex influence involving policies, reverberating through learner experiences, achievements, and pathways [4, 20]. Thus, the interrelations of policy, pedagogy, and outcomes materialise as intricate influences and effects, harbouring profound implications for the envisioning and enactment of educational journeys.

5. Conclusion and Recommendations

5.1. Key Findings and Their Implications

The exhaustive exploration undertaken in this systematic literature review has unveiled an intricate interrelationships and influences that educational policies exert across the multidimensional landscapes of pedagogical practices and learning outcomes. The historical analysis delineated a transformative trajectory of policies, marking shifts from state-centric paradigms to an increased intertwining of global networks and neoliberal market influences [1]. Such transitions unveil a metamorphosis of educational directives, driving systems towards marketised competitiveness, enhanced accountability, and standardisation [15]. The implications of these transformations reverberate through the realms of curricular designs, teaching methodologies, and evaluative mechanisms, manifesting as the architects of educational engagements and learning trajectories.

A comprehensive analysis of global educational policies revealed a multiplicity of influences and enactments. Within the global arena, the analysis discerned traces of convergence towards universal educational aspirations such as equity, inclusivity, and quality [3]. However, divergences were also evident, manifesting in the form of regional, contextual, and cultural variances that deeply influenced policy interpretations and implementations. This multi-layered global landscape underscores a

dynamic interplay of universal policy objectives and their contextualised enactments, cultivating a diversified ecology of educational practices and outcomes. Meanwhile, pedagogical realms resonated with policy influences that have infused instructional practices, curriculum designs, and evaluative frameworks. Policies were unveiled as potent architects, fashioning educational practices through directives, norms, and evaluative criteria [2]. Notably, the echoes of standardisation and performance metrics reverberated through the pedagogical environments, casting shadows of alignment, accountability, and homogenisation over educational engagements [18].

Furthermore, the research uncovered pathways through which policies imprint upon learning outcomes. In particular, it ascertained that the policy landscapes as crucial for accomplishing learning objectives, assessment criteria, and educational aspirations [4]. Thus, policies can be considered critical for educational trajectories, as they can shape learning experiences, achievements, and competencies. At the same time, the interplay between educators and policies unveiled realms of navigations, negotiations, and enactments. Educators emerged as crucial conduits of policy transmission, embodying roles as interpreters and implementers of educational directives [5]. Their professional landscapes resonated with echoes of agency, autonomy, and critical engagement with policy landscapes.

5.2. Recommendations

In light of the insights garnered, several recommendations can enhance the synergies between policy landscapes and pedagogical realities. First, there is a need to enhance contextual relevance and flexibility. In particular, policies should be instilled with improved flexibility and adaptability to allow for contextualised enactments that resonate with the unique cultural, societal, and educational landscapes [22]. A nurturing of context-sensitive policy frameworks can promote enriched and diverse educational pathways, responsive to local needs, aspirations, and challenges. Secondly, there is a need to promote educator agency and voice. In other words, policies should be formulated and implemented with an increased recognition of educator agency, professionalism, and experiential wisdom [23]. Encouraging active educator participation in policy discourses can advance a co-creative policy environment where policies are enriched by the practical insights, expertise, and understandings of educational practitioners. Meanwhile, it is also necessary to foster collaborative and participatory policy environments. Ideally, the policy formulation and adaptation processes should be cultivated as collaborative and participatory realms to encourage the intermingling of multiple voices, perspectives, and stakeholders [3]. Such a policy environment can signal a diversity of insights and encourage holistic, complex, and inclusive educational directives. At the same time, it is crucial to encourage research and evidence-based policymaking. Policies should be rooted in rigorous research, empirical evidences, and informed by scholarly discourses and findings. Such considerations can encourage an evidence-based policy ecology that is reflective, responsive, and grounded in scholarly rigour and practical relevance [24]. Finally, fostering continuous policy evaluation and reflexivity is beneficial. Specifically, an ethos of continuous policy evaluation, reflection, and adaptive improvement should be instilled within the policy landscapes. It can nurture a living policy environment that evolves, adapts, and rejuvenates in response to emergent learnings, insights, and changing educational landscapes [25].

In summary, this investigation offers a richly intertwined narrative of the diverse influences and enactments of educational policies within the pedagogical and learning ecosystems. It underscores the need to nurture dynamic, responsive, and collaborative policy environments to promote enriched, adaptable, and vibrant educational landscapes. Putting together scholarship, practice, and policy discussed in this analysis can help ascertain education that is richly textured and reflective of multifaceted excellences and diversities.

Authors' Contributions

The author conceived and designed this study with the intent of presenting considerable contributions to the educational policy domain. The author undertook a rigorous literature search and utilised a comprehensive data analysis approach, subsequently formulating a vigorous research methodology. The writing of the manuscript was an iterative process, entailing conscientious drafting and revision to ascertain precision and clarity. Besides, the author independently carried out the critical revisions, embedding intellectual depth into the investigation. Furthermore, the author provided technical and statistical expertise, highlighting the study's integrity. The author stands accountable for the content and endorses the final manuscript for publication.

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The Exploration of Immersion Language Learning and Methods to Children's Preliminary Words Acquisition

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Abstract: This paper respectively pinpoints on the most EFFECTIVE and the most NATURAL approach for children to learn. In my paper, scientific experiments in four different ways of gaining basic vocabulary will be carried out and an interview with preschool teachers focusing on pronunciation will be conducted in this study. Moreover, Phonological Awareness Quick Assessment is utilized in the research to examine the standard level of each kid before the initiation of the experiment. This study reveals that the mix of regular letter-oriented word memorization and immersion English learning is the most natural way for preschoolers to learn English words while the combination of immersion and phonics-oriented word memorization method is the most effective one. As for its significance, apart from being helpful for teachers to realize whether they should change approaches to teaching preschoolers to memorize words the paper also gives directions to parents to understand whether they are supposed to adjust their strategies to assist and guide their kids to learn better for themselves.

Keywords: Immersion Language Learning, Phonics, Second Language Acquisition, Children

1. Introduction

This paper aims to find out whether immersive language learning has a profound influence on the acquisition of English vocabulary in terms of 0~6-year-old Chinese preschoolers' English education. To this end, the literature is to be reviewed extensively, scientific experiments are to be carried out and an interview with preschool teachers focusing on pronunciation will be conducted.

1.1. Research Topic

Does Immersion Language Learning Exert Significant Influence on Acquisition of English Vocabulary for 0~6-year-old Preschoolers in Chinese Context?

1.2. Research Question

Immersion learning environment provides preschoolers with phonics instruction, it teaches the relationships between the letters of written language and the sounds of spoken language, and it is what the author shows interest in and tends to integrate in the research question. It can be utilized to memorize words, but there is insufficient research to find its effect till now. Consequently, the author will make a comparison between two different vocabulary memorization methods. The author desires

to investigate which is superior - immersion language learning and non-immersion language learning, phonics words memorization method and the regular letter-oriented words memorization method concerning the effect, motivation, interest, passion, and children's developmental psychology. Detailed questions are as below.

1. What is the most effective method for Chinese preschoolers to memorize words?
2. What is the most natural method that can foster interest, motivation, and passion for Chinese preschoolers to memorize words?
3. What are the detailed differences in teaching methods between regular letter-oriented word memorization and phonics-oriented word memorization methods?

1.3. Significance

The broad aim of this research is to provide a helpful resource for teachers and schools in providing effective support for children with English as another language [1]. Specifically, my research can be helpful for teachers to find out whether they should change their approaches to teaching preschoolers to memorize words and for parents to understand whether they ought to adjust their strategies to assist and guide their kids to learn better for themselves. Moreover, immersion learning has been under heated debate for a long time. After understanding whether immersion learning is effective or not, more effective ways, and more or less immersive environments can be selected to guide kids to learn. Furthermore, immersion learning towards phonics-oriented vocabulary acquisition will be beneficial to teachers to switch their methods which are seemingly outdated but practical, making it more natural and scientific for kids to learn.

2. Literature Review

2.1. Immersion Language Learning

It turned out that French immersion (IMM) programs had strong academic outcomes and more advanced English proficiency for learners in Canada in the 1960s. Moreover, studies showed that bilingual children had more advanced metalinguistic concepts than their monolingual peers for word awareness. Additionally, nonverbal executive tasks and studies of metalinguistic awareness by Bialystock showed increments in metalinguistic development for children in immersion education programs [2].

2.2. Phonics

Phonics is a way of teaching children how to read and write. It helps children hear, identify, and use different sounds that distinguish one word from another in the English language. Written language can be compared to a code, so knowing the sounds of individual letters and how those letters sound when they're combined will help children decode words as they read. Understanding phonics will also help children know which letters to use when they are writing words [3]. Phonics and phonemic awareness are foundational skills that play a vital role in early literacy development. Phonemic Awareness (PA) is: the ability to hear and manipulate the sounds in spoken words and the understanding that spoken words and syllables are made up of sequences of speech sounds are essential to learning to read in an alphabetic writing system, because letters represent sounds or phonemes. Phonics instruction focuses on teaching the relationship between sounds and letters, enabling children to decode words and read fluently. Phonemic awareness, on the other hand, focuses on developing children's ability to identify and manipulate individual sounds in words, laying the groundwork for phonics instruction. By combining the power of phonics and phonemic awareness, children develop strong language skills, enhancing their reading, writing, and spelling abilities. These

skills serve as building blocks for future academic success and create a solid foundation for lifelong literacy [4].

3. Methodology

3.1. Sampling Frame

In our research, Chinese preschoolers (0-6-year native Chinese speakers) with poor or no English and standard Chinese are served as the population, among which 40 participants with similar phonological awareness are to be selected as a sample, for the reason that preschoolers' diverse intrinsic language abilities are likely to make an impact on the results, leading to inaccuracy. They are to acquire different types of English lessons while learning Chinese starter lessons.

3.2. Ethical Consideration

Obtaining permission from the guardians of the participants and signing agreements on what will be done to their kids in detail is to be put into the first before the official start of the experiment.

3.3. Participants and Research Design

3.3.1. Allocation

Table 1: Staffing in the experiment.

Supervisor	1 person
Preschoolers	40 people
Teachers	4 people
Psychologists	12 people

3.3.2. Detailed Process

Pretests allow teachers to see the levels of proficiency for each student. They should assess the degree to which students meet expectations using just prior knowledge. For example, a geography pretest can assess understanding of the concepts of latitude and longitude. Students who demonstrate mastery of this topic either meet or exceed expectations, students somewhat familiar with approach expectations, and students demonstrating little to no understanding do not meet expectations [5]. In our research, 100 3~6-year-old Chinese preschoolers were chosen randomly to have Phonological and Phonemic Awareness: Pre-Test (see Appendix 1). Specifically, we will have a random selection among different provinces, guaranteeing that each province will own certain participants, including different degrees of wealth, cultural diatheses of the whole civil, and degrees of emphasis on English subjects. The 40 participants with the closest test scores will be selected.

Selected participants are divided into four groups, each of which is composed of 10 people. Chinese starter program, including literacy, ancient poetry, etc., is taught throughout the process. Simultaneously, participants will receive English lessons, with diverse teaching methods according to different groups.

Participants in group A and group C will both receive regular letter-oriented word teaching while the only difference is that those in group A enjoy immersion learning and B do not. Similarly, group B and D participants are both taught phonics-oriented word memorization. Nevertheless, group B will be under immersion learning while group D not (see Table 2).

Table 2: Variables.

Chinese Native Speakers & Chinese Learners	Regular Letter-oriented Words Memorization(RL)	Phonics-oriented Words Memorization(P)
Immersion English Learning(IEL)	Group A (IEL+RL)	Group B (IEL+P)
Non-immersion English Learning(NEL)	Group C (NEL+RL)	Group D (NEL+P)

Specifically speaking, on one hand, group A and B participants will be put in a relatively cozy environment suitable for studying English for approximately 10 hours a day. For instance, they will listen to English songs, have conversations in English, acquire situational teaching, watch films and videos, engage in group discussions, and attend online courses in English [6]. By contrast, participants in groups C and D will acquire classes with regular teaching mode in China. To be more exact, the lasting time of each class is fixed as well and conventional parts in classes like dictations, Q & A sessions, quizzes are to be utilized, etc. Besides, subjects tend to accomplish daily assignments after the day at school.

On the other hand, phonics-oriented word memorization methods are to be implemented in groups B and D participants. During their learning, participants will learn to memorize words using explicit, systematic instruction as well as practice. Subjects must learn to match a unit of sound (a phoneme) to the letter or letters that make the sound (a grapheme) in this, separating the written word into its sounds and blending the individual sounds of letters to make words. Take the word “apple” as an example, subjects will memorize it according to its phonemes, [æ]-a,[p]-pp,[(ə)l]-le. Apart from that, they will be involved in a wide range of phonological activities, language comprehension activities, syllable activities, onset and rime, rhyming, and phonemic awareness activities (Phonological and Phonemic Awareness: In Practice | Reading Rockets, n.d.) [7], etc. In comparison, participants in groups A and C are taught in an entirely different way, spelling. Tapes playing A-P-P-L-E are to be played over and over again or teachers will not cease spelling until every subject remembers it.

After 30 days of learning, each participant will receive a test called Phonological Awareness Quick Assessment (see Appendix 2) by an examiner. Scores of participants in the same group will be recorded on a sheet. Shortly afterward, the average value will be calculated and acquired. By comparing the average values of the four groups, we tend to conclude.

Apart from that, the author’s team will closely track the psychological changes of participants while learning to research children’s psychological development while receiving different types of vocabulary learning. By checking the behavior, a countenance of three pre-selected participants of each group through a settled monitor in the classroom, 12 educational psychologists are requested to complete a record sheet (in Table 3) during each lesson, including marking and description. After the whole session, as shown in Figure 1, the average values of 3 subjects of each group in each lesson will be calculated and demonstrated in a line graph by information technology, presenting data of each lesson and its overall trend, which is likely to reflect children’s psychological development. Below is a detailed sheet and a sample line graph.

Table 3: Sample of the record sheet.

Registrar No.				Participant No.				
Evaluation (Please circle)				Group				
Interest	1	2	3	4	5	6	7	1-minimum
Passion	1	2	3	4	5	6	7	
Motivation	1	2	3	4	5	6	7	7-maximum
Description of Behaviour (Please be concise and accurate)								
Date				Lesson No.				
Signature of Supervisor								
Record Sheet				No.				

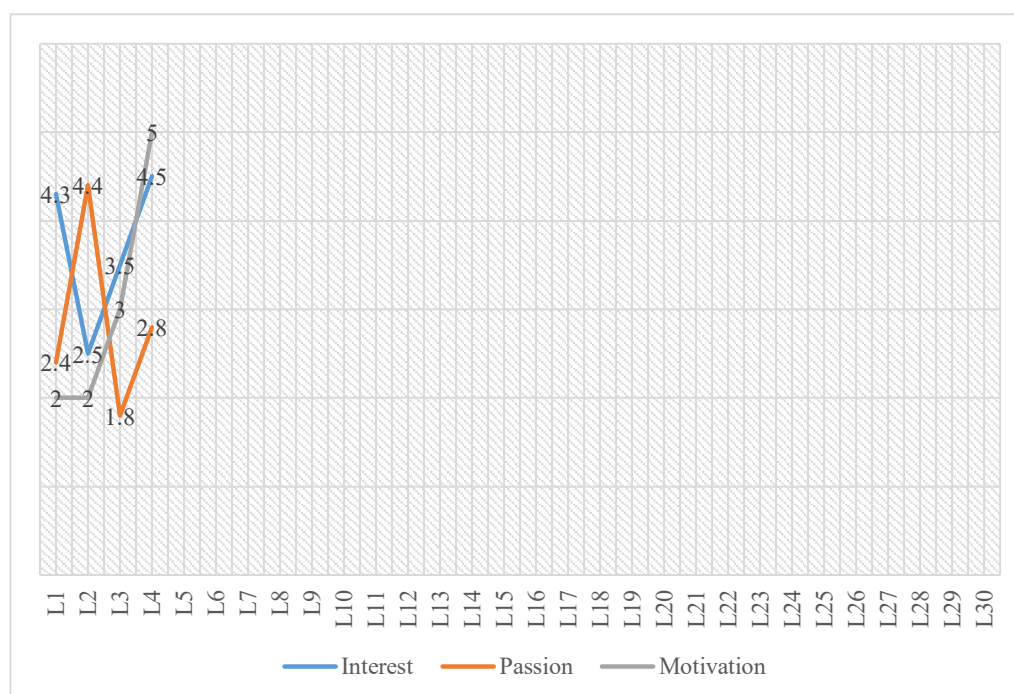


Figure 1: Line Graph of Group A: Changes of Various Indicators with the Progress of Courses.

In addition, an interview with an English teacher focusing on pronunciation teaching is to be held. Participant Joy has been involved in child's phonics teaching for more than a decade, working for a Chinese company of holds extra-curricular activities for profit. Moreover, the classroom she utilizes the most will be the place for interviewing, for the reason that loads of auxiliary teaching tools (flashcards, smart board, touch and talk pen, etc.) can be used throughout the whole process, making it easier for interviewers to understand. Below are preliminary interview questions for the work:

(i)What do you do in teaching English to help children develop pronunciation?

(ii)How to teach and shape kids' pronunciations effectively, scientifically with minimized harm to vocal organs like the vocal cord and the glottis?

(iii)How to correct certain pronunciations that are easy to vocalize wrongly and avoid similar situations for young children?

To grasp the different teaching methods of phonics teachers and traditional teachers, we tend to make a comparison between the two methods. Therefore, an interview with a teacher using a regular

letter-oriented word memorization method will be conducted. Similar questions are to be asked as above.

3.4. Research Instruments and Materials

Phonological Awareness Quick Assessment (PAQA) and YOU & ME Ladder happy English online English textbooks for beginners will be utilized as the instrument and material in the research. Phonological awareness is of great significance, for the reason that A student's level of phonological awareness at the end of kindergarten is one of the strongest predictors of future reading success, in Grade 1 and beyond [8].

As for the PAQA tool, below is a detailed explanation. There are a variety of tests and screening protocols available for screening or assessing students' phonological awareness skills. These tools vary about the

length of administration and the specific tasks that are assessed. The PAQA tool was designed to obtain a quick overview of a student's phonological awareness skills. By administering this tool to an entire class or targeted group of students the scoring response form provides visualization of trends in performance, both within a specific student's skills, as well as across an entire class or group (Phonological Awareness Quick Assessment, 2023). In this research, investigators are eager to examine and grasp each participant's phonological and phonetic ability after a month's learning, and that is the reason why the PAQA tool was selected.

YOU & ME Ladder™ happy English online English textbooks for beginners (Ladder Digital Education® Crop.) are selected to guide teachers' teaching for group A and group B. This set of textbooks makes use of diversified multimedia audio-visual teaching methods, as well as lively and interesting cartoon animations to guide preschoolers to learn joyfully. The protagonist style of the plot development, anthropomorphic cartoons, close-to-life content, songs and rhythm verse, and game activity designs of the set of systematic textbooks tend to make participants of groups A and B immersed in a comfortable language learning environment. In the curriculum system of YOU & ME, 6 pedagogy are advocated: Phonics, Direct Mother Tongue Teaching Method, TPR Body Response Teaching Method, Overlapping Spiral Teaching Method, Diversified Multimedia Situational Teaching Method, and Left-right Brain Balance Potential Development Teaching Method. To encapsulate, this set of textbooks is likely to be second to none among all immersion learning materials from the author's point of view, for the reason that other immersion learning materials tend to have single advantages.

Table 4: A Conclusive Table of Methodology.

Question	Method	Data Analysis	Data Interpretation
What is the most effective method for Chinese preschoolers to memorize words?	Experiment. After a month's teaching, each participant is required to accomplish Phonological Awareness Quick Assessment	Having calculated the average value of each group, as below are results. Group Band Group Band A 30.8 B 36.8 C 26.5 D 32.4	Under the circumstance that initial phonological levels of subjects are guaranteed to be similar, group B participants own the highest score. That is to say, the mixing method of phonics-oriented words memorization and immersion learning tend to let learners harvest the most.

Table 4: (continued).

	the score of which is what the research need for data collection.	According to the table, it is easy to find that group B participants gain the highest average value, hitting the point of over 36. Participants in group D rank the second, approximately four fifths of overall band. However, subjects in group C have the least score, less than 27.	Compared to the result of group C, group D wins, illustrating that the effect of P beyond that of RL.
What is the most natural method which can foster interest, motivation and passion for Chinese preschoolers to memorize words?	Observation and Evaluation. The scale and description sheet is utilized to test interest, motivation and passion of participants.	From the line graph of group A(not yet), we tend to see upward trends of three dimensions though several fluctuations could be discovered. However, situations of other groups are not yet clear.	Three lines of escalating trend of group A demonstrates the method a great success on stimulating interest, motivation and passion of subjects, which is likely to illustrate NEL+RL method is the most natural way. Additionally, comparisons could be made among different groups.
What are detailed differences in terms of teaching methods between regular letter-oriented Words memorization and phonics-oriented words memorization?	Interview.		

4. Conclusion

4.1. Summary of research

In the research, quantitative studies and qualitative studies are both utilized. On one hand, we would use one experiment with two research directions, the most effective and the most natural ways to teach. On the other hand, an interview makes a detailed comparison between two completely separate

word memorization modes. Through two studies, the author holds the firm belief that he can reach an answer to the research question.

4.2. Limitations of the Study

First and foremost, it is unfortunate that the sample of the experiment is too small to represent the population of all Chinese preschoolers, making the results of the experiment deviant from reality, eventually leading to inaccuracy and the imprecision of the results and the conclusion. Moreover, another caveat of this research is that different standards of English vocabulary accumulation may exert influence on the abilities to memorize new words and their phonological awareness, which becomes an interference factor for us to explore the answer.

In addition, it is seemingly plausible but somewhat unrealistic to find 12 educational psychologists to keep a trace of participants for 10 hours a day or so for one month, demonstrating superfluous time and manpower resource costs tend to be made in the research. Apart from that, the experiment is merely to be performed once which causes contingency, (neo-)investigators lack of relevant experience and ample background information on the topic, etc.

4.3. Potential Applications

After having found out that immersion learning in studying English and phonics through word memorization helps affect children's learning and their psychological development, some practical and vigorous actions could be taken and spread. We can popularize immersion environments for language learning or phonics to large extra-curricular institutions, which tend to make loads of similar institutions follow the example of, contributing to becoming well known in certain geographical areas with advanced education. At that time, a proposal can be made to local governments to help implement it and even ask them for financial support for new teaching methods that can balance direct instruction of the language with spontaneous immersive learning and ease the financial burden of relatively underprivileged families. In this manner, quality education is within the reach of every family [9].

4.4. Further Research

The author will probably do some further systematic explorations on how immersion language learning exerts a gradual and procedural impact on preschoolers with EAL and limitations even shortcomings of phonics in terms of SLA for young children.

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Appendixes

Appendix 1-Phonological and Phonemic Awareness: Pre-Test

- 1)Phonemic awareness is:
 - a strong predictor of future reading success
 - a sub skill of phonological awareness
 - a foundational reading skill
 - all of the above
- 2)There are _____ sounds in the English language:
 - exactly 26
 - more than 60
 - more than 40
 - exactly 52
- 3)Phoneme blending is:
 - easier than syllable blending
 - harder than onset and rime
 - easier than identifying rhyming words
 - more difficult than phoneme addition, deletion, and substitution
- 4)The onset sound(s) is the:
 - last sound in a syllable
 - the vowel and any following consonant sounds at the end of a syllable
 - the vowel sound in a syllable
 - sounds before the vowel in a syllable
- 5)The definition of phoneme is, "The smallest part of _____ language."
 - spoken
 - written
 - informal
 - formal
- 6)The word eight has how many phonemes?
 - 5
 - 4
 - 3
 - 2
- 7)Phonological awareness is:
 - a person's ability to hear sound structures of speech
 - a person's ability to manipulate sound structures of speech
 - a print-free skill set
 - all of the above
- 8)How are phonemes represented in writing to differentiate them from actual words?
 - by placing the letters between slashes /b/

by placing the letters between asterisks *b*

by placing the letters in parentheses (b)

by placing the letters between percent signs %b%

9)How many syllables do you hear in the word submerges?

1

2

3

4

10)Which of the following is an example of phoneme segmentation?

a child telling his teacher that the first sound in run is /r/

a child sounding out an unknown word ("/b/ /e/ /s/ /t/ ... best")

a child telling his teacher there are four sounds in truck, /t/ /r/ /u/ /ck/

a child telling his teacher that the last sound in cup is /p/

Appendix 2- Phonological Awareness Quick Assessment



Phonological Awareness Quick Assessment

Additional Training Items

Phonological Awareness

Children need phonological awareness in order to learn to read. Children with phonological awareness have the ability to break **oral language** into smaller units and to manipulate sounds. For example, sentences can be broken down into phonemes or individual sounds. Manipulating sounds involves substituting one sound for another, deleting sounds and adding sounds. Phonological awareness begins with rhyming and progresses through increasingly difficult tasks such as segmenting sentences, segmenting syllables, blending sounds, identifying the onset and rime in words and segmenting and blending phonemes to create words.

Phonological awareness precedes phonemic awareness, which is the awareness that phonemes are used to create words and can be changed to create new words. Phonological awareness and phonemic awareness is not the same as phonics. Phonics involves teaching students the correspondence between spoken sounds and written symbols.

The samples below may be utilized should the administrator feel that a student would benefit from additional training items during the trial phase of a question.

Item	Task Instructions	Additional Trial Examples
1. Rhyming Recognition	"Tell me if these words rhyme..."	pit – mit; sand – sock, ship, hip
2. Rhyming Production	"Tell me a word that rhymes with..."	ask the student to make a rhyme with their own name, a pets name or the examiners name
3. Word Awareness	"How many words are in..."	happy birthday; its time to eat, hit the ball
4. Syllable Awareness	"Listen for each syllable or word part, how many syllables are in the word..."	how many syllables are in the student's name, the examiners name, the principals name?
5. Initial sound Identification	"Tell me the first (or beginning) sound in the word..."	tac (t); dog (d); teacher (t), us (uh)
6. Final Sound Identification	"Tell me the last (or ending) sound you hear in the word..."	dot (t); food (d); time (m)
7. Sound Segmentation	"Tell me all the sounds you hear in the word..."	dog (d-ah-g); fit (f-i-t); cool (k-oo-l)
8. Sound Blending	"Listen to these individual sounds and tell me what word you hear..."	I am going to tell you a secret word and only say the sounds in the word. Can you guess these words? (k-i-d) kid; (b-l-ā-k) black; (t-oo) two
9. Medial Sound Identification	"Tell me the middle sound you hear in the word..."	Pout (ow), put (uh), mitt (i)
10. Deletion Task	"I am going to ask you to say a word and then say it again without one of its parts..."	Say hotdog, say it again but don't say "hot" (dog) Say money, say it again but don't say "mon" (knee) Say chip, say it again but don't say "ch" (ip)



Phonological Awareness Quick Assessment

Kinder / First (Circle One)

Initial Assessment / Final Assessment (Circle One)

Name: _____		
School: _____	Examiner: _____	Test Date: _____

Use the lines to record student responses. This test shows a progression of skill development.

1. Rhyming Recognition

Teacher: "Tell me if these words rhyme: (can - man) (to - up.)" "Now tell me if these words rhyme..."

1. fat – sat _____ ☐
2. cake – shake _____ ☐
3. fin – map _____ ☐
4. look – book _____ ☐
5. play – stop _____ ☐

/5

2. Rhyming Production

Teacher: "Tell me a word that rhymes with pat" (nonsense words are ok). "Now tell me a word that rhymes with..."

1. toe _____ ☐
2. bake _____ ☐
3. more _____ ☐
4. top _____ ☐
5. star _____ ☐

/5

3. Word Awareness

Teacher: "Listen to each sentence. (Teacher provides blocks and moves them as she says each word for "I like puppies"). Say to the student: "Now you try" and say the sentence again. "Now you use the blocks and show me how many words are in..."

1. He is nice. _____ ☐
2. Sit down. _____ ☐
3. Please wash your hands. _____ ☐
4. Five boys and girls are reading books. _____ ☐
5. Apples are good for you. _____ ☐

/5

4. Syllable Awareness

Trial: "Listen for each syllable or word part you hear in the word "computer." "Now clap the word parts with me".

"Listen to each word and you try it by yourself."

1. rainbow (2) _____ ☐
2. fish (1) _____ ☐
3. sunflower (3) _____ ☐
4. caterpillar (4) _____ ☐
5. walking (2) _____ ☐ /5

5. Initial Sound Identification

Trial: "Tell me the first (or beginning) sound you hear in "soup". /sss/ is the beginning sound (if student answers with the letter name, then ask them to tell the letter sound). Tell me the first sound in..."

1. pin (p) _____ ☐
2. tank (t) _____ ☐
3. wipe (w) _____ ☐
4. apple (a) _____ ☐
5. kindergarten (k) _____ ☐ /5

6. Final Sound Identification

Trial: "Tell me the last (or ending) sound you hear in "soup". /puh/ is the last sound (if student answers with the letter name, then ask them to tell the letter sound). Tell me the last sound in..."

1. some (m) _____ ☐
2. tug (g) _____ ☐
3. laugh (f) _____ ☐
4. lip (p) _____ ☐
5. make (k) _____ ☐ /5

7. Sound Segmentation

Trial: "How many sounds do you hear in the word "cat"? (Pull 3 blocks down to demonstrate as you are saying the word. For example, k-a-t). "Now, tell me each sound in..." (The test administrator does not stretch out the test words. Only stretch out the word when giving the initial example).

1. sat(3) _____ ☐
2. game(3) _____ ☐
3. up(2) _____ ☐
4. shoe(2) _____ ☐
5. stop (4) _____ ☐ /5

To What Extent Does Storytelling in Video Games Help Students with Their Moral Learning Development

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Abstract: The video enterprise is developing rapidly, and with the emergence of new games, their new strengths and boundaries have introduced greater proposals to suppose about the relationship between video games and character ethical development. Video games are a high-quality medium for storytelling in contrast to books or films, as gamers can immerse themselves in them extra deeply and as a consequence have a higher experience. Storytelling is a vital section of video games due to the fact we can analyze a lot from enjoying these video games and achieve a lot of perception into existence and ethical values. Storytelling in video games performs an essential position in the ethical improvement of younger people, and the storylines of video games can assist younger human beings in studying ethical values, boost advantageous behaviour, and enlarge their experience of social accountability and empathy. In any case, the special elements of video video games supply beneficial thought for improvements in ethical education. In the future, solely with the aid of returning to the essence of ethical training and searching at the testimonies advised in video games, searching at ethical training via the connotations of the plots in video games, and appreciation of the relationship between ethical schooling and video video games in an extra rational way, can we mix the two in an extra scientific way to reply the name for a new structure of ethical schooling in the new era.

Keywords: Storytelling, High-quality medium, Perception, Ethical education, Connotations

1. Introduction

With the continuous development of video games, as well as academic research is more and more open and forward-looking, the rapid development of video games and Internet information, has resulted in the development of video games blowout. Whether at home or abroad, video games have just become an important entertainment and lifestyle for most teenagers. Why do teenagers like to play games? Because games are easier for children to immerse themselves in than novels and comics, films and music. Video games are a better medium for storytelling than books or films because they give players more visual feedback and interaction [1,2]. Video games and the growth of young people are closely related. The positive impact of video games on adolescents has been gradually recognised by researchers and scholars, affirming their value in shaping the moral education of adolescents. Apart from providing entertainment and relaxation, storytelling is also an important part of video games, and we can analyse a lot of things from these video games, and the storytelling in the games can also have a positive impact on the moral development of adolescents. Storytelling in games can

help adolescents learn moral values, and develop positive behaviour, social responsibility and empathy. It also provides them with moral education. Linking moral education in games can help adolescents better understand and apply the moral lessons they have learned, combining the theory of role reversal with the theory of situated cognition, so that they can better cope with real-life challenges and problems.

The video game gives an exceptional narrative structure from that of realism. Firstly, the 'core gameplay' is defined, and then the world is set up on the groundwork of that core gameplay. Characters, situations and different factors are built in quite unbiased modules, which then suit into the framework of the 'core gameplay'. At the same time, the recreation has to furnish a vicinity for the player's alternate persona to be active, so that a collection of duties that the participant has to the whole (either voluntarily or with the aid of choice) and the rewards and punishments for success/failure end up central to the narrative of the video game, and round these interesting tales the participant can ride many new sensations and strengthen new insights into the world for themselves and reflections, which is very essential for younger people [3-5].

For example, This War of Mine teaches us to reflect on war and racism; Spiritfarer teaches us to be grateful and love of life; It Takes Two teaches us not to give up or run away when faced with difficulties, but to be brave and seek solutions; Assassin's Creed teaches us to pursue the idea of freedom; World of Warcraft teaches us that good and evil have no boundaries and that race is not about glory; in short, young people can be influenced by the plots of video games in one way or another when they play them, thus generating a lot of insights.

2. Literature Review

Moral education is a purposeful activity to exert moral influence on the educated. Its content material consists of increasing ethical cognition and consciousness, cultivating ethical emotions, exercising ethical will, organising ethical beliefs, cultivating ethical qualities, and growing ethical habits. The entire process of ethical education usually consists of the primary elements of raising awareness, cultivating emotions, exercising will, organising beliefs, and cultivating habits. Compared to regular information education, ethical schooling has such necessary characteristics as comprehensive, synchronous, multi-terminal, repetitive, realistic, and gradual. The techniques and capacity of ethical schooling are basically decided according to the characteristics of ethical fine preparation and the real scenario of the skilled people. In general, the coverage of fine preparation is adopted, combining the software of ethical know-how with the precision of ethical existence ride of skilled people, combining person demonstration with collective influence, and combining usual stimulation with public opinion education. From the point of view of the division of types, ethical education is the cultivation of the ethical awareness of students in personal life, national and social public life, and professional life in accordance with personal morality, national public morality, and social and professional morality. From the point of view of hierarchical division, ethical training is to teach students ethical ideals, ethical standards, and ethical codes, motivate their noble behaviour, inform their correct behaviour, and restrain their wrong behaviour.

Cultivating and teaching new technology to establish the correct view of existence and values is the beginning and end of all teaching work. It takes ten years for a tree to grow, and a hundred years for a person to grow. Youth is the golden period of life. Your mind is like a simple clean sheet of paper that wants to be guided by scientific skepticism and mindfulness, however, it is clear that for some time now some nearby schooling departments have given top priority to problem teaching [6]. The emphasis on lecture room knowledge, grades and scores, and comparative enrolment fees has not noticed the bodily and mental fitness and ideological and ethical training of younger people, resulting in a vulnerable socialist consciousness among some younger people. The lack of society's perfect beliefs has even led many college students to take in addition education, employment and

discovering a precise job as their motivation, houses, vehicles and cash as their existence goals, and the pursuit of relief and pleasure as their final goal, with individualism, the worship of cash and hedonistic ideas spreading, developing and turning into habitual; Younger people, who are predicted to end up profitable with vigour and enthusiasm, lack ideal ethical cultivation and true behaviour, have an indistinct thought of lifestyles and a vulnerable notion of the prison system, and some even take the course of the crime. This phenomenon is surprising and worrying, and noticeably affects the best orientation and cost orientation of the new generation, causing deviations and misconceptions in the course of young people's lives.

Educational narratives do not refer to the "story" but to the "meaning" and its understanding. One of the characteristics of narrative texts is vivid description, full of images, delicate emotions, simple style, etc. It resonates with the reader, leading to a constant "nod" of approval and thus an understanding of the educational meaning it carries. Compared to reading prose, reading narrative texts is a kind of "informal reading", but the effect seems to be better: the gain comes from "understanding" rather than "accepting". Storytelling can help us to accept these facts more easily than the rigidity of someone telling us reasons and justifications. When we listen to a story, we become immersed in it, and in the end, it can help us understand the truth better, so storytelling can be very helpful in moral education.

With the progress of the times, science and technological know-how have advanced. There are now a variety of types of entertainment, and one of the most outstanding is video games. Video games are additionally divided into many specific types, such as single-player games, journey survival games, puzzle games, etc. Compared to movies and books, video games are commonly viewed to be a fantastic way to tell a story, due to the fact every participant can have an immersive journey and for that reason be greater concerned in the story. Many memories in video games have ethical instructions and gamers can examine greater or much less about their values in the course of the recreation [7,8].

I think many different types of video games can be of some help when we are not addicted to them. For example, puzzle games can help us exercise our brains and develop our different thinking patterns and different views of the world. Fighting games can develop our sense of competition and also relieve the stress of school or life, giving us the motivation to continue learning. Adventure survival games can develop our teamwork skills and our own patience, and they can also improve our concentration as the player's attention is more focused while playing. Games have always been the most important form of learning [9-11]. As the young animals play with each other, for example, they practise how to hunt and escape predators. Children playing house together also prepares them for their own entry into society. There is no clear line between play and learning. Playing games is also a form of learning. Some sophisticated video games and online games do not appeal to children because they contain shooting and fighting scenes. People who play games fall into four broad categories. One type is the "killer" type, who enjoys scenes of fighting and violence. They are the earliest video game enthusiasts, but not all of the new generation of gamers. The second type is the "explorer" type, they like the novelty of the game, they can look around and experience the feeling that they can't experience in reality. The third type is the "socializer", who likes to interact with other players. Most presidents of guilds are of this type. The fourth type, and probably the most numerous, is the "achiever", who looks for growth and a sense of self-actualization in the game.

The main type of game I would like to study is the 3A category, which is defined as high-quality, big-budget production games. In this case, 3A means three A's, indicating that the game has reached a very high level in the three areas of technology, art and gameplay, and usually requires a large investment of money and manpower. These games are generally characterised by excellent graphics, in-depth storylines, smooth gameplay experiences and rich and varied gameplay mechanics [5]. The type of game I want to focus on is the adventure survival game, because this kind of game generally

has a rich and colourful story, the characters are also portrayed in the flesh and blood, so players are impressed. The games I chose were *It Takes Two*, *Spiritfarer* and *This war of mine*. In the game world, gamers see, hear and are in a position to manipulate the surroundings as if they had been in the actual world, whilst factors such as the game's story narrative preserve them immersed. Narrative describes the player's story, background, and characters, which make the participant sense like they are sections of the story. While experiencing the game, the participant now not solely participates in the current sport world, but additionally actively participates in constructing the game's narrative. In addition, the function of narrative in the recreation has additionally changed. In the early games, the presence of the story used to be extra about supplying historical past facts for the sport so that the participant ought to attain the dreams of the game. Nowadays, recreation narrative and gameplay are viewed equally essential by developers, and a desirable recreation narrative shape can frequently assist the recreation to gain fantastic success and convey a higher sports journey to the player. At the same time, as the recreation itself becomes greater superior and more complicated in technological know-how and gameplay, the recreation narrative evolves in a range of ways. It can be viewed that the manufacturing of unbiased video games has soared in recent years, and there have been extra and greater experimental games, which have similarly broadened the narrative mode of the game [12,13].

About *It Takes Two*, this game requires two gamers to go on a journey together, the place they take over two roles of Cody and May, a couple who dislike every different and have become dolls via a spell. Together they are trapped in a delusion world a place where surprising matters are hidden around each and every corner and they have to overcome challenges collectively whilst saving their damaged relationship. At the behest of their love guru, Dr. Harkin, Cody and May reluctantly strive to store their damaged relationship, whilst a range of completely happy and difficult game challenges will forestall them from returning to regular relationships. *It Takes Two* is an action-adventure game developed through Hazelight Studios, first printed all through the EA Play stay exhibit held on 18 June 2020 and handy on 26 March 2021 on Microsoft Windows (Steam, Origin), PlayStation 4, PlayStation PlayStation 5, Xbox One, Xbox Series X, and Xbox Series S structures.

About *Spiritfarer*, In the game, the participant takes on the position of Stella (her partner is the adorable cat Daphdil, which is managed through some other participant in neighbourhood co-op mode). Stella is on a mission to turn out to be the new *Spiritfarer*: a legendary ferryman from the underworld who sails the seas full of delusion islands to discover them a domestic and finally put them to relaxation at the gates of eternity. Your position will inform you of lovely villages crammed with rice paddies, snow-covered lighthouses and the bustling capital of souls, gathering assets and upgrading your ship along the way to discover the extensive world of *Spiritfarer*.

About *This war of mine*, the game is now officially announced that the game has been recognized by the Polish government as a video game textbook for the Ministry of Education. This is a 2D survival simulation game inspired by the Siege of Serra during the Pokh War from 1992 to 1996. Players play as survivors trapped in the ruins of the war, in addition to the shelter to maintain food and clothing, but also have to choose to help or rob other people's resources to maintain the human struggle to survive. The game has been praised since its launch, because every character has his own story and reason to live, and every player has suffered a night when he and other partners are starving to death, and whether he can ruthlessly plunder the last grain of an unarmed old couple. In fact, "*This War of Mine*" presents the cruelty of war and the good and evil of human nature in a simple but profound video game selection. Guiding players to think about the importance of life and moral values, the actual process of playing the game, the outcome of the game (whether victory or defeat) and the reflection of even more than the entertainment of the game itself, is indeed a highly educational teaching material.

3. Theoretical Framework

The most appropriate method is inquiry learning. It is the process of constructing knowledge based on problem-solving activities. In the process of teaching, students should learn knowledge related to the problems they are exploring by constantly discovering and solving problems through meaningful problem situations, thus forming problem-solving skills and independent learning abilities. In other words, exploratory learning refers to the learning mode in which students actively participate experience, and form their own knowledge and understanding through these activities. Games are perfect for this, and the depth of the story in many games allows us to learn a lot and realize more. Constructivist learning theory holds that learning is not a simple transfer of knowledge from teacher to student, but a construction of knowledge by the student himself. Constructivist learning theory stresses the student-centred approach, in which the learner is not a passive recipient, but the main body of information processing and the active constructor of knowledge meaning. The spirit of player-centred, active participation, communication and cooperation with others embodied in video games is very similar to the constructivist theory of learner-centred, which stresses the idea of constructing knowledge by stimulating the learner's subjective initiative and collaborating with others to complete the construction of knowledge meaning. Most of the vivid plots narrated in video games have similar story templates that can be found in real life, and these stories can influence our values and make us reflect on things so that we can change ourselves and establish the right values.

4. Methods

A qualitative research design was chosen for this study in order to explore in-depth whether Chinese junior and senior high school students had certain thoughts about the moral aspects involved or whether new perceptions of their story narratives arose after playing video games. The qualitative research methodology facilitated a comprehensive exploration of the participants' perspectives, thus providing a nuanced understanding of the phenomenon under study.

4.1. Sampling&Participants

I will use a purposive sampling strategy and a total of 50 junior and senior high school students will be recruited for this study. The researchers are targeting a balanced mix of male and female students between the ages of 12 and 18. All participants must have had experience playing video games, (it does not matter if they enjoy playing video games or not, but they must know the whole story). Participants will be recruited from different middle and high schools in urban and suburban areas to get a variety of experiences. This purposeful selection of participants is intended to ensure diversity in age, gender, academic achievement, and socioeconomic background.

4.2. Data Sources

Data will be collected through semi-structured interviews conducted individually with each participant. Semi-structured interviews allow for flexibility, enabling participants to express their experiences and feelings freely while ensuring the research questions are addressed consistently across all interviews. The interviews will be conducted in a private setting to ensure confidentiality and to create a comfortable environment for participants to share openly.

4.3. Data Preparations

The verbatim transcription of the interview recordings after the data-collecting phase is over will guarantee the accuracy and comprehensiveness of the data. To ensure participant privacy, identifying

information will be deleted from the transcripts. In order to ease categorization and coding, the anonymised transcripts will subsequently be put into a qualitative data analysis program.

4.4. Data Analysis

In this research proposal, I outline the planned data analysis methodology for a qualitative study that aims to investigate whether story plots told in 3A video games have some impact on adolescents in terms of moral learning. The data to be analysed will consist of interview transcripts collected from students who have played 3A video games. The focus of the analysis will be to identify the changes in thoughts, perceptions, and values that students have learned about the storylines told in the games as a result of playing them. I will analyse the information collected to identify correlations and differences and explore whether the research participants have different feelings and perceptions about the game plot when playing the game.

5. Discussion

5.1. It Takes Two

The game requires 2 players to go on an adventure together, where they take over two roles of Cody and May, a couple who dislike each other and have been turned into dolls by a spell. Together they are trapped in a fantasy world where unexpected things are hidden around every corner and they have to overcome challenges together while saving their broken relationship. At the behest of their love guru, Dr. Harkin, Cody and May reluctantly try to save their broken relationship, while a variety of joyful and difficult game challenges will prevent them from returning to a normal relationship.

Just like the players who work together in the game, the delicate family warmth and the playful comedy plots complement each other. Also, the two feelings work together to form a perfect closure to the entire story of *It Takes Two*. Cody and May work together in the game, but blame each other when they are in trouble [14]. Like most marriages in reality, they are bound to each other, but they cannot avoid the destruction of their love by their parents. It's easy to fall in love, but not easy to get married, so it's important for adults to understand that. Cody and May are finally reunited after all the hardships they have gone through, and their once-shattered relationship is repaired. To have a happy and long-lasting relationship, partners need to trust each other and, more importantly, have a sense of faith in each other through thick and thin. The core of the appeal of *It Takes Two* is that the hero and heroine work together throughout to get through one difficult situation after another. A good relationship needs to go through trials and tribulations in order to stand up to the test when it matters. Life can't be all about sharing the sweetness, and its sharing of bitterness makes you hold each other tighter.

It Takes Two is a game about a couple's relationship, their conflicts and struggles, and how they work together to overcome difficulties. The game covers many moral and educational aspects, such as :

Cooperation and Communication, the protagonists of the game, a couple, must constantly work together to overcome various difficulties. They must learn to communicate and understand each other's needs and wishes in order to reach a consensus and complete their tasks.

Understanding and Tolerance: arguments and conflicts often occur between couples, but the game's protagonist couple must learn to understand and tolerate each other and respect each other's thoughts and feelings, thus easing conflicts.

Courage and Resilience: the game's protagonist couple must face various difficulties and challenges and must learn courage and resilience, not to give up easily and to trust in their own and each other's abilities.

All in all, It Takes Two is a thought-provoking game that allows players to enjoy working together while reflecting on whether they have problems in their own relationship lives as Cody and May's and how they can improve their relationships with their partners or family members. The game also encourages players not to give up or run away when faced with difficulties, but to be brave and seek solutions.

5.2. Spiritfarer

Spiritfarer is an award-winning management game that revolves around the topic of death and is a soothing and healing game. In the game, the player will spend leisurely good times with ghost passengers and create lasting memories. Each soul friend will have their own regrets and wishes all through their operations and help to give them back their confidence and the courage to love life again, healing them as well as yourself! Finally, you will learn how to say goodbye to your cherished friends.

Players need to build a ship to explore the world, then help and care for the souls and eventually send them to the afterlife. Players can farm, mine, fish, harvest, cook and cross the mysterious sea in their own way.

The plot of Spiritfarer is also the one that makes you want to know what's behind it. In fact, the whole setting is the world after a person's death, but there is no fighting or killing, let alone demons and monsters, but ordinary people who even resemble the people in reality around them. The main character, Stella, was a dying companion in life, and she comes to this world as the perfect ferryman to take those she was with, fulfill their wishes here, and send them away to the gates of eternity, where dust returns to dust and everything returns to what it was. Each passenger who comes on board has their own personality, and the animal characters represent their character traits, different preferences and temperaments [15]. Each passenger will leave a deep impression on the player as they complete their tasks, and even if a very annoying passenger makes a rude request, there will be no thanks when it is fulfilled, but when you send them to the Eternal Gate, knowing their heartache and helplessness, you will be sad to see them leave. And those who are already kind and emotional will be even more unforgiving when they disembark. After a long game of sending off passengers one by one, the game ends with the player sending off Stella. When Stella arrives at Eternity's Gate with her cat in the boat, it's a moment to understand the reluctance to part with a good game; a moment to realize how long you've been playing; a moment to truly understand how heart-warming the embrace is; a moment to wish to be stuck at Eternity's Gate forever!

Throughout the game, players will learn many moral lessons such as care, acceptance, compassion and selflessness, of which the following are some concrete examples:

Care and Acceptance. By listening to them, the player builds trust and an emotional connection with them, helping them to feel cared for and accepted. This idea of care and acceptance is very important in moral education, as it helps us to build deeper connections with others and to foster mutual growth and development.

Compassion and Empathy. In the game, players are faced with many different emotions and challenges, such as loss, grief and fear. This idea of compassion and empathy is also very important in moral education, as it helps us to build empathy and understanding with others, so that we can better cope with the difficulties and challenges of life.

Selflessness and Giving. In the game, players have to put in a lot of time and effort to help souls fulfil their wishes and send them on to the afterlife. This spirit of selflessness and dedication is also very important in moral education, as it helps us to understand our responsibilities and obligations so that we can better contribute to others and society.

Life may be like this. In each stage of life, we will have a group of friends who accompany with us in this period of journey, but they are destined to come and go and run to their chosen direction of life. We may not be able to decide for them, but we also should be grateful and love of life. It is their

appearance that enriched our life memories, and finally left us to a final close embrace. Then, they left our lifeboat. The traces they leave in our boat are like stars in the sky, accompanying with us all the way. Perhaps by saving others, we are also saved by others.

5.3. This War of Mine

In This War of Mine, players do not play as elite soldiers, but as a group of civilians trying to survive in a city under siege. Players face food and medical shortages, as well as the constant threat of snipers and enemy scavengers in this game. This game will give players a new perspective on what it's like to be at war. Should you do everything you can to protect everyone in the shelter, or make the necessary sacrifices to survive in the long term? The player has to make a life-or-death decision with their morality [16]. As there are no good or bad decisions in war, survival is everything and we must face reality as soon as possible.

This War of Mine also includes the following DLCs:

Children: A fresh look at the hardships of surviving war from the perspective of a child of war.

Father's Promise: A touching story of hope and loss in a war-torn city.

The Last Broadcast: As a broadcaster, you face the moral dilemma of deciding what price to pay for the truth.

The Ashes Burn Dark Anna: Trapped in a war zone, she must confront a weighty question - what is more important - preserving human heritage or protecting lives?

This War of Mine is a very special game that puts the player in the role of a civilian living in the middle of a war and having to deal with all the stress and difficulties that war brings. This game not only gives the player a very realistic gaming experience, but also teaches some moral lessons.

The game makes the player aware of the destruction and suffering that war brings to human society. In the game, the player has to deal with the lack of basic materials such as food, water and medical supplies, as well as the security threats and psychological pressures that war brings, which makes the player deeply aware of the destruction and suffering that war brings to human society, and thus creates a desire for a peaceful society [17].

The game allows the player to feel the conflict between survival and morality. In the game, the player has to perform various actions to survive, which may violate some moral codes. For example, the player may have to rob others of material goods to meet their own survival needs, or kill other survivors to protect themselves. These situations provide insight into the conflict between survival and morality, leading to a reflection on moral values.

The game makes the player aware of the importance of compassion and empathy. In the game, the player is confronted with a variety of difficulties and pressures, as well as the plight and suffering of other survivors. These situations make the player acutely aware of the importance of compassion and empathy and thus provoke a reflection on human nature.

This War of Mine has been approved by the Polish government as a video game textbook for the Polish Ministry of Education. Teachers use the game to guide their students through discussions about war, morality and philosophy, helping children to develop a correct worldview and values. In its announcement, the Polish government said that "This War of Mine" has been repeatedly appreciated and awarded by the international community and that the game can help us learn a lot about the atrocities of war, expose the cruelty of war and make students think about the issue of life and ethical views in war, which has a realistic and reflective meaning.

These three games have a lot in common. Firstly, the storytelling of video games can help young people to study moral values. Storylines in video games generally have clear themes and moral lessons. Through the game's storyline, young people can analyse what is right, what is not right and why it is right or not right [18]. For example, some storylines may also include teaching young people about moral values such as honesty, courage and support for others. These moral values are a

necessary part of young people's development, supporting them to reinforce the right values and beliefs and ultimately to become a person of character.

Secondly, the storytelling aspect of the game can develop positive behavioural habits in young people. The main characters in the games are often positive figures. They have virtues such as courage, a sense of justice and compassion. Through the actions of the game's protagonists, young people can learn positive habits; for example, the game's protagonists can show courage and resilience in the face of hardship and danger. This will inspire young people to behave in the same way when faced with difficulties in real life.

Finally, storytelling in games can enhance young people's sense of social responsibility and empathy. The storylines in games often deal with social issues such as discrimination, poverty and environmental protection. Through game storylines, young people are able to understand the existence of these social issues and feel the impact of these issues on society and themselves, which will prompt them to pay more attention to social issues in real life, thus developing their sense of social responsibility and empathy.

5.4. Other Types of Games

In modern society, games have become one of the main forms of entertainment and leisure for young people. Some of these games have a positive meaning and not only give young people pleasure but also provide them with moral education. Making the connection between the moral lessons in the game can help players to better understand and apply the moral lessons they learn, and thus better cope with real-life challenges and problems. Here are some examples. In the following, I will present some examples of positive games and discuss the moral education they provide.

Develop creativity and problem-solving skills. Minecraft is a very popular sandbox game that allows players to create their own world within the game. In this game, players have to survive by collecting resources, making tools and building houses. The game helps young people to learn about self-management, resource management and creativity. Exploring, learning and experimenting will help young people develop courage and patience, creativity and problem-solving skills. For example, players are expected to respect the privacy and property of others and not to steal or violate the rights of others.

Learn to deal with human relationships. Animal Crossing is a great game for youngsters in which players can take on the role of the inhabitants of a village and live with the animals in the village. In the game, players need to survive by farming, fishing and collecting. The game helps youngsters to learn social skills by interacting and communicating with other inhabitants, which helps them to learn how to get along with others and improve their social skills [19]. For example, players need to respect the feelings of others, refrain from bullying and denigrating others, and maintain the order and harmony of the town, so they need to learn how to build positive relationships, how to deal with interpersonal conflicts, how to cooperate with others and how to allocate resources wisely.

Learn time management skills. The Sims is a simulation game developed by TheSimsStudio and is a global bestseller. Players can set their gender and basic appearance, decide on character traits, create houses and furnishings, and guide Sims through life, parties, work, outings and more. This game helps young people to learn, self-manage and manage their time. The game helps youngsters to learn how to plan their time and improve their time management skills. There is also some moral education in the game, trying to simulate their life, making the best management of their time and living their life through God's perspective.

Some games recreate a period of history as accurately as possible, and giving youngsters an insight into the background of that period of history can also help to bring the learning experience alive for them. Assassin's Creed: Origins, for example, has an exploration mode that takes players to various

places in ancient Egypt, and Titanic: Glory, recreates history as accurately as possible, even down to the star signs on the night of the Titanic's voyage.

Overall, these games not only bring pleasure to young people but also help them to gain moral education. These moral education components include the ability to manage themselves, manage resources, socialise, and respect others. By playing these games, young people can learn how to get along with others, how to plan their time, how to complete various tasks and improve their social skills time management skills, problem-solving skills, etc.

6. Conclusion

In conclusion, I believe that the story narratives in video games enable young people to learn a lot about proper morality, and thus get along better with those around them, and have a deeper sense and clearer plan for their own lives. For example, This War of Mine teaches us to reflect on war and racism; Spiritfarer teaches us to be grateful and love of life; It Takes Two teaches us not to give up or run away when faced with difficulties, but to be brave and seek solutions; Assassin's Creed teaches us to pursue the idea of freedom; World of Warcraft teaches us that good and evil have no boundaries and that race is not about glory; in short, young people can be influenced by the plots of video games in one way or another when they play them, thus generating a lot of insights. The video game consequently gives an exceptional narrative structure from that of realism. Firstly, the 'core gameplay' is defined, and then the world is set up on the groundwork of that core gameplay. Characters, situations, and different factors are built in quite unbiased modules, which then suit into the framework of the 'core gameplay'. At the same time, the recreation has to furnish a vicinity for the player's alternate persona to be active, so that a collection of duties that the participant has to the whole (either voluntarily or with the aid of choice) and the rewards and punishments for success/failure end up central to the narrative of the video game, and round these interesting tales the participant can ride many new sensations and strengthen new insights into the world for themselves and reflections, which is very essential for younger people [20]. Teenagers are at a stage where they are interested in new things, and the stories in video games, and the spirit of the main characters can make them want to strive to become better people and achieve their dreams too. So, when children play these games, they can learn a lot from the storyline of the game, and they can also learn the unique personalities of the characters in the game so that they can try to become like the main characters in the game themselves. Therefore, parents and teachers should encourage children to play games appropriately, as long as the time spent playing is controlled, then playing games is also a good way for children to relax, children can learn a lot in the process of playing themselves, and thus want to become better in real life, which is a very positive thing.

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Attachment and Relationship

- To What Extent Does Attachment Styles Influence Romantic Relationships?

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Abstract: Attachment is the emotional bond between a human infant or young nonhuman animal and its parent figure or caregiver. A theory related is to attachment theory by John Bowlby posits that early relationships with caregivers lay the foundation for how individuals perceive and engage in later relationships. This paper examines the extent to which attachment patterns established impact various dimensions of relationships in adulthood. According to attachment theory, there are three specific attachment styles: Anxious, avoidant, disorganized and secure. This paper examines the extent to which attachment styles influence the later romantic relationship. Aiming to introduce the reasons of attachment theory and the four styles and analyzes the influence of the four styles on romantic relationship. The other factors that influence romantic relationships are also introduced in this paper.

Keywords: Attachment patterns, Romantic relationship, Styles

1. Introduction

Attachment is an emotional bond between an infant and a caregiver that manifests itself on being claimed in the caregiver's presence and distressed when separated. The relationship can be defined as three parts: 2 people are marked by the expressions of love and intimacy. The third is continual, consensual interactions [1]. John Bowlby was the first man to develop the attachment concept, which showed that children need to develop a relationship that contains at least one primary caregiver for social and emotional development to occur properly [2].

The internal working model explains the attachment style of children proposed by John Bowlby. It is a psychological concept that represents an individual's mental framework or template for understanding and interpreting relationships with others. It is formed early in life, primarily through interactions with caregivers, and it shapes one's expectations, beliefs, and behaviors in future relationships. This model is not a conscious, explicit set of rules but rather an implicit, subconscious guide that influences how we perceive, approach, and engage in social connections. The model lists how the infant accepts the caregiver for the attitude and behavior, then conducts into the own attachment style. Here is the research investigating tenets of Bowlby's theory that focus majorly on different styles in young children. Mary Ainsworth, a developmental psychologist, has identified three primary attachment styles: avoidant, ambivalent, and secure [3]. The three attachment styles show that attachment behaviors related to comfort and base of security are together to human infants, but there are exist differences for the individual in attachment behavior pattern—attachment styles.

Later, as evidenced by numerous longitudinal studies, the continuity of childhood attachment patterns into adult attachment styles has become well-established. The terms 'attachment style' or 'attachment security' can similarly refer to an individual's unique approach to connecting with both their children and romantic partners. It characterizes how a person relates to others in close caregiving relationships, often revolving around the availability of the attachment figure as a stable and secure base that allows them to probe into the world without undue distress and can seek support, protection, and comfort during difficult times.

Many romantic relationships do not last forever, and there must be a reason why breakups happen. Adult romantic love shows the same 3 attachment styles according to the present literature. So, some believe that the attachment style in childhood will be maintained to adult and show prediction of their love style. As individuals grow and mature, they are consistently exposed to new environments and interact with a variety of people, which leads to the development of diverse communication styles, coping mechanisms, and survival strategies shaped by their experiences and interactions within society. Therefore, the way people navigate romantic relationships may not be solely determined by attachment styles, as these are just one of several factors that can influence their approach to intimate connections.

Furthermore, romantic relationships can be influenced by an array of factors, including biological elements such as hormones and pheromones, sociocultural aspects like values and beliefs, as well as various interpersonal dynamics like communication skills, emotional connection, fidelity, and jealousy. The extent to which these factors shape an individual's behavior in romantic relationships remains a subject of ongoing debate. Some argue that an individual's coping strategies in relationships are largely influenced by the internalization of their caregivers' behavior, known as attachment style, while others contend that numerous factors contribute to the quality and satisfaction of romantic relationships. Consequently, adult role models do not necessarily serve as rigid templates that dictate how individuals navigate partnerships. This paper first focuses on the exploration of factors that influence romantic relationships and creates a research question: To what extent does attachment style influence romantic relationships? To answer this question, a few peer-reviewed research studies from journals that emphasize the important role of attachment style in romantic relationships or discuss other influential factors will be investigated. The strengths and limitations of the studies will be carefully evaluated to provide a well-balanced conclusion.

2. Attachment Styles Influence the Adult Romantic Relationship

Numerous academic journals endorse the idea that an individual's attachment style can significantly impact their romantic relationships and even serve as a predictor of their love styles. This is because attachment styles tend to persist from childhood into adulthood, implying the attachment styles developed within the original family that exert influence on romantic relationships.

Hazan and Shaver conducted a study to explore romantic interactions, particularly the attachment dynamics between infants and their caregivers [4]. To recruit participants, they placed an advertisement in a newspaper, inviting readers to participate in a "love quiz." The study involved 2 distinct samples: one comprised of 205 men and 412 women spanning ages 14 to 82, and the other consisted of 108 students, including 38 men and 70 women. These participants were tasked with completing two questionnaires. The first questionnaire required them to select the statement that best described their romantic relationship from among three options. The second questionnaire focused on participants' recollections of their interactions with their parents during childhood, aligning with Ainsworth's attachment theories. Subsequently, researchers categorized their attachment styles based on participants' responses.

The study's results reveal compelling insights into the impact of attachment styles on adult romantic relationships. Respondents classified as secure attachment types tended to participate in

harmonious and committed relationships and made their friendships joyful and trustworthy. In contrast, insecure-resistant individuals displayed compulsive commitment driven by love but experienced constant worry about their partner's affection, fearing abandonment. Avoidant-insecure individuals, on the other hand, were apprehensive about intimacy and believed they could find happiness without falling in love. Hazan and Shaver's research also stressed that 3 attachment styles observed in children persisted into adulthood within the general population, emphasizing the lasting influence of one's internal working model shaped by their attachment style.

This study's strengths include the classification of participants' attachment styles based on Ainsworth's attachment theories, facilitating behavior-attachment style comparisons. Additionally, the questionnaire addressing participants' relationships with their parents supports Bowlby's continuity hypothesis, linking childhood attachment to adult romantic relationships. The inclusion of both genders enhances internal validity, allowing for an investigation into the effects of attachment styles on both sexes. However, the use of self-selected sampling through newspaper advertisements, while efficient, may limit representativeness and generalizability, as volunteers may differ in motivation from a broader population. Furthermore, the study relies on participants providing truthful and accurate information about their childhood experiences and self-perceptions within romantic relationships. Memory reconstruction over time and potential social desirability bias could affect data reliability and validity, highlighting the need for cautious interpretation. In summary, this research underscores the enduring influence of attachment styles on adult romantic relationships while acknowledging methodological strengths and potential limitations that warrant consideration in future studies.

Certainly, to provide a concise overview of the content, the research conducted by Stackert and Bursik aimed to investigate the relationship between adult attachment styles, irrational relationship beliefs, and romantic relationship satisfaction [5]. In this study, 118 single undergraduate students participated, and several hypotheses were proposed. The hypothesis posited that individuals possessing insecure adult attachment styles would be more likely to express relationship-specific irrational beliefs compared to those with secure attachment styles. To collect data, participants needed to complete a whole self-report measure honestly. All participants knew and accepted the Informed consent. The questionnaire often took less than one hour to finish. The study's findings indicated that own people with secure attachments tend to report higher levels of relationship satisfaction, characterized by greater emotional intimacy, communication, and trust in their romantic relationships. In contrast, individuals with anxious or avoidant attachment styles reported lower levels of satisfaction due to struggles with dependency and emotional distancing, respectively. The study also highlighted the impact of gendered irrational beliefs on relationship satisfaction for both men and women, showing that these beliefs contributed to unrealistic expectations and negative perceptions of romantic relationships, leading to dissatisfaction. Additionally, interaction effects between attachment styles and gendered irrational beliefs were observed, particularly amplifying the negative impact on relationship satisfaction for individuals with insecure attachment styles. This research offers valuable insights into the complex interplay of attachment styles, gendered irrational beliefs, and young adult romantic relationship satisfaction, shedding light on the factors that influence relationship dynamics. It also suggests potential areas for future research in the field of lifespan developmental psychology.

Besides, the work from Hazan & Shaver has been criticized by some. The reason is the simplification and categorization of the measurement for attachment. Levy and Davis found little correlation between some romantic styles and attachment styles and provided support for Hazan & Shaver and the associate's hypotheses [6]. The purpose of this study is to investigate the associations between attachment patterns, love styles, and features in relationships in unmarried dating couples. Specifically, it sought to investigate the predictive abilities of Lee's Love Styles Scale and the

Attachment Style Measure in understanding concurrent relationship qualities. Two studies were conducted to gather data on attachment patterns and love styles within the context of dating relationships. The first study involved 192 students aged 17 to 25, who were enrolled in a marriage psychology course. These participants volunteered for the research, and some scenarios included both individuals and their current romantic partners. The sample was diverse, including individuals of Hispanic, Asian, white, and black backgrounds. Participants completed various tests which covering the LAS (love attitude scale) investigated by Hendrick and Hendrick. Otherwise, Davis and Todd developed the Relationship Rating Form and Attachment Style Prototypes categorizing individuals into three attachment styles: secure, avoidant and ambivalent [7]. In the second study, 222 participants engaged individually in the research, and 117 of them also participated as couples. Similar assessments were conducted in both studies, examining love styles, attachment patterns, and relationship features.

The findings of the research supported the 3 attachment styles. Secure attachment was positively related to positive features, indicating that individuals with secure attachments tended to experience more fulfilling and harmonious relationships. In contrast, avoidant attachment is related to less satisfied relationships in personal ways and reduced intimacy within couples. The anxious-ambivalent attachment showed a negative relationship with positive relationship traits, suggesting that individuals with this attachment style tended to struggle with certain aspects of their relationships. This research sheds light on the interplay between attachment patterns, love styles, and relationship qualities in dating couples. It underscores the significance of attachment patterns in shaping relationship experiences, with secure attachment linked to more positive relationship features and avoidant and anxious-ambivalent attachments associated with various challenges in intimate partnerships. Furthermore, the study demonstrates the utility of Lee's Love Styles Scale and the Attachment Style Measure in predicting relationship dynamics among unmarried couples.

3. Other Factors Influence the Romantic Relationship

It's not customary for the elements that affect a romantic relationship to be consistent. Robinson and Blanton emphasized crucial elements of a fulfilling love partnership, such as intimacy, commitment, communication, alignment, and religious beliefs [8]. Many studies have explored various angles of the factors that could influence aspects of romantic relationships, including satisfaction and overall quality.

3.1. Distress in Response to Relationship Infidelity

One study explains influences to the relationship strategies for biological aspects that might be a force of gender differences and responses to issues [9]. Building on previous research indicating that men tend to experience a greater distress response to sexual infidelity, and women tend to be more distressed related to emotional infidelity in their partners, the researchers conducted a study with 156 participants. These participants were surveyed about their anticipated reactions to relationship infidelity, specifically for comparing responses to sexual versus emotional infidelity scenarios. The researchers also assessed the participants' sexual attitudes and romantic beliefs. The findings clearly showed a gender disparity in which the women were more inclined to identify emotional infidelity as the most distressing, while men were likely to perceive sexual infidelity as the most distressing form of infidelity. Otherwise, significant predictors of distress resulting from either form of infidelity were sexual attitudes, while distress arising from emotional infidelity was specifically predicted by romantic beliefs.

3.2. Satisfaction and Stability for Individual and Interpersonal Factors

Another aspect focuses on the individual and interpersonal factors on satisfaction and stability. While the researchers initially anticipated that both sets of factors would be linked to satisfaction, the hypothesis posited the daily interactional patterns would act as mediators in the association between the individual factors and satisfaction [10]. They first employed questionnaires to measure individual factors and satisfaction, and for interpersonal factors, the researchers utilized a 2-week daily interaction record. The findings showed that satisfaction was related to the self-factors of the motivation of attachment and autonomy. Above all, the results advised the attachment and prosocial communication are central dimensions that contribute to both satisfaction and stability in dating relationships.

4. Conclusion

Attachment style plays a significant role in romantic relationships, as previous studies have demonstrated the predictive influence of attachment style on romantic styles [4,6]. Therefore, the paper seeks to explore the extent to which attachment styles influence love relationships.

The research was conducted by Hazan & Shaver and Levy & Davis. They describe their relationships as happy, joyful, friendly, and reliable. In contrast, individuals with insecure-resistant attachment styles report lower levels of satisfaction and are often anxious about their partner's affection, fearing a potential breakup. Those with avoidant-insecure attachment styles, on the other hand, avoid intimacy and believe they can find contentment on their own. These findings collectively underscore the pivotal role of attachment style in determining the quality & satisfaction of romantic relationships. Furthermore, research has explored the impact of various factors in the studies conducted by Cann, Mangum, Wells, Fitzpatrick, and Sollie.

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Undergraduate Students' Achievements in Pure-English-Taught Translation Class Influenced by Their English Learning Backgrounds

--An Empirical Research from Cognitive Perspective

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Abstract: This work aims to figure out factors relating to the English learning backgrounds of undergraduate students that influence their diversified learning outcomes from a pure-English-taught translation class. The statistics acquired from both qualitative and quantitative approaches were used for analysis from the perspectives of effectiveness of language contexts and expectancy-value theory, so that certain connections between students' cognitive activities and their acceptance level of pure L2 learning environment can be demonstrated. The research found that more impressive academic performance in pure-English class were shown by students who were more frequently and closely exposed to divergent naturalistic English contexts and activities, and who had higher self-efficacy and interest in translation learning.

Keywords: SLA, translation learning, language contexts, expectancy-value theory, motivation

1. Introduction

This research aims to identify possible influence factors from students' English learning backgrounds to their divergent levels of learning outcomes in a pure-English-taught legal translation class and analyze the relations from a cognitive perspective. Vygotsky expressed that language and learning are inextricably intertwined; apart from being expressed in words, thought also comes into existence through them [1]. Thus, the classroom language used by both teachers and students is of great importance to students' thinking process which includes receiving, organizing, storing, and retrieving new information. These cognitive activities constitute the construct of "learning" in the interpretation of cognitivism. Therefore, as class guiders, teachers ought to take prudent consideration when choosing the language to teach. Recent researches regarding the choice of classroom language and its influence on students' learning outcomes were conducted from a wide range of perspectives such as varied disciplines (including the language itself as the taught content) taught in English as the second language(L2) [2], the effect of classroom language for students from multi-lingual backgrounds [3], the role of language context in second language acquisition(SLA) [4], and research on the

combination of linguistic elements and cultures [5]. However, few researches shed light on translation teaching in this topic, though translation as a special activity encompassing both the native language of the students and the target language, i.e. L2, deserves our concern. Therefore, this research intends to investigate the discrepant effectiveness of pure-English teaching of translation discourse for different students, and figure out its reasons regarding students' personal experiences and cognitive characteristics, so that it may provide some constructive suggestions about teachers' choice of classroom language to teach translation.

This is an empirical research which comprehensively adopts quantitative and qualitative approaches. Three phases are included in the research. The first phase is a legal translation class taught by the researcher in pure English to junior students majoring translation and interpreting and an in-class exercise given to them. Afterwards, the researcher marked the exercises in number to rank the students from highest to lowest, and evenly divided them into two groups. In the second phase, a questionnaire was sent to the students to investigate their English-learning backgrounds. Lastly, the researcher matched the students with their answers in the questionnaire in order to find out similarities within the same group and discrepancies between the groups under different comparison items.

2. Research Design

2.1. Participants

Twenty-seven junior students from the College of Translation and Interpreting in Sichuan International Studies University were invited to participate in this research. Among them, 23 were females and 4 were males. All of the participants used to study in regular senior secondary schools and had no experience of studying in an international school. They gained admission to the University through the standardized National College Entrance Examination and to this major for their relatively outstanding grades compared to their counterparts in the English exam. All the participants have received the systematic training of general English skills and the junior-level discourses of translation theories, interpreting practice and English-to-Chinese translation practice in the first two years of their college life, yet none of them have been exposed to legal translation theories or practice. Therefore, neither an excessive gap of English expertise nor someone's known knowledge of legal translation were observed among the participants; thus no interference to the research results would be caused by them.

2.2. Procedure

Firstly, the researcher gave a class to the participants, talking about the history, characteristics, and basic principles of legal translation, which covered both factual knowledge and thought-provoking controversial issues under this topic. The instructional mode included the teacher talking and students discussing and answering questions, while all of them were only permitted to speak English in this process. When the teaching was over, an exercise printed in English regarding what had just been taught was delivered to the participants who were required to finish it in English within 20 minutes. Involving both objective and subjective questions, the exercise was designed to test the participants' working memory capacity and their understanding of the class content. Afterwards, the researcher set an explicit marking standard for each question, worked out the total score of each exercise, ranked the participants from highest to lowest, and evenly divided them into two groups—Group A(14 individuals) with higher scores, Group B(13 individuals) with lower scores.

In the next step, the researcher sent a questionnaire to the participants. Aiming to have a panorama of their English learning backgrounds, the questionnaire included six major sections:

(1) Level of absorption in English. Questions included were the length of time they spent in studying English, the language context, the frequency of using English, etc.

(2) Students' divergent past experiences of English teaching. Questions included were the English nativeness of their teachers, and the pedagogical methods in English class they had experienced.

(3) Students' English proficiency. Questions included were the officially recognized English language tests they have passed, the English contests they have passed, and how difficult they find having an English-taught class is.

(4) Energy they distributed to listening, speaking, reading, and writing training.

(5) Self-assessment and others' comments on their language capacity, including how they assess the overall learning and the four subjects, listening, speaking, reading, and writing.

(6) Motivation towards English learning. Questions were divided into their interest in and initiativeness of English and translation learning. For the former, questions involved their interest and changes in the interest in English and translation, and their preference of classroom language; for the latter, questions focused on their capacity to design, monitor, adjust their own learning, and their reactions to difficulties in translation studies.

Lastly, the researcher matched the feedbacks from the questionnaire with the students by their rankings within the two groups, analyzing the statistics under each item and make comparison when necessary, in order to discover possible universalities within the same group and discrepancies between the groups, so that we could find out elements which could affect students' translation learning outcomes in a pure-English-teaching environment.

3. Results

3.1. Level of Absorption in English and Learning of the Four Main Subjects

3.1.1. Age of Starting English learning

The ages when participants started to be exposed to English were distributed across a range from 4 to 16 with no obvious discrepancies detected between Group A and Group B.

3.1.2. Dedication and Frequency of English-applied Activities

Group A showed apparently higher dedication and frequency than Group B in daily activities of English application, including listening to English materials, communicating with others in English, reading English, and writing or typing in English. Meanwhile, the activities reported by Group A showed a much greater diversity in forms and categories.

In regard to the occasions where they speak English, answers from Group A included daily chatting with roommates or friends, online chatting with native speakers, using English slangs or homophonic expressions between Chinese and English when telling a joke, etc. While Group B generally claimed that they only spoke English when they had to, such as in a class. Reading materials reported by Group A covered multiple themes including literature, politics, news, musical scripts, etc, while Group B mainly focused on school reading assignments, texts from exercises for English tests, and news. For writing, more participants in Group A than Group B claimed they would post English content online or text native speakers, with even one girl saying she has been keeping the habit of writing a diary in English every day for 5 years. In comparison, participants in Group B presented much lower enthusiasm in English writing and the majority of them would not do extra exercise apart from school assignments.

3.2. Students' Divergent Past Experiences of English Education

3.2.1. Teachers' Types

The majority of students had both the experiences of being taught by a Chinese teacher or a foreign teacher who is a native English speaker, and shared quite similar proportions of time they spent separately in the two types of classes.

3.2.2. Pedagogies Participants Experienced

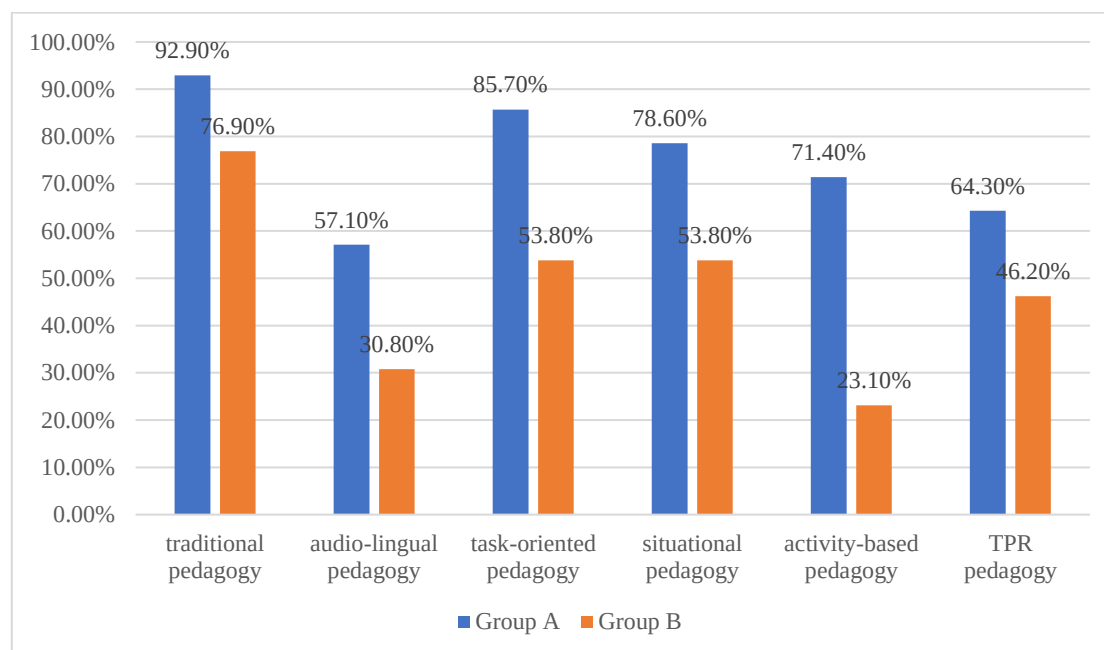


Figure 1: Types of pedagogies participants have experienced

It is found in Figure 1 that Group A members generally experienced more varied pedagogies than Group B. Extremely large gaps between the two groups can be observed in activity-based pedagogy, task-oriented pedagogy, and audio-lingual pedagogy.

3.3. Students' English Proficiency

According to their achievements in English qualifications and contests, no obvious differences were found between the groups.

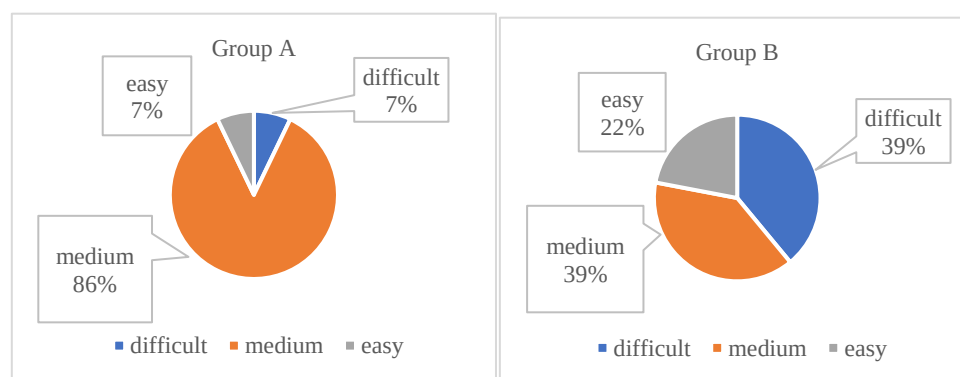


Figure 2: Difficulty level of being taught in English assessed by Group A and Group B participants

Figure 2 shows that participants in Group A who regarded English-taught class of medium difficulty were more than twice of their counterparts in Group B. Whereas the numbers of who thought such classes were difficult or easy were both much smaller in Group A compared with Group B situation.

3.4. Motivation

Statistics show that 5 people regarded themselves as highly-motivated person in translation learning in Group A, which accounted for 35.7%. While in Group B, there was only one person and the proportion was 7.7%.

3.4.1. Interest in English

In Group A, 64.3% of the students clearly claimed that they liked learning English, while in Group B this proportion was reduced to 46.2%. Meanwhile, 7.1% in Group A and 30.8% in Group B said they disliked English learning. Therefore, it can be told that students in Group A have conspicuously greater interest in English learning.

More than half of the students claimed that their enthusiasm in English learning had gone through changes or was changing. According to their feedbacks, factors increasing their interest included teachers' application of intriguing pedagogical methods or tools, exposure to diverse cultures through learning languages, role model effects and so on; factors lowering their interest involved the spoon-feeding teaching mode in mandatory school time, high academic pressure, inability to find a goal or improper goal setting, excessive difficulty in learning, low self-assessment, the pandemic impact, etc.

3.4.2. Initiabveness in English and translation learning

In Group A, when encountering barriers in English and translation learning, no one just ignored and skipped them, with 78.6% trying to find a solution in their own efforts rather than directly turning to someone more experiential for help. In Group B, 8.0% of participants were used to skipping the difficulties, and 61.5% considered solutions on their own. Additionally, Group A presented higher sensitivity in recognizing their strengths and weaknesses in studies, deficiencies in the setting of learning goals, plans and strategies, and also presented better capacities to design and adjust their goals and plans accordingly.

3.4.3. Self-Assessment and Comments from the Environment

Lack of confidence was a universal phenomenon found in both groups, while the causes of self-doubt were varied from group to group. Group A members lost confidence mainly through comparison with more competent peers, and Group B members attributed the result mainly to frequent and challenging difficulties encountered in learning process. When it comes to the specific subjects of listening, speaking, reading and writing, Group A showed higher confidence than Group B.

Group A participants received more positive, detailed and targeted comments from others, and Group B generally received comparably negative, less specific comments.

4. Discussion

4.1. Effects of Language Contexts in Second Language Acquisition

Pica categorized contexts available to adults who wish to learn another language into three types: language classroom, real-world community and combination of the two [4]. In the classroom, learners were taught the formal features and linguistics rules of the language, while in communities which

provide them with multiple opportunities to get in touch with native speakers, communication is required to be spontaneous and learners will get exposed to more casual and naturalistic expressions. According to Pica [4], “within these contexts, differences in role relationships, tasks, and topics effect variations in the language available as input to the second language acquirer”; “developmental sequences and 1linguo-cognitive processes of second language acquisition, therefore, may be different for instructed acquirers compared with their naturalistic counterparts.”

To be more specific, Krashen has identified the differences between “learning” and “acquiring” of second language [6-12]. Krashen expressed that learning is a conscious process which only furnishes language performance when the learner is paying attention and spending time retrieving the linguistic features they used to encode into their mind. On the other hand, acquisition of the second language is subconscious and requires immediate and spontaneous language production in the communicative situation.

In this research, stronger adaptability to pure English-taught teaching was found on participants who used English in different forms, on divergent occasions and with people sharing a rich diversity of cultural and lingual backgrounds, compared with those who limited their application of English merely in the classroom to meet teachers’ instructions. In such case, Group A students had much more chances of exposure to naturalistic English use, from which they internalized the language subconsciously through acquisition. When they needed to use knowledge gained from acquisition, their brains reacted immediately and naturally to the outer language stimulus without activating the consciousness, which enabled them to simultaneously understand the researcher’s words and contents shown on the whiteboard in the pure-English class. No extra pressure was caused in this process, and students’ attention could be focused on the class content itself. However, for those who seldom practiced English outside the class, after they received a certain language signal, extra interval time was necessary to recall linguistic features encoded previously such as vocabulary, pronunciation, syntax or grammar. In this way, a waste of time was very likely to be caused with even more potential accidents such as temporary memory blanks, failure of information pieces encoding, etc. Students’ attention got easily grabbed, which led to a loss of information.

4.2. Expectancy-Value Theory of Motivation in Translation Learning

4.2.1. Students’ Performance Explained by Self-Efficacy Theory

Self-efficacy, as another name for expectancy [13,14], refers to the strength of an individual’s belief in accomplishing a task or achieving a goal. Self-efficacy is a multidimensional mechanism and differentiates for different individuals in terms of strength, generality, and level [15]. Bandura’s self-efficacy theory categorizes expectancies into two types, i.e. the outcome expectations—beliefs that certain outcomes can be realized through certain behaviors; and efficacy expectations—beliefs about whether one can effectively perform the behaviors necessary to produce the outcome. Bandura believed that it is efficacy expectations that play the primary role in individuals’ goal setting, activity choice, willingness to pay efforts, and persistence [13].

In this research, although a lack of confidence was shown in both groups, students with higher scores attributed it to the capacity gaps between themselves and more competent others, while students with less impressive performance expressed that their low self-assessment came from frequent failures and negative experiences when encountering obstacles in translation learning.

By delving into participants’ specific explanations about their lack of confidence, the researcher found that for Group A students, they recognized their current language proficiency and efforts having been done to achieve it, or in other words, had adequate efficacy expectations for their studies at hand. Nevertheless, they were simultaneously aware of the existence of someone superior. This awareness would cause negative reactions such as anxiety from lower self-assessment and self-efficacy (which

might be inconsistent with and often lower than their true capacity), but for someone also acted as an external driving force fostering an increase of intrinsic motivation pushing them to work harder to meet their expected standard. On the other side of the coin, what Group B students doubted was their intrinsic ability in English and translation studies, in a case of being evaluated as below the average level in their class. They were more directly stuck in the plight of low efficacy expectations. Therefore, what these students pursued was neither setting a higher goal nor finding a role model for self-inspiration but catching up with their peers in a daily, immersive atmosphere of feeling being left behind. This, as a result, unfailingly caused them high pressure, the consequent avoidance of getting involved in learning activities, and finally further lowered efficacy expectations.

4.2.2. Value of the Task

Value refers to the importance of tasks [16]. It overlaps with other constructs described in other motivational models such as the need for autonomy in SDT [17], interest theories [18], and achievement-goal theory. Value in expectancy-value theory is the sum of three constructs: interest, utility, and attainment value [19]. This empirical research mainly dived into students' interests in translation and English learning rather than the latter two factors.

People's interest in a certain activity is closely related to their ability in performing this task. Intrinsic motivation appears to develop as a result of expectancy and experiences of success and failure [19]. As children grow older, they tend to place greater value on the tasks in which they succeed and distance themselves from activities that are difficult [20,21]. In this research, students in Group A showed less difficulty in taking pure-English-taught translation lessons and had more preference for English and translation learning, which proved the effectiveness of the theory.

4.2.3. Expectancy-Value Theory of Motivation

As one of the most prominent constructs contributed to human motivation, expectancy-value theory (EVT) was constructed on the base of two core questions: "Can I do this task?" (expectancy) and "Do I want to do this task?" (value) [13,16,22]. These two questions jointly determine individuals' motivation through complex interaction and integration rather than functioning solely and separately. Yet, expectancy and value play different roles in determining motivation as expectancy more strongly predicts the achievement, and value is more predictive of the activities one chooses [19].

From the results shown in Motivation Section, Group A students presented greater interest in learning their major and manifested comparatively strong self-efficacy in their overall language and translation proficiency as well as the four subjects of listening, speaking, reading and writing, while Group B was quite the contrary. Consequently, Group A students showed much higher motivation compared with Group B members, with the number of students claiming themselves as highly-self-motivated translation learners around 4.6 times of its equivalent in Group B, which has proved the construct that the combination of high expectancy and high intrinsic interest generally lead to stronger motivation for language learners.

5. Conclusion

This research has shown a general view of factors possibly affecting students' preferences for classroom language in translation teaching, emphasized the significance of language contexts for translation-major students, and provided empirical evidence to the expectancy-value theory of motivation in a context of translation teaching. It provided translation teachers and students with some practical suggestions.

For students, to order to be become more spontaneous language learner and more adaptive to translation courses taught in L2, they should expand their learning context out of the classroom to a

broader, more elaborate, and naturalistic environment where they can gain more chances of L2 practice in the real world through directly relating to native speakers and resources. Variable methods leaning to improve different skills can be adopted, while students' interest and autonomy should be taken into consideration in order to maximize their motivation.

(1) Teachers should wisely choose the languages they use to teach translation classes after having an overall consideration of different language levels of all the students in order to avoid failure of understanding by some and the consequent reduction of self-efficacy for them. If the class is composed of advanced language learners who have little trouble understanding foreign-language-taught materials, using L2 to teach plays a major role in constructing a pure L2 context to help with students' language acquisition. But if the class is composed of both advanced students and less competent students, teachers should consider applying both languages for translation teaching. For example, they can speak students' first language when explaining essential conceptions and speak the second language to talk about less important content, or use both languages to interpret the same conception.

(2) Teachers should give frequent, detailed, and specific recognition to students' academic performance in order to improve their self-efficacy and meanwhile establish a positive, encouraging relationship in between. This can be great help for students' progress.

(3) Teachers should recognize students' interests both individual and collective, so that they can carry out diversiform class activities (such as games, debates, investigations, drama performance, etc.) to cater for students' consistent interest and give targeted advice to individuals' promotion.

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Educational Equity Challenges in China: An In-Depth Investigation

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Abstract: Analyzing the geographical distribution of educational institutions, changes in their numbers through time, and the consequences for equally accessible education, the article digs into the complex world of educational equality in China. A thorough effort is being made to provide education accessible across areas, as shown by the chart “Regional Distribution of Educational Institutions (2021).” Representing a dedication to supporting a variety of educational possibilities, Hebei leads with 14181 institutions, followed by Jiangsu with 7666 institutions. The dominance of big cities like Beijing and Tianjin, which together have 3082 institutions, emphasizes the diversity of educational options even more. The article identifies dynamic tendencies by analyzing the “Changes in Number of Educational Institutions (2017-2021)” data. A concerted effort has been made to improve educational infrastructure and accessibility at different academic levels, as seen by the rise of higher education institutions, high schools, and junior secondary schools. It is noteworthy that throughout five years, there were 125 more higher education institutions, 1030 more high schools, and 977 more junior secondary schools added. In contrast, the decrease in primary enrollment calls attention to the causes of this shift and its effects on education fundamentals. These developments demonstrate China’s determined efforts to provide educational opportunities for people at all levels and locations. Continual growth in institutions, a sign of an endeavor to satisfy changing educational demands, has characterized the secondary and postsecondary education landscape. Additionally, the data raises concerns about the loss of elementary schools and the need to address prospective legislative changes or demographic trends. The article highlights China’s comprehensive strategy for ensuring educational fairness and provides a glimpse of its development, difficulties, and educational objectives.

Keywords: Educational Equity, Socioeconomic Disparities, Higher Education, Educational Institutions

1. Introduction

Education is a fundamental right that should be available to everyone and is often touted as the cornerstone of development and social mobility. However, the truth is that only some have equal access to high-quality education, a problem that is especially acute in China. China, the most populous country on earth and a rising economic titan, has a complicated web of issues relating to educational justice. This article digs deep into these issues, studying the causes of educational inequality, its wide-ranging effects, and the initiatives and policies designed to close the gap.

In a country where traditional knowledge and contemporary innovation coexist, the educational options available to various social groups sharply contrast.

It is impossible to exaggerate the value of education as a driver of individual development and society progress. However, in China, educational parity still needs to be achieved, leaving a sizeable segment of the population isolated and unaffected by the advantages of high-quality education. The fact that many social, economic, and physical regions makeup China's large territory aggravates.

The issues of educational fairness in China are thoroughly explored in this article. This study aims to shed light on the complex nature of educational equity challenges in China by examining the causes of educational inequality, its wide-ranging effects on people and the country, and scrutinizing the policies and strategies to address the problem.

2. Literature Review

Researchers have given the problem of educational inequality in China a lot of attention, shedding light on the intricate web of variables that lead to differences in access and results. The complexity of this topic is shown through a review of pertinent academic literature and research.

Wang et al. provided insight into the contribution of socioeconomic position to the persistence of educational disparity in their research. They discovered that access to high-quality educational materials is restricted for kids from low-income homes, impacting their overall learning trajectory [1]. Li and Zhang emphasize uneven access to educational resources across urban and rural areas as a crucial factor in educational inequality [2].

Bourdieu's Cultural Capital Theory provides a theoretical framework for understanding how social and cultural upbringing affect educational achievement. Bourdieu claimed that pupils from wealthy homes had cultural capital that improved their academic performance, perpetuating advantages and disadvantages [3]. This idea supports Wang et al.'s research, which emphasizes the link between socioeconomic position and educational results.

The significance of education as an economic asset is further emphasized by Becker's Human Capital Theory, which was outlined in his key paper in 1964. According to the argument, uneven access to education might result in socioeconomic gaps and impede global economic development [4]. This theory's consequences are relevant in China, where educational inequalities may worsen economic and social inequality.

Although the available literature offers insightful information, gaps still exist. Since much of the research focuses on elementary and secondary education, in-depth analyses of inequities in higher education are required. Furthermore, there is a need for increased focus due to the intersectionality of variables, including gender, race, and place. Policies and interventions may be more successful if there is a sophisticated knowledge of how these variables interact with socioeconomic inequality.

The literature study emphasizes the relevance of educational fairness in China and the need to tackle the challenge's many facets. In order to establish an equal educational environment, researchers and policymakers are urged to fill information gaps. The current corpus of research serves as a basis for future studies.

3. Causes of Educational Inequity

Numerous elements that influence the educational environment in China play a part in the stark discrepancies in access to high-quality education. These elements, which are rooted in social, regional, and cultural settings, provide insightful information about the primary causes of educational inequality.

1. Economic Disparities: In China, socioeconomic position is a critical factor in determining educational chances. This connection is supported by Wang et al., who points out that children from

low-income households experience significant obstacles when acquiring resources for high-quality education [1]. Data from the National Bureau of Statistics highlight the widening wealth gap between urban and rural communities, which inevitably affects educational access and results. [2].

2. Rural-Urban Divide: Geographic location significantly contributes to the persistence of educational inequality. According to Li and Zhang, differences between urban and rural areas extend beyond resource distribution to teacher quality, classroom circumstances, and curricular options [3]. This tendency is most noticeable in underdeveloped rural communities where poor infrastructure makes learning settings less effective.

3. Gender Disparities: Gender-based educational disparity is still a problem despite decreasing. In the past, gender prejudices restricted girls' access to education. Regional variations continue, notwithstanding the advances. According to Ministry of Education statistics, gender disparities in educational achievement persist in rural regions. [4].

4. Minority Groups' Access: Geographic isolation and cultural differences are the causes of educational gaps among ethnic minority groups. The Uyghur community in the Xinjiang Uyghur Autonomous Region needs help with the availability of high-quality resources and the language of teaching [5]. These inequalities have a long-lasting effect on academic performance and social mobility.

5. Migration and Hukou System: Together with the hukou system, the movement of families from rural to urban regions in quest of better economic opportunities creates further barriers to educational justice. Due to hukou limitations, migrant children are often denied access to public schools, depriving them of a proper education [6]. This dynamic, particularly in metropolitan areas, feeds the cycle of inequality.

Real-world examples support these discrepancies. Students in isolated communities need more classrooms and supplies, which interferes with their ability to study. Urban kids have access to state-of-the-art technology and enriching extracurricular activities, which benefits their academic performance. Exam scores show this disparity, with urban kids routinely doing better than their rural peers.

It becomes clear that a complex interaction of economic, regional, gender-based, and policy-driven variables is at play as the reasons for educational inequalities come into focus. To address these core causes, a holistic strategy that considers the specifics of each issue and looks for all-encompassing solutions is required.

4. Consequences of Educational Inequity

Beyond the classroom walls, China's educational disparity has far-reaching effects that negatively impact people, society, and the country's economic development. Exploring these effects reveals how urgent it is to deal with this pressing problem.

The ambitions of people from underprivileged origins are stifled by educational disparity. A lack of access to high-quality education impedes upward mobility and personal development. According to data from the Chinese Education Ministry, pupils from low-income households are more likely to drop out of school, reducing their chances of future success [1]. This tendency reduces life possibilities and reinforces poverty cycles.

Inequality across generations is sustained by the absence of equitable educational opportunities, which amplifies socioeconomic disparities. According to research by Li et al., education is crucial in defining social standing, emphasizing the need to address educational inequality to break the cycle [2]. Without action, social divides grow, threatening stability and cohesiveness in society.

Economic development needs to be improved by educational inequality. Unfair access to high-quality education stunts human capital development, leaving the workforce uneducated and unable to participate in a knowledge-based economy. Data showing a correlation between income levels and

educational achievement differences between rural and urban regions [3] make this divide especially clear.

Lack of access to high-quality education limits possibilities for innovation and prosperity. The value of education in generating creativity and problem-solving abilities, essential for promoting economic progress, is highlighted by research by Liu and Li [4]. The power of the country to innovate is hampered when some groups of the population are denied these possibilities.

Society may become more divided if educational disparity is allowed to persist. Social trust is destroyed, and educational achievement gaps exacerbate already-existing divides. According to a case study, persistent educational discrepancies are a factor in rural populations' feelings of marginalization and exclusion [5]. Such beliefs may thwart the kind of cooperation needed for a country's progress.

The real-life accounts underlying these repercussions highlight how urgent it is to eliminate educational inequality. The possibilities available to talented students in rural regions are few, which limits their potential to advance the country. Urban peers gain from a richer educational setting, which supports their development as future leaders.

The wide-ranging effects of educational inequality cast a depressing shadow on China's socioeconomic structure. It undermines the country's potential by stunting personal development, fostering social divides, and halting economic progress. The importance of solving this problem cannot be stressed since the ramifications will affect future generations and China's status in the world.

5. Results

As Table 1 shows, the data for the period from 2017 to 2021 presents a dynamic story of the expansion and development of educational institutions. The number of higher education institutions increased from 2631 to 2756 throughout this five-year period, showing a steady growth tendency. This increase of 125 institutions demonstrates a dedication to enhancing access to higher education. High schools also had a noticeable increase, going from 13555 to 14585, which is a tribute to attempts to expand secondary education options. Junior secondary schools increased steadily from 51894 to 52871, joining this rising trend. This increase of 977 schools highlights the commitment to promoting all-encompassing education coverage. The number of elementary schools decreased from 167009 to 154279, suggesting possible changes in primary education policy or demographic trends. In conclusion, these numerical changes reveal a concerted effort to increase educational access, upgrade infrastructure, and adjust to changing educational demands across various educational levels.

Table 1: Number of Educational Institutions (2017-2021)

Year	Higher Education Institutions	High Schools	Junior Secondary Schools	Primary Schools
2017	2631	13555	51894	167009
2018	2663	13737	51982	161811
2019	2688	13964	52415	160148
2020	2738	14235	52805	157979
2021	2756	14585	52871	154279
total	13476	70076	261967	800226

As Table 2 shows, the distribution of educational institutions across areas in the year 2021 demonstrates a thorough attempt to provide a variety of educational possibilities. Hebei distinguishes among these areas as having the most educational institutions overall, with an astonishing 14181. This total includes 11604 elementary schools, 123 higher education institutions, 738 high schools, and 2516 junior secondary schools. With 7666 and 9458 total institutions, respectively, Jiangsu and Shandong also stand out as educationally lively areas, demonstrating their dedication to comprehensive education. As significant metropolitan areas, Beijing and Tianjin are home to 1596 and 1486 institutions, respectively, that serve a variety of educational requirements. Provinces with over 18000 institutions, like Guangdong, Guangxi, and Hunan, demonstrate their commitment to providing accessible education. With 1374 institutions, Hainan stands out for emphasizing the value of elementary education. This thorough distribution, which ranges from crowded metropolises to rural landscapes, emphasizes the all-encompassing strategy used to provide fair access to education at all levels.

Table 2: Number of Educational Institutions by Region (2021)

Region	Higher Education Institutions	High Schools	Junior Secondary Schools	Primary Schools
Beijing	92	332	335	837
Tianjin	56	191	344	895
Hebei	123	738	2516	11604
Shanxi	82	517	1538	4668
Inner Mongolia	54	307	719	1661
Liaoning	114	431	1528	2601
Jilin	66	263	1189	3199
Heilongjiang	80	366	1409	1380
Shanghai	64	262	605	680
Jiangsu	167	609	2286	4116
Zhejiang	109	631	1768	3257
Anhui	121	679	2825	6964
Fujian	89	557	1265	5077
Jiangxi	106	544	2218	6753
Shandong	153	723	3296	9458
Henan	156	970	4726	17500
Hubei	130	548	2161	5322
Hunan	128	686	3412	7132
Guangdong	160	1076	3832	10599
Guangxi	85	521	1757	7950
Hainan	21	133	404	1374
Chongqing	69	269	854	2717
Sichuan	134	806	3522	5443
Guizhou	75	478	2013	6709
Yunnan	82	616	1692	10533
Tibet	7	39	104	832
Shaanxi	97	453	1646	4559
Gansu	49	363	1471	4951
Qinghai	12	107	266	729
Ningxia	20	70	248	1129
Xinjiang	55	300	922	3650
Total	2756	14585	52871	154279

As Table 3 shows, the regional distribution of educational institutions in 2021 emphasizes the dedication to providing accessible education at all levels. With a substantial total of 14181 institutions, Hebei emerges as a focus point for education. This includes 11604 elementary schools, 738 high schools, 123 colleges and universities, and 2516 junior secondary schools. Jiangsu is next, with 7666 institutions altogether, demonstrating educational vitality. Notably, provinces like Shanxi, Liaoning, and Jilin have a combined total of nearly 15000 institutions, contributing to the spread of education. Urban hubs like Beijing and Tianjin provide a total of 3082 institutions, highlighting their importance in providing a variety of educational options. Further promoting comprehensive education accessibility is the careful placement of universities in places like Inner Mongolia, Heilongjiang, and Shanghai. The distribution of 210491 institutions among these areas shows a determined attempt to provide a comprehensive and inclusive educational environment, providing to the various demands of students at all levels of education.

Table 3: Regional Distribution of Educational Institutions (2021)

Region	Higher Education Institutions	High Schools	Junior Secondary Schools	Primary Schools	Total Institutions
Beijing	92	332	335	837	1596
Tianjin	56	191	344	895	1486
Hebei	123	738	2516	11604	14181
Shanxi	82	517	1538	4668	6805
Inner Mongolia	54	307	719	1661	2741
Liaoning	114	431	1528	2601	4674
Jilin	66	263	1189	3199	5717
Heilongjiang	80	366	1409	1380	4235
Shanghai	64	262	605	680	1611
Jiangsu	167	609	2286	4116	7666
Total	2756	14585	52871	154279	210491

As Table 4 shows, the five-year period between 2017 and 2021 saw changes in the number of educational institutions, which shed light on the landscape's dynamic character. The number of higher education institutions has steadily risen, underscoring a persistent commitment to supporting postsecondary education. There has been a consistent growing trend from 2017 to 2021, which corresponds to an increase of 125 institutions in total. Similar to the growth in middle schools, the increase in high schools during this five-year period was considerable, rising by 1030 high schools, indicating an increasing secondary education environment. The number of junior secondary schools has also steadily increased, with 977 new schools joining the educational system throughout this period, supporting the focus on comprehensive secondary education. On the other hand, a decrease in the number of primary schools between 2017 and 2021 may indicate changes in primary education policy or demographic trends. The steady growth of junior secondary schools, high schools, and higher education institutions is a sign of a deliberate effort to improve educational infrastructure, meet changing demands, and promote access to education at all levels. On the other hand, the shifts in the number of elementary schools call for further research into the causes of this drop and any possible effects they may have on the fundamentals of education.

Table 4: Changes in Number of Educational Institutions (2017-2021)

Year	Higher Education Institutions Change	High Schools Change	Junior Secondary Schools Change	Primary Schools Change
2018	+32	+182	+88	-6030
2019	+25	+227	+433	-663
2020	+50	+271	+390	-3169
2021	+18	+350	+66	-2700

6. Government Policies and Interventions

The Chinese government has developed a number of policies and actions in an effort to reduce gaps, promote equitable access to education, and elevate disadvantaged groups in society because it recognizes the fundamental relevance of resolving educational disparity. Evaluation of these metrics reveals both the advancements achieved and the ongoing obstacles.

China's compulsory education regulations, which mandate nine years of free education for all people, demonstrate the country's dedication to equitable education. According to this policy, no matter where they come from, all kids should have access to a fundamental education. Even though this project has made great strides, rural communities continue to face problems with poor infrastructure and teachers that lower educational standards.

Education is included in the government's extensive programs to reduce poverty. In places of extreme poverty, programs like the "Pair-Up and Assist" initiative provide financial assistance, infrastructural improvement, and teacher preparation. Notably, these initiatives have successfully raised enrollment rates and expanded access to education generally in rural areas. However, achieving long-term quality improvement is still tricky.

In order to resolve resource imbalances between urban and rural schools, efforts are being made to level financial distribution. In some instances, these actions have had favorable results, with more funding resulting in schools with superior equipment. However, there are still inconsistencies, which shows that more implementation and monitoring are required.

After seeing the gap between urban and rural communities, the government has started projects to enhance education in rural regions. For instance, the "Two Basics" initiative seeks to improve rural schools' infrastructure and quality of instruction. The training of teachers and the environment in the classroom has improved as a result of this effort, but further development is still needed to close the gap entirely.

The chances available to students from underprivileged backgrounds have increased because of financial support programs like scholarships and grants. Government scholarships have allowed gifted people to complete higher education, promoting social mobility. The accessibility and delivery of such help, however, continue to be problematic.

The difficulties still exist despite China's commitment to eliminating educational inequality, as seen by these policies and measures. Because of the country's population and the variety of its regions, constant efforts and adaptable tactics are required. Rural-urban discrepancies still exist despite advances, highlighting the need for ongoing attention to fair educational opportunities.

Promising examples of successful interventions include the "Pair-Up and Assist" program's achievement in raising enrollment rates and the "Two Basics" project's improvements in rural schooling. However, concerns are raised about the consistent application of rules throughout various

locations. The fact that certain places still get less than ideal resource distribution emphasizes how crucial it is to guarantee consistent effect.

It is admirable that the Chinese government is committed to resolving educational inequality via initiatives and policies. Even when progress has been achieved, it is crucial to keep honing tactics to deal with enduring problems. For China to achieve long-term educational fairness, a comprehensive strategy that integrates resource allocation, policy innovation, and stakeholder cooperation is essential.

7. Solutions and Recommendations

In China, achieving educational fairness will need creative approaches, considered policy changes, and engaged community involvement. We can develop a comprehensive strategy for addressing the complex issue of educational inequality by expanding on the information and ideas received.

1. Targeted Resource Allocation: Implementing a dynamic resource allocation mechanism is crucial. To more effectively eliminate inequities, resources should be distributed based on individual needs as opposed to standard formulae. The government may guarantee fair access to high-quality education by providing more funds and assistance to schools in underserved regions. This strategy is consistent with the achievements of programs like the “Pair-Up and Assist” program, where focused interventions had beneficial results.

2. Teacher Training and Support: It is essential to fund teacher development and support systems. Increasing teacher credentials, particularly in rural regions, may raise educational standards and guarantee that pupils get the assistance they need. The “Two Basics” project’s accomplishments show the beneficial effects of teacher-focused initiatives on academic results. Policies that offer continuing professional development for teachers and incentivize them to work in remote schools may have a transformational impact.

3. Technological Integration: Technology may help eliminate regional barriers and improve access to education. Digital resources and online learning platforms may provide high-quality education to isolated areas, allowing students to access it wherever they are. Recent developments in online learning during the worldwide pandemic have shown how successful technology is at expanding educational horizons.

4. Public-Private Partnerships: Public-private partnerships have the potential to spur innovation in education. In addition to government initiatives, encouraging private investment in education may increase educational possibilities, especially in neglected regions. In order to ensure that all students benefit from these efforts, these collaborations should abide by legal frameworks that place a high priority on educational quality.

5. Parent and Community Engagement: It is revolutionary to include parents and communities in schooling. A parent’s ability to participate actively in their children’s education may be strengthened via the establishment of support networks, seminars, and educational initiatives. This involvement cultivates a culture that values education and encourages pupils to achieve academic success. In some nations, community-driven efforts have been effective in improving the educational environment.

The necessity of these suggestions is highlighted by the data gathered from differences in economic, regional, and gender-based variables. The effectiveness of legislation requiring compulsory education, programs to reduce poverty, and focused efforts show the possibility for change. However, due to the intricacy of educational inequality, a flexible, multifaceted strategy that draws on the combined power of the state, localities, and creative tactics is required.

Our ideas aim to remove the impediments to advancement in the quest for educational justice. China can grow closer to building a fair and inclusive education system that empowers its residents by adopting targeted resource allocation, teacher empowerment, technology innovation, public-private partnerships, and community participation.

8. Conclusion

In the tapestry of China's educational landscape, the threads of educational inequity are woven deep, creating disparities that touch lives, divide communities, and hinder national progress. Our exploration of this intricate issue has illuminated the root causes, highlighted the far-reaching consequences, and underscored the urgent need for concerted action.

From economic disparities shaping access to rural-urban divides that amplify inequality, we have traced the intricate web of factors influencing educational inequity. We have witnessed how this phenomenon hampers individual aspirations, reinforces social divisions, and even restrains the nation's economic potential. The data, insights from scholarly research, and real-life examples have painted a vivid picture of the multifaceted challenge that stands before us.

Its policies and interventions show China's commitment to rectifying this issue. Compulsory education laws, poverty alleviation initiatives, and targeted rural education programs have been steps in the right direction. Nevertheless, as we have explored, challenges persist. Achieving educational equity requires innovative approaches leveraging technology, fostering teacher excellence, and engaging communities.

The significance of addressing educational equity challenges in China must be considered. The well-being of individuals, the harmony of society, and the trajectory of the economy are intrinsically tied to education. Bridging these divides opens doors for individual potential and paves the way for a more inclusive and prosperous nation.

In conclusion, it is imperative to recognize that the journey toward educational equity is not solely the responsibility of policymakers and institutions. A collective endeavor demands the involvement of communities, educators, parents, and every citizen who recognizes the transformative power of education. The call to action echoes: Let us unite in pursuing a future where every child, regardless of background, can learn, thrive, and contribute to a brighter China.

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A New Model of Distance Education

--Take Advantage of Constructivism and Montessori Education Concepts

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Abstract: After experiencing the ravages of the COVID-19 pandemic, we realize that distance education has become a necessary requirement based on the increasingly advanced technology. Even though distance education has many advantages, it still has some limitations, such as the equipment lack or students self-control and so on. Such an important approach of education has been practiced in many places, but the existing problems have still not been solved. However, the educational concepts of constructivism and Montessori may be able to fill this gap. Although there is no special research on using the two theories into distance education, according to the analysis, the benefits of the two theories are indeed perfectly combined with distance education like Lego bricks.

Keywords: distance education, constructivism, Montessori

1. Introduction

With the advent of scientific and technological networks, every aspect of life has been infiltrated by Internet. The emergence of the Internet has increased the connection of people around the world, and people can choose what they want to know very broadly. Obviously, the Internet is also combined with education, "The Internet has rendered it easier to give training less expensive than traditional face-to-face classroom, allowing students to take part in more courses." "It eases time management and gives them the opportunity to do other thing" [1], "Distance education (DE) is not a new concept; it has evolved over several stages as a result of technological advancements over the years." [2] As early as the 1940s, people broadcast online courses in the form of movies, which is the earliest form of distance education. Distance education can be said to be a supplement to traditional education. Students often preview the courses to be taught in advance through some relevant videos on the Internet, or after class, they will find targeted online courses to make up for their knowledge shortcomings if they are not clear about the content in class and need to supplement it. Distance education (DE) is not only helpful for students, but also an effective means of learning knowledge for teachers, for principals, for any scholar who wants to learn knowledge, Through the combination of technology and education, learners will be helped to acquire as precise and ordered knowledge as possible. So, distance education is an essential contemporary requirement.

Distance education has brought great benefits to people, especially in the COVID-19 pandemic, to avoid the rapid spread of cluster virus, people have to study at home. Distance education has become the main way for students to learn. Through various "online conference" apps on the market,

teachers can impart knowledge and communicate with students face to face on the screen, which ensures the orderly conduct of teaching. In addition to that, "The Internet has rendered it easier to give training less expensive than traditional face-to-face classroom, allowing students to take part in more courses. "[3]. This not only saves students money for buying a lot of books, but also greatly reduces wood consumption and protects the environment. Moreover, students who like violin can also realize their dreams without considering the expensive offline teacher guidance. They just need to open the online platform and choose the violin basic course suitable for them. The most important point is that distance education provides students with many opportunities to use their time effectively. Students don't need to worry about traveling too far and consuming a lot of time, and they don't need to worry that their course time will conflict with some urgent events. It is entirely up to the learner to decide when and how long to attend classes. This greatly improves the efficiency of learning, so that the allocation of time between study and entertainment is no longer in a tense opposition position. At the same time, distance education can greatly promote students' learning motivation. "When distance learning was integrated into our learning and teaching environment so that my students can access the class easily, this increased my students' motivation. Having high motivation, brings them success in a learning environment." [1] Rich and diverse network images can help students understand obscure and abstract concepts, and teachers can intuitively show the content of the lecture to students through modeling and other ways. "Digital and non-digital media have an impact on academic skills." [4] Even in chemistry class, teachers can explain phenomena to students directly by showing experiments on the screen. Compared with looking for chemical materials or dealing with uncontrollable events encountered in the experiment process, this greatly reduces the burden of teachers and helps students understand knowledge.

Even though distance education has so many important advantages, according to the experience of some learners learning online, there are still some disadvantages that need to be remedied at present. A common problem is that distance education tests students' self-control ability. Many students reported that they could not ignore some messages or advertising information that popped up on the screen, even during class, they would involuntarily click the pop-up window. This greatly reduces students' learning focus and learning efficiency, which will eventually be reflected in students' retrograde results. Equipment problem is also a very core problem, unstable network or cannot open the computer normally, and even some students do not have a computer, at this time distance education cannot play a role because distance education cannot even be carried out. The third thing to consider is, "Many learners thought that diplomas earned by online courses were inferior to certificates earned by traditional classroom programs. This may influence students' ability to take online courses. "[3] However, because they are not adapted to distance education, their grades will be degraded. As a result, distance education will not be able to show the true level of students. Or some students may cheat in the distance education quizzes, which also seriously undermines the fairness of education. Even distance education can provide an environment where students and teachers can talk face to face, compared with traditional education, teachers can observe students' learning status more accurately, which shows that schools cannot be replaced, and teachers cannot be replaced. Even in the case of such advanced science and technology, in the learning process of learners, teachers cannot be replaced. The role of teachers is still necessary. Students can indeed learn knowledge by themselves, but teachers can effectively help students find their own interests and hobbies in the process of learning and provide an environment to stimulate students' learning. Just like a ship cannot be without a lighthouse, students cannot be without the help of teachers, and the guiding role of teachers cannot be simply replaced by high technology.

At present, there are a lot of research on distance education, but they focus on the history and the analysis of advantages and disadvantages. Distance education is so important, how can we maintain the advantages of distance education and eliminate the negative impact of distance education? Based

on constructivism theory and Montessori education concept. We may wish to combine distance education with traditional education based on these two theories, Distance education, using television and the Internet and other communication media teaching methods, mainly by clicking on the online courseware (or CD-ROM courseware) to complete the course learning. How to combine with the traditional classroom?namely: Teachers choose to present knowledge in the form of science and technology according to policies and teaching plans. In class, they can use distance education to play videos to complete the teaching content of this lesson. In other words, in the Montessori education concept, teachers provide students with learning materials and work, but teachers need to be an observer to observe students' learning and pass students' tests and homework feedback. Research and develop different ways of inspiration to help students learn knowledge, find their interests and career plans. This can first solve the problem of students being distracted in class, because the teacher is closely observing students when they are taking class, even if the students are not thinking while watching the video, the teacher can remind them in time. More importantly, this model is very credible, teachers can work with students, face to face communication in the internet and give them feedback, so that students who do well in the traditional classroom will also do well in the new model, even if there are maladaptive situations, teachers find problems in the observation, can help students solve. Any tests and homework quizzes are also carried out within the teacher's visual range, and students cannot cheat in the traditional classroom, nor can they cheat in the new model. It can be seen that the new model can greatly solve the shortcomings of distance education, but it can still maintain the advantages of distance education and improve the original traditional model. In the process of student learning, teachers observe students, assist students, and combine Montessori and constructivism theories to provide students with the best learning environment.

In the work, this paper will be analyzed from the perspectives of "community environment", "teacher function" and "learning materials" and explain the new model of distance education by combining these two theories.

2. Take advantage of Montessori concepts

Montessori believed that mental defects and psychosis in children were primarily educational problems, not medical problems, and that educational training was more effective than medical treatment. In its early days, Montessori designed Special teaching materials based on her opinions about how children learn and built children's homes. "As the program has grown, the Montessori movement has gained traction in the United States and exists in a variety of Settings, currently serving students from infants through eighth grade." [5] "Children often freely choose their activities, conferring a sense of freedom, but the teacher, however subtly, still leads them." [6]Montessori education has several core elements, The main core idea of Montessori is to provide a prepared environment for students, and teachers help children develop themselves. In this way, the relationship between the student and the teacher will not be between the dominant and the dominated, but between the assisted and the assisted "The role of the adult for the child's education during this period is to guide the desire to learn and understand this environment that the child absorbs like a sponge in its nature. Therefore, a Montessori educator is a good observer above all." [2] Unlike traditional classrooms, Montessori classrooms are based on collaboration, "older students may take great pride in helping younger ones (thereby allowing them to anchor their knowledge through repetition and rephrasing), and younger ones feel great satisfaction in interacting with and possibly learning from their elders. " [7] "Montessori pedagogy has been very successful in recent decades. This pedagogy has a very positive image in the media and has enthusiastic testimonials from former students and educators. Promoters of this pedagogy often rely on research results. For example, Lillard" [7] Montessori helps develop children's mathematical thinking, excellent language skills, operational development of thinking forms the motivation for lifelong learning and enables students to focus and

give learners the opportunity to correct themselves. “Specifically oriented Peace Axioms guide Peace Table processes. They are taught to “speak from the heart, “to tell the truth about what they really think, to listen without interrupting and refrain from name calling or blaming.”[8] So effective, how can Montessori effectively integrate with distance education?

2.1. In terms of cooperation – set "mixed age" groups

The good thing about distance education is that it is like forming a new community, and all learners who are interested in the same project can participate in the conference. There are learners of different cultures, ages and majors in this conference. This is very much in line with the Montessori concept of cooperation. Learners help each other to solve a project, and students who are good at physics will assist students who are good at history, which will complement each other and effectively combine. This works well with Montessori collaboration, where older students help younger students, and the classroom is less about competition and more about collaboration. In a distance education classroom, even if all students can enjoy the same lesson together, the ability to grasp knowledge will be different. Students can be divided into small groups in class, and different small rooms can be set up in remote class for students to communicate and discuss. In this way, older children can provide care and help for younger children, which increases the self-esteem and confidence of older children to a certain extent. The younger child, while receiving help from the older child, will also use the older child as a role model. The younger children complete the teaching objectives by imitating the older children in the learning process, and the older children deepen their understanding and summary of knowledge in the process of helping the younger children. In this process, their language ability and thinking ability have been improved.

2.2. Teacher function – Observe students with data

The teacher provides the learners with learning materials, which may be class videos or game software. Different from traditional education, teachers can save the time of imparting knowledge, teachers will use this time to observe students and assist students. Teacher provides learners with learning materials, this material may be video class, may also be a game software. Different from traditional education, teachers can save the time of imparting knowledge, teachers will use this time to observe students and assist students. This not only satisfies the Montessori principle of providing an environment for students to learn independently, but also gives teachers sufficient time to assist students. Traditional teachers teach according to different teachers' different teaching styles and subjective understanding of knowledge. It may mislead students to learn some knowledge, for example, when teaching students pronunciation, some teachers' habitual pronunciation may be wrong, so that students will be difficult to change the wrong knowledge. If the teacher chooses the material suitable for students' learning according to the teaching plan, the students will already understand the knowledge content by watching the video. Currently, teachers only serve as providers and observers of teaching materials. Teachers do not have to be tired in class but use their energy effectively to promote student learning. In addition, distance education can also provide teachers with a way to access digital tools when they are observing. Many teachers still use paper recording and do not choose digital tools. However, in the atmosphere of distance education with bright data and the use of the network, it is not easy to use digital tools. This will also promote the use of digital tools by teachers. “A teacher must apply appropriate evaluations and use recognition and evaluation techniques to be informed about the progress of the child; and therefore get information about whether there is any change in his/her development.” [2] “It is observed that Montessori educators in the world and our country have been using a digital assessment tool to monitor each child and record observation data for the child.” [6]

digital tools can record students' performance more comprehensively and analyze students more clearly from the perspective of data. This is very helpful in the role of teacher observer.

2.3. Teaching materials – Learn by doing

Montessori believes that teaching materials are central, so how can students be provided with effective materials? Montessori advocates providing an effective environment for students to learn naturally and correct their mistakes naturally, without rewards or punishments. In distance education, how to help students comprehend knowledge and check whether students have grasped knowledge in class, teachers should look for materials that can help students learn. In addition to videos, teachers can also provide game-type enlightening apps. For example, when students are learning algorithms, there is a problem that a square has four corners and how many corners are left after cutting one corner. At this time, simply playing videos to explain the concept may not be very helpful, because this problem needs to consider multiple possibilities. Students instinctively believe that there is only one answer to a math problem, so they will only use basic concepts to answer a single answer. However, if the teacher sets a video game for the students, the students can intuitively cut the square on the computer, and through hands-on operation and communication with their peers, the students will find out independently that there may be 3, 4 or 5 squares left after cutting. Currently, the students not only solve the problem by trying to do it themselves, but also cultivate the habit of thinking more closely. This teaching material is effective. In the DE classroom, it is also easy for teachers to provide video games, just by sending the games to students to help them operate.

Combining Montessori with distance education is based on the principles and strengths of Montessori. In distance education, students' learning efficiency and self-control ability have always been a headache for teachers and parents. In combination with the observation and assistance of Montessori teachers, interesting teaching materials can effectively solve the problem of declining learning efficiency of students, while "mixed age" assignment groups can exercise students' language ability and social skills.

So far, our new model combines the Montessori education concept with the traditional distance education, adding the division of mixed-age groups, the observation function of teachers and the use of data tools to summarize the observed data, and providing a variety of e-learning teaching materials.

3. Take advantage of constructivism concept

At present, in the 21st century, with the higher and higher requirements for education, the simple old model is no longer suitable for the present education. "Constructivism is an approach to learning that posits individuals as active creators of their own knowledge, suggesting that reality is shaped by the learner's experiences." [9] In constructivism, "education is three-dimensional: teacher, student, and social setting." [9] Compared with behaviorism and cognitivism, constructivism emphasizes that students create cognitive conflicts through real experiences to establish new knowledge, and students create learning experiences through participation in activities, which is like Montessori's educational concept. So, based on the previous model of Montessori combined with distance education, constructivism is now added to make the model complete.

3.1. In terms of cooperation – set "mixed culture" groups

Constructivism holds that knowledge does not arise from the human brain, but from activity. In other words, real experience and human interaction are essential in the production of knowledge. "According to the theory of cognitive development, social interaction plays a crucial role in cognitive development." Distance education and "mixed age" groups provide a social environment for constructivist learning. People of different cultures and ages learn together, and in the process of

talking to each other, different ideas will help students reconstruct their previous knowledge. Therefore, in addition to simply grouping students according to age, teachers need to group students according to their learning background and real-life background. In this way, a class may consist of 30 people and a group of five people. In each group, there are children of different ages and from different regions, who have different customs and life experiences. In the process of their communication and discussion, cognitive conflict will inevitably occur, and the contradiction of knowledge will promote and improve their learning motivation. They will take the initiative to collect information or ask teachers to verify new information. In this process, students' language ability and information collection ability are improved, and at the same time, they can repeatedly deepen their understanding and mastery of new knowledge, which is conducive to students' learning. "Students rely on others to help them develop their own knowledge and reality, and learning from others helps them do so." [9] At present, most distance education is only taught by teachers, and there is a lack of communication between students. But one of the most valuable advantages of distance education is the ability to bring together learners of different cultures and ages if this can be exploited according to constructivism. Students will effectively acquire knowledge and improve skills in a diverse environment.

3.2. Teacher function – help students engage activities.

"Teachers are very different from what they were a decade ago. As the education system changes, teachers must advance with it and be relatively confident in their ability to adopt new methods of teaching instead of following the old chalk and talk system." [10] "collaboration with others, instruction requires the use of alternative assessments, such as graded classroom discussions and project-based assignments, instead of the traditional multiple-choice tests." [11] Similarly, the role of the teacher is still to assist students and involve them in activities. So how to build a constructivist classroom in distance education? The role of teachers remains crucial. "One of the biggest jobs of the teacher in the constructivist approach is asking good questions." [10] On the basis of Montessori's previous addition to the distance education model, teachers need to further assist students in learning according to their own observations. At this time, teachers can raise a good question, which can not only trigger students' thinking, but also guide students to learn knowledge correctly. Teachers should ask questions to the group, so that students can start discussions spontaneously and participate in activities, which is in line with the requirements of constructivism and promotes students to learn knowledge. In addition to engaging students in discussion, constructivism also requires teachers to understand students' learning background and proximal development zone in order to facilitate students' learning. What we have added previously is very helpful for teachers to use data tools to analyze students. Teachers will be able to clearly browse the different backgrounds of each student without ignoring the individual distinction. "The role of the teacher in the social constructivist classroom is to make their students feel safe to learn freely and help build their knowledge." [10] Combined with the previous established new model, because the teacher does not provide a reward and punishment system, students will not feel ashamed because they answer the questions incorrectly and thus face the discussion and study negatively. Teachers provide students with a very safe environment in which students build and update their own knowledge system through peer cooperation and their own new experiences in the process of operation. For example, for the "cut corners" problem mentioned earlier, the teacher does not directly tell the students the answer or make comments on the students' answers. The older students of a group of students may have a higher level of thinking and will find different answers, or the students from economically strong areas may have been exposed to the concept of different answers to a math problem. Therefore, in a group, according to different students to express their own views, through continuous hands-on verification, will eventually establish a variety of answers to the mathematical ideas.

3.3. Learning materials – the students do the experiments themselves

Since activity is so important in constructivism, how can it be applied to distance education? We all know that the advantage of distance education is the ability to communicate, but distance education cannot be like the traditional education, everyone around hand in hand to play games. Therefore, combined with the model established above, it is necessary to organize effective activities suitable for distance education network. The game app we used before is the prototype of the activity, through the students' cooperative hands-on operation, intuitive observation of phenomena. For example, in the chemistry class, we want to explore that the density of oxygen is lower than that of water. The teacher provides the students with teaching materials in a game app that can be used to do experiments. According to the teaching video, the students can find that the "drainage method" can be used to collect oxygen, and the teacher can ask the group why the length of the pipe is different. In group discussions, students will make various guesses based on their own life experience. Through hands-on operation on the software, students find that oxygen can only be collected when it enters the glass bottle from the short tube and comes out from the long tube. The video game on the screen shows that oxygen will float on top of the water after it enters the water. If you go in through the long tube, then the oxygen will go out through the short tube, so you can't collect oxygen. This is because oxygen is less dense than water. This knowledge is based on students' real activities. Compared with watching a video and remembering that oxygen is less dense than water, this way students can gain more knowledge.

At this point, our new model is built. Compared with distance education, the new model is to group students according to mixed age and culture, and the teacher is no longer a simple teaching task, but the role of observing and helping students participate in activities and raising effective questions. The teaching materials are no longer simply transformed into videos but include game apps and other materials that can promote students' participation in activities.

4. Discussion

The new model retains the advantages of the original distance education, continues to be able to learn anytime, anywhere, the content of the rich and save students time and money. Student-owned textbooks will be replaced by electronic documents presented by teachers on the Web, which will also greatly protect the environment, while rich and interesting teaching materials will continue to increase students' motivation. New model combining Montessori education ideas and constructionism, makes remote education more perfect and effective, has solved the remote education of parents and teachers worry about students' self-control ability and learning efficiency of students. The teacher will accompany the students throughout the class, observe the learning process of the students, and provide feedback and assistance to the students according to the observed data. Unlike in the past, parents need to apply for leave to go to school to communicate with teachers about students' learning situation, parents can also observe students' learning status and work with teachers to assist students' learning according to teachers' feedback, which will further strengthen the close home-school cooperation relationship. At the same time, the new model not only reduces the workload of teachers, teachers no longer have to interact with students in the form of traditional education classes but spend these hours promoting students' thinking. In traditional education, teachers not only need to impart knowledge but also analyze students' learning process. Teachers are often too tired to observe students, or their efficiency is very low after one class. This new model only requires teachers to help students learn, which will improve teachers' work efficiency and relieve their pressure. This new model also has great benefits for students, who can choose their own courses of interest, and can converse with learners of different ages and cultures, promoting thinking development and language skills.

5. Limitation

Of course, the new model also has many shortcomings, for example, the new model has high requirements for teachers to master learning theories, and it also has high requirements for teachers to be skilled in using computers, because teachers need to provide students with some visual game software and use data analysis tools. In addition, the new model also has restrictions and requirements on the number of a class, which is not suitable for large class teaching. If there are too many students, teachers will not be able to observe every student, which will not be in line with the new model. The new model also has limitations for students. Students need to have a certain knowledge reserve, and students need to be able to talk actively with their peers, which is not so effective for some students who only like to learn by listening and reading books, and even brings some pressure.

6. Conclusion

Although science and technology are so developed now, robots will replace some professions, but teachers cannot be replaced by robots, because the group teachers face is students, and the behaviors of students in the learning process, even if the data can be explained, are only auxiliary teachers who need to help and guide students according to different situations. The core of students' learning efficiency in distance education should be how teachers help students learn. Can the new model enable students to participate in it and effectively construct knowledge through group cooperation and discussion? After the teacher plays the teaching video, the students form the preliminary knowledge, and then continue to communicate with the students of different ages and cultures in the group. In this process, cognitive conflict occurs. With the help of the teaching materials provided by the teacher, they practice and self-correct, and finally complete the construction of knowledge. The core of the new model is that teachers play the role of observers, and their main task is to help students learn, which includes observing students and providing students with teaching materials to promote students' learning. At the same time, knowledge is built on human sociability, so the new model divides students into different ideas in the process of discussion. The relationship between students and students is not competition but cooperation, and through cooperation, language skills can be improved, and thinking can be opened. Compared with traditional distance education, the new model provides students with a platform to effectively construct their own knowledge, provides teachers with an opportunity to assist students in learning, and provides people from all over the world with an opportunity to exchange knowledge and broaden their horizons. The new model still has some limitations and shortcomings, but it can optimize the current distance education, which is only teaching and discussion, so the new model is effective to a certain extent.

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What Could the United Nations General Assembly Do When the United Nations Security Council Is Deadlocked

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Abstract: At a time when the United Nations Security Council (UNSC) is so deadlocked that it has difficulty performing its responsibilities in international peacekeeping, conventional opinions tend to focus on reforming the UNSC to find solutions. However, when faced with these issues, the role of the United Nations General Assembly (UNGA) cannot be ignored. As the main organ of the United Nations, the UNGA has a wider representation with 193 member states compared to the 15 members of the UNSC, which means that the UNGA can reflect the different opinions and interests of different countries. In addition, the UNGA can provide the necessary funding for peacekeeping missions, ensure their effectiveness, and exert political pressure on Member States to resolve conflicts and facilitate peace negotiations through the recommendations it approved. These characteristics indicate that UNGA has the full potential and qualifications to play an active role in international peacekeeping operations. This work is dedicated to arguing that when the UNSC is unable to perform its duties, the UNGA has the legitimacy and rationality to assume the secondary role of maintaining peace through the application of the Uniting for Peace Resolution and the establishment of subsidiary bodies and making feasible recommendations based on these perspectives.

Keywords: The United Nations General Assembly (UNGA), The Uniting for Peace resolution, Subsidiary Bodies

1. Introduction

The UNSC, the only body within the United Nations that is able to take action, plays a primary role in peacekeeping. Such a setup can greatly improve the efficiency and effectiveness of dealing with international disputes, but everything has two sides. This has led to a situation in which the UNSC is unable to act and play its role in maintaining international peace when the five permanent members (P5) of the UNSC are unable to reach a consensus because of international interests. At such times, we can try to solve the problem through other angles. It is worth noting that the UNSC's responsibility is only primary. That is to say, it's not exclusive [1]. In line with the UN Charter [2], the UNGA only plays its role in peacekeeping in a subsidiary way, which is not usually non-binding, but it can still make a difference. We should expect a more representative General Assembly to find a new balance of power between the two bodies and try to perform the functions of the Security Council better from different perspectives.

The UNGA should make more active use of the advantages of adopting the Uniting for Peace Resolution and establishing the subsidiary bodies based on the UN Charter, rebalance its power and

authority on some international peacekeeping issues, take some initiative in maintaining international peace and security, and tilt it from the UNSC to the UNGA.

2. The Uniting for Peace Resolution and The Powers of Subsidiary Bodies Within the UNGA

In accordance with the UN Charter [2], the powers of the UNGA to maintain international security and peace are greatly limited. First, although the UNGA is authorized to adopt resolutions to have discussions and make recommendations on any question or matter within the range of the UN Charter or to relate to the powers and duties of anybody provided for in the UN Charter, the resolutions are non-binding. Taking action is the exclusive power of the UNSC. This means that when a threat to international security and peace occurs, only the UN Security Council has the authority to take practical action, especially force, to resolve the dispute, and any other organization or individual action is an unjustified overreach. Secondly, the UNGA's power to recommend is limited by the UNSC, which means that the UNGA cannot make any recommendations on matters that relate to international peacekeeping as long as they are agendas of the UNSC. That is to say, the UNGA should stop making recommendations on the issue when the UNSC has already taken up the matter.

Thus, based on the issue of power distribution, the UNSC is often deadlocked on peacekeeping matters, and Resolution 377 (V) [3], that is, the Uniting for Peace Resolution, came into being. The adaptation of the Resolution opens a crucial door for the UNGA to play its role in international peacekeeping. The most important part of the Resolution is section A, which states that when the UNSC is unable to properly maintain international peace, that is, to discharge its responsibilities, because of the votes of the P5, the UNGA can play its role. First, an emergency special session could be convened once the UNSC or the majority of Member States have requested if the UNGA is not in work. Second, the session is able to make any recommendations if it thinks it's essential to do so, including the use of armed force [4].

Meanwhile, as provided in Article 22 of the UN Charter [2], the UNGA is empowered to launch subsidiary bodies, and it is entirely up to the UNGA to decide whether it is worthwhile to do so, rather than being subject to the UN Security Council. Even when a matter involving the dispute is on the UNSC's agenda, the UNGA is free to decide whether to establish subsidiary bodies to maintain international peace and security. This reflects the independence of the UNGA and is conducive to tilting the power in peacekeeping more towards the UNGA. For instance, in 2016, the United Nations General Assembly acted unilaterally to establish an Impartial and Independent International Investigative Mechanism (IIIM) under Resolution A/RES/71/248 [5] to collect evidence on the situation in Syria and prepare case files for prosecution. Although IIIM is not a binding decision-making or executive body, but it has still laid the material foundation for the trial of acts that threaten peace and has played a positive role in stabilizing the international situation and public opinion.

3. Possibilities and Opportunities for the Use of the Uniting for Peace Resolution

Firstly, the application of Resolution [3] has legitimacy and does not violate Article 12 of the UN Charter. According to the provisions of the Resolution, the exercise of the veto by the P5 and the inability of the UNSC to perform its functions become indispensable prerequisites for the functioning of the Resolution [6]. That is to say, when the UNSC's discussions on an issue are deadlocked and cannot take effective actions, the UNSC is unable to perform its function of maintaining international peace and security, which creates conditions for the application of the Resolution. At this point, the application of the Resolution has legitimacy and legitimacy. That is, it just plays a subsidiary role and does not violate the primacy of the UNSC in international peacekeeping.

Secondly, actions, including the use of force, taken by States Members of the United Nations pursuant to resolutions adopted by the UNGA do not violate the restrictive provisions of the UN Charter.

On the one hand, in line with Article 2(4) of the UN Charter [2], Member States are forbidden to use force if unauthorized, as taking action is the only power authorized by the UNSC. However, the inhibition on the use of force is only binding on Member States and not on the United Nations Organization [6]. In other words, the UN Charter prohibits unauthorized actions by Member States but not by other bodies of the United Nations. When a State Member acts based on the recommendation of the UNGA, the act is considered to be an act of the UNGA as an organization and not an independent act of the individual Member States, and in such cases, the action taken by a Member State of the United Nations without the authorization of the Security Council in order to impose international peace and security should not be prohibited. Article 2(4), therefore, would not be binding on it.

On the other hand, when a Member State acts on the basis of a resolution of the UNGA, it would not conflict with Article 11 (2) of the Charter [2], since taking practical action is totally not the same thing as making recommendations [6], and the kind of action provided in Article 11(2) is coercive [1]. However, a recommendation issued by the UNGA calling for action by the Member States of the United Nations is only a recommendation. It is up to Member States to decide whether to actually take action, and it is not mandatory. Thus, a recommendation of the UNGA, which is not binding, should not be considered as 'action' [6] and would not conflict with the provisions of Article 11 (2).

4. Ease of the Application of the Uniting for Peace Resolution

It seems very difficult to change the UN Charter, so trying to reform the UNSC by amending the Charter of the United Nations, so trying to reform the UNSC by amending the UN Charter and thus resolving the deadlock in the UNSC seems an impossible way to achieve. The Uniting for Peace Resolution's strengths lie in the fact that it would improve the operation of the United Nations without the need for amending the UN Charter because it emphasized the existing powers of the UNGA, not the granting of new powers [7]. The only job is to tap into and give full play to the often overlooked secondary role of the UNGA in maintaining international peace and security. These secondary functions already exist under the existing framework of international law, so there is no need to think much about how to reform the UNSC itself.

What's more, procedural issues are a stumbling block in the search for a solution to the deadlock in the UNSC, but they can easily be avoided by applying the Resolution. This is because when the UNSC decides whether to call an emergency special session, the unanimous consent of the P5 is not required, and the vote of any seven members can request the convening of the session. . This will avoid the situation where, under the principle of unanimity among major powers, a veto by any of the permanent members may lead to the process being unable to proceed, and each member will have equal voting rights, which will greatly improve the efficiency of dealing with issues threatening international peace.

5. Conclusion

With the growing complexity of the international political and economic situation, the shortcomings of the UNSC's role in maintaining international peace have become increasingly apparent. It is foreseeable that if the issue of the UNSC is not effectively improved, the prestige of the UNSC in the international community will be affected, and it will not be conducive to maintaining world peace in an increasingly complex international community, and it will be more difficult to effectively protect the national security order. For example, the Russian-Ukrainian conflict and the Palestinian-Israeli

conflict are long overdue, and the UNSC is deadlocked and unable to play its proper role. At this point, while respecting the principal responsibility of the UNSC for the maintenance of international peace and security and insisting that the UNGA does not exceed its authority, it is increasingly necessary to realize that the role of the UNGA could and should be fully utilized.

Firstly, according to the Resolution, the UNGA may, through its emergency special sessions, adopt resolutions condemning acts that threaten international peace and give appropriate recommendations. As a huge organization with 193 member states, the resolutions adopted by the UNGA, although not mandatory and binding, will have a significant impact on the international political and economic situation. This will prompt some countries to adjust their international diplomatic relations and some countries to impose economic sanctions, which would exert considerable international political and public pressure on the states concerned and provide the possibility of taking further effective measures.

Secondly, based on the Resolution, the UNGA may recommend to the Member States of the United Nations to take actions, including the use of force, and the Member States of the United Nations may act in accordance with the resolution of the UNGA to restore international peace. The legitimacy of the actions will be further enhanced, especially when they are based on humanitarian intervention [8].

Thirdly, the UNGA could consider the feasibility of peacekeeping missions under the Uniting for Peace Mechanism [9], and it would play a positive and impartial role in monitoring a ceasefire or peace process.

Finally, under the power granted by the UN Charter, the UNGA can establish subsidiary bodies, such as a commission of inquiry, to gather evidence of war crimes and other atrocities during the war. The role of these subsidiary bodies cannot be ignored. The evidence collected by the subsidiary bodies facilitates the subsequent investigation of disputes and may even play a crucial role in proving when crimes are prosecuted. And it does not, of course, include a prosecutorial function so as not to exceed the powers of the UNGA.

In conclusion, the UNGA is vital in maintaining international peace and security. By adopting resolutions, recommending actions, and establishing subsidiary bodies, the UNGA can effectively address global challenges and promote cooperation among nations. The UNGA needs to continue to adapt and improve its mechanisms to meet the evolving needs of our interconnected world.

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Potential Risk Factors and Early Experiences to the Development of Social Phobia in Adolescents

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Abstract: This paper explores potential risk factors and underlying experiences associated with the development of social phobia in adolescents, emphasizing the importance of early intervention and treatment. Factors investigated include gender roles, cultural influences, socioeconomic status, parental psychopathology, alcohol use, early memories, and family environment. Gender differences reveal higher rates of social phobia among females, while collectivist cultures and adverse childhood experiences significantly contribute to its prevalence. Dysfunctional family environments are associated with an increased risk and higher persistence of social phobia, particularly due to their influence on childhood experiences. Alcohol use may exacerbate symptoms and lead to higher persistence due to its link to alcohol dependence. Parental psychopathology demonstrates a higher prevalence and co-occurrence with other comorbidities across all ages. Low socioeconomic status and popularity serve as additional risk factors. The paper critiques understudied aspects of these factors and suggests future research directions to enhance understanding and inform effective prevention strategies.

Keywords: Social phobia, Risk factors, Adolescents

1. Introduction

Social phobia is a relatively common anxiety disorder in the general population and typically begins to emerge during adolescence [1]. Individuals with social phobia often exhibit a fear of social situations, worrying about the judgment and humiliation of others and thus avoiding interactions with strangers [2,3]. However, compared to other psychiatric disorders, social phobia is more likely to go unnoticed and untreated [4], which could further exacerbate the symptoms and persistence of social phobia, as well as other comorbidities [1]. Although the causes of social phobia are challenging to predict, a large body of research has conducted experiments focusing on the potential factors that may increase the likelihood of social phobia in adolescence [5-7]. More importantly, it demonstrated a significant relationship between social phobia and a confluence of factors, including gender roles, culture, socioeconomic status, parental psychopathology, alcohol use, early memories, and family environment.

This paper examines the possible risk factors and early experiences associated with the development of social phobia in adolescents in order to draw more attention to social phobia and provide early intervention and treatment. Furthermore, the paper discusses the reviewed literature's limitations and suggests future research directions for examining the causes of social phobia.

2. Potential Risk Factors

2.1. Gender Roles

The differences in gender roles are known as a crucial factor in social phobia, with a variety of studies suggesting that females are more likely to develop social phobia [6-8]. Female adolescents are thought to be more prone to introversion and shyness, as well as more common characteristics, for instance, submissive behaviors and avoidant personalities [7]. As a result, females have a higher prevalence of social phobia, as these behaviors effectively lead to the symptoms of social phobia and its development. Women and men also appeared to fear different social situations, as well as showing different levels of fear [9,10]. Hofmann et al. concluded that women often experience a more intense fear than men with a similar social phobia condition [10]. Women often showed fear in social situations, including authority and working environments, while men frequently exhibited fear in dating situations [9].

Nevertheless, social phobia may have a more significant impact on males' social functioning than females. It has been observed that a significant percentage of 15-year-old males with social phobia were without close friends and romantic relationships at age 17 compared to those without social phobia [11]. There were no differences for females with and without social phobia [11]. Therefore, while social phobia may affect males more, there is sufficient evidence to suggest that females have higher rates of social phobia and that gender differences play an essential role in the association of social phobia.

2.2. Culture

It has been suggested that social phobia is likely to be more common in collectivist cultures than in individualistic cultures, where there are more rules or underlying expectations for social behavior [10]. This specifies that individuals in collectivist cultures, for instance, Southeast Asians and South Americans, will be more concerned about their behavior in social situations to avoid going against social norms and violating the rules for social behavior [10]. In addition, collectivistic cultures are more tolerant toward social retention and isolation [12]. This may be related to the fact that individuals in collectivist cultures are less likely to promote independent self-construals, in which they do not perceive themselves as having independent, unique attributes and are vulnerable to social influences [10]. Hofmann et al. suggested that this could lead to lower self-esteem as most people try to fit in with the social context instead of differentiating themselves from others [10]. Likewise, it may increase concerns about one's behavior in social situations as individuals are primarily influenced by social and other external sanctions. Thus, the evidence suggests that collectivist countries tend to exhibit higher levels of social phobia.

2.3. Socioeconomic Status & Popularity

Individuals affected by social phobia are more likely to be in the lower class and socioeconomic status of society [13,14]. Patel et al. concluded that the social-phobic group has an overall lower possibility of having higher education qualifications, as well as teaching and nursing qualifications, compared to the non-social-phobic group [14]. Similarly, their results indicated that the social-phobic group had a significantly higher level of drug dependency than the non-social-phobic group (20.4% vs. 14.7%). In addition, the authors reflected an overall lower household income among the social-phobic group due to less percent of the population being full-time workers and lower employment rates.

On the other hand, social status also predicted social phobia in adolescents in small communities such as schools [15]. According to Henricks et al., less popular female adolescents are more likely to develop social phobia [15]. The authors argued that they attempted to reduce the feeling of anxiety

by increasing social avoidance. As a result, this leads to higher levels of social phobia symptoms [15]. Moreover, the author noted that low popularity is actively associated with victimization and that social avoidance could be a safe strategy used by less popular girls to protect themselves from being victimized. However, this behavior is likely to further contribute to social phobia. Although more research is needed to prove the link between popularity and social phobia, low popularity is thought to increase social avoidance in female adolescents. At the same time, it only has a negligible effect on boys [15].

2.4. Parental Psychopathology

Parents with a background of social phobia or other psychiatric disorders may have a higher risk of social phobia in their offspring [16,17]. Stein et al. indicated that there is a higher incidence rate of a generalized social phobia than the non-generalized subtype among relatives of probands with generalized social phobia [18]. Offspring of parents with generalized social phobia also develop the disorder at an earlier age compared to the non-generalized subtype [18]. Correspondingly, Lieb et al. proved the earlier age onset of a generalized type of social phobia with parental psychopathology and with a higher rate of prevalence of social phobia in almost every year of age [16]. Additionally, a study by Stein et al., although required further research, demonstrated that other comorbidities of social phobia, including panic disorder, post-traumatic stress disorder, and major depression, have a higher prevalence among first-degree relatives of individuals with social phobia [18]. Parental psychopathology is also thought to be associated with higher rates of persistence of social phobia in offspring; however, it is not an independent predictor but rather a result of interactions with a dysfunctional family environment [17].

2.5. Alcohol use

Cruz et al. concluded that there is an association between social phobia and alcohol consumption in adolescents [19]. Although a few studies have failed to show this relationship, most studies have provided evidence of a positive association [19]. Adolescents often tend to consume alcohol to temporarily relieve stress and anxiety, which could exacerbate the symptoms and persistence of social phobia as it could significantly affect one's mood, as well as lead to more severe alcohol dependence [19, 20]. In a previous study, Schneier et al. also demonstrated that social phobia is significantly associated with mood and anxiety among individuals with alcohol dependence [21]. Therefore, alcohol consumption has shown a possibility to influence the development of social phobia and should be intervened at an early stage to prevent both social phobia and alcohol dependence from becoming more severe.

3. Early Experiences and Environment

3.1. Early Memories

Early childhood memories are thought to be associated with the development of social phobia and the establishment of a negative self-image [22,23]. Recollections of past unfavorable social experiences may lead to fear of negative evaluations and increased anxiety in social situations [24]. Wild et al. suggested that these negative images tend to recur in different social situations because they are fundamentally connected, thus reactivating memories of early adverse socialization experiences [23]. Moreover, the authors also found that negative images are likely to continue to influence a person's thoughts about their appearance and behavior in front of others, thereby causing them to feel less confident and worse than they appeared to be. Thus, early memories of negative

images could further increase anxiety and social performance in individuals affected by social phobia [24].

3.2. Childhood Family Environment

According to Brook & Schmidt, a negative family environment is believed to have an unhealthy impact on a child and potentially promote the development of social phobia later in life [4]. This is evidenced by adolescent patients with social phobia who experienced parental separation, overcontrol, overprotection, and frequent rejection or emotional neglect during childhood [4]. In a later study, Michail and Birchwood also mentioned that dysfunctional parental behaviors, especially overcontrol, overprotection, and emotional neglect in childhood, are strongly associated with social phobia, as a significant number of individuals with social phobia reported experiencing these behaviors in their early years [25]. In addition, an unfavorable family environment as an independent factor could lead to a higher persistence of social phobia, while the listed factors have also contributed to the high persistence of social phobia [17]. Thus, children raised in environments with dysfunctional parents are more likely to suffer from social phobia and have higher persistence.

4. Conclusion

4.1. Summary

This literature review explores the potential risk factors of social phobia from various aspects that may influence the likelihood of developing social phobia during adolescence as well as its persistence. Among the populations, females generally have a higher prevalence of social phobia than males [5-7]. Women are also likely to feel a higher level of fear than males with similar social phobia conditions [10]. This paper also demonstrates that lower socioeconomic status and lower popularity in communities such as schools would increase the risk of having social phobia as well as contributing to its development [14,15]. Individuals with a collectivist cultural background, early memories of negative social experiences, or growing up in a dysfunctional family, especially experiencing overprotection and emotional neglect, are also more likely to be affected by social phobia [10,23,25]. Furthermore, the level of alcohol use and having family members with a history of psychiatric disorders both demonstrate a positive association with social phobia [16,19].

4.2. Directions for Future Research

Considering the literature reviewed in this paper, further research should examine the effects of medication use on study participants. In particular, to examine how the different types of medication taken by individuals may potentially affect social phobia in different ways. Furthermore, investigating people diagnosed with social phobia and focusing on their medication history (before and after being diagnosed with social phobia) to explore if any particular medication has ever ameliorated or exacerbated their condition, which may also influence the results of studies on potential risk factors of social phobia [7]. Similarly, more studies could be conducted to explore the association between social phobia and alcohol use, as very few studies have looked deeply into this relationship. In addition, investigating the impact of alcohol consumption on the development and symptoms of social phobia, as many studies identified the effects of social phobia on alcohol consumption, but few have examined it from the opposite perspective.

In terms of limitations, there needs to be more study that discusses the subtypes of social phobia in-depth, for instance, whether different risk factors are more likely to lead to generalized or non-generalized social phobia and the reason why this could occur [18]. In general, increasing the number

of study participants in a study is necessary because it allows for more cases to be examined in the study, helps to draw more convincing conclusions, and prevents bias in the samples.

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