

Individual Emotions, Academic Competence and Self-perceptions under Family Influence: A Case Study of Non-Key Secondary Schools in County Areas of China

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Abstract. This study explored the effects of family environment on students' emotions, academic abilities and self-perceptions in a non-key secondary school in a Chinese county. A sample of 44 students in a senior class of a county non-key secondary school in Shandong Province was selected to systematically analyse the relationship between family factors and students' emotional stability, academic performance and self-perception, as well as the correlations between the factors, through questionnaires and field observations. It was found that family financial support and amicable atmosphere had a positive impact on academic performance, while parental marital conflict had a negative impact. In addition, students' emotional states, self-perceptions, and conceptions of marriage were all affected by the family environment to varying degrees. Factors such as family economic conditions, family relationships, and parental marital status collectively contribute to students' personality, academic stability, and emotional management. This study enriches the theories of family pedagogy and emotional psychology, provides practical guidance for educators and parents, and has practical significance and practical value for the educational reform of non-focused secondary schools in county areas of China.

Keywords: family influences; Chinese county non-key secondary school students; individual emotions; self-perception.

1. Introduction

In recent years of research in educational psychology and family education, there have been teachable explorations of studies on the influence of the family environment on individual growth [1-13], with studies covering how family factors shape individuals' personality traits [1, 6], influence psychological and emotional conditions [2, 5, 7, 9, 11, 12], and affect individuals' academic achievement [3, 4, 8, 10, 13], etc., these studies provide a rich theoretical foundation and empirical evidence for our understanding of the role of the family in the process of individual growth. However, despite a series of results achieved by existing studies, there are still some shortcomings in the influence of family environment on the relationship between individual's emotional and academic self-perceptions. Among them, most of the existing studies focus on the direct influence of family factors on students' academic performance, while the influence of emotion regulation ability and academic self-perception is relatively less explored; in addition, most of the existing studies focus on the group of students in key secondary schools or urban students, while there is a lack of research on the group of students in non-key secondary schools in the county.

With the progress of society and the development of science and technology, the environment faced by students in non-key secondary schools in counties has undergone new changes. On the one hand, the popularity of network technology enables students to access more information and resources, but also brings risks such as addiction to the network. On the other hand, educational resources in county areas are relatively limited, and students face more severe academic pressures and challenges. Against this background, the influence of the family environment on students' academic and emotional well-being will become more significant. As the primary place for students to grow up, the emotional support, educational resources, and educational methods provided by the family will directly affect students' emotional stability and academic self-perceptions.

Therefore, this study aims to investigate the relationship between individual emotions and academic self-perceptions under the influence of family in a non-key secondary school in a county in China. A class in a non-key secondary school in a county in China was selected for the study, and questionnaires were distributed to gain insight into the students' family situation, parents' marital status, and students' academic and emotional status. Through this study, we hope to provide new perspectives and findings for the research fields of family pedagogy and emotional psychology, to provide more concrete practical guidance for educators and parents, and to promote the all-round development of students in non-key secondary schools in the county.

2. Literature Review

Psychology usually conducts in-depth studies on the factors influencing individual growth from multiple perspectives, which not only cover biological genetics, family environment, schooling, and social culture, but also make detailed analyses of the different stages of individual psychological development and specific contexts. Among the many influences on individual growth, the family environment is generally considered to be one of the earliest, most direct, and most persistent acting factors, and poor object relations established in interaction with the family are considered to be the root cause of individual psychological problems [7].

Educational psychology, as an important branch of psychology, can effectively improve the effectiveness of interventions and improvement strategies for students' individual growth in educational practice by using the results of psychological research. In educational practice, educators can promote students' emotional development and academic self-knowledge by changing teaching methods, providing psychological support, and strengthening home-school cooperation. For example, research has shown that students' academic achievement and psychological well-being can be effectively promoted by improving the quality of family education [6].

As the primary place where individuals grow up, the family's atmosphere, parenting style, and parent-child relationship have a profound impact on an individual's emotional development. For example, Bowlby (1969) [14] attachment theory proposes that the attachment relationship formed between infants and their primary caregivers is foundational to an individual's future emotional stability and relationship building. In subsequent studies, researchers have further explored the effects of different family environments on individuals' emotion regulation ability, emotion expression, and emotion recognition ability [5]. Family education style not only affects individuals' emotional development, but is also closely related to individuals' academic self-perception. Vygotsky (1978) [15] socio-cultural theory emphasises that an individual's cognitive development is gradually constructed through interactions with others, and that family education, as an individual's initial environment for social interactions, has a crucial impact on an individual's cognitive development. In terms of academic self-perception, differences in family education styles may lead to differences in individuals' attributions of academic achievement, motivation to learn, and learning strategies [3, 4].

In China, the student population of non-key secondary schools in counties has its own special characteristics. Therefore, the present study, in exploring the relationship between individual emotions and academic self-perceptions of such student groups under the influence of their families, not only helps to gain an in-depth understanding of the characteristics of the psychological development of this special group, but also provides targeted interventions and improvement strategies for educational practice.

From a family perspective, the family structure of students in Chinese county secondary schools has become increasingly diverse. With the migration of the rural population to the county, many students come from rural families, and in order for students to enjoy the educational resources of the county, parents send students to the county to study in secondary schools, and some parents choose to enter the county to work and accompany students for the sake of students' studies and education, and this change in family background makes students face more pressure to adapt in the process of growing up [16]. At the same time, there are also some students who originally lived in the county, and their

families may be closer to the lifestyle and culture of the city, but they may also face higher cost of living and competitive pressure as a result.

From the perspective of educational resources, there are certain imbalances in the enjoyment of educational resources by students in China's county secondary schools. Despite increasing national investment in education equity in recent years, educational resources in county secondary schools are still relatively limited and cannot meet the needs of all students. In addition, students in county secondary schools generally face greater academic pressure, both from families' expectations of their children's academic performance and from society's requirements for academic qualifications and abilities [17].

It is worth noting that with the rapid progress of science and technology and the changing times, the student population of Chinese county secondary schools has undergone significant changes in terms of psychology, behaviour and social adaptation. Firstly, the popularization and application of technology has made it easier for students to access information and knowledge, but at the same time, it may also lead to students' over-dependence on the Internet and electronic products, which may affect their study and life. Secondly, the changing times have led to dramatic changes in students' values, interests and socializing styles, and these changes have further affected their academic performance and emotional state [18].

In summary, the influence of family environment on individual emotional and academic self-perceptions is a complex and important issue. In the particular context of non-key secondary schools in Chinese counties, an in-depth exploration of this issue is not only of theoretical value, but also of great practical significance. Future research can further explore the mechanisms by which different home environment factors affect individuals' emotional and academic self-perceptions, and how these effects can be optimized through educational interventions.

3. Research Design

3.1. Research Questions

In recent years, China's rapid economic development and profound social changes have brought unprecedented challenges and opportunities to the field of education. As an important bridge between urban and rural education, the composition and changes of the student body in county secondary schools are of particular concern. Especially in the context of accelerating urbanisation, the composition of students in county secondary schools is complex and diverse. A large proportion of these students come from areas where economic and educational resources are relatively scarce, and their family environment and learning conditions are relatively limited. This specificity makes them likely to rely more on family support and intervention when facing academic challenges and emotional distress.

However, there are fewer studies related to this group in the current academic world, especially those related to the family, emotional and academic problems of this group of students. Past studies have focused more on the impact of macro factors such as economy and education on the academic and emotional well-being of students in secondary schools in the county, and less on the profound changes that have occurred within the student group with the development of science and technology and the changes of the times. Therefore, at this stage, we need to pay more attention to the internal psychological changes and social adaptation of students in county secondary schools, not only the influence of macro factors such as economy and education on them. Through in-depth research on the relationship between individual emotions and academic self-perceptions under the influence of family, we can better understand the psychological and behavioral characteristics of this group and provide them with more targeted educational support and assistance. This study will focus on the following three core questions:

- 1) The current situation and characteristics of students' family situations and their concepts of marriage and love in county secondary schools at the current stage

- 2) Differences in students' personal emotion management, self-perception and concept of marriage and love in different family situations
- 3) Mechanisms of family factors affecting students' academic performance and their correlation

3.2. Research Population

This study takes a class in the first year of senior high school in a non-key high school in a county area in China as its object of study. The students in this class represent a microcosm of the student body in non-key high schools in county areas. At the same time, students in this first year are at the critical stage of adolescence and are facing great changes in their physical and mental development. Their ability to manage their emotions, their self-knowledge, and their concepts of marriage and love are gradually being formed and shaped, making them more susceptible to the influence of their family environment. The first year of high school is also an important period when students begin to adapt to secondary school life and establish an academic foundation, and the influence of family factors on students' academic performance is also more significant.

Students in this class come from different family backgrounds, including differences in family economic status, family composition, and parental education level. These differences will be used as important variables in the study to explore how they affect students' individual emotions and academic self-perceptions.

3.3. Research tools and methods

The questionnaire prepared by the researcher mainly contains four parts, which are investigated in four dimensions, namely, basic personal information, family situation, personal emotions, and concept of marriage and love. Among them, the dimension of basic personal information contains the basic information of the respondents' gender, personal domicile, class, school accommodation and family members; the dimension of basic family information contains the information of the respondents' family's economic status, family status, parents' marital status, and the degree of influence of family factors on learning and life; the dimension of personal learning and emotion management contains the respondents' self-perception of personal learning, life's main troubles, recent times and the concept of marriage; the dimension of personal learning and emotion management contains the respondents' self-perception of personal learning, life's main troubles, recent times and the concept of marriage. The dimension of personal learning and emotional management contains information on the respondents' self-perception of personal learning and study, the main problems in life, the emotional state in the recent period and over a long period of time, the degree of self-identity, and the character traits of personal self-perception; the dimension of the concept of marriage and love situation contains the degree of support for the current phenomenon of love among secondary school students as well as information on the concept of marriage in the future. The corresponding descriptions and questions are shown in Table 1.

Table 1. Description of questionnaire dimensions

dimension (math.)	subdimension (math.)	Title Description
Personal Basic Information	Personal Information	Sex, place of residence, family composition
	School Information	Type of class, accommodation at school
Basic Family Information	household economy	Family breadwinner, family economic level
	family situation	Type of family, family relations
	Marital status of parents	Degree of marital conflict, likelihood of divorce, acceptance of parental divorce, parental marital conflict affects level of concern, level of concern due to parental marital conflict, parental marital conflict affects level of schooling
	Impact of family factors on learning and life	Impact of family financial situation on learning and living, degree of family financial support for schooling, correlation between family academic support and achievement, degree of influence of family climate on learning
Individual learning and emotional management situation	Academic studies	Achievement rank (self-perception), achievement stability (self-perception), and achievement self-satisfaction,
	condition	current obsession
	emotional state	Levels of moodiness, how long different moods last, how much different moods affect learning and life, factors that predispose to moodiness
	personal character	Introversion extroversion, pessimism optimism, degree of self-identity
Love and marriage concepts	The concept of love	Perspectives on the phenomenon of secondary school students falling in love
	The concept of marriage	Perspectives on the purpose of marriage, how divorce is perceived, views on marriage as a family marriage, the extent to which views on marriage are influenced by parents' marriage

3.4. Data Analysis

In assessing the reliability and validity of the questionnaire for this study, KMO sampling adequacy measure and Bartlett's test of sphericity were conducted. The KMO sampling adequacy measure was 0.664, which is slightly lower than the recommended threshold of 0.7 but is still generally regarded as acceptable, suggesting that the bias correlation between the variables is moderate and suitable for factor analysis. The results of the Bartlett's test of sphericity showed an approximate chi-square value of 225.144, a degree of freedom of 78, and a significance level of 0 (i.e., a p-value of less than 0.001), which strongly rejects the assumption of sphericity, suggesting that there is a correlation between the variables and that it is suitable for factor analysis. Combining the results of these two tests, we can conclude that the questionnaire in this study has high structural validity and the data collected is suitable for subsequent statistical analysis.

The total number of respondents was 44, of which 12 (27.3%) were male and 32 (72.7%) were female; Among them, 8 (18.2%) were of urban household and 36 (81.8%) were of rural household, with students of rural household accounting for the majority, showing that in recent years, with the development of modernisation, there has been a tendency for urban and rural areas to merge, with

more rural populations moving to the cities and county towns, and with more rural parents raising the level of attention to students' learning and growth, choosing to send their children to study in the cities, resulting in an increase of students from rural households in the county secondary schools. The increase in the number of students from rural households in secondary schools in county towns has led to an increase in the number of students from rural households.

Among them, 16 (36.4%) are day students, 5 (11.4%) are semi-day students, and 23 (52.3%) are residential students, with the number of rural hukou outnumbering the number of residential students, and it may be that some students, although they are of rural hukou, are also living within the county as day or semi-day students due to their parents' migration to the city for work or their parents' migration to the city to accompany them to study, which is also a major county secondary school students' This is also one of the characteristics of students in secondary schools in the county.

The family composition of the survey respondents includes 36 complete two-parent families (81.8%), 1 single-father family (2.3%), 3 single-mother families (6.8%), 1 adoptive parent family (2.3%), 1 step-parent family (2.3%), and 2 intergenerational families (4.5%), which makes the composition of the family more diversified, but is still dominated by complete two-parent families. The composition of families is more diversified, but still dominated by intact two-parent families.

There were 6 (13.6%) only children and 37 (84.1%) non-only children among the survey respondents, and 1 person filled in a non-standard answer to this question (neither an only child nor a non-only child), so there may be other reasons for special family status. The characteristic of having a predominantly non-only child in the majority of students in the county secondary schools reflects the fertility concepts of the county population represented by the parents of the students, and at the same time, the family composition of non-only children poses a challenge to the spirit of sharing and co-operation of the students in the county secondary schools.

3.5. The overall situation of the respondents

3.5.1. Family economic situation.

With regard to the overall economic situation of the family, the mean value of the respondents' self-perception of the economic situation of the family was 2.93 (out of 5), with a standard deviation of 0.695, and there were no cases in which a score of 1 was reported, with the reports concentrated on scores of 2, 3 and 4, which is in line with a normal distribution. Among them, there were 15 (34.1%) whose family's economic source person was mainly the father, 3 (6.8%) whose family's economic source person was mainly the mother, and 26 (59.1%) whose family's economic source person was jointly run by the parents; the father being the main source of the economy generally indicates that the mother in the family is a housewife or the mother's income is meagre, and such a case accounts for one third of the total number of students with a mother as an economic The three groups of students with mothers as the economic source correspond to three groups of single-mother families, and parents running the business together accounted for the largest proportion of all respondents, which is the most typical kind of family economic model.

In terms of the influence of family economy on individuals, the mean value of the respondents' perception of the degree of influence of family economy on academic life is 2.91, with a standard deviation of 1.074, and the report focuses on scores of 2 and 3, indicating that the respondents in general tend to think that the family economy has a certain influence on their personal study and life, but the influence is not much.

The mean value of respondents' perceptions of the level of support provided by their individual families for their studies was 3.23, with a standard deviation of 1.255, which indicates that overall respondents' families provide more support for their studies, but there are still a few reports of extremely high scores of 1, and it is impossible to ignore the fact that there is a small percentage of respondents whose families provide very little support for their studies.

The mean value of the respondents' perception of the correlation between the academic support provided by their families and their academic performance was 3.39, with a standard deviation of 1.146, and the reports were mainly concentrated on scores of 2, 3, and 4, with a very small number of extremes of 1 and 5, indicating that the respondents generally favoured the existence of a certain correlation between the academic support and their academic performance.

The mean value of the respondents' perception of the degree of influence of family atmosphere on learning was 3.39 with a standard deviation of 1.146, indicating that the respondents generally favoured a high degree of influence of family atmosphere on learning.

3.5.2. Status of family harmony.

In the questionnaire, the researcher designed a multi-dimensional assessment system in order to gain a comprehensive and in-depth understanding of the respondents' family harmony status. The system includes four key factors: "family closeness", "family control", "domestic violence" and "family spoiling". "These dimensions are independent and interrelated. These dimensions are independent of and interrelated with each other, and together they form a comprehensive indicator for evaluating the state of family harmony.

The mean value of respondents' perceptions of the degree of family closeness was 3.2, and the standard deviation was 1.407, indicating that respondents tended to perceive their families as close, but at the same time, the data showed that the number of people in the distribution of the various scores was almost equal, suggesting that there was a certain amount of dispersion in the perceptions of different students about the degree of family closeness.

The mean value of the respondents' perceptions of the degree of family controlling was 2.59 with a standard deviation of 1.041, with a high number of reports on scores of 2 and 3, and a small number of reports on the other sub-scales, indicating that most of the respondents perceived the degree of controlling type of their families as being at a medium to low level, but despite the fact that most of the respondents' perceptions were more centralised, there were still a number of people whose perceptions were significantly divergent from the mean, which may be manifested in the form of extreme perceptions of the extreme perceptions of the degree of controlling nature of the family.

Respondents' perceptions of the extent of domestic violence had a mean of 1.89 and a standard deviation of 1.418, indicating a relatively low but widely distributed score, with 1 being reported the most frequently, suggesting that the majority of respondents perceived their personal level of domestic violence to be low or non-existent, however, the relatively high number of 5s reported in the other subsections may indicate that a small proportion of respondents perceived the domestic violence at a more serious level.

The mean value of the survey respondents' perceptions of the degree of family spoiling was 2.41, with a standard deviation of 1.226, and the highest number of reports were in the score bands of 1, 2, and 3, which showed that the majority of respondents perceived the degree of family spoiling-type to be low or moderate, which may be due to the fact that family spoiling-type behaviours are not prevalent in homeschooling; however, there were a small number of reports in the other score bands, which suggests that there is a high degree of perception amongst the respondents regarding the degree of family spoiling-type level of behaviour is somewhat diverse amongst the respondents.

The mean value of the respondents' perceptions of the overall level of rapport with family members was 3.52, with a standard deviation of 1.229, and the scores were clustered around 3, 4, and 5, which suggests that the majority of the respondents had a high level of rapport with their family members, but that there was a certain amount of dispersion in the ratings among the respondents, with a small number of them believing that their relationship with their family members was relatively average or not very rapportable.

3.5.3. Marital status of parents.

In terms of parental marital status, the mean value of respondents' perceptions of the severity of parental marital conflict was 2.32, with a standard deviation of 1.196, with a majority of those reporting scores of 1, 2, and 3, but a minority of those reporting scores of 4 and 5 also existed, suggesting that some of the respondents perceived that there was a serious parental marital conflict in the family that could not be ignored.

The mean value of respondents' perceptions of the likelihood of parental divorce was 2.05 with a standard deviation of 1.430, and 79.5% of the total number of respondents reported scores of 1 and 2, indicating that more than a majority of the respondents personally perceived the likelihood of parental divorce to be low or very low, but a minority of reports existed on scores of 4 and 5, suggesting that a small number of respondents perceived to be at the risk of having parents who were very likely to divorce.

The mean value of respondents' perceptions of the acceptance of parental divorce was 2.64, with a standard deviation of 1.432, and the high number of reports for each score suggests a certain degree of dispersion among respondents' evaluations of this question.

The mean value of respondents' perceptions of the extent to which parental marital conflict affects students' concern was 3.07, with a standard deviation of 1.283, and a higher number of reports on scores of 3 and 4, indicating that the majority of respondents perceived the extent to which parental marital conflict affects students' concern to be large or very large.

The mean value of the respondents' perception of the degree of having been afraid and worried by parental marital conflict is 3.14, and the standard deviation is 1.212, indicating that the degree of having been afraid and worried by parental marital conflict is deeper, and that the respondents have been affected by parental marital conflict to a greater extent.

The mean value of the respondents' perception of the degree of influence of parental marital conflict on their studies is 3.18, with a standard deviation of 0.922, indicating that the degree of dispersion of the respondents' evaluation of this issue is low, and that the respondents are generally inclined to think that parental marital conflict has a greater degree of influence on their studies.

3.5.4. Personal emotional management status.

In the area of emotion management, the mean value of respondents' perceptions of the pleasantness of their personal recent emotions was 2.73, with a standard deviation of 1.086, indicating that respondents as a whole rated the pleasantness of their recent emotions as moderately low, but that some respondents reported more pleasant emotions, with overall more discrete values.

The mean value of respondents' perceptions of the persistence of happier emotions over a longer period of time was 2.84, with a standard deviation of 1.098, the mean value of respondents' perceptions of the persistence of calmer emotions over a longer period of time was 2.59, with a standard deviation of 1.148, the mean value of respondents' perceptions of the persistence of anxious emotions over a longer period of time was 2.77, with a standard deviation of 1.255, and the mean value of respondents' perceptions of the persistence of melancholic emotions over a longer period of time was 1.255, with a standard deviation of 1.255. The mean value of respondents' perceptions of the duration of melancholic mood over a longer period of time was 2.70, with a standard deviation of 1.374, which indicates that respondents generally perceived that their happy, calm, anxious, and melancholic moods persisted at near-medium levels over a longer period of time, although there were large differences in perceptions between individuals. The mean value of survey respondents' perceptions of the persistence of the emotions of anger over a longer period of time was 2.23, with a standard deviation of 1.445, with 50% of survey respondents reporting a score of 1, and very few reporting an extreme score of 5, suggesting that survey respondents as a whole generally tended to have lower levels of the emotions of anger over a longer period of time.

Of the survey respondents' reports on the degree of influence of the above emotions on learning and life, the mean values of the perceived degree of influence of happy, anxious and depressed emotions were 3.52, 3.48 and 3.11 respectively, indicating that the respondents perceived that the emotions of happy, anxious and depressed emotions had a strong influence on learning and life, and the mean value of the perceived degree of influence of the emotions of calmness and anger on learning and life was 2.75, indicating that the respondents believe that these two emotions have some relevance to learning and life.

The respondents' assessment of the degree of influence of different factors on emotions shows that the respondents believe that academic performance, relationships with classmates, relationships with family members, and personal health all have different degrees of influence on emotions. Among them:

- (1) The reported mean values of the degree of influence of academic performance and relationship with family members on mood are 3.59 and 3.41, and the high mean values indicate that these two factors are the ones that the respondents perceive as having a greater influence on mood.
- (2) Relationship with classmates has a perceived mean value of 3.00, which indicates that the relationship with classmates has a certain influence on mood, but the influence is slightly lower than that of academic performance.
- (3) The mean value of the influence of personal health status on mood is 2.73, which is lower than other factors, this does not mean that health status has no influence on mood, but it may indicate that this factor may not be the primary factor affecting mood among the respondents.

3.5.5. Self-awareness.

In terms of study and life, the mean value of the respondents' perception of the class ranking of their own academic performance was 3.18, with a standard deviation of 1.167, of which it is worth noting that 59.1 per cent of the respondents believed that their own academic performance ranking was in the top 30 per cent to the top 70 per cent of their class, and only 11.4 per cent believed that their own academic performance ranking was in the bottom 30 per cent of their class.

The mean value of the respondents' perceptions of the stability of their own academic performance was 2.64, with a standard deviation of 0.865, and the reports were concentrated on scores of 2 and 3, with no reports of scores of 5, indicating that most of the respondents perceived the stability of their own performance as average or poor.

The mean value of the respondents' perception of self-satisfaction with their academic performance was 2.27, with a standard deviation of 1.020, with more reports of 1 and 2 points, and no 5-point reports, indicating that the respondents' overall self-satisfaction with their academic performance is low, although there are some differences between individuals.

The report on the current greatest distress of the respondents shows that 54.5% of the respondents believe that their current greatest distress is learning pressure, and 15.9% of the respondents who believe that their current greatest distress is future planning and self-awareness respectively.

In terms of individual personality, the survey questions were divided into two dimensions and four aspects of the survey, the report shows that the average value of the respondents in line with the extroverted and introverted character traits of 2.93 and 2.64, respectively, and the report shows that the respondents in line with the optimistic and pessimistic character traits of 3.02 and 2.70, respectively, indicating that the respondents as a whole tends to be more extroverted and optimistic personality traits.

In the individual self-identity aspect test, the overall mean value of the respondents' sense of personal identity was 2.786, indicating that the respondents as a whole showed a moderately low level of self-identity, and although some of them had a strong sense of identity and self-confidence in their own character, values and goals, overall, more of them might feel that their sense of identity and self-confidence were somewhat inadequate.

3.5.6. Love and marriage concepts.

In terms of the perception of marriage, 21 (47.7%) of the survey respondents held a neutral perception that the phenomenon of secondary school students falling in love is a personal choice, while other supportive and unsupportive perceptions were also reported, which to a certain extent reflects the diversity of the survey respondents' views on the phenomenon of secondary school students falling in love, but the majority of the respondents held a neutral and below attitude towards it.

The results of the survey respondents' perceptions of the main purpose of marriage show that 19 people (43.2%) believe that the main purpose of marriage is emotional support, another 9 people (20.5%) believe that the main purpose of marriage is emotional support and social acceptance, as well as 8 people (18.2%) believe that the main purpose of marriage is emotional support and economic cooperation, which suggests that the respondents as a whole tend to be inclined to the view that the main purpose of marriage is emotional support. The view that the main purpose of marriage is emotional support demonstrates this group's concept of marriage.

Twenty-one respondents (47.7%) believe that the best way to deal with divorce is to "communicate calmly with both parties, try to find ways to solve problems, and avoid rash divorce", which reflects that they are more emotional and emphasise the importance of communication, understanding and hard work; 18 respondents (40.9%) think that "Divorce should be carried out as soon as possible once the decision is made, so as to avoid causing more harm to both parties", this approach is more rational, reflecting the importance they attach to personal happiness and mental health; 4 people (9.1%) believe that they should seek the help of professional marriage counsellors, and look for possibilities of solving problems through counselling, and those who chose this way of doing so The respondents realised that marital problems can be very complicated and require professional knowledge and experience to guide them to a solution; in addition, one person (2.3%) thought that marriage should be maintained no matter what, even if they need to put up with an unhappy marital life. This view reflects the perseverance and responsibility for marriage, which is more extreme but also reflects the diversity of marital concepts.

The mean value of the respondents' perceptions of the importance of "being the right person for the family" in marriage is 2.98, and the standard deviation is 1.210, with most of the reports focusing on scores of 2, 3, and 4, but there are a small number of reports on the extremes of 1 and 5, indicating that there are some differences in the respondents' perceptions of the importance of "being the right person for the family" in marriage. This indicates that there are large differences in the respondents' perceptions of the importance of "being in the right place" in marriage, but the majority of the respondents believe that this is a factor of some importance.

The mean value of the respondents' perception of the extent to which their concept of marriage is influenced by the marital status of their parents is 3.07, and the standard deviation is 1.354, indicating that the respondents as a whole believe that the marital status of their parents has a certain influence on their personal concept of marriage.

3.6. Differences in Students' Personal Emotion Management, Self-concept and Marital Attachment Views in Different Family Situations

3.6.1. Classification of the economic situation of students' families and its differences.

Through the cluster analysis of the data of "family economic status", "the degree of family economic support for studies", "the degree of influence of family economic support for studies" and "the degree of correlation between family economic support and academic performance", it was found that the main factor distinguishing the respondents was "the degree of family economic support for studies", which was clustered into 2 categories. Cluster analysis of the data of "the correlation between family financial support and academic performance", it was found that the main factor distinguishing the respondents was "the degree of family financial support for schooling", which was clustered into two types. Among them, type 1 is the high support group, which contains 28 research subjects, accounting

for 63.6%, and type 2 is the low support group, which contains 16 research subjects, accounting for 36.4%.

After analysing the test of variance of personal emotion management based on "the degree of family financial support for studies", it was found that there was a significant difference in the degree of impact of depression on studies and life among different groups of students (significance of $0.018 < 0.05$). This result suggests that the level of family financial support for academics may have a direct impact on students' depression, which in turn affects their study and life status. Students in the group with high family financial support for academics may be more able to concentrate on their studies because of less financial pressure, and depressed mood has less impact on their studies and life. On the contrary, students in the low family financial support group may have more psychological burdens and depression due to higher financial pressure, which may significantly affect their study and life status.

After analysing the self-perceptions of the students based on the "degree of family financial support for studies", it was found that there was a significant difference in the degree of conformity to the extroverted personality among the groups (significance $0.047 < 0.05$). This suggests that the degree of family financial support for academics may also be related to students' personality traits, and that students in the group with high family financial support for academics may be more likely to display extroverted personality traits, such as self-confidence, optimism, and sociability, due to less financial pressure. Students in the low family financial support for academics group may be more likely to exhibit more introverted personality traits, such as anxiety, low self-esteem, and socially inept, due to higher financial stress.

3.6.2. Classification of students' family intimacy status and its differences.

The results of the study were analysed through the following questions: "the degree of family relationship" "family type" "the degree of parental marital conflict" "the likelihood of parental divorce" "Acceptance of parental divorce" "Impact of parental marital conflict on students' concerns" "Fear and worry due to parental marital conflict" "Impact of parental marital conflict on academics" were clustered and analysed. "Cluster analysis of the data on "the degree of impact of parental marital conflict on schooling" revealed that, with the exception of the subjective topic "the degree of impact of parental marital conflict on schooling", which showed little difference in the factors that differentiated the respondents, the other factors were significantly different between the two groups. The results showed that the factors that differentiated the respondents, except for the subjective question of "the influence of parental marital conflict on schooling", showed almost no difference. Type 1 was the stable close family group, which contained 63.6 per cent of the study participants, a total of 28 persons. These families showed lower levels of parental marital conflict, less likelihood and acceptance of parental divorce, less fearful worry due to parental marital conflict, and high levels of family rapport. In addition, these families tended to be coddling, providing a stable and close environment for students to grow up in. Type 2 group was the unstable conflict family group, which contained 36.4% of the study participants, totalling 16 individuals. Compared to the stable and close family group, these families showed opposite characteristics on several factors, such as higher levels of parental marital conflict, greater likelihood and acceptance of parental divorce, higher levels of fearful worry due to parental marital conflict, and lower levels of family rapport. These unstable and conflicting family environments may have a negative impact on students' development.

Based on the above groupings of family types, a test of variance analysis of personal emotion management revealed the following significant differences:

(1) Degree of Melancholy: There was a strong significant difference in the degree of Melancholy between the Stable Intimate Family group and the Unstable Conflict Family group (significance of $0.00 < 0.05$). Students in the stable close family group showed a lower degree of depression while students in the unstable conflict family group showed a higher degree of depression.

(2) Duration of anger mood: there was also a significant difference between the two groups in the duration of anger mood (significance $0.012 < 0.05$). Students in the stable close family group were more likely to be calmed down in their angry moods, whereas students in the unstable conflict family group were likely to experience longer periods of angry moods.

(3) Susceptibility to emotions related to relationships with classmates: there was also a significant difference between the two groups in terms of susceptibility to emotions related to relationships with classmates (significance $0.042 < 0.05$). Students in the stable close family group were less susceptible to being emotionally affected by relationships with classmates, whereas students in the unstable conflict family group were likely to be more susceptible to this effect and more likely to be worried about maintaining relationships with classmates.

In addition, in terms of self-perception, there was a significant difference between the two groups in terms of academic stability of self-perception (significance of $0.021 < 0.05$). Students in the stable close family group showed higher stability in their learning, while students in the unstable conflict family group were likely to show more volatility and uncertainty in their learning.

3.6.3. Categorisation of students' domicile and its differences.

Using the respondents' "household registration" as the basis for grouping, divided into 8 persons in the urban household group (18.2%) and 36 persons in the rural household group (81.8%), and carrying out the analysis of the difference test of the overall factors, the following significant differences were found:

(1) Family economic status: there is a strong significant difference between the two groups' family economic status (significance $0.00 < 0.05$). This result may reflect the uneven level of economic development and distribution of resources between urban and rural areas. The urban household group may have higher household income and more economic resources, while the rural household group may face more economic pressure and resource constraints.

(2) Correlation between family academic support and academic performance: there is a significant difference between the perceptions of the two groups of respondents regarding the correlation between family academic support and academic performance (significance $0.008 < 0.05$). This suggests that there may be a difference between the urban and rural household groups in terms of their perceptions of family education and educational practices. Families in the urban hukou group may pay more attention to academic support and perceive that family support has a more significant impact on academic achievement, while families in the rural hukou group may have limited knowledge of the relationship between family academic support and academic achievement due to limited resources and access to information.

3.6.4. Gender classification of students and its differences.

Using the "gender" of the respondents as the basis for grouping, divided into a male group of 12 (accounting for 27.3%) and a female group of 32 (accounting for 72.7%), and carrying out the analysis of the test of variance of the overall factors, the following significant differences were found:

(1) The degree of support for secondary school students' romantic relationships: there is a significant difference between the two groups of respondents in the degree of support for the phenomenon of secondary school students' romantic relationships (significance of $0.003 < 0.05$). This may reflect the differences in emotional concepts, social expectations and personal experiences of different genders.

(2) Degree of family spoiling: there is a significant difference in the degree of family spoiling between the two groups of respondents (significance $0.039 < 0.05$). The gender difference in the degree of family spoiling may be related to the family's educational style and expectations of boys and girls, where girls may be more protected and spoiled in some families, while boys may face more responsibilities and expectations.

(3) Degree of introversion: there is a significant difference in the degree of introversion between the two groups of respondents (significance $0.019 < 0.05$). Gender differences in the degree of introversion

may be related to gender traits, socio-cultural influences, and personal upbringing. For example, certain socio-cultures may be more inclined to view introversion as a female trait, which may lead to a greater tendency for women to be perceived as introverted.

(4) Duration of calm emotions over a longer period of time: there is a significant difference in the duration of calm emotions over a longer period of time between the two groups of respondents (significance of $0.005 < 0.05$). Reflecting the fact that boys and girls may use different strategies when it comes to emotion management.

(5) Emotional susceptibility to academic performance: there is a significant difference between the two groups of respondents in terms of emotional susceptibility to academic performance (significance $0.007 < 0.05$). The gender difference in the degree of emotional vulnerability to academic performance may be related to gender differences in perceived academic stress, self-expectations, and coping strategies. For example, female students may face higher levels of academic stress because they may place more importance on academic performance and social expectations. In addition, boys and girls may use different strategies to cope with academic stress, which may also affect their emotional state.

3.7. Relevance Analysis

This study explored the degree of association between several variables through Pearson correlation analysis, and the results are categorised and described below:

3.7.1. Factors significantly correlated with academic performance.

(1) Academic performance and the degree of family rapport: The results of the analyses show that there is a significant positive correlation between the degree of family rapport and academic performance ($r=0.343$, $p < 0.05$). This suggests that students tend to perform better academically in a family environment with harmonious relationships.

(2) Academic performance and the degree of parental marital conflict: there is a significant negative correlation between the degree of parental marital conflict and academic performance ($r=-0.341$, $p < 0.05$). This suggests that marital conflict between parents may have a negative impact on students' academic performance.

(3) Academic performance and emotional state: academic performance showed significant positive correlations ($r=0.419$, 0.412 , $p < 0.01$) with the degree of happy mood and the degree of calm mood, while significant negative correlations were found with the degree of anxiety mood, the degree of melancholy mood, and the degree of anger mood ($r=-0.331$, -0.411 , -0.334 , $p < 0.05$). This suggests that emotional states have a significant impact on academic performance, with positive emotions facilitating learning and negative emotions hindering learning.

(4) Stability of academic performance and emotion and self-perception: stability of academic performance shows significant positive correlation with the degree of happy mood, the degree of calm emotion, the degree of satisfaction with one's own personality, the degree of satisfaction with one's own appearance, and the degree of satisfaction with one's own ability to learn ($r=0.461$, 0.432 , 0.462 , 0.416 , 0.310 , $p < 0.05$ or $p < 0.01$). This suggests that emotional stability and positive self-perception have a positive effect on the stability of academic performance.

3.7.2. Factors significantly correlated with self-perception.

(1) Level of self-confidence and satisfaction with academic achievement: Satisfaction with academic achievement showed a significant positive correlation with self-confidence ($r=0.399$, $p < 0.01$). This shows that academic achievement helps to increase students' self-confidence.

(2) Self-perception and stability of academic performance: stability of academic performance showed significant positive correlation with satisfaction with one's own personality and satisfaction with one's own appearance ($r=0.462$, 0.416 , $p < 0.01$). This indicates that the stability of academic performance is positively correlated with students' self-perception evaluation, i.e., the more stable the academic performance, the more positive the students' evaluation of themselves.

3.7.3. Factors significantly correlated with personal mood.

(1) Personal emotions and the degree of family relationship harmony: the degree of family relationship harmony showed significant negative correlation with the degree of melancholic emotions and the degree of angry emotions ($r=-0.333$, -0.461 , $p<0.05$ or $p<0.01$). This suggests that the harmony of family relationships helps to reduce students' negative emotions.

(2) Personal mood and the degree of parental marital conflict: the degree of parental marital conflict showed a significant negative correlation with the degree of happy mood ($r=-0.368$, $p<0.05$), while it showed a significant positive correlation with the degree of anxious mood and depressed mood ($r=0.328$, 0.511 , $p<0.05$ or $p<0.01$). This suggests that marital conflict between parents may have a negative impact on students' emotional state.

(3) Personal mood and personality: the degree of emotional vulnerability to relationships with family members showed a significant negative correlation with the degree of extroverted personality ($r=-0.319$, $p<0.05$). This suggests that students with introverted personalities may be more susceptible to mood swings due to family relationships.

4. Conclusion and discussion

4.1. Conclusion

(1) Influence of family economy and amicable situation on academics: Most of the respondents come from families run by their parents together, and they believe that family economy has a certain influence on their personal study and life, but it is not a decisive factor. Most families provide significant support for academics, and respondents tend to believe that this support is strongly correlated with academic performance. While the majority of respondents reported that family relationships were cordial and harmonious, there were a few cases of more serious domestic violence, while they generally believed that a harmonious family atmosphere had a positive impact on academic performance. In addition, while parental marital conflict does exist in some families, most respondents believe that the likelihood of parental divorce is low. Notably, they believed that parental marital conflict can have a greater negative impact on students' emotions, moods, and academic performance.

(2) Emotional management, self-perception and concept of marriage: the overall emotional state of the respondents was moderately low, and academic performance and relationship with family members were considered to be the main factors affecting emotions. In terms of self-perception, they ranked their academic performance as medium to high, but their satisfaction was low, and most of them believed that the main trouble they currently faced was academic pressure. Regarding the current relationship problems of secondary school students, there is a big difference in attitudes between men and women, but overall most of them emphasise the role of marriage as an emotional support in dealing with future marriage, and believe that the marital status of their parents has an impact on their own concepts of marriage and love.

(3) Family financial support, family intimacy status, household registration, and gender all significantly affect students' emotions, personality, and academics. Students with high economic support and stable and close families were emotionally stable, extroverted and academically stable; while the opposite was true for students with low support and unstable and discordant families. There were large differences in economic and educational perceptions between urban and rural students' families, with urban students likely to have more economic resources and a more academically supportive family educational environment. Males and females also differed in terms of the degree of family spoiling, personality, emotion management and academic pressure. Female students may face higher academic pressure and expectations, and may also be more spoiled by their families; whereas male students may use different strategies for emotion management, and their emotions may be less affected by their academic performance.

(4) Correlation analyses found that the degree of family relationship, the degree of parental marital conflict, and emotional state were significantly correlated with academic performance, and the stability of academic performance and the level of self-identity were also closely related to emotional state; at the same time, the study showed that family relationship, parental marital conflict, and individual personality also affect personal emotions. These results reveal the significant influence of family environment, emotional state and self-identity on students' academic performance and personal emotions.

4.2. Discussion

In response to the above findings, the following is a discussion of each of the major conclusions.

1) Impact of family financial and harmony status on academics

The study found that family economic support and family harmony status had a significant positive effect on students' academic performance, which is in line with many existing studies. For example, Yang Li (2023) [8] pointed out that junior high school students' academic performance is significantly influenced by predisposing factors such as family socio-economic status, but family non-monetary resource inputs (including parental supervision efforts, frequency of parent-child exchanges, parent-student peer-group interactions, and parental expectations of their children's education) can reduce the positive effect of family socio-economic status on academic performance to a certain extent. Some studies have pointed out that children are more likely to suffer from psychological problems if they experience frequent quarrels between their parents while growing up [9,10]. In addition, the negative impact of domestic violence and parental marital conflict on students' academics should not be ignored, Hu Yanjing (2023) [3] pointed out that parental marital conflict can negatively predict junior high school students' academic burnout, and that a poor family environment may lead to problems such as mood swings and lack of concentration in learning, which in turn affects academics.

(2) Emotion Management, Self-perception and Marital Concepts

Studies have shown that academic performance and relationship with family members are the main factors affecting students' emotions, and there is a significant correlation between secondary school students' academic emotions and academic performance; positive academic emotions lead to higher academic performance, while the opposite is true for negative academic emotions [19]. Wu Xian (2020) [5] pointed out that there is a significant negative correlation between mother's emotional warmth and obsessive-compulsive tendency in adolescents' emotional states in family parenting styles, and father's harshness is significantly and positively correlated with depressiveness in adolescents' emotional states. Regarding self-perception, students generally have low satisfaction with their academic performance, which may be related to the highly competitive educational environment in today's society, students may be pressured by high expectations from their families, schools, and societies, which leads them to demand too much of themselves, and some students may evaluate themselves too negatively, lack self-confidence, and underestimate their own abilities and accomplishments, which leads to students having inaccurate perception. The idea that students are influenced by the marital status of their parents is supported by Paper [20], a questionnaire survey on the topic of "whether the relationship status of parents affects their children's view of marriage", which shows that 92% of the respondents believe that the relationship status of their parents affects their children's view of marriage. At the same time, the students emphasised the emotional support and the factor of "the right family" in marriage, which reflects that modern teenagers are more rational and realistic in their choice of marriage.

(3) Students' differentiated performance under urban-rural and gender differences

There are large differences in economic and educational concepts between urban and rural students' families, and urban students have better family conditions and may have more economic resources and a family education environment that pays more attention to academic support. This view is supported in Paper [11] that parents in the majority of rural families are still quite common in their

families to go against the scientific methods and means of education due to the limitations of their lower cultural level and educational quality.

Males and females also differ in terms of the degree of family spoiling, personality, emotional management and academic pressure, with girls likely to face higher academic pressures and expectations, as well as being more spoiled by their families; whereas boys are likely to use different strategies for managing their emotions and their emotions are likely to be less affected by their academic performance. This may be related to the different social expectations of gender, for example, it was found that for girls, academic performance was higher in democratic parenting styles than in authoritarian ones, and for boys, academic performance was higher in authoritarian parenting styles than in democratic ones, and Paper [13] argued that the gender differences in the impact of the above parenting styles on adolescents' academic performance and social behaviour stemmed from the different social groups' traditional Chinese parenting concepts and differences in gender role concepts. In addition, the immediate and long-term predictive effects of perceived parental academic stress on girls' depression and problematic behaviours, the immediate and long-term predictive effects of perceived parental academic stress on boys' depression, and the long-term rather than immediate predictive effects of perceived parental academic stress on boys' problematic behaviours as explored by Paper [14], also demonstrated the differences in psychological adaptations of adolescents of different genders in the context of previously perceived parental academic stress. adaptation differences.

(4) Correlation analyses revealed that

Multiple correlations between family relationship, parental marriage, emotional state, academic performance, and self-perception were confirmed by the study. The interactions and influences among these factors form a complex system that works together in the growth and development of students. For example, Jin Haifeng (2015) [7] pointed out that family is the basis for the early formation of object relations in an individual, and the harmony or lack of harmony in the family environment has a profound impact on students' mental health and academic performance.

In summary, these findings not only validate some of the previous research conclusions, but also provide us with a more in-depth understanding of students' growth and development. In future education and family education, more emphasis should be placed on creating a harmonious family environment, providing the necessary financial support, and paying attention to students' emotional management and self-perception development.

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