

# *Research on the Improvement of Parents' Self-Management Ability Based on Value Decision*

Wang Yan<sup>1,2</sup>

1. Taizhou Radio and Television University, Taizhou Zhejiang, 318000, China

2. Taizhou Community College, Taizhou Zhejiang, 100143, China

**Keywords:** Value decision-making, Parents, Self-management ability

**Abstract:** In life and news reports, we see that behind too many children whose emotions are out of control, there are parents who lose their temper when they don't agree with each other; behind the children who have low self-esteem in study and life and have no sense of value, there are parents' confusion in their own work and life, and the parents' lack of self-management ability in the original family brings the children a lifelong frustration. This paper attempts to analyze the current situation of parents' self-management ability from the three key points of value decision-making, the core algorithm of active learning system, and puts forward the corresponding improvement methods on the basis of the analysis.

## 1. Introduction

In 2019, the Ministry of Education issued relevant instructions on the tasks and objectives of improving the level of family education in the Ten Strategic Tasks of *China Education Modernization 2035* and Education Work Conference, emphasizing the importance of family function and education, and releasing the powerful effectiveness of school education and family education (1+1>2) [1]. Since the 18th National Congress of the Communist Party of China, General Secretary Xi has repeatedly mentioned the discourses related to “family” (family tradition, family education, family building, etc.). He believes that family is the first classroom in life, and parents are the first teachers of children. Parents have far-reaching and lasting influence on their children. Parents should pay attention to the upbringing of their children and consciously shoulder the responsibility [2]. “Teaching by personal example is better than wording.” Parents, as the children's first teachers, play an important role in the growth of their children every day. Their emotions, thinking and behaviors subtly influence their children's thoughts and actions. Many children are like a magnifying glass for their parents. They reinforce the strengths and weaknesses of their parents, and are deeply imprinted by their parents before they enter school education and social education.

## 2. Overview of Related Theories

### 2.1 Research on Self-Management

The research on self-management problems originated in clinical medicine, and the current research in the medical field still occupies a very important proportion. With the development of

society, self-management has also demonstrated its importance in various issues in schools, enterprises, and social organizations. Then pedagogy, sociology, psychology, and management have explored self-management capabilities from different angles, with many research literatures about self-management issues on students at all levels of school and employees. China has achieved fruitful results in the research of self-management ability outside the medical field, but these results are mainly concentrated in school education and business management, while in the field of family education, it is still very insufficient. Only dozens of literatures showed by searching “parents + self-management”, and after browsing one by one, it is found that it is not really exploring the problems of parental self-management in family education, but how parents’ family education methods work on the improvement of children's self-management ability. It is a very meaningful exploration to use the original research results in school education and business management in self-management and self-management ability to guide the improvement of parents' self-management ability in family education.

## **2.2 Research on Value Decision-Making**

Value decision-making is the core algorithm of the active learning system. As an important part of the active learning system, value decision-making is the management of resources or tasks based on inner value standards to determine the priority of things and the order of execution. Value decision-making is the basis for people to make self-determination [3]. As parents encounter problems in daily life, if they cannot get enough mental energy, they will easily fall into a state of self-defeating and learned helplessness. In this case, how to restart reasonable value decisions determines the direction of parental behavior. What should be done? Should I keep going? Are there any new ways of looking at the problem and missing information? What were the right or wrong? What happens if I try again? Thinking of these questions is the key to distinguish whether a parent has a growth mindset. Value decision-making includes three key points: emotion management, meaning standards, and method selection. The article attempts to analyze the current situation of parents' self-management ability from the three points of value decision-making, and proposes corresponding solutions based on the analysis.

## **3. Analysis of the Status Quo of Parental Self-Management Based on Value Decision-Making**

The first point of value decision-making is emotional management. From the perspective of human evolution, the human rational brain appears later than the emotional brain. Only when the emotional brain is comforted can the rational brain perform better work. The first embodiment of parents' self-management ability in family life is their emotional management ability. Only with good emotional management ability can we be a good container for the various troubles of the children's growth and create a warm harbor for the healthy development of children.

### **3.1 Emotional Management Problems in Parental Self-Management**

Emotion management is the ability to effectively regulate and control emotions and adapt to the environment and changes on the premise that they can recognize their own emotions and understand the emotions of others [4]. Parents’ emotional management refers to the process in which they can overcome negative emotions, calm themselves, and actively face difficulties when they encounter difficulties in the family’s self-management; it is also the process by which parents will not take it lightly when encountering problems that they think are simple, maintaining a moderate sense of tension, paying attention to the process of focusing and completing tasks. Parents showing a scientific attitude in emotional management is conducive to giving children a good example of

emotional management, so that they will not be arrogant and not discouraged in their studies and life. Usually, the emotional problems that parents are prone to in the self-management of the family are mainly caused by their unreasonable beliefs in work and life. There are three typical characteristics of unreasonable beliefs: absolute requirements, excessive generalization, and extremely bad [5].

### **3.1.1 Absolute Requirements**

The requirement of absolutization means that parents make decisions based on their own wishes rather than objective facts. This is because they have developed some fixed ways of thinking and stereotyped concepts in the process of growing up, and then use these to restrain themselves and their family. For example, children should listen to the words of adults, children should do their homework first after school, they should say hello politely when they meet strangers, and the older children should give way to the younger one and so on. Such parents ignore that everyone in the family is an independent individual and has their own laws of physical and mental development. The traditional laws are not necessarily correct, only the ones that meet the needs of their children are reasonable.

### **3.1.2 Excessive Generalization**

This is a generalized belief. Parents with this belief will summarize a comprehensive conclusion with one or a few things, make logical errors in inductive reasoning, and complain about their partner and children to “always, never, usually” make mistakes of this or that when they encounter things. When thinking about problems, these parents only pay attention to the extremes of things and ignore the intermediate stages, or they only pay attention to some aspects and lack a holistic view. For example, some parents can't see their children's progress when they see their children's daily study exams. They always hope that their children can be among the best, or even be the first in the class. In this way, it is easy to complain or even criticize the child when the child has a seemingly unsatisfactory result (such as a failing or an unsatisfactory score). In fact, learning is a process that requires a long time of hard work and continuous improvement. In this process, if the parents are ambitious and actively support their children, the children will have the opportunity to achieve ideal results.

### **3.1.3 Extremely Bad**

Extremely bad means that parents face negative events that are not very serious, but imagine all kinds of catastrophic results. For example, when a child first enters school, he does not establish good study habits, is not active in learning, and has unsatisfactory test results. Parents think that the children are not studying well now, they will not be able to enter a good university in the future, then cannot find a good job, and not having a good life, etc., parents would become very anxious, so under the double pressure of work and life, it is easier of them to lose control of emotions and cannot think and solve problems calmly. As adults, parents need to face the double pressure of work and life. They are often tired and excessively anxious, which makes many them lack of mental resilience, emotional collapse, fall into a state of helplessness and despair, and unable to restart the correct way to choose.

## **3.2 The Question of Meaning Standards in Parental Self-Management**

The significance standard is the reference standard for parents to objectively evaluate the meaning of a certain event. It is often formed from the life experience of the individual from

childhood to adulthood, and is composed of various weights that affect the judgment behavior [5]. Parents need to have clear meaning standards for judging the importance of events in daily family life and children's education, which can be used to guide their own behavioral decisions. However, in fact, many parents with empirical management have not clearly thought about this problem, and always use some external socialized meaning standards to think about the problem, so that the value standards are prone to be ambiguous, short-sighted, and disordered. problem.

### **3.2.1 Unclear Meaning Standards**

When it comes to meaning standards, some parents may think that they have no clear meaning standards, and they are making judgments intuitively. In fact, every parent's decision-making behavior has specific meaning standards behind it, but they are not accustomed to reflecting and sorting out their own significance standard system. In other words, parents' unclear meaning judgment standards are actually based on the implicit subconscious meaning standards. The ambiguity of the significance standard itself may not be the crux of the problem. The problem is that when the significance standard in parents' subconsciousness is deviated, they are easy to make wrong decisions without being aware of it, so they cannot make changes.

### **3.2.2 Short-Sightedness of Meaning Standards**

The short-sightedness of the significance standard means that when parents make choices, they are limited by the immediate problems and socialization standards. For example, they regard academic performance as the priority standard for evaluating the growth of the child and whether the parent successfully educates the child, focusing only on the child's academic performance, and taking the college entrance examination as the end of a child's life. Before the college entrance examination, parents focus on the children's study, blindly arrange everything for the children, and ignore the development and training of other aspects of the children's abilities. They believe that as long as the children study well and enter the university, the future life path will naturally be unimpeded. Obviously, this is not consistent with the many difficulties encountered by the child on the long road of life, and it also prevents the child from getting enough exercise and forming self-efficacy through various decision-makings and behaviors which did not lead to serious consequences in reality at a young age, and these are the keys to a happy life for children in the future.

### **3.2.3 The Disorder of Meaning Standards**

The disorder of meaning standards is reflected in the poor rationality of the parental meaning standards and the weight setting, so that they make mistakes and make wrong judgments and coping behaviors. For example, regarding the significance of children's values, healthy personality and academic performance, many parents will rank good academic performance as a priority, and give an over-important weight to it. They think that school-age children should study well, so they do all the other things for their children. However, result often goes against their wishes. When the child encounters obstacles in personality development, he does not learn well, or on the surface he becomes a schoolmaster, but in fact he becomes a "hollow person", and are unable to experience a sense of autonomy and happiness.

## **3.3 The Problem of Parent's Method Selection in Self-Management**

Method selection is what kind of methods parents choose to solve various specific problems encountered in their self-management ability under the corresponding emotional management and

meaning standards. Under the wrong emotional management and meaning standards, the wrong way of coping will inevitably be produced. For example, when they encounter difficulties in tutoring their children's homework, many parents will have emotional breakdowns, especially when the children make mistakes repeatedly on the same type of topic, the parents are prone to anxiety and anger. They think that the children are not serious, not working hard, and additionally because they pay too much attention to homework based on their value standards and ignore the importance of children's healthy personality development, parents will eventually make wrong behavior decisions, such as yelling at the children, or even physically punishing the children. What parents don't understand is that when children make repeated mistakes on the same problem. It may be that there is a misunderstanding in the child's information recognition ability or logical processing, or the knowledge base has loopholes. It is necessary to carry out intensive training according to specific learning difficulties to truly solve the problem.

#### **4. Ways to Improve Parents' Self-Management Ability Based on Value Decision-Making**

When there is a problem with the emotional management and meaning standards of value decision-making, it is difficult for parents to make reasonable choices in actual behavior. Therefore, the key to improving parental self-management ability is to comprehensively upgrade parental self-management from the three elements of value decision-making system.

##### **4.1 Efforts to Improve Parents' Emotional Management Ability**

Emotions often arrive before rational thinking and have an important impact on people's behavior and decision-making. Many parents are prone to negative emotions under wrong negative automatic thinking, and thus make behavioral decisions that make their children fear and regret by themselves. Therefore, improving the ability of self-management starts with improving their emotional management ability.

###### **4.1.1 Expand the Cognitive Scope of Emotional Management**

As parents, they face the double pressure of work and life every day, and they also encounter various problems in interpersonal communication, which can lead to positive and negative emotions. Emotions are people's reactions to external stimuli after being recognized by their own cognitive system. Different cognitions of the same thing will produce completely different emotional reactions. As parents, they can improve emotional tolerance by learning and mastering the knowledge and cognition related to the emotional response system, constantly learning related knowledge of emotional management, expanding cognitive scope, changing thinking mode, and comprehensively improving their emotion management ability.

###### **4.1.2 Discover the True Causes of Negative Emotions**

Behind the negative emotions of parents is often the surge of other feelings, such as parents' fear of unknown factors, the grief that the family no longer needs oneself, the helplessness that children no longer take orders from adults, the grievance of being incomprehensible to the lover, and anxiety of stressful work, etc. At this time, parents need to calm down and discover their real needs behind their anger, analyze them rationally, or improve their own problem-solving methods through learning and training, or ask for help to find better resources to deal with them correctly. Sometimes negative emotions are healed to a certain extent when they are seen, and understanding the source of pain can reduce its power.

### **4.1.3 Respect the Objective Laws of Children's Growth**

Being parents needs a lot of knowledge and patience. It requires parents to systematically receive parental education training, master the scientific laws of children's physical and mental development, and implement parenting behaviors in a planned and step-by-step manner according to their children's growth characteristics. The empirical parenting method is easy for parents to treat the limitation of their children's developmental ability as a mistake, which adds a lot of unnecessary troubles. In addition, parents should respect the individual requirements of their children in the development process, and when they encounter different opinions, they should express their opinions and thoughts in a reasonable and appropriate manner based on the principle of equal respect. They should not force their children to accept their own opinions. If there are differences, communicate in a timely manner, do not picture negative factors, do not make unrealistic expectations of others, do not irritate the negative emotions to the child, and do a correct demonstration role for the child's growth.

## **4.2 Scientifically Upgrade PARENTS' Significance Standards**

### **4.2.1 Establish a Scientific View of Time and Space**

The scientific significance standard system is the basic guarantee for parents to make correct behavioral decisions. Thus, parents can establish a longer-term view of time and a more comprehensive view of space, and clarify what is really important in the long-life growth process, which will let parents become more psychologically resilient, easier to persevere when encountering difficulties, and try more. Many abilities of human beings are not accomplished in an action and need long-term cultivation. For example, the values and healthy personality, which are of extraordinary significance to oneself and their children, are all learned in an unnoticed way for many years. If parents just look at what is right in front of them or the college entrance examination, it is easy to produce excessive anxiety and fall into learned helplessness. But if they take a lifetime or even longer time as their own time system, the immediate problem may not be so important.

The concept of space is also the same. A wish cannot be realized in this space, but it may be realized in other spaces. For example, if you are not very good at doing this job, or the company is not suitable, it does not mean that you will still be inappropriate even by changing a company or a job. When one road fails, we must firmly believe that there will always be other roads to try. This is psychological resilience. With a correct view of time and space, parents can correctly accept the mistakes made by themselves and their children in life and study, reflect from mistakes, and learn and progress from mistakes in reflection.

### **4.2.2 Establish a Positive Learning View**

For children to study well, parents must first establish the concept of lifelong learning and build a learning family atmosphere. Confucius said: "Those who are born with the possession of knowledge are the highest class of men. Those who learn, and so, readily, get possession of knowledge, are the next. Those who are dull and stupid, and yet compass the learning, are another class next to these. As to those who are dull and stupid and yet do not learn - they are the lowest of the people." Adults learn because they are troubled. Parents have to carry out independent learning with the problems in work and life, and continue to grow up with the children, so that they can set an example - a good example of "live and learn". Learning is an activity that needs to be persisted day after day, and it is also difficult to see results in the short term. From a child's perspective, if the teaching content and teaching methods in the learning process do not conform to their cognitive

characteristics, learning would become a practice that requires a firm will to persist. This kind of practice requires the correct demonstration of the parents and their company along the way.

### 4.2.3 Form a Correct View of Self

In the early stages of life, children need to live closely with their parents to obtain the physical and psychological basis for survival. Parents take care of their children in every possible way when they are young, which can not only meet the needs of the children, but also help the children form a healthy and safe attachment. However, some parents have not learned to let go as their children grow up. They deprive their children of the opportunity and ability to learn from the practice of life, and make all decisions for their children. They feel that their children's affairs are their own affairs, continue to be meticulous to their children's lives, and blindly satisfying children's needs. Such parents not only increase their own pressure on educating children, but also deprive their children of basic living abilities, and finally lead to strong pressure on their children, making it difficult for them to have autonomous power and a sense of self-happiness.

### 4.3 Reconstruction of Parents' Method Selection

Parents' positive method selection should be carried out through the second problem-solving method, that is, to eliminate the negative emotions caused by automatic negative thinking, put the value that is conducive to the long-term healthy growth of the child in the first place, and restart information collection and identification to solve related problems. Complex problems can be recorded and shared in the form of written records, and can also be compared with classified notes, illustrated and drawn in mind maps, etc. to help comprehensively analyze complex situations. In addition, parents should reanalyze semantics in terms of instinctive automatic thinking methods, trying to interpret from multiple perspectives such as self, children, and experts.

## 5. Acknowledgment

One of the results of the 2020 research project of Zhejiang Province Educational Science Planning "Research on the Needs and Implementation Paths of Parental Education for Two-Child Families in Community Education" (2020SCG138);

One of the results of the 2020 General Project of Philosophy and Social Science Planning of Taizhou City, Zhejiang Province, "Investigation on the Status Quo of Parental Self-management Ability and Research on Its Improvement Path" (20GHB31)

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