

The Influence of Emotional Education Experience on Students' Social Identity

Huang Huang*

Sociological Studies, University of Sheffield, Sheffield, S3 7HD, UK

Abstract. This study uses a questionnaire survey to understand the impact of emotional education experience on students' social identity. The results show that emotional education experience can significantly affect students' social identity, and different emotional education experience has a different impact on students' social identity, among which class emotional education experience has the most obvious impact.

1 Introduction

The origin of affective education theory is complex. After World War II, the "emotional revolution" emerged in western academic circles and gradually became the focus of psychology, philosophy, management, sociology and other disciplines [16]. In this process, the emotional education theory gradually formed, including Mr Rogers' "student-centred" education thought [7], Su Huom's "emotional power systems" proposed by Adam Galinsky [6], 'carter "emotional teaching theory" of gold [8] and Lozano's "suggested teaching" [10] theory has made an indelible contribution to its development. In the mid-1980s, affective education theory began to rise among educational practitioners in China and was gradually recognized and studied by educational theorists [12]. since the 18th National Congress of the Communist Party of China, under the guidance of the theory that moral education is the priority and moral education, and under the guidance of the Moral Education Guide for Primary and Secondary Schools issued by the Ministry of Education, Chinese educators have combined theory with practice (Zhu Xiaoman, 2015). Among them, Jiangsu Tianjiabing Middle School has been reported by People's Daily for its successful demonstration of emotional education and has been greatly recognized by all sectors of society (Cheng Shangrong, 2021). One of the important values of emotion theory is that it can promote the transformation of the individual socialization of students. In detail, it refers to the growth process of individuals from natural persons (or biological people) to social people. Through friendly between teachers and students, students make their idea and concept of constantly trying to correct or strengthen success and failure, to help students form the correct values, attitudes, and good social concepts (Li Haifeng, 2006). Nevertheless, our education, especially secondary education, has seriously deviated from its basic direction: to create a completely perfect and well-rounded person, to create a sound and healthy

personality. The utilitarian pursuit of enrollment rate makes the generation process of students' spirit-cultural personality dull and unbearable. It fails to properly handle the relationship between emotion and moral education, emotion and intellectual education (Liu Changgeng, 2003). Social identity theory holds that individuals can identify with their groups through social classification and generate in-group preference and out-group bias. Individuals can improve their self-esteem by realizing or maintaining a positive social identity (Zhang Yingrui, 2006). Therefore, through social identity theory, we can better recognize the educational results of emotional education practice in cultivating students' sound personalities and socialization to improve our practice.

2 Literature review

2.1 Emotional education

Emotional education focuses on how people's emotional level constantly produces new qualities and moves to new heights under the influence of education. It is also to focus on how emotional mechanism, as one of the life mechanisms of people, plays a coordinating role together with physiological mechanism and thinking mechanism to achieve the best functional state. In comparison, the "emotion" in emotional education corresponds to "affectivity", which includes emotion in the process of emotional reaction in physiology and psychology, as well as emotional experience and feeling at the level of psychological feeling [13]. On this basis, emotional education theory criticizes and analyzes the shortcomings of the cognitive moral education paradigm and puts forward the "emotional, moral education paradigm". It refers to must attach great importance to moral education emotion at the personal moral formation and the status and value, and put emphasis on based on the dynamic experience, emotion, attitude system as its core, emotion and cogni-

* Corresponding author: hhuang47@sheffield.ac.uk

tion influence each other, to promote the development process, from the emotional quality level the guarantor of the virtue of moral education concept, the orientation and practice operation style [13]. The emotion here refers to the continuum of human emotional development, including people's emotional tone, expression, interests and hobbies, the nature and level of emotional experience, value tendency, personality characteristics, and spiritual sentiment [13]. In practice, this paradigm should have three most sensitive indicators: whether educators have emotion-personality qualifications and skills, whether they form emotional communication relationships or "emotional fields", and whether the trainees have accumulated and reorganized emotional experience [5].

2.2 Social identity

There are various theories around identity or social identity in sociology and social psychology in psychology. Among them, the most famous is the Identity theory based on American micro-sociology of symbolic interactionism and the social identity theory advocated by European social psychology. Although the two theories differ in emphasis, use of the concept of identity in different ways, and even have very different disciplinary orientations -- identity theory is sociological, whereas social identity theory is psychological -- they are in some ways, as Micheal [2] points out, are consistent or similar, "Both theories emphasize the social attributes of the self as a social construct, and both eschew the view of the self as independent of, or preexisting in, society. They see this self as differentiated into multiple identities belonging to specific practices (such as norms or roles) and use similar terms and language. However, these terms or language often have different meanings (such as identity, identity prominence, commitment)." [15].

2.3 Relationship

The purpose of emotional education, therefore, is to produce the kind of emotions that fit into the dominant worldview of that society and make him a qualified member. Therefore, emotional education should promote the formation of positive emotions in line with specific social requirements and values [14]. In social identity theory, a person's social group membership and group category are an essential part of a person's self-concept, and it is advocated that people strive to obtain and maintain a positive social identity to enhance self-esteem. The theory also points out that social identity consists of three processes: group division, group comparison and positive evaluation [1]. For the student to complete the process of social identity, it involves the social comparison and distinguishing more susceptible to emotional education practice, when through differentiation groups within and outside the group comparison and evaluation, students will gain higher or lower self-assessment (self-esteem), produce positive or negative emotions, and thus leave groups or try to improve the decision. In order to meet their emotional needs, students will highlight certain aspects of their strengths and perform better than mem-

bers of the out-group at the relative latitude of the group [15]. Therefore, through social identity theory, we can better recognize the educational results of emotional education practice in cultivating students' sound personalities and socialization to improve our practice.

3 Method

3.1 Purpose

To clarify whether emotional education experiences affect social identity and what are the effects of different kinds of emotional education experiences on social identity.

3.2 Content

In the presence of both innate and acquired identity, the relationship between gender and emotional education experience and indicators of social identity (resource allocation and positive evaluation) was measured.

3.3 Participants

There are 129 students in Tianjiabing Middle School, including 31 students (14 boys and 17 girls) in Class 7, 37 students (18 boys and 19 girls) in Class 11, 33 students (18 boys and 15 girls) in class 7 and 28 students (13 boys and 15 girls) in Class 28. None of the subjects had participated in a similar questionnaire survey before.

3.4 Questionnaire design

The questionnaire adopted a mixed design of 2 (reference frame: innate identity and acquired identity) \times 2 (emotional education experience: yes or no) \times 2 (gender: male and female). The reference frame was inter-group variables, emotional education experience and gender were intra-group variables, and the dependent variables were resource allocation and positive evaluation.

3.5 Survey results

129 questionnaires were sent out, and 129 were recovered with an effective recovery of 100%.

3.6 Data analysis

The data were statistically processed by SPSS software.

The chi-square test was conducted for resource allocation and positive evaluation 2 (reference frame: innate identity and acquired identity) \times 2 (emotional education experience: yes, no) \times 2 (gender: male, female). For resource allocation, the main effect of the reference frame variable was significant ($\chi^2=355.23$, $DF=15$, $p<0.01$), and the main effect of gender variables was significant ($\chi^2=21.33$, $DF=2$, $p<0.01$), the main effect of emotional education experience variables was significant ($\chi^2=358.671$, $DF=35$, $p<0.01$). For positive evaluation, the main effect of reference frame variables was signifi-

cant ($\chi^2=342.83$, $DF=18$, $p<0.01$), gender variables had no significant major effect ($\chi^2=6.11$, $DF=4$, $p=0.197$), emotional education experience variables had significant major effect ($\chi^2=381.5$, $DF=42$, $p<0.01$), there was no significant interaction between reference frame variables and gender variables ($\chi^2=1.46$, $DF=2$, $p=0.502$). The interaction between reference frame variable and gender variable was not significant ($\chi^2=1.7$, $DF=3$, $p=0.665$), the interaction between emotional education experience variable and gender variable was not significant ($\chi^2=0.09$, $DF=1$, $p=0.856$), and the interaction between emotional

education experience variable and reference frame variable was significant ($\chi^2=13.7$, $DF=2$, $p<0.01$). Simple effect analysis showed that students with emotional education experience were likelier to give a positive evaluation to their class ($\chi^2=3.728$, $DF=2$, $p=0.155$). For the allocation of important resources, the students who had experienced the emotional education activities of the moral education lecture ($\chi^2=5.792$, $DF=2$, $p=0.055$) and those who had the emotional education experience of class ($\chi^2=8.597$, $DF=2$, $p=0.014$) were more inclined to allocate more resources to their class

Table 1. Chi-square test of different factors on social identity index

	The allocation of resources			Positive evaluation		
	Reference frame	gender	emotional education experience	Reference frame	gender	emotional education experience
χ^2	355.23	21.33	358.671	342.83	1.46	381.5
DF	15	2	35	18	2	42
p	<0.01	<0.01	<0.01	<0.01	0.502	<0.01

Table 2. Chi-square test of social identity index with different emotional education experience

	The allocation of resources			Positive evaluation		
	School-level emotional education	Class-level Emotional education	emotional education In lesson	School-level emotional education	Class-level Emotional education	emotional education In lesson
χ^2	5.792	8.597	1.353	1.817	3.728	1.051
DF	2	2	2	2	2	2
p	0.055	0.014	0.508	0.403	0.155	0.591

4 Conclusions

4.1 Testing of social identity and emotional education experience

In this questionnaire study, resource allocation and positive evaluation were measured under the condition of both innate and acquired identity.

Regarding resource allocation, subjects with emotional education experience allocated resources to in-group and out-group significantly different, and women were more inclined to allocate resources to in-group, which was consistent with our expectation: emotional education experience significantly affected the resource allocation of in-group members.

For positive evaluation, subjects with emotional education experience tend to give a higher evaluation to in-group, and gender has little effect on positive evaluation, which is in line with our expectation: emotional education experience has a significant effect on positive evaluation.

It can be concluded that emotional education experience significantly impacts social identity.

4.2 The influence of different emotional education experiences on social identity

For resource allocation, students with moral education lectures or similar school-level emotional education classes and students with emotional education experience are more inclined to allocate more resources to their class. Regarding positive evaluation, students with emotional education experience in class are more inclined to give a higher evaluation to their class. It can be concluded that a school-level emotional education classroom can make the class members compete with other class members in this dimension, and they are more inclined to their class in the allocation of limited resources. Class emotional education, as a means of education directly affecting class members, has a significant impact on both positive evaluation and resource allocation, which can effectively improve the self-esteem of class members and promote the development of students' sound personalities and social education.

4.3 Further research

Under the premise that gender innate identity and ac-

quired identity exist at the same time, this study explored the influence of emotional education experience on students' social identity and found that emotional education from school class and class emotion education can effectively help to realize the goal of "moral education" in the emotional education, cultivate students sound social personality. Emotional education in class is most important.

At the same time, due to the limitation of funds and time, this study did not conduct in-depth research on "the impact of self-esteem and depression on social identity" and "the impact of gender on emotional education experience". Studies have shown that depression and self-esteem significantly impact social identity [15]. In addition, the average age of female middle school students is 13-15 years old and compared with males, they are psychologically mature earlier and have higher acceptance of emotional education [4]. In the next step, students' mental health and gender acceptance of emotional education can be considered.

References

1. Brown R. Social Identity Theory: past achievements, current problems and future challenges. *European Journal Social Psychology*, 2000, 30:745~778
2. Michael A. Hogg, Deborah J. Terry, Katherine M. White, "A Tale of Two Theories: A Critical Comparison of Identity Theory with Social Identity Theory", *Social Psychology Quarterly*, Vol.58, No.4, 1995, pp.255-269.
3. Tajfel H. *Differentiation Between Social Groups: Studies in the Social Psychology of intergroup Relations*. chapters 1~3. London: Academic Press, 1978
4. Cheng Shangrong. Emotional Education stimulates growth Motivation [N]. *People's Daily*, 2021-08-22(05)
5. Ding Jinhong. Thoughts on The Paradigm of Emotional Moral Education [J]. *Collection of Modern Education*, 1999(02):12-17.
6. Gu Mingyuan. Practical Significance of Suhomlinsky's Educational Thought [J]. *China Education Journal*, 2006(01):72-73.
7. Hu Wei. Rogers education thought and its practical significance (on) [J]. *Journal of Shanghai education scientific research*, 1989 (01): 1-5 + 22. DOI: 10.16194 / j.carol carroll nki/g4.1989.01.001 31-1059.
8. Jiang Rongchun. Skatkin on problems existing in Current Soviet Teaching [J]. *Foreign Primary and Secondary Education*, 1988(05):5-41.
9. Li Haifeng. Thoughts on Several Theoretical Problems of Emotional Education [J]. *Journal of Jilin Institute of Education*, 2006(10):91-92.
10. Liao Kun. Analysis on the Technical Characteristics of Lozanov's Suggestive Teaching Method [J]. *Comparative Education Research*, 2003(06):65-69.
11. Liu Changgeng. The Connotation and Current Situation of Emotional Education [J]. *Lanzhou Journal*, 2003(02):115-117.
12. Ma Duoxiu. Review and prospect of affective education research [J]. *Education research*, 2017, 38(01): 52-61.
13. Wang Ping, Zhu Xiaoman. Building emotional civilization: the inevitable responsibility of contemporary school education [J]. *Education research*, 2015, 36(12): 12-19.
14. Zhang Zhiyong. Some Theoretical Thoughts on Teaching Model [J]. *China Education Journal*, 1996(04):35-38.
15. Zhou Xiaohong. Identity Theory: The Analytical Path of Sociology and Psychology [J]. *Social Science*, 2008(04):46-53-187.
16. Zhao xin. Review on the progress and trend of foreign emotional education research [J]. *Comparative education research*, 2013, 35(08):54-59.
17. Zhang Yingrui, Zuo Bin. Social identity theory and its development [J]. *Advances in Psychological Science*, 2006(03):475-480.