

# Research on Influencing Factors of College First Generation College Students' Family Education Support from the Perspective of Positive Psychology

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**Abstract:** At present, the wide application of positive psychology has achieved good educational results, and the application of positive psychology in colleges and universities to carry out educational work has positively helped First Generation College Students. However, the psychological impact of family education on college First Generation College Students is also crucial, and different family education has become an important factor affecting the positive and negative psychological trend of college First Generation College Students. Based on the perspective of positive psychology, this paper analyzes the influencing factors of family education support for college First Generation College Students, discusses the relationship between college First Generation College Students and positive psychology, family education support and subjective well-being, thus affirm the important value of family education support for college First Generation College Students, and puts forward countermeasures for family education support from the perspective of positive psychology, aiming to help improve the subjective well-being of college First Generation College Students.

**Keywords:** Positive psychology; First Generation College Students; Family education support; Influencing factor

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## 1. Introduction

The first-generation college students are often regarded as recipients of family education support, and are an important group in achieving social mobility through higher education. Through upward mobility to higher occupational status and social class (Zheng Hui, Li Lulu, 2009), the mobility of their education leads to social mobility. With the continuous advancement of popularization and popularization of higher education, the first generation of college students has begun to take shape. According to the national census, in recent years, the proportion of first-generation college students from families in national undergraduate colleges has remained above 70%, which shows that first-generation college students from families have become a new class group in contemporary Chinese intergenerational society. When the proportion of first-generation college students is higher, it indicates that the family-style popularization of higher education in China is also increasing. However, in terms of educational opportunities and career development, the first-generation college students still face great disadvantages, such as value conflicts caused by different class cultures, the breakdown of kinship ties caused by leaving home to study, and the inferiority complex caused by different economic conditions, all of which affect the study experience of the first-generation college students to varying degrees. Psychology is a science that studies human psychological phenomena and their mental functions and behavioral activities under their influence, taking into

account outstanding theory and application (practice). “Positive psychology” is the science devoted to the study of the vitality and virtue of ordinary people. It advocates the study of human positive qualities, fully tap the inherent potential of human constructive power, promote the development of individuals and society, and make human happiness. As a relatively advanced educational theory at present, this paper explores the influencing factors of family education support in the first generation of college students from the perspective of positive psychology, and discusses the dual mechanism of “protection” and “risk” coexistence of family education support for the first generation of college students.

## **2. Dual mechanism of family education support for first-generation college students**

### **2.1 Family education support and learning input**

Family plays an indispensable role in the life course of an individual. At each stage of individual development, families have different emphasis on individual emotional support function. For college students, their emotional needs for family will be more extensive and in-depth than in the previous learning stage. When studying the group psychological resilience of college students, family emotional support is regarded as a protective factor, and individuals can cope with crises smoothly when they encounter adversity. Positive family emotional interaction helps to improve children’s learning interest and promote learning engagement, while negative emotional interaction is more likely to cause children’s learning burnout. For some college students, family emotional support may not be a beneficial factor. When some college students enter the university, the space distance between them and the family is widened, and the gap reduces the emotional interaction between parents and children. On the contrary, parents’ concern will kill their willingness to talk, and parents’ excessive emotional exposure often intensifies external “high expectations” and internal “weak support”, which has a great impact on learning input. Therefore, family emotional support significantly affects college students’ learning input.

### **2.2 The status of first-generation college students mitigated the positive impact of family education support on learning engagement**

There is a close relationship between family socioeconomic status and learning engagement. Students with lower family economic status are more difficult to devote themselves to learning with a positive attitude. Considering that the first generation of college students generally have a preendowed resource disadvantage, it seems natural that the first generation of college students lack of family economic capital, especially in learning expenditure, will affect their investment in learning. In other words, the increase of learning expenditure will positively affect the learning investment of the first generation of college students. However, some studies have shown that economic support can also cause college students to be arrogant, so that they are satisfied with the status quo and indulge in pleasure; As mentioned above, compared with non-first-generation college students, first-generation college students have poor self-control ability and are susceptible to external environment interference. And a large part of the growth motivation comes from the lack of family resources. Despite the increase of family emotional support, parents’ lack of understanding often aggravates the intergenerational gap, becoming their spiritual drag and moral shackles, leading to their endless mental internal friction and psychological pressure. Therefore, another contrary inference has been obtained, that the increase in study expenditure and the increase in family emotional support will erode some advantages of first-generation college students themselves, and may negatively affect the learning input of first-generation college students. For first-generation college students, frequent family contact may cause multiple burdens on their perception of marginalization and make them face the influence of their studies and difficulties. Therefore, family emotional support at this time is manifested as a risky attribute.

## **3. Suggestions on family support for first-generation college students from a positive psychology perspective**

### **3.1 The interaction between schools reflects the economic support function of schools**

Home-school interaction is an external interaction mode for the first generation of college students, highlighting the role of school in promoting the connection between the first generation of college students and their families. First, schools should establish a targeted support mechanism to implement financial aid for first-generation college students. In order to ensure the effectiveness of financial aid, colleges and universities can establish a management system for the first generation of college students, arrange full-time counselors to target the families of assisted college students, establish targeted assistance mechanisms, and regularly understand their economic conditions in order to timely distribute financial aid and living materials. Second, schools should establish a home-school liaison mechanism to strengthen the emotional connection between first-generation college students and their families. In order to fully understand the personal growth and development of the first generation of college students, the university psychological counseling center as a platform to establish a home-school contact mechanism, insight into the psychological trend of the first generation of

college students and guide; In addition, schools should maintain contact with their communities and include them in home-school interactions to mitigate the cognitive and adjustment barriers that this group may face when transitioning from one field to another.

### **3.2 Family-society linkage highlights the guiding role of community emotion**

Family community interaction is another external interaction mode of the first-generation college students, and the community where the family resides (including village committees and towns) should emphasize economic subsidies and family emotional guidance. First, the community should adopt a number of subsidy policies to implement the financial assistance work of first-generation college students. Although most schools set up grants to provide financial aid to first-generation college students, considering that these financial aid methods are often obtained after the first-generation college students have enrolled and completed various procedures, there may be a lag. As a new college student, the interaction between family and community is particularly important. The community where students' families live can open up a variety of green channels to simplify loans and optimize approval procedures, especially for first-generation college students studying in different places, the community can issue subsidies for the first time to enter the school to solve the problem of "starting one kilometer" for first-generation college students. Second, the community should pay attention to the construction of family cultural atmosphere and enhance the emotional connection of the first generation college students. The community can also use geographical advantages to maintain close communication with the families of first-generation college students, provide timely family emotional guidance, and encourage parents to maintain interaction with their children. In rural areas, village committees should implement an emotional consultation mechanism for the families of first-generation college students to help promote the emotional connection between first-generation college students and their families (parents).

### **Conclusion**

All in all, because of the differences between first-generation college students and non-first-generation college students in emotional support, family economy and cultural capital, it is necessary to deeply understand the psychological mechanism of first-generation college students from the perspective of positive psychology, and guide and give play to their unique characteristics and advantages such as positive psychological capital. Through the triple interaction with "home" as the core, promoting the "bond" between the first generation of college students and their families and eliminating their bondage is the incentive path to establish family emotional support for the first generation of college students.

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