
| RESEARCH ARTICLE

An Analysis of the Factors Affecting Chinese Teenagers' Psychology of Study-Weariness from the Perspective of Satir's Iceberg Theory

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| ABSTRACT

The study aimed to analyze the psychological intrinsic mechanisms of learning-weariness among Chinese adolescents from the perspective of Satir's iceberg theory. Desktop research and literature review are adopted to investigate Chinese adolescents. Learning-weariness phenomenon among Chinese adolescents can be explained in three main aspects in conjunction with the iceberg theory: Resistance to Authority, labeling trap, and emotional Appetite, so that relevant suggestions can be made to focus on the positive qualities or capability of the service targets themselves, deconstruct the internal iceberg, use positive resources to change the state of self, and realize self-empowerment.

| KEYWORDS

Chinese adolescents, Satir iceberg model, learning weariness

| ARTICLE INFORMATION

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1. Introduction

Learning-weariness phenomenon among Chinese adolescents has long been a problem for parents and teachers. Adolescents are often a central target for parents and teachers to solve such a problem in China, but the research target should also include the school environment and family of origin. Although parents and teachers tend to put the spotlight on eliminating adolescents' learning-weariness, it is clear from the iceberg theory, the theoretical foundation of this study, that learning-weariness is only an external phenomenon of Chinese adolescents' unfulfilled needs and desires.

Through the iceberg theory, we can analyze the influencing factors of Chinese adolescents' learning-weariness, satisfy their inner desires, and achieve effective communication and connection with them. The purpose of this study is to explore the factors influencing Chinese adolescents' learning-weariness through the perspective of iceberg theory in order to promote the resolution of Chinese adolescents' learning-weariness phenomenon.

2. The Current Situation of Contemporary Chinese Family Education

In today's society, the phenomenon of Chinese adolescents being bored with learning is often considered to be a sign of rebellion and labeled as "bad". Therefore, many teachers and parents indiscriminately try to eliminate adolescents' learning weariness through serious criticism and punishment. Instead of tackling the problem effectively, it intensifies adolescents' rebelliousness and adds more obstacles to resolving the problem of Chinese adolescents' learning-weariness. Once learning-weariness psychology is created and intensified, it will not only have a direct negative impact on adolescents' future learning but also bring harm to adolescents' physical and mental health. And if parents do not handle it properly in family education, it may even lead to family

conflicts and affect family relationships. Some parents tend to make children's studies the focus of their lives and make it their goal to eliminate children's learning-weariness to school, improve children's academic performance, and narrow the achievement gap between their children and other children, making family education reduced to an appendage of school education (Liu, 2018). Some other parents treat their children as their own accessories. They tend to ignore children's inner feelings and psychological needs, impose their own wishes and ideas on their children, and deny children's ideas and choices. So much so that they cannot feel the change in the mindset of children in learning and cannot understand why children appear to be bored with learning, not to mention taking the initiative to provide psychological guidance to children. Instead, they lean toward negative language to suppress children and make them feel ashamed and inferior about their inner feelings. The concept of Childhood Emotion Neglect by clinical psychologist Dr. Jonice Webb is a good illustration of this approach to family education. Children can suffer a degree of psychological trauma due to parents' overly high expectations of their children and failure to properly address their emotional needs. (Christine & Jonice, 2013).

From these family education styles, it is clear that proper family education concepts still lack popularity in China, and the importance Chinese parents place on family education still needs to be improved. Most Chinese parents still believe that school education should take precedence over family education, which leads many parents to blindly focus on their children's academic performance rather than children's inner feelings and psychological needs during the learning process. At the same time, many parents do not take the initiative to understand family education and learn scientific and effective education methods but also think that they are doing quite well in family education. From an objective point of view, regulations to promote family education in China have just been promulgated this year, and the relevant work has not yet been fully implemented, and the awareness of society and even parents to promote the optimization and improvement of family education is not yet popular. Therefore, in the long run, social institutions, public welfare organizations, and researchers dedicated to family education in China should be encouraged to hold lectures and promotional activities on family education to help people solve their questions and popularize the social concern of family education.

3. Related Concepts and Theories

3.1 Satir Iceberg Theory

Satir's iceberg theory advocates that people transform their feelings about feelings, and this transformation process includes six levels experience, behavior, coping, feeling, perspective, expectation, and yearning. While the self, as the source of our inner experience, is always in a central position (Satir, 2007). This theory compares the human being to a systemic whole, like an iceberg floating on the surface of the water. However, the tip of the iceberg that leaks out is only the behavior in our lives, which only serves as an external manifestation of our inner needs and desires. The iceberg that is hidden underwater represents the emotional feelings within a person, the perceptions and opinions about the self and relationships with others when emotions arise, the expectations of others and oneself due to unmet inner needs, and the deepest desires of the heart. Therefore, in the therapeutic process, it is important to focus on the deep inner needs and desires of the individual in order to bring about the "integrity" of the individual.

3.2 The Satir Family Therapy Model

The founder of the Satir family therapy theory was Virginia Satir, the first American family therapist (Virginia, 2019; Wu, 2007). Although the theory is still in the initial stage of introduction in China, it is still an important approach to family therapy. This theoretical model assumes that each person is capable of releasing a positive life force, which in turn can transform existing negative, maladaptive coping styles into a high self-esteem self-care. Valerie A. Maxey states that the Satir family therapy model consists of six components: goals, therapeutic relationship, assessment, diagnosis, intervention, and change process (Maxey, 2021). The therapeutic model requires working on the service's family and social systems to systematically address dilemmas of the individual as opposed to only addressing the problems and situations that arise between individuals or groups (Yang, 2022). The most important feature of this theory is to achieve the "integrity and unity" of the individual's inner psychological and external behavior rather than just simply preventing misbehavior.

4. Research Methodology

4.1 Literature Review

The general process of the literature review consists of five basic components: formulation of a research topic or hypothesis, research design, collection of literature, reorganization of literature, and literature review. Formulation of a research topic or hypothesis refers to analyzing and organizing or re-categorizing the relevant literature for research based on existing theories, facts, and needs. The research design begins with the establishment of a research objective and refers to the use of operable definition, which designs the topic or hypothesis as a specific, operational, and repeatable literature research activity that addresses a specialized problem and has a certain significance. In this study, based on the literature review method, a relevant topic is proposed: The Satia iceberg theory model can be used to explain the phenomenon of Chinese teenagers' Weariness with learning. Based on this hypothesis, this paper aims to make a research design, search the literature, and do a literature review.

4.2 Desk Research

Desk research is a method of analyzing and researching existing secondary data directly through computers, magazines, books, documents, and Internet searches without field investigation and collection. In this paper, we collect and organize the existing data according to the desktop research method and produce the corresponding results.

5. The Current Situation of Chinese Adolescents' Learning-weariness

Chinese teenagers refer to children between the ages of 12 and 18. Most children at this stage focus on learning. School is one of the most important places for them to learn, and schooling will affect their lifelong development. Most children in adolescence, due to family, society, school, or personal reasons, begin to show the idea of learning weariness, not as full of enthusiasm as when they first contact with learning. They begin to feel tired and tedious from studying, and this phenomenon is becoming more and more serious. It has been found that the symptom of learning-weariness has been increasing year by year in China in the past two years [1]. Coupled with the sudden outbreak of the novel coronavirus in recent years, this situation has intensified. The weariness of learning, a kind of deviant behavior of students, will have a lot of impact on student's personal development. Such as affecting academic development, causing physical discomfort, and damaging psychological health, which is not beneficial to the family, school, and society. Therefore, the learning-weariness phenomenon has become a major psychosocial problem of great concern. It is urgent to solve this problem.

5.1 Causes of Learning-weariness among Chinese Adolescents

5.1.1 Social Factors

Adolescence is an important period for the formation of views and beliefs, and many factors in society will affect its establishment. The mixed society companies with harmful social atmospheres are coming into the life of Chinese adolescents by osmosis. With the growth of age and the accumulation of knowledge, students start to try new things, understand and integrate into society in their own way, and realize their first independent walk in life. Even if they have a certain ability to distinguish, the impulsivity and enthusiasm of teenagers are not enough to make them mature and stable. The decisions and judgments mostly boil down to the surface without seeing the essence, and they can find it difficult to say no to thousands of temptations. The world has been in turmoil with the outbreak of the epidemic, and various factors that are detrimental to social development have emerged one after another and tend to grow. Most Chinese adolescents worship egoism and hold the idea that money is all-important; their values have changed to "studying is useless". What's more, the rise of China's new media industry has created a scam for Chinese teenagers that they can easily earn money without studying, making them addicted to the Internet and dreaming of getting rich all day long while starting to resist studying. Moreover, the rumor that the children of the powerful and wealthy do not need to work hard and can easily get to the peak has led ordinary people to believe that studying is useless and become bored with school.

5.1.2 Family Factors

Family education is the first education that children are exposed to. Children can enjoy the best care from their parents before they go to school. However, after children go to school, parents' concept changes as the teacher take part of the responsibility to take care of their kids. They deem that children have teachers at school, and the responsibility of parents' education begins to fade. And they think that material support is more important for children, so many parents go out to work and leave their children to the elderly or relatives in foster care. The rate of dropout, mental health, and life development of children in foster families are much lower than those of children with parents. This situation is reinforced by the rapid growth of single-parent families and the serious increase in divorce rates in China in recent years. The absence of parents' company brings to Chinese teenagers not only the heavy burden of the family but also loneliness and premature recognition of society. However, children with intact family members also have many problems. Family parenting styles are classified by Chinese scholars into three types: rejection, overprotection, and emotional warmth. Rejection and overprotection are negative parenting styles, while emotional warmth is a positive parenting style. Children who grow up with a negative parenting style will have numerous mental health problems, and problematic behavioral deviations will emerge. Parents' neglect and absence will lead to these problems, followed by parents' education level. Parents with low education levels are mostly adhering to the disciplines of "no beating, no useful person" and "dutiful son under the sticks" for their children's family education, and they do not know to teach by precept and example, also they cannot help their children with their homework, so they gradually become alienated from their children.

5.1.3 Effecting Factor-School

Under the examination-oriented education system in China, the curriculum in school emphasizes more on major subjects. They often include subjects like Maths, Chinese, English, and others, which would be inspected in formal examinations for further study in China. Subjects such as physical education, music, arts, and so on are always neglected as minors, leading to a lack of all-round education, which in turn causes Chinese teenagers emotions of feeling bored with their dull study life and wanting to escape from it. What makes the situation worse is that schools tend to overlook students' mental problems, let alone employ professional

teachers to provide psychological consultation for them, finally contributing to the deterioration of their mental situation or even worse.

Teacher's cramming method of teaching is also to be blamed because they seldom pay any attention to the learning situation of students who find it hard to keep up with teaching progress so as to instruct them in the class but spare more effort and time for offering help for those who perform well in the examination. It eventually becomes one of the triggers that incite most of the students to lack the enthusiasm and motivation to go to school and learn something.

5.1.4 Effecting Factor-Self

Adolescence is a golden stage for teenagers' physical and mental development, during which their growth is at a rapid speed physically. Additionally, there are some obvious changes in their secondary sex characteristic as well as a continuous enhancement in their self-awareness. Teenagers start to enter the second phase of reverse psychology (children around 3 years old will experience the first period of resistance). During the second period of resistance, they will gradually form their own understanding, criticism as well as resistance towards various events in family, school, and society, which is so-called being stubborn. They tend to consider themselves to have grown up as adults and hope to be independent rather than still being the children who always need to be protected by parents. Moreover, teenagers in this period are mostly suffering from peer problems. They become dependent on their peers while getting rid of their parents. They begin to have a crush on someone and tend to seek emotional support on the internet. All of these prevent the development of group social ability of Chinese teenagers. They have a strong desire to seek a sense of identity as well as belonging in society.

As for the students who are less advanced or of average academic achievement, psychological problems like the mind detesting learning will occur when they find their performance not as excellent as others, little attention of their teachers spent on helping them when they are confused with the content of the class, slight possibilities of getting praised by parents as well as a bare sense of identity obtained in the society. Suffering from such psychological problems, they just can not help resisting external temptation, which tends to be more interesting. What's more, there will be a deviation in their cognition towards study as well as a view of value, leading them to abandon themselves to despair, which would eventually contribute to the stronger weariness of learning.

6. Study on the Factors Effecting Chinese Adolescents' Learning- weariness through Satir's Iceberg Theory

6.1 The Inner Iceberg of Chinese Adolescents with Learning- weariness

(1) Behavior, which refers to the one generated from factors like teenagers forming wrong values as well as awareness towards study and having objectives contrary to normal study behavior, tends to include getting weary of study, quitting school, or other behaviors resisting study. They can be specified as refusing to go to school by telling a lie, hating school, teachers, and homework, lacking focus or being unwilling to do homework, detesting being asked about their learning situation by parents, keeping silent or anxious when being asked about their learning progress, showing a big contrast in their emotion states between having class and after school as well as extreme behavior that is mainly manifested as not going to school.

(2) Coping Method, which refers to interruption, is one of the living styles put forward by Satir. People coping with situations with this gesture can barely keep static because they tend to distract others from what they are going to talk about. The interrupters keep changing their minds so that they can do countless things simultaneously. Chinese teenagers applying this gesture are always out of context of themselves, others, as well as the one happening in reality. The reason is that those teenagers are isolating themselves from socialization. The isolating individual is in a state out of order and in chaos. Thus, they are just showing this gesture externally to get rid of the control of the real context so as to make them feel safer.

(3) Feelings include feeling lonely and sensitive, empty and confused, discouraged and shamed, anxious and angry. Teenagers suffering from such a psychological problem just want to escape the pain from the real context in school in the way that they think might be helpful for solving problems they are faced with. However, it does little help for effective problem responding, which therefore turns into a catalyst for study-weary.

The feeling towards how they feel is guilty. Those teenagers who are finally suffering from study-weary are feeling sorry and guilty for their negative attitude toward studying.

(4) Views of those teenagers is that they can escape from the heavy study tasks and burdens as well as teachers' preach by performing behaviors of study-weary.

(5) Expectation of those teenagers is that they can relax from heavy study tasks and enjoy a relaxing atmosphere at home.

(6) Yearnings of those teenagers are that they hope they can be respected and accepted as well as obtain a sense of identity.

(7) Self of those teenagers is self-identity and courage.

6.2 Reasons for Chinese Adolescents' Learning-weariness

6.2.1 Resistance to Authority

During the gradual development of teenagers, the statement that their self-struggle, which mainly stresses autonomous choice through their own voice and rejection by excluding authority, has been adequately proved. Due to little trust and reliance on family and society, Chinese teenagers form the psychological state of learning-weariness, performing behavior of detesting learning, which would finally contribute to the generation of their wills. Among these wills, their self-supposed self-protective mechanism could be looked into from the acting form of resistance to authority as well as the ambiguous relationship between self-empowerment and themselves. However, those teenagers almost prepare to break the rules that have been widely acknowledged in the family or in society at any time. That is because they are trying to utilize the behavior of learning-weariness as a way of expression so that they can avoid getting embarrassed when their hopes and dreams are not realized. Therefore, to some extent, this behavior is a very common social phenomenon.

6.2.2 Labeling Trap

It is also noted by Satir that our form of cognition toward the world could either be classified as a hierarchical model or a growth model. In the hierarchical model, we tend to label ourselves in different ways in self and even in society, but the cost of this is we would lose attention to our own identity. Firstly, learning-weariness is a kind of deviant behavior. On the basis of the presupposition of deviant behavior, one of the key parts of its forming process is being labeled. The effect of labeling has a dual nature. That is to say, the reason why teenagers come to have the tendency of learning-weariness is the appearance of the negative effect of labeling. Negative labeling could also cause a fixed pattern of thinking for learners. In this way, their self-efficacy would be weakened. In addition, it could be a barrier for learner groups to form their own definition of themselves as well as their behavior.

6.2.3 Emotional Appetite

Universal yearning is also a factor deeply effecting teenagers' behavior approaches because the nature of life makes everyone has a natural and strong appetite towards their families as well as the whole society. Everyone yearns to be cared for and loved, accepted, and affirmed, as well as holds an appetite to communicate with others. Yearnings of loving themselves, loving others, and at the same time being loved exist universally. During the growth and development process of teenagers, the behaviors which have fulfilled their appetites or not would also have a significant effect on their future development and growth as well as their approaches to self-experience and other aspects. In the early stage of life, people's inner selves kept colliding with the external world through their resisting exploration and experience. They also have generated a new concept about themselves, which would, in turn, affect their growth. The coping approach of the psychological mind of detesting learning, and interruption, is actually the seeds of innovation and flexibility. Thus, the problem does not lie in the inconsistent communication gestures themselves but in how people use them and whether they are flexible and easy to be noticed. The idea of finding the seeds with positive potentials from the unbalanced mode, which applies the view to transform rather than removing defects thoroughly, is the part that could mostly demonstrate humanity in Satir Model (Jing, 2007).

6.3 Developing Approaches for Chinese Teenagers with Learning-weariness

6.3.1 Deconstruction of the Inner Iceberg of Chinese Teenagers with Learning-weariness and External Resource Mining of Forward Resources

People live within the inner self system and the external, and they would be affected by the systems from both sides at any time. Satir compares people's inner mind systems to icebergs. The appearing tip of the iceberg as people's external behavior. Under cover of it, people's daily communicative gestures, feelings, views, expectations, yearnings, as well as real self could always be overlooked by the outside world. It is supposed by Satir that everyone is independent and is of value; everyone has his forward self-resources as well as external ones, which could also be developed by himself. The mind detesting learning of Chinese teenagers has a close relationship with their future life in university, school, family environment, and people who are important to them as a complicated social behavior generated from a deep-rooted social reason (Gu & Xu, 2015).

Forming parents' mental files does help to recognize the self value level of Chinese teenagers suffering from the mind of detesting learning as well as their parents. Additionally, it could also help to learn about the adverse impacts towards psychology state and behavior of deviant college students brought by applying psychotherapy experience targeted for adults, which is also a step to carry out family education diagnosis. Next, it is both necessary to follow and test the effectiveness of using the corresponding registration forms for domestic treatment as well as establish mutual trust and assistance in order to learn about the overall inner psychological situation of teenagers suffering from the psychology of study-weary at a deeper aspect by applying approaches to domestic therapy thoroughly.

6.3.2 *Breaking Free from Labeling of Chinese Teenagers with Learning-weariness and Establishing Healthy Personalities*

Based on label theory, teachers should provide an open and inclusive environment as well as treat students with a view focused on comprehensive development. They should also hold a positive expectation and make considerate preparations for welcoming teenagers who used to suffer from the psychological problem of learning-weariness back to school. Additionally, it is also crucial for them to bring stimulating education into playing the role of promoting socialized family education and achieve the double faces of education between individuals and families with no effort spared. Considering that label is a duplex product established by both students and teachers, it could be helpful to reduce the adverse impacts of the label during the process of schooling and think about how to use it for activity organization as well as play out its forward effects.

6.3.3 *Setting up Correct Self-consciousness of Chinese Teenagers with Learning-weariness and Cultivating Multi-evaluation Mechanism*

In terms of the views of social psychology, people's attitude towards events is controlled by the self. Therefore, they must cultivate learning interests correctly and maintain a positive and optimistic attitude. When confronted with difficulties in study, they must learn about and analyze the situation with their own ability and then overcome all the barriers. However, such an attitude of maintaining a high interest in learning should be trained during children's primary and junior high school time. If children's self-expectation is too low, it would be not only easy for them to become detesting learning but retard their mental growth as well as the development of personalities. The psychology of inferiority could easily happen when children are facing their own drawbacks in the school environment, the negation of teachers, peer exclusion, and other situations, which would be the triggers of children's study-weary behavior and the corresponding attitude. At this time, teachers should help children figure out the inner and external reasons for the generation of such psychological problems. During this process, it is also important to classify inner and external reasons gradually. For example, the external reason may be children's overloaded learning tasks in school, lack of attention from teachers, or high expectations towards parents, and the basic factor might be children having a wrong understanding of knowledge, holding inappropriate learning objectives, or adopting incorrect learning methods and so on. Teachers should also help children seek out the roots of those psychological factors of mind of detesting learning and instruct them to find reasons for those roots scientifically. That is to say, children should not just simply blame the external world for everything, keep hostile to others, or even blame themselves so that they would totally deny everything about themselves and finally become extremely belittling. Only in this way can teachers improve children's self and study awareness and prevent the appearance of their mind and behavior of detesting learning.

7. Conclusion

Chinese teenagers' mind of detesting learning has been misunderstood by parents, teachers, and even the whole society for a long time. Most parents and teachers just concentrate on removing teenagers' external behavior of study-weary rather than the situation and the yearnings in their minds. Moreover, children are labeled by parents and teachers as bad students. They are even punished strictly for being deviant. Such inappropriate treatment towards those teenagers could easily appear in most contemporary Chinese families. For example, the education of some families has gradually become vassals of school education, and parents just pay attention to their children's grades; some parents just regard their children as appendages of them, so they tend to force their children to do anything they suppose correct while neglecting the needs and yearnings in children's mind. Those educational problems arising in many Chinese families exactly demonstrate the vacancy in the popularization of family education. Therefore, China is supposed to encourage more research and studies on problems in family education as well as promote more lectures and activities about it so as to strengthen the awareness of parents, schools, and society to solve Chinese teenagers' psychological problem of being study-weary as well as improve the quality of their family education.

Studies on Satir iceberg theoretical model account for a large proportion, while the ones in the field of psychology take a smaller part. However, this theoretical model has gradually been penetrating into the study of the health of Chinese teenagers' psychology with steady development, including research on the relationship between Satir's iceberg theory and college students' mental health education (Yan, 2014), research on Satir model group intervening counseling on peer relationship of high school students (Chen, 2016), analysis of bullying on campus with the application of Satir family therapy model (Li, 2017) and solving the deviant behavior of children and adolescents with the application of Satir iceberg theory (Zhang, 2022). The psychology of study-weary has also been a hot topic for research because if such a problem is not solved appropriately, Chinese teenagers will encounter other psychological problems, and this would even cause the generation of deviant behavior.

The value of this theory would not be limited to the significance of uncovering the self-yearnings of the Chinese teenagers' group because it could also help clients explain and analyze the reasons for their psychological problems as well as play out their own potential and improve their ability to solve problems. Assisting and educating Chinese teenagers suffering from the psychological mind of detesting learning with the application of Satir's iceberg theory would help form an opener view and attitude to learn more about their mind transforming process, including self, yearnings, expectations, views, and feelings as well as their colorful inner world. With such an inclusive view, it would be helpful to assess the coping gesture of this group and analyze their reasonable

and unreasonable states of cognition. In this paper, the psychology of study-weary could be explained from three aspects, including resistance to authority, labeling trap as well as emotional appetite, so as to put forward targeted and relevant suggestions, focus on promoting the forming of positive qualities or abilities, deconstructing their original inner iceberg, utilizing forward resources to change their self-state and eventually achieving self-empowerment.

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