
| RESEARCH ARTICLE

The Practical Application of Satir's Iceberg Theory in Contemporary Education: Study Based on the Teacher-Pupil Relationship and Students' Learning Efficiency of High School

Chen Ningjie

Yancheng Teachers University, Majored in English Education, School of Foreign Languages, Yancheng City 224000, China

Corresponding Author: Chen Ningjie, **E-mail:** ljclgcj@163.com

| ABSTRACT

Education plays a crucial role in people's lives throughout history. Nowadays, all countries over the world attach great importance to education unprecedentedly, but teaching practice is far from many emerging advanced educational theories. Thus, educational theory and practical application must constantly reconcile and innovate. After collecting and analyzing relevant literature, this article adopts a case study, interview method and participatory research based on Satir's iceberg theory to investigate the educational application practice in the stages of high school, where the most prominent contradiction has long existed. The objective of the study is to better achieve the goal of education, which means not only to impart knowledge but, more importantly, to cultivate students' comprehensive qualities and abilities by teaching innovation. It explores the practical application of Satir's iceberg theory in contemporary education and combines specific cases to enrich it in order to provide new ideas and methods for educators. The results of the study revealed that positive and good interaction can improve the teacher-pupil relationship and students' learning efficiency in high school, and educators can use Satir's iceberg theory to touch the psychological world beneath the iceberg of students.

| KEYWORDS

Satir's iceberg theory; Contemporary education; Practical application; Teaching innovation; High school.

| ARTICLE INFORMATION

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1. Introduction

1.1 Background of the Study

Today, China is undergoing a major transformation that has not been seen in a century, and so is the contemporary education industry. On the one hand, with the development and application of social sciences, traditional teaching models have undergone significant changes. The continuous emergence of advanced teaching theories has created a huge contradiction with the backwardness of current educational and teaching practice development. There are frequent conflicts between teachers and students, families and schools, especially in the secondary school stage, causing a decline in teaching levels and low learning efficiency for students. Behind the conflict between teachers and students lies the differences in the understanding of teacher and student perspectives, as well as the teacher-pupil relationship that exists between the two generations. The traditional teacher-pupil relationship centered on "teacher dignity" is being impacted by the symbolic significance of "democracy and equality", and the reconstruction is urgent.

On the other hand, the diversity of students' needs today contradicts some benighted dogmatic concepts, such as statements like "class teachers are everything", that can easily arouse students' disgust and hinder learning efficiency and teaching practice. Obviously, modern students have different learning styles, interests and needs. Rigid dogmas do not help them move along physically and mentally, nor do they meet the nation's educating task of the new era of cultivating the all-round development of morality, intelligence, physique, beauty and labor, which is entitled "educating people".

In the 21st century, more and more people are paying attention to their inner world, which is the trend, especially in the education cause. In teaching, teachers begin to apply psychological knowledge to their work. In order to gain a deeper understanding of students, see what is happening inside them behind their behavior, establish a more harmonious relationship with them, guide them to establish a correct outlook on life and the world while teaching knowledge, and learn to cope with the pressure in learning and life, the new generation of teachers should use a proper model to solve the psychological problems presented by students in education and teaching practice.

1.2 Significance of the Study

The Satir model has its own independent theories and techniques. In recent years, the Satir model and Satir's iceberg theory have been spread and applied in China, and many domestic social workers such as psychologists, therapists, and teachers have also begun to notice and explore it, filling the gap in the practical application research of this model and its theory in social work, especially in psychological work and education in China.

The iceberg theory of the Satir model is a great tool for teachers to understand students' inner worlds and an excellent way for teachers to connect with them. We often say that teachers need to comprehend and grasp students, but they have always been stuck in the stage of empirical discussion without specific operational methods; the iceberg theory provides this possibility. From the perspective of behavior, coping posture, feelings, the feeling of feelings, viewpoints, expectations, desire, and self, we delve deeper, from the outside to the inside, from the shallow to the deep, and use the method of peeling onions to understand students. Therefore, the iceberg theory is a ladder that goes deep into the students, and teachers can follow these steps to enter a student's psychological world. Alternatively, the iceberg theory provides teachers with a lens to explore students' real thoughts. To understand others, one can start by analyzing their icebergs. Once educators find the truth behind students' behavior, and in dealing with students, they will not act on the surface without addressing the symptoms but can solve problems from the root. Therefore, when we use Satir's iceberg theory appropriately, it can greatly stimulate students' learning enthusiasm and efficiency and improve the quality and stability of education.

Faced with the rapid development of the economy from the previous decade, China's education is moving towards the world. There is a high demand for us to use appropriate and effective methods to respond to the following education problems in a timely manner. In the context of the "dual reduction" policy, how do we handle the contradiction and tension between the people's expectations and needs for better education and the imbalanced and insufficient development of education? The author believes that educational theory and practice must constantly innovate and develop integratedly, drawing on the strengths of others. The Satir model and its iceberg theory are new models with great advantages. In addition, mechanically applying foreign teaching theories and methods to the local condition can only backfire^[5]. Only by absorbing the quintessence and making them "localized" can we promote the harmony between families and schools, teachers and pupils, and ultimately promote the long-term advancement of society and the country.

2. Literature Review

The iceberg theory was initially proposed by American psychotherapist Satir, who believed that individuals' internal feelings, cognition, motivation, and coping styles when dealing with stress and challenges can be revealed through the iceberg model. In recent years, researchers, both domestically and internationally, have gradually recognized the innovative, practical application value of Satir's iceberg theory in contemporary education and teaching practice. By applying this principle, we can simultaneously understand the needs and emotions of both teachers and students and establish a healthier and more effective teacher-pupil relationship while improving students' learning efficiency. Therefore, a lot of experts suggest continuing to explore the application value of Satir's iceberg theory in education and other fields in future research, providing more beneficial insights for humans to better understand ourselves and others.

2.1 Foreign Research

As for foreign countries, the application of Satir's iceberg theory in education and teaching has been increasingly valued. Many researchers have applied iceberg theory to various fields such as educational psychology, student counseling, teacher-pupil relationship, and corporate training.

For instance, Smith and Price (2018) used Satir's iceberg theory to analyze students' behavioral patterns and learning difficulties in their research. They found that understanding students' inner world can better help them overcome learning barriers and improve learning outcomes.

Johnson and Williams (2020) applied Satir's iceberg theory to improve the relationship between teachers and students. They propose that by deeply understanding students' needs and feelings, educators can better appreciate students and provide more effective guidance and support.

In addition, Satir's iceberg theory is increasingly being applied in the field of corporate training. Like in employee self-development projects, managers begin to recognize the importance of showing understanding and sympathy for employees. They found that by deeply dissecting employees' intrinsic motivation and emotional needs, they can better inspire them to participate in work and improve work efficiency, which is exactly what they need.

2.2 Domestic Research

In China, the application of Satir's iceberg theory in education and teaching is gradually receiving attention. Many researchers have begun to explore how to apply iceberg theory to students' psychological counseling, improvement of teacher-pupil relationships, and self-growth.

Li Tingting (2019) used Satir's iceberg theory to provide psychological counseling to middle school students in her research and found that exploring students' psychological icebergs can better help them solve psychological problems and improve their self-awareness and emotional management abilities.

Also, more and more educators are beginning to recognize the application value of Satir's iceberg theory in students' self-growth. For example, in her research, Wang Xiaoli (2021) used Satir's iceberg theory to help students better delve into themselves, enhance their sense of self-worth, and strengthen their confidence and self-esteem.

However, due to the comparatively late start of research on Satir's iceberg theory in China, only a few individual fields have conducted thorough studies and possess high recognition levels. Like China's high-level public security, criminal investigation has used this psychological achievement for reference.

3. Methodology

3.1 Case Study

The case study method was used to collect relevant information for investigation and analysis in a specific context for a particular research object, provide targeted professional services for the service object, and thereby improve the difficulties they faced. This article takes a high school student as a case study and uses Satir's iceberg theory to analyze and explore its effects on contemporary education. This article mainly adopts the iceberg theory, reviews the growth time of the reconstructed service object, updates its cognition, reshapes the teacher-pupil relationship, and alleviates teacher-pupil conflicts.

3.2 Interview Method

Interviews were run through the entire service process. Conducting in-depth interviews with service recipients before the service begins is to understand their basic situation and psychological journey. In the later stages, it is to assess and conduct a theoretical application effect evaluation, summarizing the experience and lessons learned from this service. Throughout the entire research process, the interview method is the most important, and the practical operation process of reconstructing the teacher-pupil relationship cannot be separated from interviews.

3.3 Participatory Research Method

Teaching innovation workers themselves, as research tools, personally participate in case services, helping and accompanying service recipients to explore their own strengths and make changes. Combining objective existence with subjective understanding, participants will use the interaction and evaluation results with the service object as the basis for measuring whether the service has achieved effectiveness. Based on the premise of familiarity with the service object, participants conduct participatory observation through daily life, accompany the service object to make changes and grow, improve education quality and teaching efficiency, and in order to promote harmony between teachers and students, families and schools.

4. Iceberg Theory of Satir Model

4.1 Virginia Satir

Virginia Satir (1916-1988) is a world-renowned psychotherapist and family therapist. She was the first generation of family therapists and has been in a leading position since the 1950s, known as the "Columbus of family therapy". As an innovative scientific worker, she delved into multiple fields beyond popular psychology therapy at that time. Her pioneering Satir model swept the world, and iceberg theory is one of the important theories of the Satir model, which holds great significance for the present day.

4.2 Satir Model

Satir model is a psychotherapy model created by Virginia Satir. It is a psychological growth model about how an individual's internal psychology interacts with people, events and things outside.

It is also a process of spiritual experience. Through unique scientific techniques such as iceberg, coping posture, family remodeling, family map, self-ring, presence dance, meditation, etc., starting from the individual and family system, it comprehensively deals with the problems carried by individuals, improves their sense of self-worth and responsibility, improves interpersonal

communication, creates better relationships, and helps individuals live more humanized lives, not just eliminate symptoms, the ultimate goal is to achieve a state of physical and mental integration, internal and external consistency, and to maximize the individual's potential.

The Satir model originated in the United States, with a short history but significant influence. Nowadays, the Satir model has expanded to various parts of the world and has also made big progress in China in recent years, Not only applied in psychotherapy and corporate training but also spread to the field of education. The author believes that the Satir model is essentially a systematic approach to interpersonal relationships, and introducing the Satir model into the field of modern education and teaching practice has many benefits for contemporary society.

4.3 Satir's Iceberg Theory

The "iceberg theory" has been widely applied in fields such as psychology, literature, management, and medicine. In the field of psychology, the most famous "iceberg theory" is the theory of consciousness and subconsciousness put forward by Freud, the founder of the psychoanalytic school. He believes that a person's personality is like an iceberg on the sea, revealing only a part, that is, a conscious level. The vast majority of the remaining are unconscious, and this largely determines human development and behavior to some extent. American psychotherapist and family therapist Virginia Satir further developed this theory, using icebergs to compare the human heart, and proposed the famous Satir Iceberg Theory (as shown in Figure 1). The school of Applied psychology, Neurolinguistic Programming (NLP), which rose in the 1970s, further inherited and developed Satir's iceberg theory, moving its application field from psychotherapy and psychological counseling to a broader field of personal spiritual growth and human resource management^[2]. Subsequently, Mr. Li Zhongying, the international NLP master of the Chinese world, further enriched and developed the connotation of the iceberg theory in his research and development of "Jiankuai Positive Psychotherapy", making it easier to understand and apply.

Satir's iceberg theory is actually a metaphor where a person's "self" is like a huge iceberg. What we see is only the tip of the iceberg floating on the water - events and behaviors, while the larger ice body that surges underground is the inner core world of a person - the true self^[3]



Figure 1: Figure description of Satir's Iceberg Theory

In the Satir model, the icebergs from top to bottom are: 1. Behavior (including action and story content); 2. Coping posture (including blaming, pleasing, exceeding rationality, interrupting, and being consistent); 3. Feeling (including joy, excitement, obsession, anger, injury, fear, sadness); 4. The feeling of feelings (including decisions of feelings); 5. Viewpoints (including beliefs, assumptions, preset positions, subjective reality, cognition); 6. Expectations (including those towards oneself, towards others, and from others); 7. Desire (including being loved, lovable, accepted, recognized, meaningful, valuable, and free); 8. Self (including vitality, spirit, spirituality, core, essence).

The iceberg theory suggests that a person's various behaviors and coping styles stem from some emotional feelings within them. Emotions are the state in which the inner feelings are expressed through the body. It is related to the experiential memories stored in our brains, reflecting our true feelings of absolute honesty, reliability, and correctness. The emergence of emotions comes from a set of belief systems held within a person. It is composed of beliefs, values, and rules, which are the ideological foundation of a person's outlook on life, thoughts, and behaviors. It is a mode of behavior that arises from life experiences during the growth process. Just like the interconnected parts of an iceberg and its roots, expectations, desires, and self-awareness are what every life

requires. They connect people into a system and also serve as the source of energy and motivation for people in the system to achieve reform.

5. A Case Study of High School Teaching from the Perspective of Satir's Iceberg

5.1 Case Background

5.1.1 Introduction to the Teacher and Student

Teacher Pan: 43 years old, a political teacher at X high school in N city, devoted to the education career for nearly 20 years. She is naturally kind but has a strong and stubborn personality, with clear love and hate. Pan has a strong desire for control but a strong sense of responsibility towards students and with high requirements for their learning grades.

Jiang Ye: 17 years old, a liberal arts male student in the second year of X high school in N city. Parents' free-range education leads to his independent and sensitive heart. His family is not kind of harmonious; he is a handsome boy with a rebellious and irritable personality but with a strong sense of initiative.

5.1.2 Introduction to the Case Basic Situation

The X high school in N city implements a policy of dividing liberal arts and science classes in its sophomore year. The top 50 liberal arts and science students in Grade 2 are selected based on past grades to establish a base class. At the request of the school, Teacher Pan, a political subject teacher, served as the class teacher for the liberal arts base class of Class 18 in Senior 2. Jiang Ye, due to his excellent grades in liberal arts before class division, entered the liberal arts base class in 14th place.

This case will analyze the psychological journey of the teacher-pupil relationship, teacher's education and teaching practice, student's learning, and physical and mental health through specific examples between Teacher Pan and student Jiang Ye after class division and apply Satir's iceberg theory to solve related problems.

5.2 Starting from Satir's Iceberg Theory-Delving into Students' Inner World

Satir's iceberg theory gradually delves into the secrets of an individual's inner iceberg through eight levels, reaching the origin of individual behavior, examining the expectations, desires, and true selves in an individual's life through behavior, and exploring the core and essential parts of behavior.

5.2.1 Specific Case

Let's take a look at the following case. In a political class, Teacher Pan discovered that Jiang Ye did not listen attentively. Jiang Ye reviewed politics on his own due to his good performance in political grade. After being discovered by Teacher Pan, he publicly criticized the students and asked them to follow up with the teacher. However, the student ignored and continued to read the materials at hand without paying attention to her. At this moment, the teacher became even more angry and grabbed the book in Jiang Ye's hand, tearing it up on the spot. The more severe criticism led to a greater conflict between the teachers and students. Faced with the teacher's criticism, Jiang Ye loudly contradicted and retaliated. These behaviors not only led to a rapid deterioration of the teacher-pupil relationship but also brought extremely negative effects on the entire class atmosphere.

5.2.2 Case Analysis

The author conducted a separate interview with the two individuals through observation combined with iceberg theory, exploring and analyzing what happened internally between the teacher and the students (as shown in Table 1).

First, let's take a look at Teacher Pan's inner iceberg. 1. Behavior - Criticizing students and tearing up their materials; 2. Coping posture - Blaming; 3. Feeling - Anger; 4. The feeling of feelings - Frustration; 5. Viewpoints - Students should listen attentively to the teacher's rhythm, and it is the responsibility of each student to follow their teacher's instructions; 6. Expectations - Teaching own course well enough to attract students and expecting them to listen and follow her guidance; 7. Desire - To be respected and recognized; 8. Self - Righteousness, care, doctrine.

Next, take a look at Jiang Ye's inner iceberg. 1. Behavior - Self reviewing in class without paying attention to the teacher's criticism and talking back; 2. Coping posture - Interrupting (avoiding) and blaming therewith; 3. Feeling - Shame, anger, frustration; 4. Feeling of feelings - Guilty; 5. Viewpoints - Equality between teachers and students, teachers should respect students, public criticism will make oneself humiliated; 6. Expectations - Expect his learning style to be understood and expect the teacher to appreciate him; 7. Desire - To be respected, recognized, and valuable; 8. Self - Courage, democracy.

Table 1: Figure description of Object's Iceberg

Service Object Object's Iceberg	Teacher Pan	Jiang Ye
Behavior	Criticizing student and tearing up his materials	Self reviewing and ignoring criticism, talking back
Coping Posture	Blaming	Interrupting (avoiding), blaming
Feeling	Anger	Shame, anger, frustration
Feeling of Feelings	Frustration	Guilty
Viewpoints	Students must follow teacher' instruction	Equality and don't be humiliated
Exceptions	Effective guidance and respect from students	Be understood and respected
Desire	To be respected and recognized	To be recognized and being valuable
Self	Righteousness, care, doctrine	Courage, democracy

After class, the author interviewed the two separately. According to Teacher Pan's oral statement, during the incident, she believed that "Jiang Ye did not attach importance to learning, did not respect the teacher, and seriously violated the school rules and regulations by contradicting her." she couldn't understand Jiang Ye's behavior and the reason. For students who did not listen attentively and listen to her words and publicly contradicted this matter, she believed that "it seriously damaged her image and authority as a class teacher", which angered and affected her feelings (about self-worth). For example, the teachers may feel that their lessons are not good enough, or the students simply look down on them. Teacher Pan said, "There were many negative feelings inside of me then, and I was so mad."

Students use casual behavior to conceal their true feelings inside. When both teachers and students fall into negative emotions, communication becomes extremely difficult, and everyone uses defensive mechanisms to protect themselves: the teacher chooses to criticize, while the student's behavior is: I don't care what you say.

5.2.3 Problem Solving

After the interview, the author used Satir's Iceberg Theory to specify to Teacher Pan and Jiang Ye, respectively, that when a conflict event occurs, people can delve deeper into the surface of the event and explore the other person's real thoughts, including exploring their own and others' inner feelings, expectations, desires, etc. This allows them to see a more authentic self and others and give new meaning and explanations to the event.

After a period of reflection, Teacher Pan expressed that she could understand students' feelings and expectations through their behavior and then understood that Jiang Ye's behavior was only for self-protection, not for lack of recognition and respect towards her. After understanding that students expect to be respected and yearn for a sense of value, Teacher Pan stated that her "inner anger has subsided", and she would adopt a more harmonious and effective way to communicate with students in the future.

For Jiang Ye, the same goes for him. Through the iceberg, he learned about the love and concern behind the teacher's behavior, as well as the fact that the classroom is the main battlefield of school teaching. "I was overwhelmed by anger, lost my sanity, and couldn't help but start contradicting the teacher immediately", he said. Obviously, confronting the teacher has a negative impact on both the class and himself, and he took quite some time to realize his mistakes. After being guided, he went to the teacher's office and apologized to Teacher Pan. The teacher accepted his apology and stated that she had also done something wrong. Pan stated that she hoped the two of them could use Satir's iceberg theory as a basis to understand each other's deep intentions in the days that followed after this incident.

5.3 Theoretical Tools Used to Improve Teaching Quality-Being Consistent in the Five Communication Postures of Iceberg Theory

5.3.1 Five Communication Postures of Iceberg Theory

Satir's response posture, also known as communication mode or communication posture, refers to the five communication modes of pleasing, blaming, exceeding rationality, interrupting, and being consistent^[4].

The posture of communication, also known as survival posture or consistent communication, was proposed by Satir based on years of practice regarding how people often deal with problems through specific coping methods when facing pressure. People's coping style under pressure, namely survival posture, reflects an individual's sense of self-worth and often adopts the following ones:

1. **Pleasing:** When pleasing others, individuals often disregard their own sense of value, sacrifice their self-worth, and nod in favor of everything. Always in a state of flattery and compromise to please others, overly suppressing oneself, and long-term development may cause physiological disorders and psychosomatic imbalances. The advantage is that people who adopt a flattering posture often care more about others and are more sensitive to things, and sometimes it is beneficial for handling things.
2. **Blaming:** The opposite of pleasing is blaming. The upbraider will never allow himself to be "weak" and will not accept excuses, troubles, or insults from anyone. He will protect himself by being picky and harsh towards others. Critics often only consider their own feelings and underestimate others, possess strong self-esteem, always refuse and oppose opinions put forward by others, and even attack others.
3. **Exceeding Rationality:** Super rational people always maintain rationality, paying attention to the context of current events but disregarding the feelings of others and themselves and displaying composure, calmness, and objectivity in communication. They are usually perfectionists, always striving for perfection in communication, but being super rational does not represent wisdom, and the two cannot be easily equated.
4. **Interrupting:** Interrupters always divert the topic or the attention of others, causing the topic to jump off the hook and ignore the feelings of others, the current situation, and even their own feelings. He believes that by diverting the focus of the topic and others avoiding stressful topics, he can protect himself. The advantage of interruptions lies in their ability to showcase their wit and creativity, often alleviating awkward chat environments.
5. **Being consistent:** Consistency between appearance and inside is a high self-esteem coping style that differs from the above four postures. Consistency on the outside is a way for individuals to communicate with themselves and others, and it is also a complete communication posture that we hope to achieve. In this state, the self, situation, and others are all satisfied.

	Posture sculpture	Words, deeds, and inner experiences	Psychology	Physiological manifestations
Pleasing		Agree, rely, plead: "This is my fault" "I am insignificant myself"	Depression, Neuroticism	Digestive tract problems, diabetes, migraine
Blaming		Negation, attack, isolation, blame: "What's wrong with you" "I am in charge here"	Paranoia, crime	Muscle tension, blood circulation issues
Exceeding rationality		Objectively, authoritarian, manipulative, distant: "Must be calm and composed" "At any cost"	Forced and nervous	Lymph problems, cancer, heart disease
Interrupting		Unrelated, upset, hyperactive: "No one cares about this"	Confused, untimely, mentally ill	Central nervous system problems, migraines

Figure 2: Figure description of Four Dysfunctional Communication Postures

In the above case, the teacher used a blaming attitude, and the student used an interrupting attitude with blaming hereupon, both of which are dysfunctional modes (as shown in Figure 2). Obviously, these four modes are not conducive to the physical and mental health of both teachers and students. The most ideal model should be consistency, which fully considers oneself, others, and the situation. It is willing to express oneself truthfully and listen to others while also considering situational factors. This is the basic quality that teachers should possess under the requirements of a new era.

5.3.2 Interaction between Teachers and Students towards Consistent Communication

The analysis of communication posture by Satir's Iceberg, although not covering all communication modes of individuals, has extracted the most important ways of people's daily behavior.

Carefully analyzing the daily learning and life of teachers and students, we find if the teacher accuses the students, they will either please the teacher; either be super rational, regardless of whatever you say; either interrupt or be absent-minded; either confront the teacher. Over time, teachers and students become accustomed to their own behavior patterns and cannot easily change them, which is taboo. As the case demonstrates, the problem is the same.

From the perspective of communication mode, in the past, teachers often wondered why students would act like this. In fact, this was largely due to the inability of teachers to gain insight into students' true feelings through their behavior, which led to the result. It is worth our teachers' attention that blaming is not active in solving problems but rather exacerbates problems and hinders communication between teachers and students. That is, students often close their hearts due to being criticized and use anger and aggressive behavior to resist. In this situation, students find it difficult to truly recognize teachers. Teachers should understand that although accusation can overwhelm students in terms of momentum, it reduces their self-worth. This could cause a series of problems, such as inefficient learning and withdrawn personalities, forming a vicious cycle of "the issue of low self-worth causes other issues that lead to self-doubt". So, we educators must learn to communicate with students consistently.

This is why the author believes that education and teaching must comply with the requirements of the new era, learn advanced educational theories and absorb them for personal use, utilize them in practical applications, solve a series of educational and teaching difficulties nowadays, improve teaching quality, and cultivate students with comprehensive development of morality, intelligence, physical fitness, aesthetics, and labor.

6. Results and Discussion

6.1 Results and Effectiveness Evaluation

In this case, the author mainly used Satir's iceberg theory and communication posture theory to intervene in the case, gradually advancing the transformation of teacher-pupil relationship from shallow to deep, effectively helping the teachers in the case solve educational and teaching problems, correct students' attitudes, establish teachers' dignity and prestige, and ignite students' enthusiasm for classroom learning. In the following classes, Jiang Ye would always actively raise his hand to answer questions. Faced with the diverse development needs of students, Teacher Pan listened attentively and recognized that each individual student is different. She deeply studied Satir's iceberg theory and applied it to the coming education and teaching practice, and expressed to the author that "Through learning, I can touch the deep icebergs of students' hearts and empathize with them to think about problems, which is greatly conducive to my work." The stereotypical impression she had of her students before, "Why you choose to be different from other students?" has disappeared.

After entering the third year of senior high school, Jiang Ye's performance progressed steadily. He scored the highest score in the city's single political subject in the first mock examination of N city that year. His character, which is not terribly surprising, became more cheerful and lively, and his friendship with his classmates and teachers became deeper concomitantly. The two service recipients successfully reached a consensus in communication and expressed satisfaction towards the research services, according to the interview.

This study was successfully concluded after the college entrance examination through two years of tracks, and the author believes that it has significant implications for both Teacher Pan and Jiang Ye in the case study and for many other teachers and students like them. It proves that teaching innovation of Satir's iceberg theory has successfully improved teacher-pupil relationships and increased students' learning efficiency, better achieving contemporary education objectives.

6.2 Impedance Encountered in the Innovative Application of Satir's Iceberg Theory

6.2.1 Trust Issues

Although the author has conducted systematic learning and research on Satir's iceberg theory, there is still a lack of experience in practical operation. Secondly, despite the author and the recipients being acquaintances, there is still an issue of trust. On one side, there is a lack of trust in the professionalism of teaching innovation activities, and on the other, there is a lack of trust in the innovators. Most of the past teaching models remained unchanged, and innovative teaching activities, such as the application of

Satir's iceberg theory in teaching practice, were still "unlikely" in the eyes of current teachers and students, with many misunderstandings and doubts. The service recipients believe that the author is only their "former students" and "former seniors", and compared to traditional academic experts, they hold a questioning attitude towards the qualifications and professional abilities of the activity organizers. But, with the patient guidance and efforts of the implementers of teaching innovation activities, they gradually dispelled their distrust.

6.2.2 Significant Individual Differences in the Intervention Subjects

The basic triangular relationship of education is composed of students, parents, and teachers. In this case, the implementers of teaching innovation activities are involved in the students with missing parental functions. When conflicts occur, the relationship between students and teachers becomes rigid, and if parents and teachers are unable to fully communicate at this time, it will exacerbate conflicts. Next, partly, there are also strong personalized differences in the teacher group, such as Teacher Pan, in this case, who has a strong desire for control and cannot tolerate students' challenges. Faced with highly personalized service objects, the initial implementation of teaching innovation is somewhat laborious. But this at least proves that the development of human diversity is one of the precise reasons for the existence of Satir's iceberg theory.

6.3 Reflection and Enlightenment on Innovative Teaching Activities

Ms. Satir once said, "Behavior is not a problem; how to respond to them is the problem." When teachers run up against students' inappropriate behavior, their first reaction is mostly to criticize whether it meets the requirements of various rules and regulations and then to reason with students, keeping the problem at the first level of the iceberg - the behavioral level. However, the occurrence of behavior has become a fact, and entanglement does not help solve the problem. Even if the teacher's starting point is good, it will only continuously strengthen the negative emotions of both parties and undermine the teacher-pupil relationship^[6]. Obviously, stale dogma is no longer suitable for the comprehensive development of students born in modern society. Teachers should combine advanced teaching theories with practical applications and reflect on how to respond to problems and what we teachers can learn from them.

6.3.1 Cut the Gems into the Most Suitable Form for Themselves

The inspiration of Satir's iceberg theory to teachers is that every student has various resources necessary for growth. What we teachers need to do is tap into the students' potential or guide them to use their existing resources in a more efficient way to serve their comprehensive development.

Teachers are not only educators but also one of the initiators of student resources and energy. The "switch" that starts is in the hands of the teacher group, and the key depends on how we use it. Teachers should view problems from a developmental perspective. Students are complete individuals with resources and potential and should not only focus on their grades or shortcomings. Otherwise, when teachers activate students' "rich mines", it is very easy to lead to the fragmentation of the "rich mines". The slogan of current Chinese education is "Let education return to its original source", so where is the origin of education? The author believes that the essence of education is "people", that still is "educating people".

Students are not cold examination-solving machines but living beings with emotions. Each life is an independent individual, which is often overlooked by teachers. As early as the last century, Ms Satir proposed the concept of "resource transformation", proposing the reorganization of resources to turn waste into treasure, allowing the vitality of life to flow again at blockage points. This requires teachers to slow down and use system analysis to find the shining points of students, just like cutting a primary gemstone, how to cut it into the most suitable form for itself while cutting off cracks, letting the inner radiance burst out. From this, we can vividly portray teachers as gem processors to grasp the spirits of contemporary educators.

6.3.2 Utilizing Iceberg Theory to Enhance Students' Learning Ability

Satir's iceberg theory has a certain effect on students with poor academic performance in practical applications. The mechanism for this effect is reflected in the influence of iceberg theory on oneself through self-awareness and exploration, understanding expectations for learning and oneself, and ultimately transforming into learning behavior, thereby improving learning ability. This mechanism is reflected in the "iceberg theory - self-reflection - clear expectations - transformation into behavior".

Human behavior is both visible and variable. When some behaviors are not accepted by oneself, people will respond by denying, rejecting, and fleeing. For example, students with failed academic records often develop an aversion towards subsequent studies after their first failure, leading to the situation of failing again^{Error! Reference source not found.}. Most students can not notice their psychological changes but only stay on the surface of the sea level. Due to only focusing on grades and not improving their grades for a while, they double deny themselves, forming a vicious cycle of learning decline for a long time.

Educators could use iceberg theory to analyze students' inner expectations and aspirations and teach students to take the initiative in learning in their own hands. We should get students to know that expectations include their own, others', and others' expectations of me. When students apply the iceberg theory to self-exploration, they will discover the unfulfilled expectations in their hearts and then think about approaches to deal with them, starting to move into behavioral transformation. The effectiveness of the iceberg theory is mainly reflected in the transformation of behavior. When failing a course has already occurred, iceberg theory will urge students to focus on how it happened and how to respond. Its core is that when a person's internal processes change, their behavior will change subsequently. The iceberg theory allows students to excavate self-awareness, clarify expectations, dominate the hidden icebergs at the behavioral level, and then transform them at each level of the iceberg. It makes students actively confirm themselves, adapt to new coping modes, and enter their current learning in an acceptable and suitable way.

6.3.3 Teachers and Students Work Together to Become a Better Person

Internal changes are possible, even if external changes are limited. Some teachers consider themselves educators, refuse to change, and stubbornly believe that they have always been right, which is actually a closed and dogmatic mentality. In fact, the first thing to demand change is not students but teachers, who use their own change to drive students' change. Alteration comes from the inside out, and the teacher community must recognize their own iceberg in the first place, recognize themselves, and be consistent inside and outside. Only by not relying on students to meet their expectations can they accept their own growth and accept their students' growth. In education, updating is the best educational tool for teachers themselves, and one of the most monumental strategies for a long time is to promote mutual learning and teaching.

7. Conclusion

Through a series of follow-up studies, the research innovatively explores the enormous application value of advanced Satir's iceberg theory in educational and teaching practice. By analyzing the core concepts and practical cases of Satir's iceberg theory, this article illustrates the problem of advanced teaching theories being disconnected from educational practice in secondary schools. It is concluded that this theory can effectively improve educational quality, enhance students' learning efficiency and motivation, and improve teacher-pupil relationships through teaching innovation. Solved the potential long-standing problems of low teaching levels among teachers, low learning efficiency among students, and prominent conflicts between students and teachers in secondary education.

This study combines theory with practice, provides systematic analysis and specific strategic guidance, strengthens the role of positive psychology and innovative teaching, highlights practical value and guidance, enhances educational effectiveness, and promotes teaching innovation. These advantages make research highly valuable and enlightening for educators. Via the success of Satir's iceberg theory on a pair of highly personalized research objects, the author believes that such innovative teaching is also applicable to educational practices around the world.

Although this study has achieved certain results, there are still some shortcomings: Firstly, the research on other relevant theories or practical applications is not sufficient. Secondly, this study mainly adopts research methods such as case analysis and interviews, but these methods may have certain limitations, such as insufficient sample size and narrow research scope. Finally, further exploration is needed in this study on how to apply innovative teaching of Satir's iceberg theory to different age groups and subject areas.

In response to the above shortcomings, future research can be looked forward to from the following aspects: Strengthen the combination and comparison with other relevant advanced theories and promote the development of localization, modernization, and popularization based on the national conditions of the country; Diversified research methods and technical means such as data quantification can be used to more accurately reveal its practical application effects and make it more convincing; Further expand its application and scope, from multiple perspectives and research fields, and strive to make it more universal.

Undoubtedly, the most important reminder for teachers in the cause of education in this innovative study is that "He who teaches, learns." Any country with its education wants to join the world community and show its strength, patently, then advanced theoretical support and guidance are necessary.

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