

# Application of Social Exchange and Group Socialisation Theory in School Counselling: A Quantitative Analysis of Three Primary and Secondary Schools in G Province

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## ABSTRACT

Prominent problems surrounding psychological and behavioural disorders in primary and secondary school students currently involve two parts of the school counselling core: adaptation and academic development and personality and social development. Based on the theory of social exchange and group socialisation, this study proposes that the educational principle of 'combining high respect, trust (high care) and strict requirements' in social exchange theory can better guide and help students' personality and social development. Six hypotheses are verified based on a quantitative analysis of three primary and secondary schools in G Province as samples. Applying group socialisation theory to support school counselling can guide students better and help them adapt and develop academically, especially those involved in truancy and who refuse to attend school.

## Keywords

Social exchange theory, Group socialisation, School counselling, Mental health education in primary and secondary schools.

## Research Background and Problems

Textual analyses and empirical investigations have found that primary and secondary school students' present psychological and behavioural disorders involve two components of the core of school counselling: adaptation and academic development and personality and social development. Problems surrounding adaptation and

academic development primarily include two aspects: truancy and refusal to study. Meanwhile, personality and social development problems mainly involve excessive personality and insufficient sociality (e.g. weak awareness of rules and discipline, impoliteness, indulgence, selfishness, strong dependence, wilfulness, poor self-care, less attention to others, etc.), insufficient personality and sociality (e.g. strong desire for material items, negativity, extreme indifference, compulsion, selfishness, isolation, etc.) and excessive sociality and insufficient personality (e.g. excessive obedience, weakness, anxiety, inferiority, timidity, rules, depression,

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resistance, rebellion, deception, sabotage, etc.) [1,2].

### The Concept of School Counselling

School counselling is derived from school counselling and coaching, which refers to either direct or indirect school counselling work for all students.<sup>1</sup> Delivering services to meet students' academic, professional, social and emotional needs [3-5], school counselling specifically pertains to the process of providing assistance and guidance for students' adjustment and academic development, personality and social development and career development as well as the diagnosis and treatment of associated psychological and behavioural disorders [6]. Mental health education in primary and secondary schools and school counselling overlap to some extent and share similar characteristics, but some differences exist between school counselling and psychological counselling; the latter cannot completely replace the former.

### Social Exchange and Group Socialisation Theory

Social exchange theory refers to the understanding of human social behaviour and social interaction process based on the analogy of commodity trading relations in the market [7]. By applying this theory to interpret Makarenko's educational principle of 'the combination of respect, trust and strict requirements', we also find that the essence of exchange lies in the give-and-take between personality and sociality. It is the exchange of respecting students' individuality and giving them social requirements. Respect and trust have individuality, which means that the individual needs of the educated are satisfied. In the sociality requirement, the educated obey and internalise social rules; that is, 'without the requirement, there can be no education' [2,8]. The educational style described by 'the combination of high respect, trust (high care) and strict requirements' is the best way to emphasise Makarenko's thoughts. Children who grow up in this style (i.e. under high care and high requirements) have full personality and sociality, healthy psychology, positive awareness and outstanding ability and are better equipped to avoid psychological and behavioural disorders. Both sociability and individuality are abundant, as shown in Figure 1 [2].

Meanwhile, the group socialisation theory of development, a child socialisation theory proposed by American psychologist J. R. Harris, emphasises the situational nature of socialisation and the important role played by peer groups in children's socialisation [9]. Studies have shown that in school education, the transmission of family culture and the family-society boundary are key points in studying student groups' socialisation development, and the lack of a family culture transmission and both loose and strict family-society boundaries lead to truancy and school refusal, respectively. Students in the family culture transmission are typical. As shown in Figure 2, two analysis dimensions can be considered. In terms of family culture transmission, intergenerational communication time is the key point, as family intergenerational communication is

<sup>1</sup>Students in school counselling include those with disabilities and other special education groups and groups of colour (American school counselor association, 2022). However, this article only discusses consultations in elementary and secondary schools and sections.

closely linked to family culture transmission. Regarding the family-society boundary, school consultation focuses on opportunities for students to reach out to society across the family [1].

### Research Issues

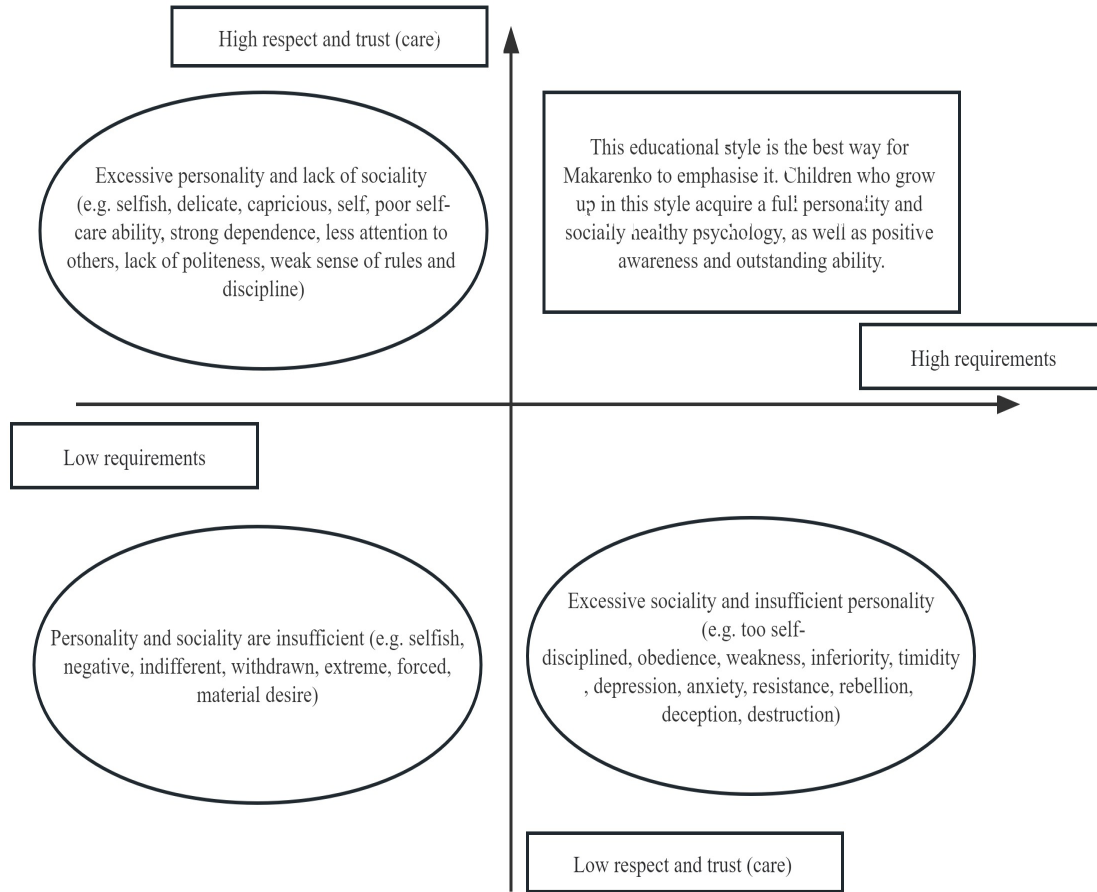
Based on Makarenko's educational principle of 'the combination of respect, trust and strict requirements' under social exchange theory and the analysis of the relation between family culture transmission, family-society boundary, truancy and school refusal under group socialisation theory, this study proposes the following hypotheses:

- H1: The combination of high respect, trust (high care) and strict requirements has a significant positive impact on students' personality and social development.
- H2: High respect and trust (high care) have a moderating effect on the relations between strict requirements and students' personality and social development.
- H3: Strict family-society boundaries have a significant positive effect on school rejection.
- H4: Loose family-society boundaries have a significant positive effect on truancy.
- H5: There are significant differences in truancy among various cases of loose family-society boundaries.
- H6: Different cases of strict family-society boundaries have significant differences in school rejection.

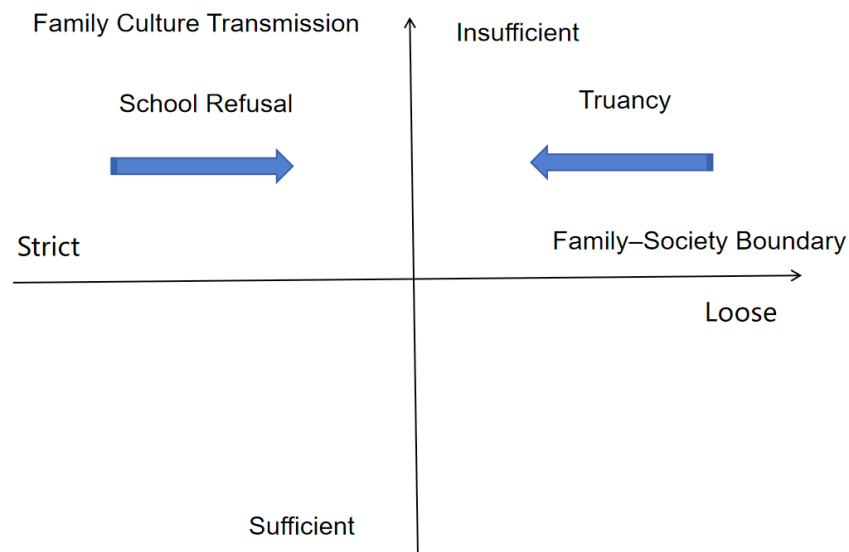
### Research Design and Method

This study adopts an empirical quantitative design. To investigate the delivery of formal and informal school consultation to students (via observation, lists, questionnaires, interviews and case studies) and other methods, we focused on one public secondary professional school in Z City, G Province (because it includes all grades in primary and junior high schools under the research category of primary and secondary schools), and one ordinary school in D City, G Province (which belongs to an economically developed area). Data included before- and after-school consultations on school behaviour, group interactions, teacher-student and parent-child interactions and participation in school (class) organisations and management in high school (private) and primary school (public). Statistical analyses were conducted on the research status quo. H1-H6 were verified by constructing a structural equation model, conducting a regulating effect test, building a path analysis model and performing a one-way analysis of variance (ANOVA) to explore the relations between variables (with the help of SPSS Amos 26.0 and SPSSAU data science analysis platform and others).

School consultations in this study were mainly based on the work of class teachers and moral education in school education. Based on empirical evidence, the formal school counselling defined here mainly refers to the school counselling that involves students who actively seek help and guidance from teachers on their adaptation, academic development, personality and social development, while informal counselling refers to the guidance and help that teachers take the initiative to deliver to students with psychological and behavioural disorders. Valid samples were 134 for H1-H2 and 38 for H3-H6. Data collection covered the years 2016-2023.



**Figure 1:** Influence Diagram of Makarenko’s Principle of ‘High Respect, Trust (High Care) Combined with Strict Requirements’ Under Social Exchange Theory [2].



**Figure 2:** Interactive Classification Diagram of Family Culture Transmission, Family–Society Boundary, Truancy and School Refusal [1].

## Empirical and Data Analysis

### The Application of Social Exchange Theory in School Counselling.

**Descriptive Statistics of Basic Information, Data Entry Methods and Main Variables of the Scale.** A self-developed scale was designed to better verify that high respect, trust (high care) and strict requirements have a significant positive impact on students' personality and social development (H1), and high respect and trust (high care) have a moderating effect on the relation between strict requirements and students' personality and social development (H2).

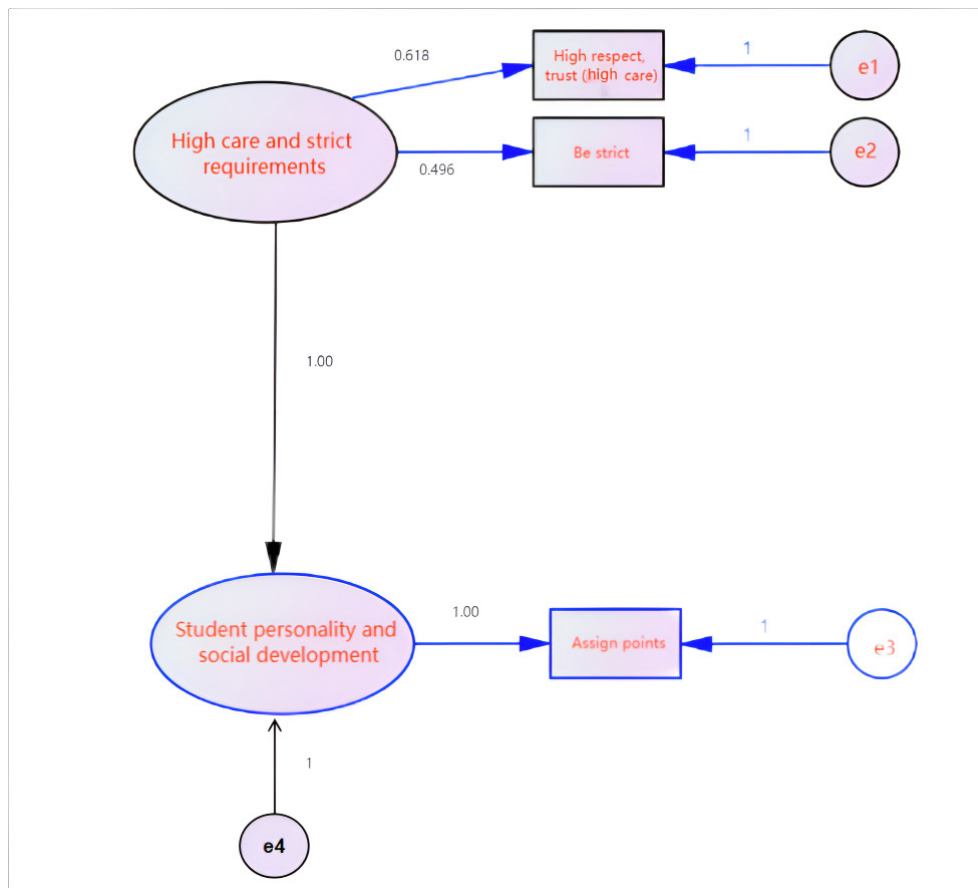
The questionnaire uses a seven-point Likert scale from 1 (strongly disagree) to 7 (strongly agree). When constructing a structural equation model, it is best to use a continuous scale to measure variables, and a seven-point scale can meet the measurement needs of attitude problems [10,11]. The questions involved were students' evaluations of their parents' (including single parents) attitude towards their high respect and trust (high care) and towards their strict requirements. The data of this scale were collected according to formal and informal school consultations and inputted by students or teachers according to the students' actual situation after investigation and research. Table 1 shows the logical relation between the items in the scale, which are converted into variables after rating.

**Table 1:** Logical Relation of the Scale Items Transformed into Variables after Rating.

Item rating	Variables
Students rated their parents (including single parents) attitude towards their high respect and trust (high care) from 'very inconsistent' to 'very consistent' on a scale of 1-7	High respect and trust (high caring)*
Students rated their parents (including single parents) attitude towards their strict requirements from 'very inconsistent' to 'very consistent' on a scale of 1-7	Be strict
Teachers will assign points according to students' personality and social development problems on a scale of 1-7 (counting the number of concrete representations $x$ ) $ x-7 $	Students' personality and social development

*Note.* \*Here, the variable with a single meaning is high caring (the same as below).

The teachers rated the students' personality and social development on a scale of 1-7. Specifically, they 'commented' on the number of concrete images of students mainly related to their personality and social development problems (three aspects), as shown in Figure 2. The concrete images of the three aspects are as follows: excessive personality and lacking sociality (e.g. weak discipline awareness, impoliteness, pampering, selfishness, dependence, wilfulness, poor self-care ability, less attention to others, etc.), insufficient personality and sociality (e.g. material desire, negativity, extreme indifference, compulsion, selfishness, isolation, etc.) and excessive sociality and lacking personality (e.g. excessive obedience, weakness, anxiety, self-abasement, timidity, regulation moment,



**Figure 3:** Final Structural Equation Mode.

**Table 2:** Descriptive Statistics of the Main Variables.

Name	Mean ± standard deviation	Variance	25th quantile	Median	75th quantile	Standard error	Mean 95% CI (LL)	Mean 95% CI (UL)	IQR is much less	Kurtosis	Skewness	Coefficient of variation (CV)
High respect, trust (high care)	4.037 ± 2.305	5.314	2.000	5.000	6.000	0.199	3.647	4.428	4.000	1.594	0.046	57.100%
Strict requirements	4.187 ± 2.670	7.130	1.000	3.000	7.000	0.231	3.734	4.639	6.000	1.861	0.003	63.782%
Assigning Points	2.709 ± 2.755	7.591	0.000	2.000	6.000	0.238	2.242	3.175	6.000	1.259	0.641	101.709%

**Table 3:** Cronbach's Reliability Analysis.

Name	Correction item total correlation (CITC)	$\alpha$ coefficient of deleted terms	Cronbach's $\alpha$ coefficient
High respect, trust (high care)	0.495	0.663	0.709
Strict requirement	0.419	0.755	
Assigning points	0.701	0.373	

Note. Standardised Cronbach's  $\alpha$  coefficient: 0.710.

**Table 4:** Model fit index and acceptable thresholds [3].

Common indicators	Chi-square	df	p	Chi-square DOF ratio $\chi^2/df$	GFI	RMSEA	RMR	CFI	NFI	NNFI
Judging criteria	-	-	>0.05	<3	>0.9	<0.10	<0.05	>0.9	>0.9	>0.9
Value	1.575	-1	null	1.575	0.992	null	0.182	0.974	0.985	1.077
Other indicators	TLI	AGFI	IFI	PGFI	PNFI	SRMR				
Judging criteria	>0.9	>0.9	>0.9	>0.9	>0.9	<0.1				
Value	1.077	1.046	0.975	0.165	0.328	0.030				

Note. Default model:  $\chi^2(3) = 103.855, p = 1.000$

**Table 5:** Summary of the Regression Coefficients of the Final Structural Equation Model.

X	Y	Non-standardised regression coefficient	SE	z (CR value)	p	Standardised regression coefficient
High care and strict requirements	Student personality and social development performance ratings	1.966	0.436	4.514	***	1.000
High care and strict requirements	Be strict	0.949	0.177	5.349	***	0.496
High care and strict requirements	High respect, trust (high care)	1.000	-	-	-	0.618
Student personality and social development performance rating	Scoring	1.000	-	-	-	1.000

Note. → indicates regression influence relation or measurement relation; \*\*\*  $p < 0.001$ .

**Table 6:** Study Variable Treatment Instructions.

Types	Name	Data type	Data processing
Dependent variable	Assigning points	Quantification	Not processed
Independent variable	Strict requirements	Quantification	Centralisation
Moderating variable	High respect, trust (high caring)	Quantitative	Centralisation

depression, resistance, rebellion, deception, sabotage, etc.). Finally, assessment scores were entered into the scale. This refers to the student's performance score in excessive personality and social development, and if the teacher thinks that the student does not have the above specific representation, that is, there are no 'evaluation points', then the calculation formula is as follows:

$$|x-7| \quad (x \text{ is the teacher's 'rating' value})$$

### Scale Reliability

Table 3 shows that the Cronbach's reliability coefficient of the scale is 0.709, which is greater than 0.7. The correction item total correlation (CITC) values of the analysis items were greater than 0.4, indicating a good correlation between the analysis items and a good reliability level. The  $\alpha$  coefficient of deleted items did not

increase significantly after an item was removed, so the item was not deleted [12,13]. Overall, reliability was high.

### Comprehensive Description of Fit Degree

The goodness-of-fit evaluation of the model showed that the higher the model fit, the higher the model usability, and the more practical the parameter estimation [16]. As seen in Table 4, the chi-square degree-of-freedom ratio of the model fit index  $\chi^2/df$  (<3) was -1.575. GFI was 0.992 (i.e. the closer the model is to 1, the better the model fit, usually >0.9). AGFI was 1.046 (i.e. the closer the model is to 1, the better the model fit, usually >0.9). NFI, CFI and IFI were 0.985, 0.974 and 0.975, respectively (i.e. the closer the model is to 1, the better the model fit, usually >0.9) [17]. Based on this analysis, the established model had a good degree of fit.

## Final Structural Equation Model and Its Standardised Regression Coefficient

Table 5 shows all statistically significant regression coefficients in the final structural equation model (as shown in Figure 3). High care and strict requirements are found to have an extremely strong and positive impact on students' personality and social development performance scores (grading) (standardised regression coefficient = 1.000;  $p = 0.000$ ,  $<0.001$ ).

The Moderating Effect and Schematic Diagram of High Respect and Trust (High Care) on the Relation Between Strict Requirements and Students' Personality and Social Development. To test the moderating effects of high respect and trust (high care) on students' personality and social development, the study selected 'strict requirements' as the independent variable, 'high respect and trust (high care)' as the moderating variable, and 'students' personality and social development' as the dependent variable (i.e. scoring) as shown in Table 6. The independent and moderating

variables were treated using centralisation, and the dependent variable (assignment) was not processed [10,14].

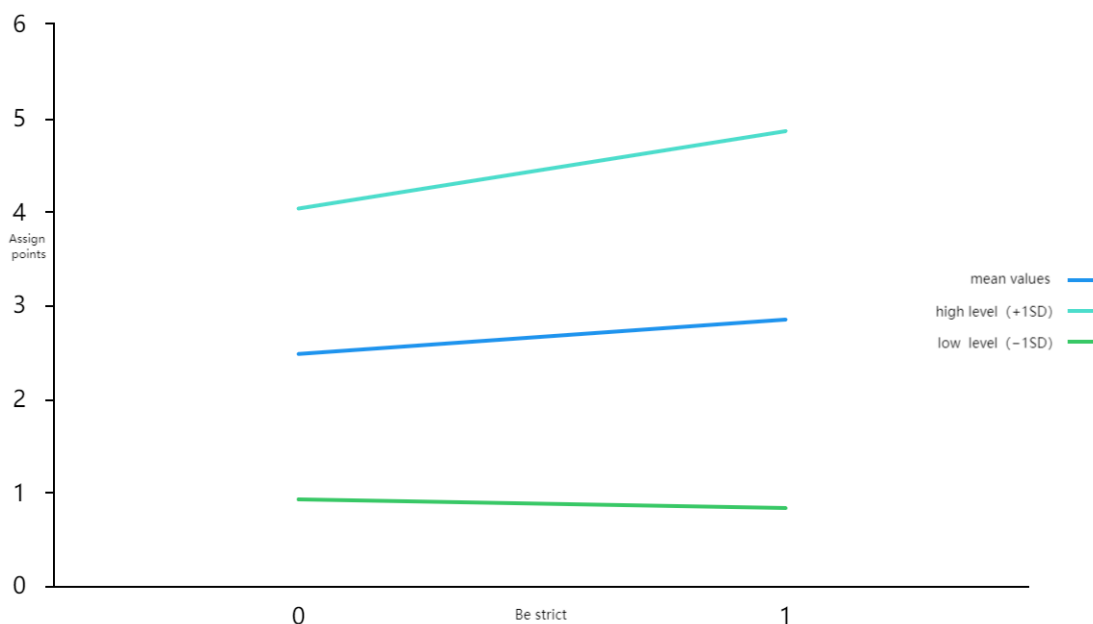
As shown in Table 7, three models constitute the regulating effect. Model 1 includes the independent variable (strict requirements), model 2 adds the regulating variable (high respect and trust (high care)) based on model 1, and model 3 adds interaction terms (product terms of the independent and regulating variables) based on model 2. Model 1 sought to study the influence of the independent variable (strict requirements) on the dependent variable (score assignment) without considering the interference of the regulating variable (high respect and trust (high care)). As the table shows, the independent variable (strict requirements) showed significance ( $t = 5.932$ ,  $p = 0.000$ ,  $< 0.05$ ), which means that strict requirements have a significant impact on the donor.

For model 3, the interaction terms of strict requirements and high respect and trust (high care) were significant ( $t = 8.918$ ,  $p = 0.000$ ,

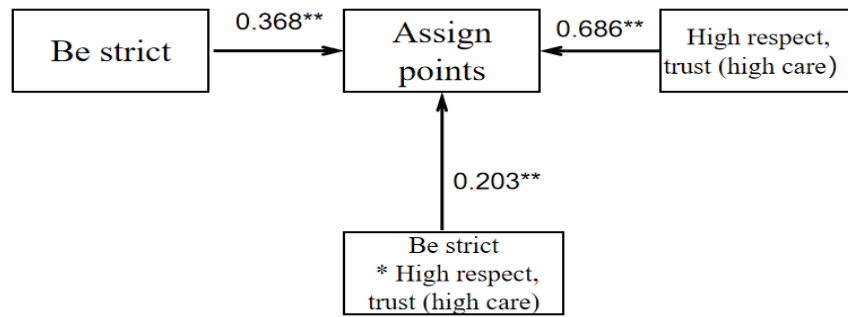
**Table 7:** Moderating Effect Analysis Results (n = 134).

	Model 1					Model 2					Model 3				
	B	Standard error	t	p	Beta	B	Standard error	t	p	Beta	B	Standard error	t	p	Beta
Constant	2.709	0.212	12.760	0.000 **	-	2.709	0.171	15.870	0.000 **	-	2.478	0.137	18.034	0.000 **	-
Be strict	0.476	0.080	5.932	0.000 **	0.459	0.369	0.066	5.617	0.000 **	0.356	0.368	0.052	7.085	0.000 **	0.355
High respect, trust (high care)						0.659	0.077	8.554	0.000 **	0.542	0.686	0.061	11.249	0.000 **	0.564
Strict requirements * High respect, trust (high care)											0.203	0.023	8.918	0.000 **	0.439
R 2	0.210					0.493					0.686				
Adjust R	0.204					0.486					0.678				
F-number	F(1,132) = 35.185, p = 0.000					F(2,131) = 63.798, p = 0.000					F(3,130) = 94.540, p = 0.000				
$\Delta R^2$	0.210					0.283					0.192				
$\Delta F$ value	F(1,132) = 35.185, p = 0.000					F(1,131) = 73.173, p = 0.000					F(1,130) = 79.532, p = 0.000				

Note. Dependent variable: assigning points. \*  $p < 0.05$ , \*\*  $p < 0.01$ .



**Figure 4:** Simple Slope Diagram.



**Figure 5:** Moderating Effect of High Respect and Trust (High Caring) on the Relation between Strict Requirements and Students’ Personality and Social Development.

**Table 8:** Logical Relation among Variables Transformed by Item Rating.

Item rating	Variables
Scale 1 - Truancy problem: Teachers gave 0–7 ‘comments’ (0–3 ‘comments’) on students’ ‘family–society boundary’ from ‘loose’ (1 point ‘comment’) to ‘strict’ (7 points ‘comment’)	Family–society boundary (loose)
Scale 2 - School refusal problem: Teachers rated students’ family–society boundary from ‘loose’ (giving 1 point ‘comment’) to ‘strict’ (giving 7 points ‘comment’) on a scale of 0–7 (4–7 ‘comment’ being loose)	Family–society boundary (strict)
Scale 1, 2 - Truancy problem: Teachers gave 0–7 ‘comments’ from ‘very inconsistent’ to ‘very consistent’ after evaluating students’ truancy problems	Truancy
Scale 1, 2 - School refusal problem: Teachers gave 0–7 ‘comments’ from ‘very inconsistent’ to ‘very consistent’ after evaluating students’ school refusal problem	School refusal

**Table 9:** Descriptive Statistics of Major Variables.

Name	Mean ± standard deviation	Variance	25th quantile	Median	75th quantile	Standard error	Mean 95% CI (LL)	Mean 95% CI (UL)	IQR is much less	Kurtosis	Skewness	Coefficient of variation (CV)
Family–society boundary (loose)	1.553 + / – 1.427	2.038	0.000	2.000	2.000	0.232	1.099	2.006	2.000	4.225	1.330	91.939%
Family–society boundary (strict)	2.105 + / – 3.003	9.016	0.000	0.000	5.250	0.487	1.151	3.060	5.250	1.341	0.785	142.624%
Play hooky	4.184 + / – 2.710	7.344	1.000	5.000	6.250	0.440	3.323	5.046	5.250	1.484	0.532	64.765%
Refusal to attend school	2.474 + / – 2.826	7.986	0.000	1.000	5.250	0.458	1.575	3.372	5.250	1.305	0.731	114.239%

<0.05). This indicates that the influence amplitude of the moderating variable (high respect and trust (high care)) at different levels must be strictly significantly different when scoring the influence. The simple slope diagram in Figure 4 shows the difference in the influence amplitude (slope) of the independent variable X on the dependent variable Y at different levels of the moderating variable Z. The figure illustrates that when the moderating variable (high respect, trust (high care)) has a high score, that is, when students’ personality and social development levels are high (score), the independent variable (strict requirement) highly influences the dependent variable (score) [10-12].

High respect and trust (high care) had a moderating effect on the relation between strict requirements and students’ personality and social development, as shown in Figure 5.

**Verification Summary of the Research Hypothesis.** The above results confirmed H1 and H2; that is, the combination of high respect, trust (high care) and strict requirements significantly and positively affects students’ personality and social development, and high respect and trust (high caring) has a moderating effect on

the relation between strict requirements and students’ personality and social development, respectively.

### Application of Group Socialisation Theory in School Counselling

**Descriptive Statistics of Basic Information, Data Entry Methods and Main Variables of the Scale.** The scale also uses a seven-point Likert scale to better verify H3 (strict family–society boundaries have a significant positive impact on school rejection), H4 (loose family–society boundaries have a significant positive effect on truancy), H5 (different loose family–society boundaries samples have significant differences in truancy) and H6 (a self-designed scale with significant differences in school rejection among different cases of strict family–society boundaries). This study found that students involved in truancy and who have school refusal problems suffer from insufficient family culture transmission. For a better analysis of the problems of truancy, loose and strict family–society boundaries and school refusal, this variable was excluded from the path analysis. A total of 38 valid samples were collected, of which 25 were categorised under truancy and 13 under refusal to study.

When compiling the questionnaire, the seven-level semantic difference scale was used to measure the item ‘family–society boundary’ from ‘loose’ (1 point) to ‘strict’ (7 points). The items ‘truancy’ and ‘refusal to study’ ranged from ‘very inconsistent’ (1 point for ‘comment’) to ‘very consistent’ (7 points for ‘comment’). The scale was divided into two according to truancy and school refusal (except for clearly marked scales, the analysed data below are the total numbers for truancy and school refusal), and data entry was mainly completed by teachers in school consultations (before, during and after) (including application observation, lists, questionnaires, interviews and school consultation case studies). Among these, the main source was the interviews with students and their parents, which were transformed into quantitative data through qualitative evaluation. It is worth noting that if the student has both school refusal and truancy, the data will be entered together. The logical relation among the variables was transformed after the scale items were rated, as shown in Table 8. Figure 9 shows the descriptive statistics of the main variables.

**Scale Reliability.** Table 10 shows that the reliability coefficient of Scale 1 is 0.581, which is greater than 0.5 and less than 0.6, but only consists of two analysis items, indicating acceptable reliability of research data. Meanwhile, as seen in Table 11, the reliability coefficient of Scale 2 is 0.981, which is greater than 0.9, indicating high reliability. The CITC values of the analysis items in Scales 1 and 2 are greater than 0.4, indicating a good correlation between the analysis items and good reliability [9,10].

**Table 12:** Model Fit Index.

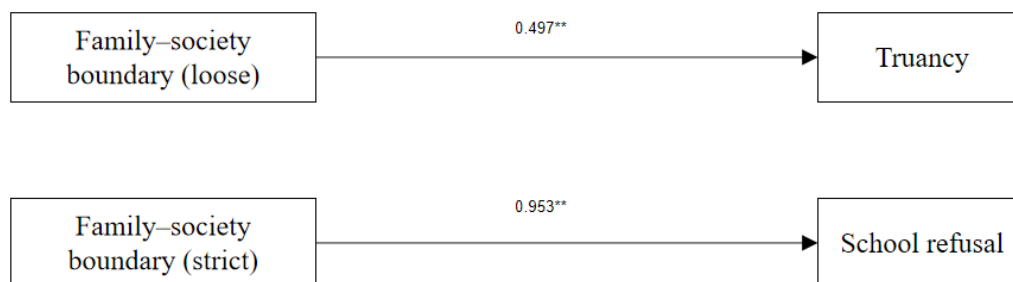
Common indicators	Chi-square	df	p	Chi-square DOF ratio $\chi^2/df$	GFI	RMSEA	RMR	CFI	NFI	NNFI
Judging criteria	-	-	>0.05	<3	>0.9	<0.10	<0.05	>0.9	>0.9	>0.9
Value	83.980	3	0.000	27.993	0.983	0.854	2.311	0.582	0.580	0.164
Other indicators	TLI	AGFI	IFI	PGFI	PNFI	SRMR				
Judging criteria	>0.9	>0.9	>0.9	>0.9	>0.9	<0.1				
Value	0.164	0.942	0.588	0.295	0.290	0.300				

Note. Default model:  $\chi^2(6) = 199.750$ ,  $p = 1.000$  (Reese, 2021).

**Table 13:** Summary of the Model’s Regression Coefficients.

X	-	Y	Non-standardised path coefficients	SE	z (CR value)	p	Standardised path coefficient
Family–society boundary (strict)	-	School refusal	0.897	0.046	19.334	0.000	0.953
Family–society boundary (loose)	-	Skipping school	0.943	0.267	3.527	0.000	0.497

Note. → indicates path influence relation.



**Figure 6:** Schematic Diagram of the Path Analysis Model Showing only the Paths that are Statistically Significant and Relevant to this Study. 2

**Table 10:** Cronbach’s Reliability Analysis for Scale 1.

Name	Correction item total correlation (CITC)	$\alpha$ coefficient of deleted terms	Cronbach’s $\alpha$ coefficient
Family–society boundary (loose)	0.497	-	0.581
Skipping school	0.497	-	

Note. Standardised Cronbach’s  $\alpha$  coefficient: 0.581 (American School Counselor Association, 2022).

**Table 11:** Cronbach’s Reliability Analysis for Scale 2.

Name	Correction item total correlation (CITC)	$\alpha$ coefficient of deleted terms	Cronbach’s $\alpha$ coefficient
Family–society boundary (strict)	0.965	-	0.981
School refusal	0.965	-	

Note. Standardised Cronbach’s  $\alpha$  coefficient: 0.982 [4].

**Comprehension Description of Fit Degree.** As shown in Table 12, the GFI model fit index is 0.983 (the closer the model is to 1, the better the model fit, usually >0.9). AGFI is 0.942 (the closer the model is to 1, the better the model fit, usually >0.9). The analysis shows that the model has an acceptable fit.

**Path Analysis Model and Its Standardised Regression Coefficient.** Table 13 lists all regression coefficients in the path analysis model (Figure 7) that are statistically significant and relevant to this study’s assumptions. When a loose family–society boundary affects truancy, the value of the standardised path



coefficient is 0.497 (>0) at a significance level of 0.01 ( $z = 3.527$ ,  $p = 0.000$ ,  $<0.01$ ). This indicates that loose family–society boundaries have a significant positive impact on truancy. In addition, when a strict family–society boundary influences school rejection, the standardised path coefficient value is 0.953 (>0) at a significance level of 0.01 ( $z = 19.334$ ,  $p = 0.000$ ,  $<0.01$ ). This means that strict family–society boundaries have a significant positive impact on school rejection. Figure 6 shows the schematic diagram of the path analysis model.

### Verification of Research Hypotheses via One-Way ANOVA.

According to the scale data, the numbers 1 and 2, representing loose and strict family–society boundaries, respectively, were used as categorical data for classification, while 0 did not belong to the data. The relation between categorical identification and variables of the categorical data of the scale is shown in Table 14, and the data for truancy and refusal of schooling were unchanged as quantitative data for verification using one-way ANOVA. Tables 15 and 16 show the results.

First, as seen in Table 15, univariate ANOVA was performed to study the differences between loose family–society boundaries and truancy. Different samples of loose family–society boundary showed significant effects on truancy ( $p < 0.05$ ), indicating that various loose family–society boundary cases had differences in truancy. Specific analysis showed that the loose family–society boundary had a significance level of 0.01 for truancy ( $F = 452.178$ ,  $p = 0.000$ ), and the specific contrast difference showed that a mean value of 0.0 (0.62) was significantly lower than the mean value of 1.0 (6.04). Hence, significant differences in truancy exist in all samples with different cases of loose family–society boundaries [15-17].

**Table 14:** Relation between Classifications and 3.

Categorical identification of data	Variables
1	Family–society boundaries (loose)
2	Family–society boundaries (strict)
0	Does not belong to this class

To further study the specific difference amplitude of significance (Table 16), one-way ANOVA used partial eta square to represent the effect size. Table 11 shows a value of 0.926 (>0.14) (the critical points for small, medium and large effect sizes are 0.01, 0.06 and 0.14, respectively). Cohen’s  $f$  was also used to represent the effect size, which was 3.544 (>0.40) (the critical points for small, medium and large effect sizes are 0.10, 0.25 and 0.40, respectively). These indicate large specific differences of significance [11-13].

**Table 15:** One-way Analysis of Variance (ANOVA) Results for Scale 1.

	Family–society boundary (loose) (mean ± standard deviation)		F	P
	0.0 (n = 13)	1.0 (n = 25)		
Ditching school	0.62 + / - 0.51	6.04 + / - 0.84	452.178	0.000 **

Note. \*  $p < 0.05$ , \*\*  $p < 0.01$

**Table 16:** In-depth Analysis of Effect Size Indicators for Scale 1.

Analysis items	SSB (difference between groups)	SST (total deviation)	Partial eta square (partial $\eta^2$ )	Cohen’s F value
Skipping school	251.674	271.711	0.926	3.544

Second, as shown in Table 17, univariate ANOVA was conducted to study the difference between strict family–society boundaries and truancy. The table presents all samples with different cases of strict family–society boundaries showing significant effects on truancy ( $p < 0.05$ ), indicating that various samples of strict family–society boundaries have differences in truancy. Specific analysis showed that the strict family–society boundary presented a significance level of 0.01 for truancy ( $F = 606.812$ ,  $p = 0.000$ ), and the specific contrast difference showed that a mean value of 0.0 (0.52) was significantly lower than the mean value of 2.0 (6.23). Therefore, different samples of strict family–society boundaries showed significant differences in school rejection [11-13].

Table 18 shows a partial eta square value of 0.944 (>0.14). Cohen’s  $f$  value was 4.106 (>0.40), indicating a large range of specific differences in significance [11-13].

**Table 17:** Univariate Analysis of Variance (ANOVA) Results for Scale 2.

	Family–society boundary (strict) (mean ± standard deviation)		F	P
	0.0 (n = 25)	2.0 (n = 13)		
School refusal	0.52 + / - 0.51	6.23 + / - 0.93	606.812	0.000 **

Note. \*  $p < 0.05$ , \*\*  $p < 0.01$

**Table 18:** In-depth Analysis of Effect Size Indicators for Scale 2.

Analysis items	SSB (difference between groups)	SST (total deviation)	Partial eta square (partial $\eta^2$ )	Cohen’s F value
School rejections	278.926	295.474	0.944	4.106

**Verification Summary of the Research Hypothesis.** The above results confirmed that a strict family–society boundary has a significant positive impact on school rejection (H3), a loose family–society boundary has a significant positive effect on truancy (H4), different cases of loose family–society boundary have significant differences in truancy (H5) and different samples of strict family–society boundaries have significant differences in school rejection (H6).

## Conclusions and Suggestions

### Conclusions

Based on Makarenko’s educational principle, ‘the combination of respect, trust and strict requirements’ under social exchange theory and group socialisation theory, this study confirmed all six hypotheses pertaining to the relation between family culture transmission, family–society boundary, truancy and school refusal.

**H1:** The combination of high respect, trust (high care) and strict requirements has a significant positive impact on student’s

personality and social development

**H2:** High respect and trust (high care) have a moderating effect on the relationship between strict requirements and students' personality and social development

**H3:** Family–society boundaries (strict) have a significant positive effect on school rejection

**H4:** Family–society boundary (loose) has a significant positive effect on truancy

**H5:** There are significant differences in truancy among different family–society boundary (loose) samples

**H6:** Different samples of family–society boundary (strict) have significant differences in school rejection

From these verified hypotheses, one can conclude that the application of social exchange and group socialisation theory in school counselling can play an important role in helping students address academic development issues (mainly truancy and refusal to study) and personality and social development problems (including excessive personality and insufficient sociality, insufficient personality and insufficient sociality, and excessive sociality and insufficient individuality). Two aspects can be specified here: First, by implementing Makarenko's educational principle of 'high respect, trust (high care) and strict requirements' under social exchange theory, school counselling can provide better guidance and help students in their personality and social development. Second, the delivery of school counselling via group socialisation theory can guide students in their adaptation and academic development (which mainly involves truancy and refusal to attend school).

## Suggestions

**Adhere to the 'Combination of High Respect, Trust (High Care) and Strict Requirements'.** Be it school counselling work, the class teacher's moral education and teaching work or family education, all advocate the best way to apply Makarenko's 'combination of high respect, trust (high care) and strict requirements' to better promote students' individuality and social development (i.e. both sociality and individuality are sufficient) and equip them against psychological and behavioural disorders.

Studies have emphasised the correspondence (consistency) of exchange subjects with high respect and trust (high care) combined with strict requirements [2]. This study did not control for this variable, but the results also showed that from the two dimensions of school education and family education, adherence to the 'combination of high respect, trust (high care) and strict requirements' encourages the development of students' individuality and sociality. It would also be beneficial to guide them away from psychological and behavioural disorders.

**More Attention Should Be Paid to High Respect, Trust (High Care) and School Counselling to Provide Family Education Guidance.** Quantitative studies by Donaldson and others have shown that high supervision is a protective factor for adolescents

only when combined with high caring. Low parental affection with high parental monitoring was associated with higher psychological resistance responses in adolescents, predisposing them towards stronger preventive communication. School counselling can provide parents with helpful methodological guidance and suggestions for interventions [18].

**In Family Education, Attention Should Be Paid to the Adequate Transmission of Family Culture and the Balance of the Family–Society Boundary.** Inadequate family cultural transmission and loose family–social boundaries will produce truancy, and inadequate family cultural transmission and strict family–social boundaries will generate school refusal. Therefore, in family education, sufficient family culture transmission and a balanced family–society boundary must be ensured to avoid problems with students' adaptation and academic development.

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