

The Impact of Educational Environment and Educational Strategies on Adolescents' Interpersonal Relationships

Shuyang Xu *

School of Education and Psychology, University of Jinan, Shandong, China

* Corresponding Author Email: sy.xu0286@sansec.com.cn

Abstract. In modern society, interpersonal relationships at the adolescent stage not only have a profound impact on the development of an individual's social skills but also play a key role in his or her future career, family and social life. With the increasing research in education and psychology, adolescents' interpersonal relationship development has become a focus of attention in the fields of education and mental health. The impact of teaching and learning environments and educational strategies on adolescents' social skills and emotional development has become more pronounced, especially in an increasingly complex and diverse society. Therefore, an in-depth exploration of this topic is important for developing more effective educational policies and fostering good interpersonal relationships among adolescents. This paper analyzes in depth the influence of educational environment and educational strategies on the interpersonal development of adolescents, and through a comparative analysis of previous studies, the author finds that the creation of an open and positive educational environment has a positive influence on the promotion of the development of adolescent interpersonal relationships. Educational strategies of cooperation, communication, and content diversity play an important role in adolescents' maintenance of interpersonal relationships. The paper also points out that while existing research provides valuable insights, further research is needed on other factors that may influence adolescents' interpersonal development. The paper concludes with some recommendations for educators and policymakers aimed at creating more effective teaching and learning environments and strategies to promote healthy interpersonal relationship development among adolescents.

Keywords: Interpersonal relationships; adolescent; educational environment; strategies.

1. Introduction

In contemporary society, the development of interpersonal relationships in adolescents has become a focus in the fields of education and mental health. These relationships during adolescence not only have a profound impact on the development of an individual's social skills but also play a crucial role in their future professional, family, and social life.

Schools, as the primary social place for adolescents, significantly influence the formation of students' interpersonal relationships through the educational environment and strategies they offer. The teaching environment includes not only the physical facilities in the compass and layout of the school but also its culture, values, and interaction patterns between teachers and students. The educational strategies of schools, especially those that directly affect student interactions, play a crucial role in the formation of adolescents' interpersonal relationships [1].

With the advancement of research in educational psychology and sociology, it has been confirmed that the impact of educational environments and educational strategies on the development of adolescents' interpersonal relationships is significant. Many studies indicate that classroom atmosphere, the relationships between teacher and students, peer interactions, and teaching methods all play an important role in shaping adolescents' social skills, self-esteem, and empathy.

It is widely acknowledged in the academic circle that classroom atmosphere, teachers' supportive behaviors, and the quality of interactions with peers have a significant impact on students' social development [2, 3]. Furthermore, with deeper exploration in the educational field, more and more evidence supports that the strategies which encourage students to participate in and cooperate have a positive effect on cultivating students' social skills and improving their peer acceptance [1].

Although existing research provides many valuable insights as to how to design and put into effect the strategies that could maximize the development of social skills, there is still some space to explore deeper, especially the lack of research about different cultural and socioeconomic backgrounds and how educational strategies affect adolescents' interpersonal relationships.

This article, based on existing literature and data, analyzes the impact of the educational environment and educational strategies on adolescents' interpersonal relationships, with the purpose of exploring how these educational environments and strategies work on adolescents' interpersonal relationships and tries to point out some effective educational practices that aim to improve adolescents' social skills.

2. Key Definitions

2.1. Educational Environment

The concept of the educational environment was first introduced by theorist Jean Piaget in the mid-20th century. The educational environment refers to the physical and social environment around the school, including the layout of school architecture, the design of the classroom, the atmosphere of the class, the method of interaction between teachers and students, and the culture of the school. In the theory, Piaget believed that these factors have far-reaching influence on the development of adolescents' cognition and social skills. This article delves into how the educational environment impacts adolescents' interpersonal relationships. An environment that is open, inclusive, and has strong support can promote positive interaction between adolescents. It can also help them establish nice peer relationships and improve their social skills. On the contrary, an environment of intense competition or excessive pressure can lead to students' strained relationships, impacting their emotional development and social abilities.

2.2. Educational Strategies

Educator John Dewey raised the concept of educational strategies in the early 20th century. In this concept, strategies refer to various teaching methods, techniques, and approaches used in the educational process, including curriculum design, teaching methods, and assessment techniques. In Dewey's theory, he emphasized the importance of experience in learning, and he thought learning should combine with the experience of students' real lives. This article laid special stress on analyzing the influence of educational strategies on adolescents' interpersonal skills. Cooperative learning and group discussions can cultivate communication skills and a spirit of teamwork, essentially for establishing and maintaining relationships in social and professional life. This article will also discuss how innovative educational strategies help adolescents deal with their barriers to communication, improve their ability to solve conflicts and enhance their understanding and respect of different cultural backgrounds through diverse educational content.

2.3. Interpersonal Relationships

Psychologist Erik Erikson proposed theories of adolescents' interpersonal relationships in the mid-20th century. The adolescents' interpersonal relationships involve the communication and interaction between adolescents and their peers, family members and other groups of people in society. Erikson emphasized the significance of these relationships for adolescents' identity formation and psychological development. This article explores how adolescents' interpersonal relationships are influenced by educational environment and strategies and concentrates more on how these factors influence their social skills, peer relationships and the development of their social network in early adulthood. In this article, there is also an analysis of how to promote the development of adolescents' healthy relationships through educational intervention.

3. Analysis

3.1. Impact of Educational Environment on Adolescents' Interpersonal Relationships

This article aims to deeply explore how the educational environment impacts the development of adolescents' interpersonal relationships. The study conducted by Cornelius-White emphasized the importance of the classroom's arrangement in promoting the interaction between students. A classroom arrangement that is open and flexible, such as the movable desks and chairs or adding multifunctional areas to the classroom, can not only provide students more chances to communicate and cooperate in a group but also reflect the school's attention on promoting students' communication and cooperation. Such arrangements support educational diversity and encourage students to learn and grow through interactions. Besides, the natural light and warm color in the classroom can help to create a comfortable and attractive learning environment, which can also release pressure on students. These factors all lead to higher learning and social motivation, which are very important to the development of students' emotional and social skills.

Besides, the abundant teaching resources, such as well-stocked libraries, science laboratories and advanced learning facilities, all have a chance to promote the development of students' interpersonal relationships [1]. These resources are not only helpful in students' academic learning but also provide them with opportunities for sharing. In the process of sharing the resources, students can communicate and cooperate with each other. In this condition, students can not only practice their skills of communication and cooperation but also use these skills in real group projects, thereby advancing their social ability and interpersonal relationships.

Moreover, the educational philosophy of teachers, such as valuing each student's uniqueness and advocating mutual respect, is vital for creating a supportive and collaborative educational environment [2]. In this situation, teachers try to make students open their minds to others, which could promote the development of healthy interpersonal relationships. The sense of belonging and inclusion in schools also has a significant impact on the development of students' social skills. By encouraging students to participate in school activities, schools promote positive interactions between students, parents and teachers, consequently enhancing the mutual support and understanding between students and parents.

Additionally, Vygotsky's sociocultural theory highlights the pivotal role of social interaction in the development of cognitive and social skills [4]. In an environment that is open and inclusive, students have more chances to express their thoughts freely; this not only makes their development more diverse but also conducive to establishing positive peer relationships. In such a positive environment, students can show a higher level of cooperation and empathy, which is important to the healthy development of students' interpersonal relationships [5]. On the contrary, an educational environment with competition and stress may lead to competition between students; this tension can impact their development of social and emotional abilities. According to the theory of psychological stress, long-term stress and competition trigger stress responses, disrupting adolescents' social interactions [6]. In an environment with high levels of stress, students are more likely to show symptoms of anxiety and depression. These emotional problems may disturb their interpersonal relationships [7].

In summary, the educational environment has a deep impact on the development of adolescents' interpersonal relationships and social skills. An environment that is open and inclusive contributes to the positive interaction between students; an environment that is competitive and stressful may have the opposite influence. Therefore, creating a positive and inclusive environment is key to promoting the healthy development of adolescent interpersonal relations.

3.2. Impact of Educational Strategies on Adolescents' Interpersonal Relationships

This article is about exploring how educational strategies impact the development of adolescents' interpersonal relationships. These strategies that educators use in their work, such as cooperative learning and communication in a group, not only have a positive impact on adolescents' academic achievement but more importantly, they play a key role in cultivating the adolescents' ability to

communicate and discuss in a group. According to Johnson & Johnson's theory of social interdependence, which states that the interdependence of group members plays a key role in promoting cooperation and successful teamwork in a group, the strategy of cooperation in a group promotes the development of social skills by encouraging adolescents depend on each other and having common goals [1]. Additionally, David W. Johnson and Roger T. Johnson point out that cooperative learning significantly enhances adolescents' abilities to communicate socially and collaborate as a team. In the process of cooperative learning, students learn to listen to the points of others, express their own ideas, and find common views in their groups; these skills will play an important role in their work and social life in the future.

Albert Bandura's Social Learning Theory emphasize the importance of learning from observation in behavior development [8]. In the classroom, students can learn how to communicate effectively by observing the behavior of teachers and peers. They can also learn to resolve conflicts by this. Furthermore, using educational strategies such as role-playing and scenario simulation can help students overcome their communication gap effectively and enhance their ability to resolve conflicts. These educational strategies not only enhance students' ability to express themselves but also help them advance their ability to social adaptation.

In this increasingly globalized world, understanding and respecting a diversified culture is more important than ever before. James A. Banks points out the multicultural education theory that educators can help adolescents appreciate and respect diverse cultures through teaching content which contains different cultures [9]. This diverse teaching content not only enriches adolescents' learning experience but also enhances their appreciation and respect for different cultures [10]. Under this educational strategy, adolescents learn to appreciate the diversity of cultures, which cultivates their ability to communicate. This not only helps them establish good relationships with people who have different backgrounds but also lays the groundwork for their cooperation with colleagues from different cultural backgrounds in future careers.

To sum up, the educational strategies which educators use play an important role in shaping adolescents' interpersonal relationships and developing their social skills. The strategies of cooperative learning and group discussion cultivate students' ability to communicate and the spirit of cooperation. Innovative teaching methods help students overcome the barrier of communication and enhance their ability to resolve conflicts. The diversified teaching content enhances their appreciation and respect for different cultural backgrounds. These skills are crucial for students to establish and maintain interpersonal relationships in their future social and professional lives.

4. Reflection and Suggestions

4.1. Reflection

The current educational environment may overly emphasize students' academic performance and competition but lack attention to their development of social skills and emotional needs. In many school conditions, the pressure of exams and grades may make adolescents feel anxious and isolated, which is not beneficial to build healthy interpersonal relationships [11]. Besides, although the importance of cooperative learning and group discussion has been widely recognized, in actual application, these strategies may not be fully implemented or lack the necessary resources and support in their process of implementation. Therefore, the educator should formulate an educational system that relieves the emphasis on academic achievements and concentrates more on adolescents' development of emotional and social skills.

4.2. Suggestions in Educational Practice

To enhance the development of interpersonal relationships among adolescents, this article presents several suggestions that can be integrated into educational practices. As for the educational environment, it is essential for schools to provide an interactive educational environment. It is important for the school to optimize the layout of the classroom; flexible seating arrangements and

open space designs may encourage adolescents to communicate face-to-face and enhance their teamwork. Through the improvements in the physical environment, schools can create an atmosphere that is more conducive to adolescents' interaction and cooperation. It is important for schools to create a more inclusive and supportive environment. This includes encouraging students to participate in school activities and providing more opportunities for social interaction. Schools should encourage students to respect the diversity of thought, express themselves positively and participate in school activities. Students can grow up in a supportive and understanding environment through such cultural construction and then promote their development of interpersonal relationships. In terms of educational strategies, it is important to reinforce teacher training. Teachers are key to facilitating student interaction and developing their interpersonal relationships. By strengthening teachers' training in terms of cooperative learning, emotional support, and multicultural education, the teachers can promote interaction between students effectively and help them build healthy interpersonal relationships. Besides, schools should use diversified educational strategies to integrate more diversified courses and teaching methods, which will enhance the students' understanding and respect for different cultural backgrounds. In addition, evaluate the results of these strategies regularly and ensure they promote communication and cooperation between students effectively. Group work and team projects can not only enhance students' cooperation but also heighten their ability to communicate and group spirit.

In summary, it can effectively promote the interpersonal relationships of adolescents through these specific suggestions for educational practice. These suggestions can also provide them with a supportive, diversified and interactive learning environment. This not only helps in adolescents' personal growth but also lays a solid foundation for their future social engagement and professional development.

5. Conclusion

This article provides an in-depth analysis of the impact of educational environments and strategies on the development of interpersonal relationships among adolescents. It finds that a supportive and inclusive environment and strategies that encourage them to cooperate and communicate are essential for adolescents to cultivate their social skills, enhance their peer relationships and build their healthy social networks. These environments and strategies not only foster social interaction and teamwork among young people but also help them effectively communicate and resolve conflicts in complex social situations.

Furthermore, by integrating diverse cultural content and teaching methods, educators can further enhance adolescents' understanding and respect for different cultural backgrounds. This cross-cultural comprehension is vital for adolescents to establish and maintain relationships in an increasingly globalized world. In summary, optimizing educational environments and strategies plays a significant role in promoting the psychological well-being, academic achievements, and future career success of adolescents.

The main contribution of this research lies in highlighting the importance of educational environments and strategies in optimizing the development of adolescent interpersonal relationships and offering some concrete suggestions. To support the holistic development of young people, educators should strive to create an educational environment that encourages students to explore, respects diversity, and fosters cooperation. Such educational interventions can not only promote adolescents' academic growth but also help them establish and maintain healthy, positive interpersonal relationships in their social and professional lives. This study provides practical guidance for educational practices and offers new perspectives and directions for future research on educational interventions and adolescent development.

While reaching some feasible conclusions, this paper still has certain limitations. First, it primarily focuses on the impact of the educational environment and educational strategies on adolescents' interpersonal relationships, failing to cover other factors that might affect adolescent relationships,

such as family background and personal traits, which also play a significant role in adolescents' interpersonal relationships. Secondly, the paper is mainly based on theoretical analysis and literature review, lacking field surveys or empirical research to support its conclusions. In future studies, researchers could consider a cross-cultural context to explore the impact of teaching strategies on adolescent relationships in different cultural environments. In the future, researchers could conduct more holistic studies that weave together various factors from family, school, and societal contexts. This would help them better understand what the real factors are in the development of adolescents' interpersonal relationships. From a long-term perspective, examining how the teaching environment and strategies influence students' interpersonal relationships over a long time is also a topic worth exploring. By considering these future directions, we can gain a more holistic understanding of how teaching environments and strategies affect adolescent relationships and guide future educational practices and research.

References

- [1] Johnson, D. W., & Johnson, R. T. An educational psychology success story: Social interdependence theory and cooperative learning. *Educational Researcher*, 2009, 38(5): 365-379.
- [2] Cornelius-White, J. Learner-centered teacher-student relationships are effective: A meta-analysis. *Review of Educational Research*, 2007, 77(1): 113-143.
- [3] Osterman, K. F. Students' need for belonging in the school community. *Review of Educational Research*, 2000, 70(3): 323-367.
- [4] Vygotsky, L. *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press. 1978.
- [5] Cohen, J. Social, emotional, ethical, and academic education: Creating a climate for learning, participation in democracy, and well-being. *Harvard Educational Review*, 2006, 76(2): 201-237.
- [6] Lazarus, R. S., & Folkman, S. (). *Stress, appraisal, and coping*. New York, NY: Springer. 1984
- [7] Suldo, S. M., Shaunessy, E., & Hardesty, R. Relationships of teacher and peer support to school engagement and emotional distress in gifted adolescents. *Journal of School Psychology*, 2008, 46(2): 107-123.
- [8] Bandura, A. *Social learning theory*. Englewood Cliffs, NJ: Prentice Hall. 1977
- [9] Banks, J. A. *Multicultural education: Characteristics and goals*. In J. A. Banks & C. A. McGee Banks (Eds.), *Multicultural education: Issues and perspectives* (5th ed.). Hoboken, NJ: John Wiley & Sons. 2004
- [10] Gay, G. *Culturally responsive teaching: Theory, research, and practice*. New York, NY: Teachers College Press. 2000
- [11] Chan, N. HK education system is rated two out of five by students, with "overemphasis on academic performance" being the most serious complaint. 2019
- [12] Yan, X. *The problems and countermeasure in group learning classroom*. 2021.
- [13] Erikson, E. H. *Identity: Youth and crisis*. New York, NY: Norton. 1968
- [14] Piaget, J. *The construction of reality in the child*. New York, NY: Basic Books. 1954
- [15] Dewey, J. *Experience and education*. New York, NY: Macmillan. 1938
- [16] Ma, S. *The research of educational intervention among high school peer competition and interpersonal adaptation*. Southwest China Normal University. 2002.
- [17] Xiao, X., & Li, X. A Study of Interpersonal Efficacy, Interpersonal Stress, and Their Coping Strategies among Middle School Students. *Teaching and management: Theoretical edition*, 2006(9): 2. <https://doi.org/10.3969/j.issn.1004-5872.2006.09.022>.
- [18] Zhang, P. *The Relationship Between Interpersonal Stress, Interpersonal Self-Efficacy, and Socially Adaptive Behavior in Adolescents*. Guangzhou University. 2023. <https://cnki.net/cdmd/2.2010.252985>.
- [19] Li, X. *A Study of Interpersonal Efficacy and Its Relationship to Interpersonal Stress and Interpersonal Stress Coping Strategies among Middle School Students*. Southwest University. 2023. <https://doi.org/10.7666/d.y902289>.