

The Affecting Mechanism of High School Students' Family Cohesion on Positive Episodic Foresight in Jiangxi Province, China

Zhou Siya

[**Abstract**] Positive episodic foresight is the main factor influencing students' future achievement. Therefore, how to effectively develop students' psychological ability to experience future positive events in advance has become the focus. Cordial emotional relationships among family members are related to positive episodic foresight. Therefore, this study adopts ecological systems theory with a sample of 219 high school students from 3 schools in Jiangxi Province, China (validity rate 95.217%) to investigate the relationship between family cohesion and positive episodic foresight; the relationship between emphatic concern, water personality, and positive episodic foresight, as well as the facilitating role of emphatic concern and water personality. The results confirm that family cohesion is positively related to positive episodic foresight; emphatic concern and water personality are positively associated with positive episodic foresight; and emphatic concern and water personality have a facilitating effect among high school students in Jiangxi Province, China. This suggests that cordial emotional relationships among family members, concern for others, helpfulness, and the concept of natural humanity are determinants of enhancing the psychological ability of high school students in international classes in Jiangxi Province, China, to anticipate positive future events. In addition, high school students need cordial emotional relationships among family members, as well as caring and helpful behaviors towards others and the notion of natural humanity to adequately promote their psychological ability to pre-experience future positive events. Finally, the findings provide important insights for enhancing positive episodic foresight.

[**Key words**] family cohesion; positive episodic foresight; emphatic concern; water personality

[**About the author**] Zhou Siya (1992—), female, from Qujing, Yunnan, China, adjunct teacher in Economics and Management School, Ganxi Vocational Institute of Science & Technology, master. Research interests: future entrepreneurship, students' mental health and creative thinking skills.

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[**Website**] www.oacj.net

1 Introduction

Elliott, Terrett and Curran (2023), Marks, Schneider and Voigt (2024), and Salomão, Canário and Cruz (2024) proposed that positive episodic foresight enhances individuals' rational decision-making, which not only counteracts the drawbacks of short-term gains, but also increases people's judgment, decision-making and perseverance, and thus reap optimal results in the future. As Coundouris et al. (2023), Schulz and Robins (2023), and Tunney and Raybould (2023) suggested, the reason why people prefer current benefits over future benefits in decisions involving the future lies in their inability to see future outcomes. In addition, Wang and He (2020) argued that positive episodic foresight reflects a psychological construct in which individuals project themselves into the future and pre-experience positive future events, through which people can pre-imagine the outcome of delayed decisions, thus helping them to make more rational decisions.

On the other hand, Kronrod, Gordeliy and Lee (2023), Mathony and Messerli (2024), Mazachowsky et al. (2023), Nyhout and Mahy (2023), Riskind (2024), and Shaw, Makic and Baus (2023) pointed out that the development of students' psychological competencies requires constant change, and positive episodic foresight, which is an anticipatory ability that helps individuals to choose the best decisions, is one of the key competencies

that are indispensable for people in the modern society. Furthermore, Branch (2023), Dings and Newen (2023), and McCausland (2023) emphasized that episodic foresight has been seriously neglected in the development of students' mental competencies and that it needs to be integrated into the field of modern education to fully utilize its powerful impact. Thus, Boyle (2024), Gold et al. (2024), He (2023), Kamber, Mazachowsky and Mahy (2023), Keven (2023), and Zeng et al. (2023) called for an urgent search for antecedents and process mechanisms influencing students' episodic foresight, which should be the most important task for future research.

On the other hand, Leidy, Guerra and Toro (2010) found that family cohesion is positively correlated with social skills. In addition, the studies of Liu (2018) and Xie (2021) also found that episodic foresight is related to decision-making behaviors and personalities. However, the relationship between family cohesion and positive episodic foresight, as well as the relationship of emphatic concern with water personality and positive episodic foresight are not clear. Also, it is not clear whether the relationship between family cohesion and positive episodic foresight is affected by emphatic concern and water personality.

In addition, the studies of Li (2021), Zeng et al. (2020), and Zou (2024) found that the current level of psychological competence of high school students in Jiangxi Province, China, is low, which is a hindrance to their future development. On the other hand, Ling et al. (2020), Wang and Chen (2021), and Zhu and Sun (2024) emphasized that the current teaching and learning system for high school students in Jiangxi Province, China, only focuses on achievement and neglects the development of future anticipation skills. Thus, Liu (2021), Wan (2022), and Yang et al. (2022) called for an urgent search for ways to improve and thus enhance students' core psychological competencies for future growth to facilitate them to reduce resistance in their future academic and work endeavors as well as to enhance their civic literacy.

Therefore, the purpose of this study is to investigate the relationship between family cohesion and positive episodic foresight, as well as the relationship between emphatic concern, water personality, and positive episodic foresight, and the facilitating effects of emphatic concern and water personality on family cohesion and positive episodic foresight among high school students in Jiangxi Province, China, to reveal the primary factors and facilitating mechanisms that influence the positive episodic foresight of high school students in Jiangxi Province, China. This is important for identifying the antecedents and intermediate pathways affecting high school students' positive episodic foresight in Jiangxi Province, China, and advancing their acquisition of positive episodic foresight skills, which in turn will promote their future survival and development.

2 Literature review and hypothesis development

2.1 Ecological systems theory

Pittenger, Huit and Hansen (2016), Woodside, Caldwell and Spurr (2006), and Wu and David (2002) noted that the competencies of individuals in ecological systems theory are directly and indirectly influenced by family relationships, while behavior and personality can interact with family relationships to ultimately influence the development of competence. On the other hand, Ordas, Atance and Caza (2014) described positive episodic foresight as an individual's ability to anticipate events that may occur in the future. Furthermore, Ding and Lu (2016) argued that emphatic concern reflects the demeanor of showing sincere concern for the feelings and well-being of others and a tendency to help the other person. On the other hand, Zheng (2021) argued that the water personality reflects the notion of "natural inaction" in human nature. Also, Hawker and Boulton (2000) suggested that family cohesion refers to the emotional relationship among family members. Therefore, in this study, family cohesion is categorized as a family relationship factor, positive episodic foresight is categorized as a competence factor, emphatic concern is categorized as a behavioral factor, and water personality is categorized as a personality factor.

Therefore, according to Bronfenbrenner's (1989) ecosystem theory, family cohesion (family relationship),

emphatic concern (behavior) and water personality (personality) can directly and interactively influence positive episodic foresight (competence).

2.2 Positive episodic foresight

Early on, Schacter, Addis and Buckner (2008) argued that episodic foresight is a goal-directed process in which individuals place themselves in hypothetical situations, integrate and process existing situational elements and imagined situations, and traverse the past, present, and future in mental time. Thereafter, Ordas et al. (2014) described positive episodic foresight as an individual's ability to anticipate events that may occur in the future. Similarly, Wang and He (2020) defined it as a mental construct whereby individuals project themselves into the future and pre-experience positive future events, through which one can pre-imagine the outcome of delayed decisions, thus helping one to make more rational decisions.

Thus, Liao, Liu and Xu (2017), and Suddendorf and Corballis (2007) argued that projections of future events require imagination to model new scenarios, but the new scenarios are not created out of thin air, but rely on the content of memory.

2.3 Family cohesion and positive episodic foresight

Hawker and Boulton (2000) described family cohesion as the emotional relationship among family members. In addition, Ordas et al. (2014) defined positive episodic foresight as the ability of an individual to anticipate events that may occur in the future. Leidy et al. (2010) found that family cohesion is positively correlated with social competence. This is because cordial family emotional relationships affect students' perceptions, and this positive perception stays with them throughout their lives, as well as activating their thinking patterns, which effectively enhances their ability to anticipate future events. As stated by Birgisdóttir et al. (2023), Lin (2023), and Sarour and Keshky (2023), in families with higher levels of closeness, parents are more willing to communicate and interact with their children, and students receive more support and understanding from the family system, have greater self-confidence, and usually show greater self-discipline and initiative. On the contrary, Dierckx, Vandenbroeck and Devlieghere (2023), Kavalcı and Güven (2023), and Spitz and Steinhausen (2023) noted that adolescents with lower family cohesion and lack of active parental attention have poorer academic performance. Therefore the hypothesis:

H1: Family cohesion is positively related to positive episodic foresight among high school students.

2.4 Emphatic concern and positive episodic foresight

According to Ding and Lu (2016), emphatic concern reflects the demeanor of showing sincere concern for other people's feelings and well-being, and a tendency to help them. On the other hand, Ordas et al. (2014) defined positive episodic foresight as an individual's ability to anticipate events that may occur in the future. Xie (2021) found that decision-making behaviors are positively related to positive episodic foresight. This is because positive episodic foresight can help individuals construct possible scenarios to pre-experience during delayed waiting, influencing choices through anticipation of possibilities, and subsequent ability development. As Xie (2021) suggested, positive episodic foresight can use situational simulation to guide decision-making and motivate individuals to behave according to expected behavioral tendencies and to control their choices of short-term benefits, making them more inclined to choose growth options with long-term benefits. Therefore the hypothesis:

H2: Emphatic concern is positively related to positive episodic foresight among high school students.

2.5 Water personality and positive episodic foresight

Zheng (2021) argued that the water personality reflects the notion of "natural inaction" in human nature. On the other hand, Ordas et al. (2014) defined positive episodic foresight as the ability of an individual to anticipate events that may occur in the future, and Liu (2018) found that episodic foresight is related to personality. This is because the water personality can help individuals to think calmly and enhance their initiative, and drives people to

reflect and grow in their learning, especially for individual's knowledge and competence, and ultimate values. As Zheng (2021) suggested, individuals with the water personality take the initiative to use their knowledge and abilities to improve their morals and talents as they grow. Therefore the hypothesis:

H3: Water personality is positively related to positive episodic foresight among high school students.

2.6 The moderator role played by emphatic concern

One possible mechanism that promotes the relationship between family cohesion and positive episodic foresight is emphatic concern. Jia et al. (2019) found that family parenting styles are positively related to empathy. Furthermore, the study by Jia et al. (2019) found that empathy has a facilitating role between family parenting styles and interpersonal trust relationships. Mikaeili, Salmani and Sharei (2023), Oyanadel et al. (2023), and Thomson, Genderson and Siminoff (2024) suggested that positive family cohesion can stimulate the development of adolescents' thinking patterns and provide positive emotional experiences through good family emotional relationships, making them confident and courageous, and more adept at innovating and learning. Therefore, the interaction of family cohesion and emphatic concern can activate students' self-confidence and stimulate the development of their thinking patterns, which makes them use it for exploration and innovation, and ultimately will fully enhance the ability of individuals to anticipate events that may occur in the future. Therefore the hypothesis:

H4: There is a positive moderating effect of emphatic concern between family cohesion and positive episodic foresight among high school students.

2.7 The moderator role played by water personality

The factor that may promote positive episodic foresight is the water personality, which is described by Zheng (2021) as a "natural inaction" conception of human nature. Ma, Li and Deng (2009) found that family cohesion is positively related to creative personality. Chen (2022) also found that a proactive personality can contribute to the relationship between family cohesion and adaptability. Han (2015), Wei (2014) and Zheng (2021) argued that individuals with the water personality will take the initiative to use their knowledge and abilities to improve their morals and talents as they grow up. Therefore, the interaction between family cohesion and water personality can promote the formation of individuals' self-awareness, as well as enhance their kindness and humility, and endeavor to persevere in the pursuit of life's ultimate values, which will ultimately further enhance the learner's ability to anticipate the occurrence of events that may occur in the future. Therefore the hypothesis:

H5: There is a positive moderating effect of water personality between family cohesion and positive episodic foresight among high school students.

3 Methodology

3.1 Research framework

Construct the framework based on the hypotheses, as shown in Figure 1 below:

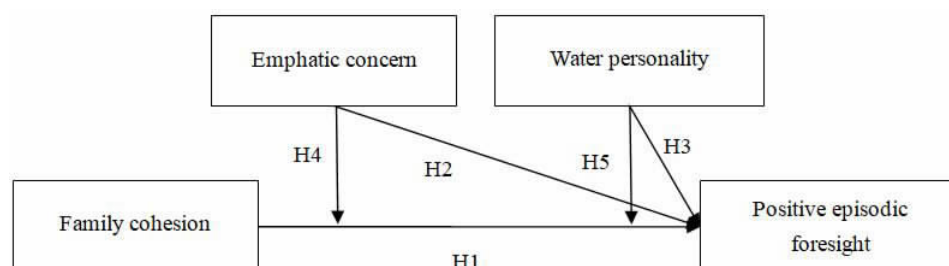


Figure 1. Depiction of the study's framework

3.2 Samples and procedures

The survey was conducted in July 2024, and the information was collected in 2 waves. A purposive sample of students from 3 high schools in Jiangxi Province, China was selected and their perceptions of family cohesion,

positive episodic foresight, emphatic concern, and water personality were surveyed by the electronic questionnaire, with a final valid sample of 219 (validity rate of 95.217%).

3.3 Measures

Family cohesion scale: instrument translated by He (2023), 1 factor, 10 questions ($\alpha=0.76$). Hawker and Boulton (2000) suggested that family cohesion reflects the emotional relationship among family members.

Positive episodic foresight scale: adapted from the instrument of Shi et al. (2023), 1 factor, 3 questions (SRMR=0.05). Ordas et al. (2014) concluded that positive episodic foresight reflects an individual's ability to anticipate events that may occur in the future.

Emphatic concern scale: adapted from the instrument of Zheng et al. (2022), 1 factor, 6 items (SRMR = 0.05). According to Ding and Lu (2016), emphatic concern reflects actions that show sincere concern for the feelings and well-being of others and a tendency to help them.

Water personality scale: based on the theoretical design of Zheng (2021), 1 factor, 10 questions (SRMR = 0.04). According to Zheng (2021), the water personality reflects the concept of "natural inaction" of human nature.

The questionnaire is measured and self-assessed on a 5-point scale, with gender, number of children in the family, and plans for the highest degree being demographic variables.

4 Results

4.1 Distribution of population characteristics

The sample is slightly more likely to be female, at 55.708%; the 1-child family is the highest, at 84.932%; and the highest number of students plan their highest future degree to be master's degree, at 49.315% (as shown in Table 1).

Table 1. Distribution of population characteristics

Demographic variables	Category	N	%
Gender	Male	97	44.292
	Female	122	55.708
Number of children in the family	1	186	84.932
	2	24	10.959
	3 and above	9	4.110
	Associate bachelor's degree	21	9.589
Plans for the highest degree	Bachelor's degree	56	25.571
	Master's degree	108	49.315
	Doctor's degree	34	15.525

Note: N=219.

4.2 Model fit

The overall model has an SRMR = 0.05, which is a good match (as shown in Table 2).

Table 2. Root mean square error

	Initial sample	Mean	95%	99%
Saturated model	0.05	0.05	0.030	0.032
Estimated model	0.05	0.05	0.030	0.032

Note: * = $p < 0.05$.

4.3 Correlation analysis

High school students' family cohesion is positively correlated with positive episodic foresight ($\beta=0.341$ ***, $p<0.001$), and H1 is valid. High school students' emphatic concern and water personality are positively correlated with positive episodic foresight ($\beta=0.277$ ***, $\beta=0.479$ ***, $p<0.001$), and H2 and H3 are valid (as shown in Table 3).

Table 3. Narrative and correlation coefficient matrix

Variables	M	SD	1	2	3	4
1. Family cohesion	3.588	0.832	0.799			
2. Emphatic concern	3.692	0.862	0.240 **	0.773		
3. Water personality	3.701	0.914	0.482 **	0.235 **	0.742	
4. Positive episodic foresight	3.583	0.929	0.341 **	0.277 **	0.479 **	0.790
α			0.905	0.813	0.786	0.830
CR			0.841	0.817	0.787	0.833
AVE			0.639	0.598	0.552	0.625

Note: * = $p<0.05$.

4.4 Regulation analysis

The model is significant with $R^2 = 0.326$ and $F = 17.90$ *** for M3. In addition, the interaction between family cohesion and emphatic concern is significant ($\beta=0.161$ ***, $p<0.001$), indicating that emphatic concern promotes the relationship between family cohesion and positive episodic foresight, and H4 is valid. On the other hand, the model is significant with $R^2 = 0.272$ and $F = 13.82$ *** for M6. In addition, the interaction between family cohesion and water personality is significant ($\beta=0.195$ ***, $p<0.001$), suggesting that water personality can facilitate the relationship between family cohesion and positive episodic foresight, and H5 is valid (as shown in Table 4).

Table 4. Regulation analysis

	Positive episodic foresight					
	M1	M2	M3	M4	M5	M6
Gender	0.046	0.040	0.039	0.046	0.033	0.037
Number of children in the family	-0.052	-0.027	-0.021	-0.052	-0.053	-0.026
Plans for the highest degree	0.210 ***	0.231 ***	0.227 ***	0.210 ***	0.181 ***	0.197 ***
Family cohesion	0.496 ***	0.467 ***	0.486 ***	0.496 ***	0.332 ***	0.355 ***
Emphatic concern		0.120 ***	0.116 ***			
Family cohesion \times emphatic concern			0.161 ***			
Water personality					0.206 ***	0.202 ***
Family cohesion \times water personality						0.195 ***
R^2	0.287	0.300	0.326	0.287	0.235	0.272
Adj R^2	0.272	0.284	0.308	0.272	0.216	0.252
F	19.97 ***	18.21 ***	17.90 ***	19.97 ***	13.00 ***	13.82 ***
DW			2.008			2.035

Note: * = $p<0.05$.

As depicted in Figure 2, emphatic concern reinforces the relationship between family cohesion and positive episodic foresight.

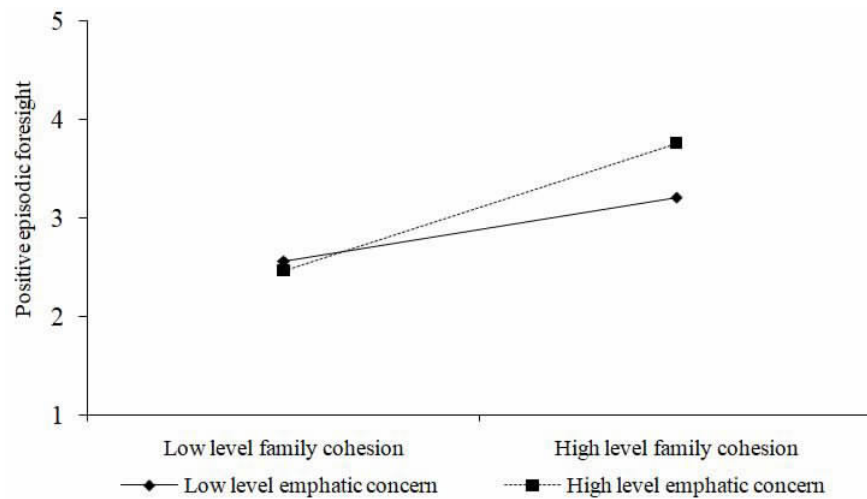


Figure 2. Moderating effect of emphatic concern on the relationship between family cohesion and positive episodic foresight

As depicted in Figure 3, water personality reinforces the relationship between family cohesion and positive episodic foresight.

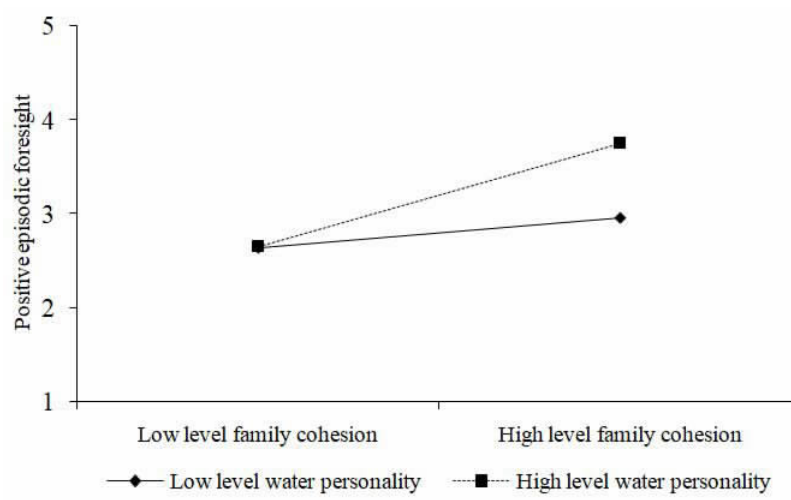


Figure 3. Moderating effect of water personality on the relationship between family cohesion and positive episodic foresight

5 Discussion

5.1 Discussion and conclusion

The results show for the first time that family cohesion is positively related to positive episodic foresight among high school students in Jiangxi Province, China. That is, the higher the family cohesion of high school students is, the stronger their positive episodic foresight will be. This implies that stronger emotional relationships among family members of high school students in Jiangxi Province, China, can better stimulate their ability to anticipate events that may occur in the future. As He (2023) stated, in a harmonious family cohesion, there will be a strong emotional connection among members, and a good emotional connection stems from communication, mutual understanding, and caring. In addition, Dierckx, Vandenbroeck and Devlieghere (2023), Farmakopoulou, Lekka and Gkintoni (2023), He (2023), Rhodes (2024), and Yıldırım et al. (2024) stated that good family cohesion promotes effective communication between parents and children, and parental support and care can help adolescents explore and develop better. Meanwhile, Meng and Luo (2024), Smith, Aytur and Humphreys (2023), and Sousa

et al. (2024) emphasized that the more emotionally warm, tolerant, and understanding parents are towards their children, the more the children feel love and encouragement, and the more they can accept themselves, affirm their abilities, positively solve problems in the face of challenges, and strengthen their beliefs. In addition, Godfrey, Downes and Cappe (2024), Harris and Chen (2023), Rofiqah, Rosidi and Pawelzick (2023), Vitulić, Gosar and Prosen (2023), Yang and Wang (2023), and Zhang et al. (2023) noted that adolescents who grow up in caring families are better able to cope with life's unpredictable situations, learn alone or with parental help, and conduct self-regulation. In contrast, Brundin, McClatchey and Melin (2023), Eichhorn et al. (2023), and Hou (2023) suggested that families with low levels of closeness experience a lack of interaction and sharing among family members, have more difficulty in problem-solving, communication, and dealing with conflict. Their beliefs and academic achievement are also generally lower.

The results show for the first time that emphatic concern is positively related to positive episodic foresight among high school students in Jiangxi Province, China. That is, the higher the high school students' empathic concern is, the stronger their positive episodic foresight will be. This means that stronger caring and helping behaviors for others among high school students in Jiangxi Province, China can better stimulate their ability to anticipate events that may occur in the future. This is because positive episodic foresight can help individuals construct possible scenarios for pre-experiencing during delayed waiting, influencing choices by anticipating possibilities, and subsequent ability development. As Brown (2024), Hu, Zhang and Feng (2023), Keenan and McShea (2023), McCarroll and Yan (2024), Xie (2021), and Zaleskiewicz, Traczyk and Sobkow (2023) suggested, positive episodic foresight can use situational simulation to guide decision making and motivate individuals to behave accordingly to expected behavioral tendencies and to control their choices for short-term benefits, making them more inclined to choose growth options with long-term benefits.

The results show for the first time that high school students' emphatic concern has a facilitating effect between family cohesion and positive episodic foresight relationships in Jiangxi Province, China. That is, the higher the high school students' empathic concern is, the stronger the effect of family cohesion on positive episodic foresight will be. This means that stronger caring and helping behaviors for others among high school students in Jiangxi Province, China can better stimulate the ability of positive family affective relationships on students' ability to anticipate events that may occur in the future. This is because the interaction of family cohesion and emphatic concern can activate students' self-confidence and stimulate the development of their thinking patterns, which will ultimately sufficiently enhance the individual's ability to anticipate events that may occur in the future. As Chen and Yu (2024), Mikaeili et al. (2023), and Yeung and Li (2023) suggested, family cohesion can stimulate the development of adolescents' thinking patterns, and provide positive emotional experiences through good family emotional relationships, which can make them self-confident and courageous, as well as more excel in innovation and learning.

The results show for the first time that the water personality of high school students in Jiangxi Province, China, is positively related to positive episodic foresight. That is, the higher the water personality of high school students is, the stronger the positive episodic foresight will be. This means that a stronger conception of natural human nature among high school students in Jiangxi Province, China, can better motivate their ability to anticipate events that may occur in the future. This is because water personality can help individuals to think calmly and enhance their initiative, and it also drives people to reflect and grow in their learning, especially in terms of their knowledge and competence, and ultimate values. As suggested by Han (2015), Mueller et al. (2019), and Zheng (2021), individuals with water personality take the initiative to use their knowledge and abilities to improve their morals and talents as they grow. This is because the interaction of family cohesion and emphatic concern activates students' self-confidence and stimulates the development of their thinking patterns, which will ultimately adequately enhance the individual's ability to anticipate events that may occur in the future. Meanwhile, Nabunya, Samuel and

Ssewamala (2023), Oyanadel et al. (2023), and Ying, Shuang and Jia (2023) emphasized that family cohesion can stimulate the development of adolescents' thinking patterns, and also provide positive emotional experiences through good family emotional relationships, which make them confident and courageous, and more adept at thinking and exploring.

The results show for the first time that high school students' water personality has a facilitating effect between family cohesion and positive episodic foresight relationships in Jiangxi Province, China. That is, the higher the water personality of high school students is, the stronger the effect of family cohesion on positive episodic foresight will be. This means that stronger conceptions of the natural human nature of high school students in Jiangxi Province, China can better awaken the emotional relationship of positive families on students' ability to anticipate events that may occur in the future. This is because the interaction of family cohesion and water personality can promote the formation of individuals' sense of self, enhance their kindness and humility, and make them strive to adhere to the pursuit of life's ultimate values, which will ultimately further enhance the learners' ability to potentially anticipate the occurrence of events in the future. As Han (2015), Wei (2014), and Zheng (2021) suggested, individuals with water personality will proactively utilize their intellectual abilities to enhance their morals and talents as they grow.

5.2 Research contribution

This study combines ecological systems theory to explore the relationship between family cohesion and positive episodic foresight; the relationship between emphatic concern, water personality, and positive episodic foresight; as well as the facilitating roles of emphatic concern and water personality in the relationship between family cohesion and positive episodic foresight. This study contributes greatly to the development of positive episodic foresight in the following three ways:

Firstly, there has been little previous involvement in positive episodic foresight in China, which cannot effectively promote the in-depth development of the theory. Therefore, based on the context of high schools in Jiangxi Province, China, this study also combines family cohesion, emphatic concern, and water personality to establish a research model to clarify its antecedents and facilitators, and bridge the research gap.

Secondly, this study clarifies the relationship between family cohesion and positive episodic foresight, as well as emphatic concern, water personality and positive episodic foresight, and tries its best to understand the influence of high school students' caring and helping behaviors towards others and the notion of natural human nature on it, as well as highlights the facilitators of emphatic concern and water personality. This not only deepens existing explanations of the antecedents of positive episodic foresight but also expands its process mechanisms.

Thirdly, the findings also expand the development of ecological systems theory in the field of positive episodic foresight, which is further advanced by this study's construction of a model for influencing positive episodic foresight in terms of the cross-level factors of family relationship (family cohesion), behavior (emphatic concern) and personality (water personality).

5.3 Research implications

The results of this study shed light on the cultivation of students' future anticipation ability, especially for family education. Klapp, Klapp and Gustafsson (2024), Wang, Pollock and Hauseman (2023), and Wilson et al. (2023) pointed out that with the gradual increase in the pressure of students' employment and schooling, parents are paying more attention to their children's future achievements. How to effectively improve students' motivation and academic endeavor to achieve good academic performance and competence has become the focus of attention. Therefore, Clement and Mwila (2023), Kobakhidze and Hui (2023), and Nurkamto and Putra (2024) argued that to achieve this goal, most parents are willing to make a lot of efforts on external conditions such as hiring tutors and attending extracurricular tutorials in the expectation of providing their children with better learning conditions and more learning opportunities. However, Darmawan (2023), Li, Tang and Zheng (2023), and

Silinskas, Ahonen and Wilska (2023) pointed out that parents often neglect the family environment for the development of their children's future core mental abilities. Therefore, the results of this study can help parents understand the impact of family relationships on their children's psychological ability to pre-experience positive future events, and can also encourage parents to examine and endeavor to promote the development of their children's positive episodic foresight skills from their perspectives by creating harmonious family relationships. Firstly, parents should be aware of the influence of family relationships on their children's psychological ability to anticipate positive future events, pay attention to and improve the quality of the family, continuously enhance the sense of well-being in the family, avoid transferring marital conflicts to their children, and give full play to the educational effect of good marital relationships on their children, because harmonious parental relationships provide a warm and comfortable family environment for their children. Secondly, parents should establish a close parent-child relationship with their children, and endeavor to create a happy and harmonious family atmosphere to enhance the sense of family cohesion. Parents should encourage their children in life and study, cultivate their autonomy and independence, enhance their self-confidence, allow them to experience a greater sense of achievement in their learning activities, and pay more attention to the cultivation of their ability to experience positive future events in advance.

In addition, time during the school year is particularly valuable for high school students. Hossain and O'Neill (2023), Sharma and Lescroart (2024), and Lescroart and Sharma (2023) stated that due to the need to think about the future, students prioritize goals that will satisfy future achievement goals. On the other hand, family relationships and access to a variety of external supports are particularly important to high school students, which motivate them to demonstrate a need for future achievement and competence and to take action to explore and learn. Furthermore, Tsui and Atance (2023) emphasized that positive episodic foresight facilitates the future development of individuals and has a significant impact on achieving academic success and future employment. Therefore, it is suggested that parents of high school students in Jiangxi Province, China, can use their holidays and professional organizations to develop their ability to anticipate events that may occur in the future, which will effectively contribute to their future academic performance and employability.

On the other hand, given the powerful role of the water personality, this study suggests that: firstly, the ultimate value of intellectual ability should be clarified. According to Laozi, the ultimate value of intellectual ability lies in the simplicity of human nature, and it is only in the process of applying intellectual ability that intellectual ability is dissolved and used to increase the simplicity of human nature. Therefore, people should be warned that the only correct attitude towards intellectual ability is to apply it to serve the society and that people will naturally start the reversionary journey that they need to develop once they have formed such an attitude, thus gradually forming the good character traits. Secondly, educational activities on the themes of "zì'ài", "zìzhì" and "zìshèng" are carried out. Through such educational activities, people will know themselves comprehensively and accurately, be able to evaluate themselves, be able to cherish the simplicity of their humanity and not act recklessly, and be able to take the initiative to do behavior conducive to their self-development and to refrain from behavior detrimental to their self-development, and will thus naturally restart the journey of self-awareness development, and gradually form a good personality trait. Thirdly, create a psychological atmosphere based on love and trust. In family education, parents should love and trust their children unconditionally; in school education, teachers should love and trust their students unconditionally. Here, it should be noted that unconditional love and trust for students are not contradictory to criticizing and educating them about their shortcomings and mistakes. Parents and teachers should distinguish the behavior of students from themselves. No matter what kind of shortcomings and mistakes they have, parents and teachers should always maintain their love and trust for them, and they should also criticize and educate their bad behaviors based on love and trust, and believe and encourage them to correct their shortcomings and mistakes. Meanwhile, Han (2015), Mueller et al. (2019), and Zheng (2021) emphasized that love and

trust are mutual. Parents and teachers should love and trust students unconditionally, and at the same time, learners should love and trust parents and teachers unconditionally. In this way, parents and teachers, and learners can all naturally develop any kind and humble personality. Through these three pathways, people will gradually develop a personality that is humble, tolerant, fraternal, honest, responsive, choosy, compassionate, inquisitive, and careful with words and actions.

5.4 Limitations and future research directions

There are some shortcomings in the process of this study, with uneven intervals of time between the use of secondary data collection, as well as the loss of some of the samples. Therefore, whether the findings can be extrapolated to other areas needs to be verified. In addition, the relationship between differences in culture and poverty level on individual family cohesion, positive episodic foresight, emphatic concern, and water personality deserves further exploration.

On the other hand, Taoist thought, represented by the thought of Laozi, is one of China's traditional cultures. Taking the water personality theory mined from Laozi's thought as the main body, the western personality theory needs to be transformed to incorporate its reasonable components, which may be able to more accurately describe and explain Chinese personality, and more accurately predict Chinese personality development and specific behaviors in specific situations. In addition, it is suggested that more antecedents and facilitating mechanisms of positive episodic foresight (Li et al. , 2024ab), such as friendly trait, juexing, zi'ai, and filial piety belief, should be constructed in future research, to adequately contribute to the development of positive episodic foresight among high school students, and to enhance the development of future talents' core psychological competencies.

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