

Influence of Parental Rearing Style on the College Students' Psychological Resilience

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Abstract. Psychological resilience is a new concept emerging with the development of psychology. It is defined by Conner as an individual's ability to resist pressure and is an important indicator for the treatment of anxiety, depression and stress response. According to the current model of resilience, parenting style is an important influencing factor. However, most studies have focused on teenagers and young children and less on college students. College students are at a stage of maturing self-awareness where qualities such as psychological resilience are further developed. Therefore, this study regarded college students as the research object, using literature analysis to explore the relationship between parental rearing style and college students' psychological resilience. This can not only expand the research scope of parental rearing style and psychological resilience in theory but also have certain practical significance for personality education and willpower cultivation of college students, and to a certain extent, provide reference and reference for psychological counselling work in colleges and universities and psychological counselling units.

Keywords: Parenting Styles; Psychological Resilience; College Students.

1. Introduction

In recent years, with the accelerating pace of social progress and economic growth, the expectations and demands of families, schools and society on university students are also increasing. In the process of rapid physical changes, university students are also experiencing great psychological changes, so the mental health of university students has gradually become a key concern of society. What is closely related to the psychological health of university students is their mental toughness. As parents in the family play a very important role in the growth process of university students, their parenting style plays a vital role in the mental resilience of university students. Accordingly, to summarize the relationships between parental rearing style and the psychological resilience of college students of different genders, regions (urban and rural), disciplines (arts and sciences), and whether or not they are the only child in the family, this paper will review the classic theories and relevant researches about parental rearing style and psychological resilience.

2. Literature Review

2.1 Literature Review of Parental Rearing Style

Various psychology schools have studied parenting styles since the 1930s, and as a result, definitions of parenting styles have varied. The American psychologist Baumrind (1967) considered parenting styles to be the efforts made by parents to control their children and to socialise them [1]. However, Darling and Steinberg (1993) believe that parenting style can be regarded as a collection of attitudes transmitted to children [2]. Helgeson et al. (2006) state that parenting styles are the methods and forms parents usually use in their child-rearing and education activities [3]. They are an integrated representation and characterisation of parenting behaviour and their emotional interaction with their children. It is the integration and characterisation of parenting behaviour and their dynamic interaction with their children.

In the 1980s, Chinese psychologists also began to study parenting styles. For example, Zhang Wenxin argued that parenting style is a relatively stable way of behaviour that parents display in raising and educating their children [4]. Xu Hui and other scholars believe that parenting style is a

relatively stable behaviour displayed by parents in the process of raising and educating their children and summarises the characteristics of various parenting behaviours [5]. Zuo Zhanwei (2003) suggests that parenting styles combine parents' concepts, behaviours and emotional expressions towards their children [6]. It can be seen that the current definition of parenting style is a generalisation of the way parents behave towards their children's education and upbringing, as well as a generalisation of the emotional communication between parents and their children.

According to Baumrind (1971), there are three main parental rearing styles: authoritarian, authoritative and permissive [7]. And later, Maccoby and Marin (1983) identified a neglectful parenting style. According to Chinese parents' parenting styles, family parenting styles can also be classified as authoritarian, authoritative, encouraging, warm, cuddling, and neglectful [8].

Authoritarian parenting is characterised by parents who use a strict system to discipline their children but do not explain the need for the rules and more often force the child to comply. Authoritarian parenting refers to parents who use their authority to impose appropriate limits on their children and are rational, strict and democratic. The permissive parenting style is less demanding and rarely uses rules to regulate the child's behaviour, which can lead to a lack of control over the child's behaviour. The neglectful parenting style is one in which the parents lack emotional and positive responses to their children, rejecting and ignoring their requests. Parenting style questionnaires began to appear in the 1950s to study parenting styles, such as the Parenting Style Questionnaire (PBI) developed by Parker et al. [9] and a localised parenting style questionnaire developed by Chinese scholars such as Cheng Zaofu [10].

2.2 Literature Review of College Students' Psychological Resilience

The study of mental toughness began in the 20th century. A large number of scholars have proposed definitions of mental toughness. For example, According to Luthar's (2000) theory, developing mental resilience is a dynamic process of adapting positively when faced with considerable adversity [11]. According to Tali Heiman (2002), mental resilience is the capacity to tolerate stress and crises and recover [12]. According to Stewart (2010), developing, maintaining, or regaining mental health in the face of hardship is a dynamic process that can happen at any age [13]. However, most definitions centre on the two fundamental ideas of adversity and positive adaptation. To deal with a variety of problems, from minor inconveniences to major life events, resilience is necessary. Positive adaptation must conceptually fit the challenge being considered in the evaluated domain.

Garmezy proposed three mental resilience models: the compensatory model, the preventive model and the protective factor model. Kumpfer summarises the work of others and integrates the socio-ecological and individual-process-contextual models to form an integrated framework of mental toughness. Several mental resilience scales are available nationally and internationally, and many have been revised into different versions. Some of the more established ones are the Connor-Davidson Resilience Scale, the Wagnild-Young Mental Toughness Scale and the Mental Toughness Scale for Adolescents. The Self-Resilience Scale and the Resilience Scale for Adults (RSA) are also widely used.

2.3 Literature Review of The Relationship Between Parental Rearing Style and Psychological Resilience of College Student

According to Joseph (1994), parents significantly influence their children's resilience and sense of self [14]. Dagmar Kaufmann et al. examined the relationship between parenting styles and children's adjustment from a parental perspective. They found that authoritative parenting styles were negatively associated with parent-teacher-assessed child maladjustment and positively related to benign adjustment. Authoritarian parenting styles were also found to have little or no significant correlation with adjustment [15]. Ritter (2005) found that authoritative parenting was positively associated with high psychological resilience, whereas authoritarian and permissive parenting was generally associated with low psychological resilience [16]. Using high school students as subjects, Farahnaz

Mirzaei et al. (2014) found a strong correlation between parenting style and mental toughness in high school students, with parenting style significantly predicting variance in mental toughness characteristics. Authoritarian parenting style was highly and negatively associated with mental toughness in high school students [17]. In general, parenting style and mental toughness are likely to be significantly associated, and the effects of different parenting styles on individuals are highly variable.

3. Discussion

3.1 Differences in Parental Rearing Style and Psychological Resilience among College Students of Different Genders

There are significant differences between male and female university students regarding mental resilience, with female students being more mentally resilient than male students [18]. As women have a different structure of mental toughness than men, it enables them to mobilize their resources actively, obtain more social support and deal with life's stresses flexibly when facing different pressures and adversities.

What's more, in a study by Wu Wenchun, it was concluded that there were significant gender differences in the parenting styles of university students [19]. Compared to female students, male students performed much worse on the father rejection dimension and significantly better on the father warmth dimension. Depending on the gender of their children, parents adopt various parenting philosophies. Male university students are active and energetic; parents expect more from their sons than their daughters and are, therefore, harsher with their sons. Female university students are quiet and gentle, so parents adopt a warmer parenting style with their daughters [20]. Thus, gender significantly influences family parenting rearing styles, particularly authoritarian and neglectful parenting rearing styles, while other parenting styles have no significant effect [21].

3.2 Differences in Parental Rearing Style and Psychological Resilience among College Students in Different Regions (Urban and Rural)

College students from rural areas scored higher on mental toughness than those from urban areas, especially on the toughness and strength dimensions [18]. In contrast, Wu Wenchun's study found that university students from rural areas were significantly higher than their urban counterparts in terms of human resources and emotional control [19]. College students from rural areas are tougher and can recover quickly from traumatic experiences because of the tougher living environment and the higher demands their parents' place on them. Urban college students, on the other hand, face a more privileged upbringing, and their parents mostly adopt a mild parenting style and experience fewer setbacks, so their mental toughness is relatively weak. For parenting styles, there is no significant difference between the family parenting styles of university students from urban and rural areas [21].

3.3 Differences in Parenting Style and Psychological Resilience among College Students (Only Child or Non-Only Children)

Wu Wenchun concluded that the difference between only children and non-only children in terms of psychological resilience and parenting style was insignificant except in the dimension of interpersonal assistance [19]. It's consistent with the findings of Jiang Xueming and Pan Yun's study, which showed that university students who were the only child had a lot more chance of enjoying interpersonal support, familial support, and emotional control than students who weren't the only kid [22]. Because only-children lack siblings, they need to interact more with classmates or peers, and their parents are more likely to foster their interactions with the outside world. As a result, college students who are the only child have higher levels of social engagement than college students who are not the only child. The findings of Lei Wansheng's study, which indicated that non-only children have greater psychological resilience than only children, differ from those of this study [18]. Most

only children have a more privileged family environment than non-only children and experience fewer setbacks and difficulties. For parenting styles, there were significant differences in neglectful parenting and no significant differences in other parenting styles. Thus, the presence of an only child influenced the parenting style of neglectful parents, and non-only children scored higher than only children. In non-one-child families, parents have less energy to attend to each child, as neglectful parenting is more common [21].

3.4 Differences in Parental Rearing Style and Psychological Resilience among College Students of Different Disciplines (Arts and Sciences)

Science students are used to abstract logical thinking and are practical and emotionally stable. In contrast, art students tend to be emotional, and the outside world easily influences their emotions. Therefore, Wu Wenchun argues that science undergraduates show more confidence and independence and do not worry about their parents [21]. Hence, their parents are more lenient in raising science students. In contrast, art students are gentle and emotionally delicate and more dependent on their parents than science students, so they receive more warmth and care from their parents [23].

4. Conclusion

This paper summarizes the impact of parenting styles on the mental toughness of university students, using university students as the target of the study and using a documentary analysis approach. Firstly, previous research on psychological resilience, parenting styles and the impact of parenting styles on university students is summarized. Secondly, the effect of different parenting styles on college students' psychological resilience is examined from four perspectives, including gender differences, regional differences, disciplinary differences and whether or not they are only children. In general, there are differences in the parenting styles perceived by university students, with emotional warmth, support and understanding contributing to enhancing university students' psychological resilience. At the same time, excessive protection and interference are not conducive to strengthening university students' psychological resilience. This study has certain implications for university students' cultivation and psychological health, who should be less dependent on their parents. Parents should give their children more freedom of choice and cultivate their children's sense of independence after university. However, more factors affect how parenting styles affect college students, and further research on the subject will improve the manipulation of variables.

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