

Research on the Influence of Moderation Thinking on the Positive Psychological Quality of Adolescents

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ABSTRACT

To empirically examine the relationship between mean thinking, psychological resilience, emotion regulation, and adolescents' positive psychology. A questionnaire survey of 531 adolescents examined the relationship between the study variables using structural equation modelling and bootstrap methods. The results showed that there was a significant positive correlation between the moderation thinking, psychological resilience, new emotional evaluation and the positive psychology of adolescents, but the inhibition of emotional expression was not significantly related to social adaptation; the psychological flexibility and emotional new evaluation of the moderation thinking were regarded as Chained mediator variables indirectly predict adolescents' positive psychology, and the bootstrap test found that all mediating paths of the model reached a significant level. Finally, it is proved that the mode of thinking has a positive effect on the positive psychology of young people.

Keywords: Doctrine of the Mean, traditional culture, adolescents, positive psychology, resilience, emotion regulation.

1. INTRODUCTION

Adolescent psychology is an essential issue that researchers and educators pay close attention[1]. Still, few researchers start from the psychological factors of traditional Chinese culture to explore its influence on adolescent psychology. The mean doctrine is the ideal state of interpersonal interaction and the standard of behaviour for Chinese people. It still occupies an important position in modern Chinese people's behaviour[2]. However, as an essential topic of Chinese psychology research, the relevant empirical research is insufficient. Therefore, this study attempts to start from the middle-of-the-road thinking and explore its influence on adolescent psychology.

Moderate thinking is the basic principle and philosophy of the Chinese people's way of life. Good thinking requires dialectically understanding the changing social environment and adjusting action plans according to local conditions to achieve a harmonious and balanced state[3]. Moderate thinking has a broad psychological space, which helps individuals be flexible enough in the face of adverse events and escape from automation and stereotyped connections. The researchers believe that self-regulation and executive cognitive

function share the same psychological resources. If individuals do not have enough mental space, their cognitive function and self-regulation will be affected[4]. Masicampo, E. J., & Baumeister, R. F. have confirmed that excessive fixation on automatic preferences will harm individual cognitive performance and affect emotional regulation and psychological adaptation[5]. Adolescents with high levels of dialectical thinking can take more active measures according to changes in the environment and their conditions—preventive solutions.

Resilience is a stable psychological characteristic, which means that an individual can maintain or quickly return to normal after experiencing stress, setbacks, trauma, and adversity, and has a positive effect on the individual's good social adaptation. Spencer-Rodgers pointed out that Zhongyong thinking pays attention to the integration of people and the environment, and it is a way of finding a balance between "self" and "situation" and "self-elasticity." From the perspective of "cultural resilience," the combination of cultural background, cultural values, and individual characteristics to jointly cope with the stressful environment positively affects the individual's psychological resilience[6]. Therefore, moderation thinking may positively impact psychological resilience, and psychological resilience also has a positive impact on adolescent psychology[7].

Moderate thinking may directly affect an individual's new emotional evaluation and indirectly affect social adaptation through psychological exploration. This study uses Beijing adolescents as subjects to explore the specific psychological mechanism of moderation thinking on adolescents.

2. RESEARCH METHOD

A total of 600 students from junior high schools and high schools in Beijing, China, were investigated, and 531 valid questionnaires were finally obtained, of which 228 were male, 228 female (43.3%) and 298 (56.7%) were female. The number of students in each grade from the sixth grade to the ninth grade of the junior high school subjects was: 100 (19.0%), 108 (20.5%), 127 (23.2%), and 58 (11.0%) in the high school survey. The number of students in each grade from senior one to senior three was: 82 (15.6%), 45 (8.6%), and 11 (2.1%).

2.1. Measuring tools

Moderate Thinking Scale. The Doctrine of the Mean was investigated using the Doctrine of the Mean Scale compiled by Taiwanese researcher Wu Jiahui and others. This scale is widely used in the mainland and has good reliability and validity. In this study, the a-coefficients of the multi-party thinking, integration, harmony, and full scale ranged from 0.601 to 0.825.

Resilience Scale. The psychological resilience was investigated by Xiao Nan et al.'s revision of the Foreign Psychological Resilience Scale, which was divided into three dimensions: strength, stability, and optimism, with a total of 25 items. In this study, the a-coefficients of the

power, resilience, optimism, and total scales ranged from 0.629 to 0.838.

Emotion Regulation Scale. Emotion regulation was investigated using the "Emotion Regulation Scale" compiled by domestic researchers Wang Li et al.

Adolescent Psychological Scale. The scale includes seven aspects: emotional adaptation, satisfaction, self-adaptation, interpersonal adaptation, learning adaptation, career choice, and campus life adaptation, with 60 items. In this study, the coefficients of the total scale and each dimension ranged from 0.629 to 0.928.

Program and data processing. In junior high and high school classes, researchers will conduct questionnaires. The input transformation, descriptive analysis, correlation analysis, etc., of the survey data, adopts SPSS 19.0 After the software is completed, AMOS is used for constructing the structural equation model and Bootstrap analysis. 0 Software is complete.

3. RESEARCH AND ANALYSIS

Descriptive statistics and correlation analysis of each research variable Descriptive statistics of each research variable's mean and standard deviation were carried out, and Pearson correlation analysis of each research variable was carried out. The specific results are shown in Table 1. Correlation analysis showed that the correlation coefficient between emotional expression inhibition and adolescent psychology did not reach a significant level ($P > 0.05$, ns), while the correlation coefficient between moderate thinking and psychological resilience, new emotional evaluation and positive psychology all reached a significant level ($P < 0.05$).

Table 1. Descriptive statistics and correlation analysis of each research variable

	1	2	3	4	5	6	7	8	9	10	11	12	13
Thinking in many ways	1	-	-	-	-	-	-	-	-	-	-	-	-
Integration	0.551**	1	-	-	-	-	-	-	-	-	-	-	-
Harmony	0.517**	0.658**	1	-	-	-	-	-	-	-	-	-	-
Optimism	0.252**	0.216**	0.234**	1		-	-	-	-	-	-	-	-
Toughness	0.284**	0.225**	0.238**	1	1	-	-	-	-	-	-	-	-
Emotional expression inhibition	0.086*	0.054	0.133**	0.310**	0.769**	1	-	-	-	-	-	-	-
Emotional New Evaluation	0.326**	0.264**	0.306**	0.204**	0.901**	0.176**	1	-	-	-	-	-	-
Learning adaptability	0.265**	0.195**	0.238**	0.378**	0.310**	0.374**	0.052	1	-	-	-	-	-
Interpersonal adaptation	0.249**	0.210**	0.237**	0.282**	0.204**	0.451**	-0.047	0.037**	1	-	-	-	-

Adaptability to campus life	0.154**	0.123**	0.158**	0.382**	0.378**	0.405**	-0.038	0.294**	0.493**	1	-	-	-
Emotional adaptation	0.211**	0.184**	0.183**	0.395**	0.282**	0.432**	0.042	0.366**	0.566**	0.548**	1	-	-
Self-adaptation	0.228**	0.199**	0.164**	0.373**	0.382**	0.387**	0.006	0.357**	0.568**	0.524**	0.592**	1	-
Satisfaction	0.131**	0.109*	0.104**	0.481**	0.395**	0.406**	0.605	0.286**	0.430**	0.438**	0.515**	0.594**	1
Average value	5.914	5.984	6.015	3.356	3.607	3.452	4.168	4.932	3.116	3.467	3.522	3.435	3.812
Standard deviation	0.609	0.545	0.613	0.590	0.512	0.514	0.971	0.857	0.509	0.508	0.564	0.537	0.503

3.1. Mediation test

Using the structural equation model, the direct prediction model of Zhongyong thinking on adolescent psychology was constructed. The fitting indices were: $X^2/df = 1.623$, $GFI = 0.982$, $AGFI = 0.967$, $CFI = 0.993$, $NFI = 0.981$, $RMSEA = 0.034$. The standardized path coefficient of Zhongyong thinking on the new evaluation path of emotion is ($\beta = 0.31$, $P < 0.01$). On this basis, rerun the structural equation model to obtain the revised model (M1), and the fitting index is: $X^2/df = 2.065$, $GFI = 0.964$, $AGFI = 0.945$, $CFI = 0.980$, $NFI = 0.963$, $RMSEA = 0.045$. Therefore, according to the principle of model parsimony, the modified model (M1) is selected as the optimal model, as shown in Figure 1.

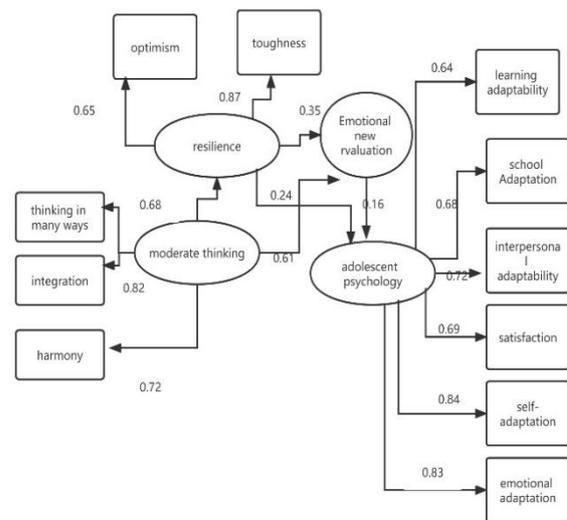


Figure 1 Mediation Model.

The significance of the mediation effect was further analyzed.

Table 2. Bootstrap analysis of the significance test of the mediating effect

Path	Standardized effect estimates			95% confidence interval	
				Lower limit	Upper limit
Moderate Thinking → Psychological Resilience → Psychological Response	0.38 × 0.61 = 0.232	79.73%	0.242	0.152	0.333
Moderate thinking → new emotional evaluation → psychological reaction	0.24 × 0.16 = 0.038	13.40%	0.046	0.001	0.083
Moderate Thinking → Psychological Resilience → New Evaluation of Emotions → Psychological Response	0.38 × 0.35 × 0.16 = 0.021	7.42%	0.032	0.003	0.051

3.2. Result analysis

The results of the mediation effect test show that the mean thinking indirectly predicts social adaptation through psychological resilience and emotional new evaluation as mediating variables, and psychological resilience also indirectly and positively predicts social transformation through further dynamic evaluation as a mediating variable.

4. CONCLUSION

This study empirically examines the psychological mechanism of adolescents' moderation thinking. Moderate thinking indirectly predicts social adaptation through psychological resilience and new emotional evaluation as chain mediator variables, and psychological strength and further dynamic evaluation play a complete mediating role[8]. These findings suggest that moderation thinking has a positive effect on the positive psychology of adolescents.

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