




A study of the effect of Chinese parents' "good cop, bad cop" education mode on students' psychological stress resistance in higher vocational colleges: A case study of S City, Zhejiang Province

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Abstract. The purpose of this study was to explore the influence of parents' "rejection" and "warmth" education mode on the psychological stress resistance of vocational college students in Zhejiang Province, China. Parents' and mothers' education models were independent variables, psychological stress resistance was the dependent variable, and parents' "warm" education models were the mediating variable. Using the method of random sampling, the data of students from three higher vocational colleges were randomly selected through the mature questionnaire scale. The results show that parents' educational patterns have significant positive effects on students' psychological stress resistance. At the same time, it also confirmed the interaction between parents' education patterns. In addition, this study used structural equation model (SEM) and bootstrap method to examine the mediation effect. The study found that the mother's "warm" education mode played a partial mediating role in the relationship between the father's "rejection" education mode and psychological stress resistance, and the father's "warm" education mode partially mediated the relationship between the mother's "rejection" education mode and psychological stress resistance. In summary, the results of this study reveal the relationship between parents' education mode and psychological stress resistance of vocational college students, and emphasize the importance of education mode. This provides important insights for educators and parents about how to develop psychological resilience to stress.

Keywords: parent education mode, psychological ability to withstand pressure, vocational college students.

1 Introduction

Parents play a key role in their children's education, and their educational methods and styles play a crucial role in their children's mental health and development [1]. Singing "good cop" and "bad cop" are common in family education, but their influence and effect have been the focus of education research. Studies have shown that parenting methods have a profound impact on children's mental health and resilience to stress [2].

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playing the "good cop" approach may lead to poor mental health outcomes such as anxiety, depression, and decreased self-esteem in children, while singing the "bad cop" approach is more likely to develop self-esteem, self-confidence, and a positive mindset in children [3]. Especially for college students in higher vocational colleges, on the one hand, they are not completely free from the control of their parents, and on the other hand, they will be under the pressure of study and employment. In the face of such pressure, whether different students have enough psychological quality to bear the pressure and solve or release the pressure, so that vocational students can better adapt to the current environment [4].

The purpose of this study is to explore the effect of "good cop" and "bad cop" on the stress tolerance of students in higher vocational colleges. The specific purpose of the study includes: to study the influence of "good cop" and "bad cop" education mode on the psychological stress resistance of vocational college students; To provide methods and suggestions for optimizing parental education methods to promote children's mental health.

2 Literature review

2.1 Definition of Concepts

The parenting model is also known as the family parenting style and family education model [5]. It usually refers to the methods, words and attitudes often used by parents in the process of educating their children, so as to establish a kind of values, emotional cognition and psychological state for their children to adapt to the society [6]. Among the parenting models, there are positive parenting models, such as warmth, democracy, acceptance and tolerance [7][8][9], there are also negative education models, such as rejection, harshness, authoritarianism, control, etc. [7][10]. According to this study, the "good face" and "good face" of parental education model are selected as the "rejection" and "warmth" dimensions of parental education model.

Psychological resistance to stress is also known as psychological resilience, tenacity, resilience, etc. [11][12]. It is generally recognized that under difficult, pressure, adversity and other adverse environments, they can maintain a stable and healthy mental state and adjust the state in time to adapt to the environment [13] [14]. This study refers to the ability of college students to recover their mental state and withstand pressure when they are in an unfavorable environment.

2.2 Theoretical Basis

The theoretical basis for studying the impact of parents' education mode on children's psychological resistance is Ecological Systems Theory proposed by Bronfenbrenner in 1989 [15]. This theory mainly states that individual development is influenced by the ecosystem level, such as the micro-system of family environment, the intermediary system of school friends, and the macro system of culture and society [16]. Based on the microsystem of the family environment of the theory, this study points out that the

parenting style is one of the links in the family environment, which will have an impact on the children's individual development, such as psychological stress resistance.

2.3 Research on the relationship between paternal and maternal education patterns and psychological stress resistance

Some researchers conducted related research on psychological resilience and suggested that unilateral negative education methods by fathers or mothers will have negative effects on their children's ability to withstand stress [17]. Parents' different education methods, whether gentle or strict, will have an impact on children's psychological stress resistance [18]. Peng[19]studied the psychological impact of family education on students and mentioned that it will have an impact on students' psychological flexibility. Propose research hypotheses based on the literature.

Hypothesis H1: The father education model has a significant effect on the psychological stress resistance of students in higher vocational colleges.

Hypothesis H2: The mother education model has a significant effect on the psychological stress resistance of students in higher vocational colleges.

2.4 Literature research on the mediating role of parents' education model

When studying the research mechanism of psychological resilience, some scholars mentioned that when the pressure is increased, the individual's ability cannot bear it, and the individual's pressure will be "crushed" by the pressure, and after the assistance or instruction of parents, the individual can avoid being "crushed" [20]. Yang, Zhao & Shi[21], in their research on parental rearing styles and psychological resilience, believe that the warmth of father and mother is interwoven and can also be an intermediary affecting children's psychological stress resistance. According to the literature, the research hypothesis is proposed:

H3: Father's education pattern has significant influence on mother's education pattern.

H4: Mother's education pattern has significant influence on father's education pattern.

H5: Mother's warmth education model has mediating effect between father's refusal education model and psychological stress resistance ability.

H6: The father's warmth education model has mediating effect on the mother's refusal education model and psychological stress resistance ability.

3 Research design and method

3.1 Research structure

According to the literature review and the proposed research hypothesis, this study takes the parental education model as the independent variable, psychological stress resistance as the dependent variable, and the father's education model and the mother's

education model as the intermediary variable in different paths respectively, and establishes the following hypothesis model, as shown in Figure 1:

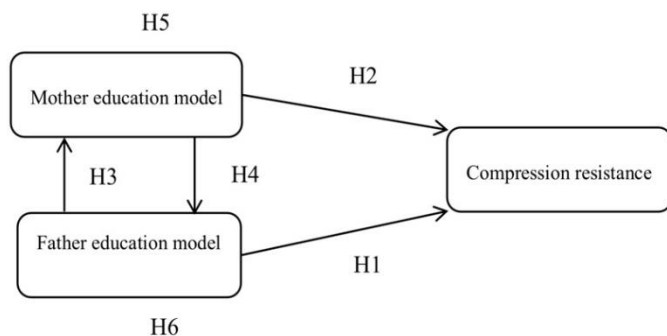


Fig. 1. Research hypothesis architecture diagram

Note: This study collates the results

3.2 Research methods and sampling methods

This study selected samples by random sampling method and collected data samples by questionnaire survey method, and randomly studied and analyzed the relationship between parents' education mode and students' psychological stress resistance ability in three vocational colleges in Zhejiang Province.

3.3 Research Tools

In this study, the tested maturity scale was adopted. The parental education model was graded on a four-point scale, with numbers 1 to 4 indicating different degrees (1= never, 2= occasionally, 3= often, 4= always). The psychological stress resistance was graded on a five-point scale, with 1(strongly disagree) to 5(strongly agree).

3.3.1 Measurement of parental education mode.

For the measurement of parental education patterns, the Simplified Parenting Style Questionnaire (s-EMBU-C) compiled by Jiang, Lu & Jiang[22] was used as the measurement template. This scale is a revised parental scale based on s-EMBU by Aecindell, Sanavio & Aguilar [23] and EMBU (Chinese version) by Yue[24], and is divided into father and mother parts.

According to the needs of this study, the "bad cop" and "good cop" dimensions of parents in the s-EMBU-C scale of Jiang et al. [22] were extracted into the "rejection" dimension and the "warmth" dimension, respectively, to measure the dimensions of parents' education mode. There are 6 items in the "rejection" dimension and 7 items in the "warmth" dimension.

3.3.2 Measurement of psychological stress resistance.

The Psychological Resilience Scale (CD-RISC) compiled by scholar Yang Chao [25] was selected for the measurement of psychological stress resistance. It was compiled according to the psychological resilience scale prepared by Connor & Davidson[26], and the Chinese version was revised based on the current situation in China, which is more in line with the psychological state of Chinese college students. At present, it is a major measurement tool for testing the mental resilience of college students in China, and its stability, reliability and validity are stable [27].

3.4 Research Objects

The subjects of this study are students (freshmen to juniors) in three three-year higher vocational colleges (W College, S College and N College) in Zhejiang Province. Zhejiang Province is a strong economic province in China, and the cities under its jurisdiction have relatively balanced development in economy, education and other aspects, among which the development of various indicators of S city is in an average state in Zhejiang Province [28]. Among them, parents in Zhejiang Province are willing to learn from various experiences and adopt diversified education methods in the process of educating their children. The social environment and cognition of things in higher vocational colleges in Zhejiang will lead to more life experiences, and they will have different anti-pressure responses when facing difficulties or pressures of different degrees [29]. Therefore, it is representative to question the parents' education mode and the psychological resistance to pressure of vocational college students in Zhejiang Province.

In the prediction stage of this study, 200 questionnaires were distributed to test the reliability and validity of each scale. 957 official questionnaires were issued.

3.5 Analysis Methods

In this study, SPSS 22.0 and AMOS 20 software were used for data analysis. Structural equation model (SEM) and bootstrap method were used to test the data and hypothesis model of students majoring in agricultural economics in higher vocational colleges [30]. Confirmatory factor analysis (CFA) was used to test the measurement model, and the factor load was obtained as a statistical index to verify the degree of fit between the data and the measured potential variables. Statistics include factor load and standard deviation. The indexes used to evaluate the fitness usually include χ^2 , χ^2/DF , GFI, RMR, RMSEA, AGFI, NFI, CFI [31]. Cronbach's alpha coefficient and CR value were used to test the combined reliability of each dimension, and the mean variance withdrawal (AVE) was used to test the convergence validity[32].

3.6 Reliability and validity

AMOS confirmatory factor analysis showed that the factor load ranged from .76 to .96, and each factor load exceeded .05, and there was a significant positive correlation among all dimensions.

For the father part of the parental education pattern Scale, Cronbach's alpha coefficient of the total table was .926, Cronbach's alpha coefficient of each dimension was .922 and .926, CR value was .92 and .93, and AVE value was .67 and .65, respectively. $\chi^2=83.37$ ($p < .05$), $\chi^2/DF=1.30$, GFI=.987, RMR=.015, RMSEA=.018, AGFI=.981, NFI=.997, CFI=.998, all reached the fit criteria, indicating that the father part of the parenting model scale had good reliability and validity.

For the mother part of the parental education pattern Scale, Cronbach's alpha coefficient of the total table was .923, Cronbach's alpha coefficient of each dimension was .920 and .927, CR value was .92 and .93, and AVE value was .66 and .65, respectively. $\chi^2=79.08$ ($p < .05$), $\chi^2/DF=1.24$, GFI=.987, RMR=.015, RMSEA=.016, AGFI=.982, NFI=.991, CFI=.998, all reached the fit criteria, indicating that the mother part of the parenting model scale had good reliability and validity.

Cronbach's alpha coefficient of total psychological stress resistance table is .957; Cronbach's alpha coefficient of each dimension is .959, .939, .900; CR value is .96, .94, .90; AVE value is .64, .66, .70; $\chi^2=354.68$ ($p < .05$), $\chi^2/DF=1.30$, GFI=.978, RMR=.024, RMSEA=.012, AGFI=.974, NFI=.986, CFI=.989, all reached the fit criteria, indicating that the psychological anti-stress scale had good reliability and validity.

4 Analyze the results

4.1 Main effect regression analysis

Through collinearity analysis between each dimension of the parent education model scale and each dimension of psychological stress resistance, the tolerance is greater than .1, and the VIF value is less than 5, indicating that there is no collinearity between the variables and each dimension is independent.

The hypothesis that H1 father education mode has a significant difference in the influence of vocational college students' psychological stress resistance is valid, and the "rejection" dimension of father education mode has a significant difference in the influence of each dimension of psychological stress resistance; The "warmth" dimension in the father's education model has a significant difference on the two dimensions of "tenacity" and "strength" in psychological stress resistance, but there is no significant difference with "optimism", as shown in Table 1.

Table 1. Analysis summary of the influence of father's education mode on psychological stress resistance

X	Y	t	significant	tolerance	VIF
rejection	tenacity	4.55	.000***	.747	1.340
	strength	3.91	.000***		
	optimism	5.78	.000***		
warmth	tenacity	3.28	.001**	.747	1.340
	strength	3.20	.001**		
	optimism	1.44	.150		

Note 1: * $p < .05$; ** $p < .01$; *** $p < .001$

Note 2: This study collates the results

The hypothesis of the test research is established that the H2 mother education mode has a significant difference in its influence on the psychological resistance to stress of higher vocational college students, and each dimension of the mother education mode has a significant difference in its influence on each dimension of psychological resistance to stress, as shown in Table 2.

Table 2. Analysis summary of the influence of mother's education mode on psychological stress resistance

X	Y	t	significant	tolerance	VIF
rejection	tenacity	4.57	.000***	.771	1.297
	strength	3.65	.000***		
	optimism	4.14	.000***		
warmth	tenacity	3.51	.001**	.771	1.492
	strength	2.73	.006**		
	optimism	3.48	.001**		

Note 1: * $p < .05$; ** $p < .01$; *** $p < .001$

Note 2: This study collates the results

The hypothesis of the test research is established that H3 father education mode has a significant difference in its impact on mother education mode, and each dimension of father education mode has a significant difference in its impact on each dimension of mother education mode, as shown in Table 3.

Table 3. Analysis summary of the influence of father's education mode on mother's education mode

X	Y	t	significant	tolerance	VIF
Father rejection	Mother rejection	14.65	.000***	.747	1.340
	Mother warmth	13.64	.000***		
Father warmth	Mother rejection	9.344	.000***	.747	1.340
	Mother warmth	8.53	.000***		

Note 1: * $p < .05$; ** $p < .01$; *** $p < .001$

Note 2: This study collates the results

The hypothesis of the test research is established that H4 mother's education mode has a significant difference in its impact on father's education mode, and each dimension of father's education mode has a significant difference in its impact on each dimension of mother's education mode, as shown in Table 4.

Table 4. Analysis summary of the influence of mother's education mode on father's education mode

X	Y	t	significant	tolerance	VIF
Mother rejection	Father rejection	14.32	.000***	.771	1.297
	Father warmth	11.42	.000***		
Mother warmth	Father rejection	12.52	.000***	.771	1.297
	Father warmth	9.80	.000***		

Note 1: * $p < .05$; ** $p < .01$; *** $p < .001$

Note 2: This study collates the results

4.2 Effects of intermediary structure model

The model involves an intermediate model of hypothesis H5 and H6. To test hypothesis H5, bootstrap method was used to test H5. The indirect effect value was .045, and BC value and PC value did not contain 0 for 95% confidence interval, and p value was less than .05, indicating that maternal warmth played an intermediary role between father rejection and psychological stress resistance. In addition, the direct effect value of father rejection on psychological stress resistance is .250, the 95% confidence interval of BC value and PC value does not contain 0, and the p value is .001, indicating that the direct effect is significant. Finally, the total effect value of father rejection on psychological stress resistance was .323, BC value and PC value did not contain 0 for 95% confidence interval, and p value was .01, the total effect was significant. See Table 5.

Table 5. Summary of the mediating effect of maternal warmth on paternal rejection and psychological stress resistance

Path	Estimate	95% confidence interval		
		BC/PC <i>p value</i>	BC	PC
Indirect path:				
father rejection → mother warmth → Compression resistance	.045	.007/.006	.023~.125	.023~.126
Direct path:				
father rejection → Compression resistance	.250	.001/.001	.162~.338	.161~.338
Total path:				
father rejection → Compression resistance	.323	.001/.001	.251~.390	.253~.171

Note 1: * $p < .05$; ** $p < .01$; *** $p < .001$

Note 2: This study collates the results

To sum up, maternal warmth has a mediating effect between paternal rejection and psychological stress resistance, and it is a partial mediating effect. In other words, when the father's education mode is "refusing" and has a bad effect on the students' psychological resistance to pressure, the adverse effect can be reduced by the "warmth" of the mother's education mode.

Also, the indirect effect value of H6 was .080 through bootstrap method, and the 95% confidence interval of BC value and PC value did not contain 0, and the p value was

less than .05, indicating that father warmth played an intermediary role between mother's rejection and psychological stress resistance. In addition, the direct effect value of mother's refusal on psychological stress resistance is .229, the 95% confidence interval of BC value and PC value does not contain 0, and the p value is .001, indicating that the direct effect is significant. Finally, the total effect of mother's rejection on psychological stress resistance was .309, BC value and PC value did not contain 0 for 95% confidence interval, and p value was .001, so the total effect was significant. See Table 6.

Table 6. Summary of the mediating effect of paternal warmth on maternal rejection and psychological stress resistance

Path	Estimate	95% confidence interval		
		BC/PC p value	BC	PC
Indirect path:				
mother rejection → father warmth → Compression resistance	.080	.001/.002	.035~.127	.033~.126
Direct path:				
mother rejection → Compression resistance	.229	.001/.001	.139~.319	.139~.318
Total path:				
mother rejection → Compression resistance	.309	.001/.001	.240~.380	.237~.379

Note 1: * $p < .05$; ** $p < .01$; *** $p < .001$

Note 2: This study collates the results

In conclusion, paternal warmth has a partial mediating effect between maternal rejection and psychological stress resistance. That is to say, when the mother's education mode is "refusing" and has a bad effect on the students' psychological resistance to pressure, the adverse effect can be reduced by the "warmth" of the father's education mode.

5 Research conclusions and suggestions

5.1 Research Conclusions

The results confirm hypothesis H1 and H2. It is confirmed that both the parent and parent education patterns of the main path have significant positive effects on students' psychological stress resistance. (Firoze & Sathar, 2018[17]; Wei & Fu, 2022[18]; Peng, 2016[19]). The result of this study is that parents' "good cop" and "bad cop" education mode both have significant positive effects on the psychological anti-pressure ability of vocational college students, and parents' "good cop" singing has a significant positive impact on the psychological anti-pressure ability of vocational college students. On the contrary, the more it can stimulate the psychology of being strong, the more it can bravely face setbacks and difficulties.

The research results verified H3 and H4, and confirmed that the father's education model and the mother's education model have significant positive influences on each

other, which is basically consistent with the literature results (Yang et al., 2012[21]). According to the ecosystem theory, it is also suitable for the parental education model. In the micro-environment of the family, both parents will have an influence on each other in the family. Therefore, one parent should advocate the use of positive methods in the process of educating children, so as to have a positive impact on the education mode of the other parent.

This study also uses structural models to verify H5 and H6. It is confirmed that the mother's warmth education mode has a mediating effect between the father's refusal education mode and the psychological stress resistance of vocational students, and the father's warmth education mode has a mediating effect between the mother's refusal education mode and the psychological stress resistance of vocational students, and the two mediating effects are partial mediating effects. In the literature, Ma et al.[20], Yang et al.[21], The results of the 2012 study were generally consistent. In this study, when one parent adopts a negative education mode, the other parent's positive education method can have more positive help to the child's psychological stress resistance ability, so as to provide evidence.

5.2 Research Recommendations

The following suggestions are made for this study:

First, the advice to parents is that whether parents sing "good cop" or "bad cop" will have an impact on the other parent's education mode and the child's psychological ability to withstand pressure, but adopting the "good cop" education method will have an impact on the harmony of the family environment, and the better "bad cop" education mode has an impact on the students' psychological resistance to pressure, and is also conducive to the harmony of the microenvironment.

Second, through the mediation test of this study, when one parent sings "good cop", the other parent should play "bad cop" to eliminate the adverse effects of playing "good cop".

Later, researchers suggested that factors such as personality traits still exist in the mode of parents' education of their children, and such factors can be added to understand and analyze in more detail which students are suitable for "good cop" and which students are suitable for "bad cop".

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