



The Mediating Analysis of Parental Education on College Students' Adaptability

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Abstract. Parents are of great significance to their children during their growth. They affect children's behavior and psychology from the birth of children. They are the first learning objects to observe and imitate. Two hundred college students from China participated in this study by completing five scales, including Parenting Scale, The Adaptability Scale, Self-Esteem Scale, Emotional Stability and Academic Procrastination Scale. The study mainly analyzes the mediating relationship between the three mediating variables (emotional stability, self-esteem and academic procrastination), in the influence of parenting style and college student's adaptability. The study found that college students' self-esteem had a significant mediating effect in the relationship between Overreactivity's parenting style and college student adaptability. At the same time, academic procrastination had a significant mediating impact in the relationship between laxness and Overreactivity's parenting style and adaptability. Finally, through multiple regression analysis, it was found that emotional stability and self-esteem had a significant impact on adaptability compared with other variables.

Keywords: Parental Style; Adaptability; Self-Esteem; Emotional stability; Academic Procrastination

1 Introduction

Parents are of great significance to their children during their growth. They affect children's behavior and psychology from the birth of children. They are the first learning objects to observe and imitate. Many studies have shown that different parenting styles have different influence on children's psychological and behavioral abilities. Studies have shown that positive parenting styles are more conducive to autonomy, personal growth, self-acceptance, and higher happiness than negative parenting styles [1]. An appropriate parenting style can also provide some protection for children's mental health. Based on the classification of the four most widely used parenting styles today, it is found that authoritarian's education style has a strong correlation with adolescent depression [2]. Therefore, the correct way of education is crucial to the growth of children.

In general, most of the existing research results show that authoritative education has a more positive impact on children. Studies have shown that higher authoritative

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education means less behavioral problems and better emotional stability [3]. At the same time, other studies have also found that authoritative parenting styles are positively correlated with children's adaptability, and the same results are still the same in different grades, genders, races and incomes [4]. However, unlike authoritative parenting styles, authoritarian parenting styles have more negative effects. Authoritarian can lead to more serious behavioral problems and worse emotional stability [3]. Research on children's resilience has found that both authoritarian and permissive types show low resilience [5]. Based on these existing studies, most of the studies are generally carried out in a single individualistic cultural and social background of data collection and investigation, so it is not necessarily guaranteed that the results of the study are still the same in different cultural backgrounds. In addition, most of the studies are about the correlation between education methods and single variables, and there is a relative lack of consideration of the influence of mediating variables. In general, the following research can consider conducting research in different cultural backgrounds to make up for the lack of data in different cultures. In addition, it can consider adding mediating variables to consider whether there are some variables that play a regulatory role in educational methods so that the impact of different educational methods is finally enhanced or weakened.

2 Literature Review

2.1 Parenting style

Parenting style, which has been in any country and different cultural backgrounds have been a lot of attention and a lot of research topics. According to Darling and Steinberg's definition, parenting style is mean a series of attitudes of parents towards their children, and these attitudes create an emotional atmosphere in which parents' behavior can be expressed [6]. Diana Baumrind first proposed three parenting styles : authoritarian, authoritative and permissive. Since then, Maccoby and Martin generated four types based on two dimensions: autocracy, authority, indulgence, and neglect, The two dimensions are responsiveness and demand. [7]. The two factors of Laxness and Overreactivity used in the follow-up survey of parenting style-related scales in this study are consistent with Baumrind's theory. Laxness factor is consistent with permissive, the empirical evidence of excessive permissive of discipline and behavioral problems, while Overreactivity is consistent with the authoritarian type [8]. Therefore, this study chose to use the parenting style scale based on the two factors of Laxness and Overreactivity. This scale has shown good internal consistency and effectiveness under the test of Chinese participants [9]. Although the research on the way of education is more in the face of teenagers, there are also many studies that have proved that the way of parenting also has a significant impact on college students. A study on the effect of parenting style on thinking style in Chinese college students also found that parents' acceptance / involvement education style is related to children's high creativity, autonomy, and low levels of conformity [7]. In addition, similar to this study, studies related to college students' self-esteem and emotional health have found that authoritarian parenting styles mean low levels of emotional health, while authoritative parenting styles

mean high levels of self-esteem, and students' low self-esteem and emotional health were related with their parents' permissive style [10]. This study is also aimed at college students, but the difference is that we will consider more about the influence of mediating variables that have been less studied before.

2.2 Adaptability

Adaptation means the ability of a person to psychology adjust when confronted with unfroneted or unknown situations or circumstances [11]. At the same time, it is also the regulation and modification of cognition, behavior and emotion [12]. Therefore, when some changes are encountered in people 's lives, the individual 's ability to adapt will affect their ability to cope and adjust, such as when changing a new job. Previous studies have also shown that students with strong adaptability are also more likely to self-regulate and have better mental health status, such as life satisfaction, self-esteem, sense of meaning, higher levels of learning motivation and engagement [12].

2.3 The mediating analysis between parental education and adaptability

At present, there has been a lot of research on parenting styles. but most of the studies are based on the age of adolescence and pre-adolescence, and there are relatively few studies on college students. Finally, considering that the influence of parenting style on children's adaptability may not be a direct effect, we added the consideration of mediating variables.

The mediating role of emotional stability.

According to self-organizational theory, emotional stability is defined as an attribute to indicate whether a complex emotional system can automatically and effectively maintain balance [13]. Studies have found that parents ' educational methods affect children 's ability to regulate emotions. Authoritative parents are associated with higher children 's emotional regulation, while authoritarian parents are associated with lower children 's emotional regulation [3].The study was mainly based on a survey of children aged 2-10 years and their parents, so it is not certain whether the same results will be available for different age samples. In addition, because the development level of emotional stability is the basis for individuals to form psychosocial adaptation [14], it can be speculated that emotional stability as an intermediary variable may have an impact between parenting style and adaptability.

The mediating role of self-esteem.

Self-esteem represents a person's evaluation of their own value [15]. Self-esteem is a variable that is often mentioned and measured in studies on parenting styles. A study of college students through a scale found that acceptance-involvement 's educational style has a significant positive relationship with children 's self-esteem [16].Milevsky et al. 's research found that authoritative maternal love was related to higher self-esteem

through scale measurement [17]. Love and Thomas 's [10] study based on a sample of college students also confirmed that authoritative education is associated with higher self-esteem. This shows that there is indeed a significant relationship between self-esteem and parenting style. In addition, some studies have used self-esteem as a mediating variable and found that self-esteem plays a completely negative indirect mediating role between expressive suppression and psychological resilience [18]. Current research data show that people with high self-esteem can better cope with the pain caused by negative events in life [18]. In the process of reviewing these literatures, it is found that although many studies have investigated and analyzed the influence of self-esteem on life or workplace adaptability and the influence of parenting style on adaptability, they rarely consider the possible mediating role of self-esteem.

2.4 Summary

At present, there are many studies on the influence of parenting style on children, but more are single considering the relationship between parenting style and other variables, and relatively less considering the influence of intermediary variables. And the above also mentioned that there may be cultural differences in the way parents educate, so it is more meaningful to conduct more research in different cultural backgrounds. In addition, different sample groups may have differences in the performance of variables such as parenting style and adaptability. Compare with the samples of younger age, the adult college students are more likely to be affected by other factors, which makes the influence of parenting style on their adaptability, emotional stability, self-esteem weakened or enhanced. Therefore, it is assumed that the relationship between parenting style and children 's adaptability may be affected by mediating variables (emotional stability, self-esteem, academic procrastination).

3 Methods

3.1 Participants

A total of 200 subjects were collected in this survey, and the outliers (more than ± 3 standard deviation data) were excluded according to the completion time. The remaining 151 eligible data, 52 males and 99 females, are Chinese college students between the ages of 18 and 27. There was professional guidance from tutors throughout the design of my study.

3.2 Stimulus design

The questionnaire was produced and distributed through China 's ' Questionnaire Star ' <https://www.wjx.cn/> platform. And the beginning of the questionnaire is accompanied by instructions, which gives a basic introduction to the study, and clearly tells potential participants that the questionnaire is anonymous and voluntary and can be withdrawn at any time. At the same time, it also provides the contact information of the researchers

to facilitate the answers to the questions of the participants. Participants who complete the questionnaire will be paid 1RMB.

3.3 Statistical analysis

The data analysis mainly uses Excel (version 2011) and IBM SPSS Statistics 26. Firstly, the data were preliminarily screened and renamed by Excel, and some reverse scoring problems were adjusted to facilitate the unified analysis of the data in SPSS. Descriptive analysis and mediation were performed in SPSS.

4 Results

4.1 Descriptive result

Table 1. Sociodemographic characteristics of study participants (n=151)

Characteristics	N	%
Gender		
female	99	65.6
male	52	34.4
Age		
16-18	14	9.3
19-23	117	77.4
24-26	17	11.2
27-29	3	2
Are you in a one-child family?		
Yes	78	51.7
No	73	48.3

According to the demographic characteristics of the participants in this study (Table 1), women accounted for 65.6 % (N = 99) and men accounted for 34.4 % (N = 52). 9.3 % (N = 14) were between 16-18 years old, 77.4 % (N = 117) were between 19-23 years old, 11.2 % (N = 17) were between 24-26 years old, and 2 % (N = 3) were between 27-29 years old. Among the participants, 52.7 % were only children (N = 78) and 48.3 % were non-only children (N = 73).

4.2 Mediation result

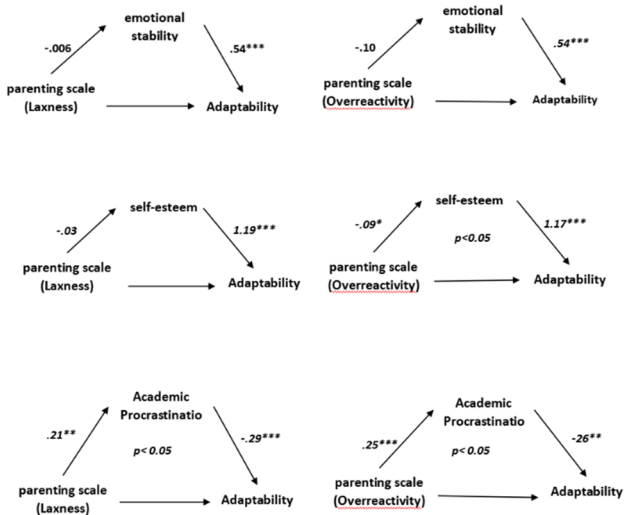


Fig. 1. Mediation result

According to the data results (figure 1), the influence of parental education on adaptability is not significantly affected by the mediating variable emotional stability, which is calculated from the two factors of laxness and Overreactivity.

4.3 Multiple regression

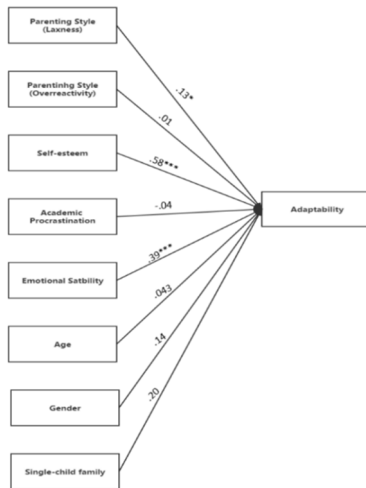


Fig. 2. Multiple regression model

The data (figure 2) show that the laxness and adaptability of parenting style are significantly correlated ($p < .05$), while the overreactivity of parenting style is correlated with adaptability but not significant. Self-esteem and emotional stability were correlated with adaptability and were significant ($p < .001$). Academic procrastination and adaptability are not significantly correlated.

5 Discussion

This study mainly explores the influence of mediating variables on the relationship between parenting style and adaptability. The sample of the study is college students from China. According to the data results of the study, there are several findings. First of all, self-esteem plays a significant mediating role in the relationship between Overreactivity's educational style and adaptability. Secondly, academic procrastination plays a significant mediating role in the relationship between laxness's educational style and adaptability, and also plays a significant mediating role in the relationship between Overreactivity's educational style and adaptability. After that, in the multiple regression analysis of the variables, it was found that the influence of emotional stability and self-esteem on adaptability was very significant.

The results of the data show that children's self-esteem plays a significant mediating role in the relationship between Overreactivity's parenting style and adaptability. Analysis of the relationship between self-esteem as a mediating variable found that Overreactive parenting has a significant negative impact on children's self-esteem, which means that the higher the parents' overreaction, the lower the children's self-esteem. Overreacted parents will take punitive and coercive measures, tend to show anger, frustration and harsh reactions when educating their children, and may insult or beat their children [19]. Maybe it is this reason that reduces the child's self-esteem. This result is also similar to the results of other studies, which found that authoritarian education is associated with low self-esteem of children [19]. Overreaction is consistent with authoritarian education [8]. In addition, the influence of self-esteem on adaptability is positive and significant, which may mean that when children have higher self-esteem, their adaptability will also become higher, and when children's self-esteem becomes lower, their adaptability will correspondingly become lower. This means that when people have high self-esteem, they can better cope with changes and uncertainties in life [11]. To sum up, when the parents' education style is Overreactivity, it may lead to lower children's self-esteem and thus lead to worse children's adaptability, which means that the over-reactive education method will lead to worse children's adaptability through the influence of self-esteem.

There are also some limitations in this study, and there can be some improvements and further research in the future. First of all, because the data collection method is collected through the situation of the questionnaire scale, it may be subjective when the participants fill in, or it may be affected by social expectations, which will affect the internal validity of the final results. Secondly, the sample collection and research are carried out in the cultural background of China, so there may be some cultural differ-

ences, which will lead to changes in the results of the study in different social environments, because the educational models of parents in different cultural backgrounds may also be different. Finally, adaptability is very important for college students. The stage of college students is a turning point in life. They enter adulthood and begin to face the planning of future life, such as taking office. Therefore, although the impact of parenting styles cannot be changed, schools can influence these mediating variables by adjusting and improving teaching methods, such as self-esteem and academic procrastination studied in this paper, to help improve children's adaptability and help them better enter society in the future.

6 Conclusion

Considering that previous studies on parenting styles have relatively little consideration of the influence of mediating variables, this study mainly considers the influence of three mediating variables (emotional stability, self-esteem, and academic procrastination) on the relationship between parenting styles and college student's adaptability. According to our research hypothesis, the final research results partially verify the initial conjecture. The results show that college students' self-esteem, as a mediating variable, has a significant impact on the overreaction parenting style and student's adaptability. Secondly, college students' academic procrastination has a significant mediating impact on the relationship between laxness and Overreactivity parenting style and adaptability, but emotional stability as a mediating variable does not have a significant mediating effect. Finally, through multiple regression analysis, it is found that the influence of emotional stability and self-esteem on adaptability is very significant compared with other variables. This study are based on China's cultural background, the results may be partly influenced by culture. Therefore, in the future, cross-cultural samples can be added to conduct comparative studies to explore the differences between different cultures, and can also help in the analysis of other mediating variables in related fields in the future.

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