Parental rearing patterns, psychological resilience and subjective well-being among Chinese university students

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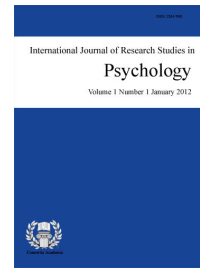*Yantai Nanshan University, Yantai, Shandong, China*

Abstract

This study will start with the relationship study of the three variables, namely, parental rearing patterns, psychological resilience and subjective well-being, to prove that there is a correlation between the dimensions of Chinese college students' parental rearing patterns and their subjective well-being; It is possible to improve the subjective well-being of college students by guiding their parents to adjust or improve their parenting style; The paper quantifies that the level of parenting style of most college students is medium, but the psychological flexibility and subjective well-being are high. This paper proves that the parenting style significantly affects their children's resilience and overall well-being. This paper proves that Chinese college students who grow up with good parental rearing patterns are more likely to develop a high degree of psychological resilience and subjective well-being.

Keywords: parental rearing patterns, psychological resilience, subjective well-being

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1. Introduction

In many countries and regions, including China, the family is the first institution for the vast majority of people to accept socialization. College education is an important period for the development of one's psychology and personality. At this stage of life, Chinese university students suddenly walked out of the "guardianship area" of their parents and entered a new social and life relationship. In fact, this independent behavior is still difficult to get rid of the potential survival and influence of parental rearing patterns. In China in recent years, with the rapid development of China's social, political and economic, parental rearing patterns have ushered in significant changes. The researcher of this study is a teacher of Yantai Nanshan University, whose administrative department is part-time and has a close working relationship with the university students' Psychological Service Center deemed it necessary to undertake this study to determine significant effects of parental rearing patterns on their students resilience and subjective well-being.

According to the report of the Central People's broadcasting station in November 2018, the 2018 white paper on the mental status of left behind children in China pointed out that a considerable number of "left behind children" and a considerable number of children lacked filling in the process of personality formation, especially with prominent psychological problems such as poor self-control, egoism, monetarism, selfishness, inferiority complex, isolation, caprice, irritability and rebellion. In the rapidly changing family environment, will different parental rearing patterns affect their college life? Therefore, parental rearing style is an important perspective to study the psychological and personality development of college students. This paper will choose parenting style as the first measurement variable. Chinese parents have a long history of emphasizing the importance of education and achievement. This emphasis is reflected in the parental rearing patterns that are common in Chinese culture. The parental rearing patterns of Chinese parents have been the subject of much research. Some studies have found that these patterns can be beneficial for children, as they can lead to high levels of academic achievement and success in life. However, other studies have found that these patterns can also be harmful for children, as they can lead to stress, anxiety, and low self-esteem. One of the most important aspects of Chinese parenting is filial piety. Filial piety is the concept of respect and obedience that children owe to their parents. It is a core value in Chinese culture, and it is reflected in the way that Chinese parents raise their children. Chinese parents typically place a high degree of control over their children's lives. They often set strict rules and expectations for their children, and they may use discipline, such as shaming or physical punishment, to enforce those expectations that may help their become more resilient.

The study of resilience began in the United States in the 1970s. The early research objects were mainly children and adolescents. Scholars were committed to finding the relationship between resilience and protective factors (or risk factors). After the concept of psychological resilience was put forward, it was quickly recognized by many Chinese psychologists. Under the influence of traditional Chinese culture on the commendatory concept of the word "resilience", with the popularity of positive psychology in China in the 1980s, many psychologists expect to explore individual self realization and various positive psychological potentials from various angles under psychological resilience. Under the concept of psychological resilience, individuals with resilience have the ability to adapt to change situations or cope with accidental events in the environment. These individuals are prone to experience positive results, and individuals with high resilience are also more confident and capable of psychological adjustment.

On the contrary, individuals who are not resilient are less resilient to adaptation, and tend to show rigid, persistent, chaotic or casual behaviors in stressful situations, resulting in poor adaptation. Hu Hanchun, a Chinese scholar, found through an empirical survey that adolescents with relatively low psychological resilience,

those with high psychological resilience in adversity (among the top 25%) have a high degree of subjective well-being, satisfactory family relationships, satisfactory peer relationships, and a low sense of loneliness. It can be seen that in a large number of previous scientific studies, psychological resilience is an important indicator for the study of groups facing psychological pressure. Psychological resilience is of great significance to the special group of contemporary college students who are generally under psychological pressure. Therefore, resilience is the second variable to be studied in this paper. This study identified resilience as a trait that individuals have, but to varying degrees. This degree is considered to be formed after experiencing various life events under the influence of various protective factors in the process of growth. Individuals with relatively high resilience are considered to be successful in coping with adversity and setbacks in life or growth.

In recent years, China's ruling party and government have stressed the goal of people's happiness on important occasions. For example, the Chinese government and the ruling party put forward the development goal of "the Chinese dream of a prosperous and strong country and a happy people". On January 1st, 2022, China began to implement the law of the people's Republic of China on the promotion of family education. The law defines family responsibility, social responsibility, state support and social coordination as four main parts in order to achieve the purpose of law making and promote the well-being of teenagers. Thus, family education is closely related to subjective well-being. This is highly consistent with the five psychological dimensions of the Adolescent Resilience Scale of Chinese psychologist huyueqin. Therefore, the subjective well-being variable of Chinese college students is the research variable of this paper, and it is also the important purpose of this paper. Objective to explore the linkage between parental rearing patterns, adaptability and subjective well-being. The parenting style of parents in the family has an important impact on college students. In the past decade, China's economy has undergone earth shaking changes.

Automation and intelligence make people's life more and more convenient, and people's material life is moving towards a well-off and affluent life. However, these changes did not enrich people's psychological world as expected. According to the 2022 edition of the "blue book on mental health" China national mental health development report (2021-2022), prepared by the Institute of psychology, Chinese Academy of Sciences and published by the social sciences literature press, based on the survey of nearly 200000 people, the comprehensive analysis shows the basic characteristics of mental health of many people in China. In the adult population, the detection rate of depression risk in the 18-24 age group was 24.1%, which was significantly higher than that in other age groups. The blue book also analyzes the mental health status and related influencing factors of teenagers, college students, primary and secondary school teachers, and counselors. The survey and analysis of more than 30000 teenagers nationwide showed that 14.8% of the teenagers who participated in the survey had varying degrees of depression risk, which was lower than that in 2020. Girls have higher scores of depression and loneliness than boys; In general, the scores of depression, loneliness and mobile phone addiction increased with the increase of grade. According to the blue book on mental health, the Chinese government needs to focus on strengthening the mental health work of teenagers in Western and rural areas, and needs to carry out effective intervention and timely adjustment. It can be seen that there is an urgent need to pay attention to the mental health of teenagers and improve their subjective well-being.

At present, few studies have focused on the correlation between psychological resilience and subjective well-being in the context of systematic changes in family structure and parental rearing patterns. Therefore, this study will start with the relationship study of the three variables, namely, parental rearing patterns, psychological resilience and subjective well-being, to prove that there is a correlation between the dimensions of Chinese college students' parental rearing patterns and their subjective well-being; It is possible to improve the subjective well-being of college students by guiding their parents to adjust or improve their parenting style; In addition, if the mediating role of psychological resilience can be confirmed, it will be beneficial for schools to carry out relevant mental health education activities purposefully and directionally, focusing on Cultivating College Students' psychological resilience and improving students' mental health level and sense of happiness.

From this point of view, researchers' interest in carrying out this study was stimulated to understand the

current situation of the development of College Students' resilience in China, as well as the differences of College Students' resilience development under the background of different parental rearing patterns, and to explore the predictive effect of family factors on College Students' resilience development. At the same time, this study also analyzes the relationship between parental rearing patterns and college students' psychological resilience, so as to provide reference for improving college students' psychological pressure and subjective well-being. At the same time, this study synthesized the research results and put forward specific suggestions, in order to put forward suggestions to improve the subjective well-being of Chinese college students affected by incorrect parental rearing patterns.

Objectives of the Study - This study mainly focused on the differences and correlations among Chinese university students' parental rearing patterns, psychological resilience and their subjective well being, and the interaction among them. Specifically, it described the profile of the respondents in terms of their sex, grade, and type of residence; determined the parental rearing style employed by the parents of the respondents, their psychological resilience and subjective well-being; tested the difference of the variables when compared based on their profiles; established possible correlation among the three variables; tested which significantly predicted university students psychological resilience; and proposed a psychological intervention program that could further improved respondents parents rearing patterns for children to maintain better psychological well-being.

2. Methods

Research Design - This study used the descriptive-survey method of research since it explores the current situation of different demographic variables (including sex, grade, urban and rural areas, whether only child, whether single parent family, and parents' education level) in college students' psychological resilience, parental rearing patterns, and subjective well-being, and studied the correlation among Chinese university students' parental rearing patterns, resilience, and subjective well-being. Through the quantitative questionnaire survey, this paper explored the different effects of various factors in the family environment on the formation of individual resilience. This study employed the Hu et al.,(2008)Adolescent Resilience Scale, which is widely used in China, to analyze the chain effect of resilience on parental rearing patterns and supervisor well-being from five dimensions (which are consistent with the actual basis of current Chinese adolescent work), namely goal focus, interpersonal assistance, family support, emotional control and positive cognition.

Participants of the Study - The author investigated the students from three universities, Yantai Nanshan University, Shandong Normal University and Qingdao University of technology. The total number of students in Yantai Nanshan University in 2023 is 30,000, while in Shandong Normal University, it published 25,000 students in 2023, and the number of open students of Qingdao University of technology in 2023 is 30,000. From the three universities, a total of 850 questionnaires were retrieved and 181 invalid questionnaires were rejected due to incomplete answers, and other reasons. The author carried out statistics and analysis from the remaining 669 valid questionnaires using a convenient sampling method.

Measures - *Egna Minnen av Barndoms Uppfostran-own Memories of Parental Rearing Practices. (EMBU).* This is a questionnaire jointly compiled by C. Perris, Department of psychiatry, Umea University, Sweden, and others in 1980 to evaluate parental rearing attitudes and behaviors. EMBU provides a powerful and objective tool for people to explore the relationship between parental rearing patterns and children's mental health. It also provides a way to explore the etiology of mental diseases. It can also be used to explore the impact of parental rearing patterns on personality formation, so that more children can grow up in a good rearing environment and form a sound personality. At present, EMBU has been used in 23 countries to study the parenting styles of patients with depression, phobia, personality disorder and other types of patients and normal people.

EMBU has 81 items and 2 additional items, involving 15 parental rearing behaviors: abuse, deprivation, punishment, humiliation, rejection, over protection, over interference, tolerance, emotion, behavior orientation, imputation, encouragement, preference for siblings, preference for subjects and non-specific behavior. EMBU

can conduct single person test or group test. As EMBU allows the subjects to evaluate the parenting style of their parents through memory, it is applicable to anyone who is a child, and its scope is very wide. What kind of group it is applied to mainly depends on the research purpose of the tester. However, due to the lack of objectivity in the evaluation of parents when they are too young, and the lack of accuracy when they recall when they are too old, the interpretation of the results should be cautious for the subjects who are too old or too young. The reliability and validity of the Chinese version of the scale have been well proved by the use of Chinese scholars. However, due to the excessive number of questions, it is easy to cause subjects' boredom when answering, which will also affect the research results. The Chinese version of the simplified Parenting Style Scale (hereinafter referred to as the simplified parenting style scale) has 42 questions, including 6 dimensions, including 3 dimensions of father's parenting style and 3 dimensions of mother's parenting style, respectively, "emotional warmth" (7 questions), "rejection" (6 questions), and "overprotection" (8 questions). The scale was scored by Likert 4 points, and the subjects responded to the parenting style of their parents respectively. The research shows that the simplified parenting style scale has good internal consistency reliability, good reliability and easy operation, and is widely used at present. Therefore, this study used the scale as a research tool

Psychological Resilience Scale. The scale was compiled by Hu et al. (2008). The scale has two dimensions, five factors (goal focus, emotional control, positive cognition, family support, interpersonal assistance), and 27 items. The dimension of personal power includes three factors: goal focus, emotion control and positive cognition; The dimension of support includes family support and interpersonal assistance. The goal focus subscale (a=0.81) consists of five items, which refers to the ability to adhere to goals, make plans and concentrate on solving problems in difficult situations; The emotion control subscale (a=0.74) consists of six items, which refers to the control and adjustment of emotional fluctuations and pessimistic thoughts in the dilemma; The positive cognition subscale (a=0.71) consists of four items, which refers to the dialectical method and optimistic attitude towards adversity; The interpersonal assistance subscale (a=0.73) consists of six items, which means that individuals can obtain help or vent their bad emotions through meaningful interpersonal relationships; The family support subscale (a=0.810) consists of six items, which refers to the tolerance, respect and support of family members. The internal consistency coefficient of the scale is 0.83, and the correlation with RS is 0.53. The table adopts 5 points scoring. After processing the 12 items (1, 2, 5, 6, 9, 12, 15, 16, 17, 21, 26, 27) with reverse scoring, it will score 1-5 points from "completely inconsistent", "relatively inconsistent", "unclear", "relatively consistent" to "completely consistent". The higher the score, the higher the level of psychological resilience in this item.

General Well-Being Schedule (Chinese version) . The General Well-Being Schedule is a set-up test tool developed for the National Center for health statistics to evaluate subjects' statements of subjective well-being in relation to their happiness. The first 18 items of the scale were used to test the subjects. The correlation between single item score and total score is between 0.49 and 0.78, the correlation between subscale and total score is between 0.56 and 0.88, and the internal consistency coefficient is 0.91 in men and 0.95 in women.

There are 33 items in this scale, of which 1, 3, 6, 7, 7, 9, 11, 13, 15 and 16 items are reverse scores. The higher the score, the higher the happiness. The correlation between the score of each item and the total score in the questionnaire is between 0.48 and 0.78, the correlation between the subscale and the total score is 0.56-0.88, and the internal consistency coefficient is 0.85. The consistency between the total score of GWB and the evaluation of depression after expert interview was 0.27-0.47; The consistency with the three anxiety scales (PEI, PSS and CHQ) was 0.41, 0.40 and 0.10, respectively; The consistency with the three depression scales (HQ, Zung and MMPI) was 0.35, 0.28 and 0.21, respectively; It is more consistent with the PFI Depression Scale (0.50). The application of this scale in evaluation research shows that it is more effective than other anxiety and depression scales. In addition to evaluating total well-being, the scale also scores the six factors of well-being by composing its contents into six subscales. These six factors are: worry about health, energy. Satisfaction and interest in life, melancholy or happy mood, control of emotion and behavior, relaxation and tension (anxiety)Research shows that this scale is more effective than other anxiety and depression scales. In addition to evaluating total well-being, the scale also scores the six factors of well-being by composing its contents into six

subscales. These six factors are: worry about health, energy. Satisfaction and interest in life, melancholy or happy mood, control of emotion and behavior, relaxation and tension (anxiety).

Data Gathering Procedure - Before the distribution of the questionnaires, the researchers helped students master the filling rules, and tell students how to fill in and tick the scale correctly. After confirming that each student understands the test requirements, the formal test will be conducted. In order to ensure the authenticity and reliability of the data obtained, students should be informed that the test results are only used to provide data for research and will not be used for other purposes. This survey was approved by the students themselves and their counselors, and was conducted in groups based on the class. Students are required to answer independently for 20 minutes. The questionnaire was answered and collected on the spot. Students are allowed to withdraw from the questionnaire at any time.

Data Analysis - Spss25.0 software was used used for statistical analysis. After the questionnaire is collected and sorted, the data is entered. Convert the data results of the valid questionnaire into standard scores, and code all items of the questionnaire. All data are entered, managed and analyzed by using main statistical methods include descriptive statistics, multivariate analysis of variance and correlation analysis. Spss25.0 was used to make statistics and Analysis on the data of the questionnaire survey. The collected data were input into the computer through SPSS statistical software, and the data in the three scales were statistically analyzed. Descriptive statistics, analysis of variance, correlation analysis, regression analysis and mediating effect test will be used. In describing the profile of the respondents, frequency and percentage were used while mean and standard deviation were employed using in measuring the parental rearing patterns employed by Chinese parents to their children as well in determining university students' psychological resilience and subjective well-being. In testing the comparison of the variables when grouped based on their profile, analysis of variance or ANOVA was employed and Pearson r was used in testing possible relationship among the three variables of the study. Lastly, regression analysis was used in determining significant predictor of subjective well-being.

Ethical Considerations - In order to ensure that the study is conducted in an appropriate manner, the following factors need to be considered. (1) the legitimacy of research design and research conclusion must be related to the questions raised and the results obtained. In the ethical requirements of research, the methods used must also be directly related to research issues, (2) the researcher explained the purpose and process of the study in detail, and (3) in the process of in-depth interviews with participants, the permission of participants shall be obtained and recorded. The information provided by the research object must be kept confidential and the anonymity of the respondents must be protected. Participants who give up the study halfway because they are unwilling to involve privacy can express their willingness to withdraw from the survey. In order to comply with ethical considerations during the study, all participants voluntarily participated in the study and signed informed consent. The researchers also solicited the permission of the test authors used in this study by email. In the whole approval process and research process, we should always abide by the code of ethics and integrity, and maintain transparency and openness.

3. Results and discussion

Table 1 shows the data distribution of College Students' gender, grade and residence. In terms of gender, there are 321 males and 348 females in the sample, accounting for 48% and 52% of the total respectively. The ratio of men to women is close to one, showing a relatively balanced gender distribution. Among these grades, the third grade has the largest number of students, a total of 214 (accounting for 32% of the total number), while the first and second grades have 116 and 130 students respectively, accounting for 17.3% and 19.4% of the total number, respectively. There are 209 students in grade 4, accounting for 31.2% of the total. In terms of housing, the data are divided into urban and rural types.

There are 161 urban residents (accounting for 24.1% of the total number), and 508 rural residents (accounting for 75.9% of the total number), indicating that the vast majority of respondents live in rural areas. To

sum up, the gender distribution is relatively balanced, the grade distribution is the most in the third grade, and the residential types are the most in rural residents.

Table 1
Respondent's Demographic Profile (n= 669)

	f	%
Sex		
Male	321	48.0
Female	348	52.0
Grade		
Grade 1(First)	116	17.3
Grade 2(Second)	130	19.4
Grade 3 (Third)	214	32.0
Grade 4 (Fourth)	209	31.2
Residence		
City	161	24.1
Rural	508	75.9

Table 2
Respondent's Perceived Parental Rearing Practices (n=669)

	Father			Mother		
	Mean	Interpretation	Rank	Mean	Interpretation	Rank
Rejection	14.70	Moderate	3	15.39	Moderate	3
Emotional Warmth	15.67	Moderate	1	16.01	Moderate	2
Overprotection	14.94	Moderate	2	16.40	Moderate	1

Legend:.0-12 Low, 13 – 24 Moderate, 25 – 36 High;; here were no overall rating/score for this variable as stated on the test manual

Table 2 shows how college students feel about their parents' parenting style during their growth, which is analyzed respectively from the perspective of father and mother, and gives the average score and ranking of three parenting behaviors (rejection, emotional warmth and overprotection). It is obvious from the table that college students generally believe that mothers do more than fathers in these three kinds of parenting behaviors, whether it is rejection of children, emotional warmth or excessive protection. This result is consistent with the difference in parental rearing behavior found by Meng et al. (2023) in her study. Her study "analysis of the relationship between the onset of adolescent bipolar disorder and family environment and parental rearing patterns" points out that mothers do more than fathers in three kinds of parenting behaviors: rejection, emotional warmth and over-protection, and have a greater impact on children than fathers.

For refusal: both father and mother's refusal scores are ranked third. The average score of father's refusal behavior is 14.70, which is considered as moderate refusal behavior. The average score of mothers' refusal behavior was 15.39, which was also considered as moderate refusal behavior. It can be seen that the average score of mother's refusal behavior is 15.39, which is higher than that of father's refusal behavior, which is 14.70. Compared with emotional warmth and over-protection, refusal scored the lowest.

For emotional warmth: the average score of father's emotional warmth behavior is 15.67, which is considered to be moderate emotional warmth, ranking first. The average score of mother's emotional warmth behavior was 16.01, which was also considered as moderate emotional warmth, ranking second. It can be seen that the average score of mother's emotional warmth behavior is 16.01, which is higher than that of father's emotional warmth behavior, which is 15.67.

In terms of over-protection: the average score of father's overprotective behavior was 14.94, which was considered to be moderate over-protection, ranking second. The average score of mother's overprotective behavior was 16.40, which was also considered as moderate over-protection, ranking first. It can be seen that the average score of overprotective behavior of the mother is 16.40, which is significantly higher than that of the father, which is 14.94.

Based on the above data analysis, it can be concluded that in terms of rejection, neither parents showed extreme or severe rejection behavior, but to a certain extent, they gave their children autonomy and space. However, mothers are more inclined to say "no" to their children than fathers, which may be related to mothers' more participation in children's education in daily life. In terms of emotional warmth, parents have given their children enough care and support, and mothers express their feelings and affirmation more than fathers. This may be related to the different roles of motherhood and paternity, and may also be related to the different expectations of social culture for men and women to express emotions. From the perspective of over protection, parents did not show the behavior of laissez faire or ignoring their children, but guided and supervised their children to a certain extent. However, mothers are more inclined to interfere with or restrict their children's freedom and choice than fathers, which may be related to mothers' higher concerns about their children's safety and growth.

Table 3
Respondent's Level of Resilience (n= 669)

Subscales	Mean	Std.dev.	Interpretation	Rank
Goal Focus	27.57	1.91	Very High	1
Emotional Control	26.68	2.97	Very High	3
Positive Cognition	27.11	2.87	Very High	2
Family Support	21.92	2.53	Very High	4
Interpersonal Assistance	17.94	0.85	High	5
Overall Resilience	*121.22*	*9.30*	*Very High*	

Legend:. Per Subscale 1 – 5 Very low, 6 – 10 Low, 11 – 15 Moderate, 16 – 20 High, 21 + Very High; Overall 54 – 68 Very Low, 69 – 83 Low, 84 – 98 Moderate, 99 – 107 High, 108 – 135 Very High

Table 3 shows the adolescent resilience level of 669 respondents, including the mean, standard deviation, and corresponding explanations and rankings. The following is a description of the indicators in the table: In the aspect of goal focus: the average is 27.57, and the standard deviation is 1.91, which is very high, ranking first. This shows that the respondents showed a high level of resilience in focusing and pursuing goals. This shows that the respondents showed a high level of resilience in focusing and pursuing goals. They can clearly define their goals, make reasonable plans, overcome difficulties and persevere until they reach their goals.

In terms of emotional control: the average is 26.68, and the standard deviation is 2.97, which is also a very high level, ranking third. Respondents also showed a high level of resilience in emotional control. Respondents also showed a high level of resilience in emotional control. They can effectively manage their emotions, prevent negative emotions from affecting their behavior and decision-making, and also regulate the emotions of others to reduce conflicts and contradictions.

In terms of positive cognition: the average is 27.11, and the standard deviation is 2.87, which is very high, ranking second. This shows that the respondents have strong resilience in positive thinking and cognition. This shows that the respondents have strong resilience in positive thinking and cognition. They can learn and grow from setbacks, maintain an optimistic and confident attitude, and find solutions to problems, instead of indulging in negative and helpless emotions.

In terms of family support: the average is 21.92, and the standard deviation is 2.53, which is also a very high level, ranking fourth. Respondents felt family support, which had a positive impact on resilience. Respondents felt family support, which had a positive impact on resilience. They maintain good communication and relationship with family members, get the understanding and encouragement of family members, and can also give support and help to family members.

In terms of interpersonal assistance: the average is 17.94, and the standard deviation is 0.85, which is at a high level, ranking fifth. The respondents performed well in interpersonal assistance, although not as good as other indicators. The respondents performed well in interpersonal assistance, although not as good as other indicators. They can establish and maintain good interpersonal relationships, cooperate and share resources with others, seek and provide help, and play an active role in the team.

In terms of overall resilience, the overall resilience score was 121.22, and the standard deviation was 9.30, showing a very high level. According to the overall resilience assessment, the respondents have a very high level of overall resilience. According to the overall resilience assessment, the respondents have a very high level of overall resilience. This means that they can effectively deal with all kinds of challenges and pressures in life, and obtain positive feedback and sense of achievement from them.

Table 4
Respondent's Subjective Well - being (n=669)

Items	Mean	Std.dev.	Interpretation	Rank
Society provides people with more and more ways out	6.00	0.04	Strongly Agree	1
As I grew older, I learned many philosophies from life, which made me stronger and more capable.	5.38	0.48	Agree	13
Most of the life goals I set can inspire me, not discourage me.	5.37	0.48	Agree	14
I often feel that I am just muddling long everyday.	5.88	0.33	Strongly Agree	3.5
I don't know the meaning of what I 've done in my life.	5.77	0.69	Strongly Agree	6
I often feel uncomfortable in some parts of my body.	5.90	0.30	Strongly Agree	2
Compared with the people next to me, I am very satisfied.	4.93	0.35	Agree	19
I am satisfied with my family's financial situation.	3.69	1.41	Somewhat Agree	8
I often worry about trifles.	5.55	0.66	Strongly Agree	10
I am very upset about my health.	5.53	0.77	Strongly Agree	11
I often find it difficult to establish friendship with others.	5.61	0.57	Strongly Agree	9
I am quite satisfied with my personality.	5.15	0.37	Agree	18
I feel like most people have more friends than I do.	5.48	0.77	Agree	12
I feel very happy with my family.	5.73	0.49	Strongly Agree	7
My luck is worse than others.	5.88	0.33	Strongly Agree	3.5
I believe that society will continue to develop.	5.78	0.43	Strongly Agree	5
Compared with others, I feel I suffer a lot.	5.23	0.54	Agree	16
When something unpleasant happened, I couldn't keep my spirits up for a long time.	5.32	0.49	Agree	15
I feel gratified that my ideas have become more and more mature over the years.	4.71	0.62	Agree	20
Sometimes I find it difficult to communicate with my family (including parents, children, lovers, etc.).	5.16	0.69	Agree	17
Overall	*5.40*	*0.22*	*High Level*	

Legend: 1.00 – 1.49 strongly Disagree, 1.50 – 2.49 Disagree, 2.50 – 3.49 somewhat disagree, 3.50 – 4.49 somewhat agree 4.50 – 5.49 agree, 5.50 – 6.00 strongly agree; Overall: less than 2.5 low level, 2.6 – 4.4 average, 4.5 and above high level

Table 4 reflects 669 college students' assessment of subjective well-being, including mean, standard deviation, interpretation and ranking. The following is a description of the indicators in the table: Society provides people with more and more ways out: the average value is 6.00, and the standard deviation is 0.04, showing a strong agreement level, ranking first. The college students interviewed generally believe that society provides more opportunities and outlets. The items "as I grow older, I have learned a lot of philosophy from life," which makes me stronger and more capable: the average value is 5.38, the standard deviation is 0.48, which shows the level of agreement, ranking 13th. The college students interviewed believed that the growth of age would help them learn more philosophy and improve their abilities.

For item "most of the life goals I set can inspire me, not discourage me: the average value is 5.37, the standard deviation is 0.48, which shows the level of agreement, ranking 14th. The life goals of the college students interviewed can usually stimulate positive motivation, and it is not easy to discourage them. In the question, "I often feel that I am fooling around every day," the average value is 5.88, and the standard deviation is 0.33, which shows a strong agreement level, ranking No. 3.5. The college students interviewed felt that their lives might be chaotic or lack clear goals.

On the other hand, item on "I don't know what's the meaning of what I 've done in my life." the average is 5.77, and the standard deviation is 0.69, which shows a strong agreement level, ranking sixth. The college students interviewed were confused about their meaning of life. Whereas for item "I often feel uncomfortable in some parts of my body." the average is 5.90, and the standard deviation is 0.30, which shows a strong agreement level, ranking second. The college students interviewed often feel uncomfortable in some parts of the body.

Furthermore, "compared with the people next to me, I am very satisfied." the average is 4.93, the standard deviation is 0.35, which shows the level of agreement, ranking 19th. The college students interviewed were more satisfied than the people around them. For item ob "I am satisfied with my family's economic situation," the average is 3.69, and the standard deviation is 1.41, which shows a little agreement, ranking 8th. The college students interviewed were satisfied with the economic situation of their families to a certain extent.

In terms of item "I often worry about trifles." the average value is 5.55, and the standard deviation is 0.66, showing a strong agreement level, ranking 10th. The college students interviewed often feel anxious about trifles. While for item "I feel very uneasy about my health," the average is 5.53, and the standard deviation is 0.77, which shows a strong agreement level, ranking 11th. The college students interviewed were very worried about their health. "I often find it difficult to establish friendship with others," the average is 5.61, and the standard deviation is 0.57, which shows strong agreement, ranking 9th. The college students interviewed found it difficult to establish friendship with others.

In the item, "I am very satisfied with my personality,: the average is 5.15, and the standard deviation is 0.37, which shows the level of agreement, ranking 18th. The college students interviewed were quite satisfied with their personality. Whereas, for item "I think most people have more friends than me," the average is 5.48, the standard deviation is 0.77, which shows the level of agreement, ranking 12th. The college students interviewed felt that they had relatively few friends. In item "I feel very happy with my family," the average is 5.73, and the standard deviation is 0.49, which shows a strong agreement level, ranking seventh. The college students interviewed felt very happy with their families.

In terms of "my luck is worse than others," the average is 5.88, and the standard deviation is 0.33, showing a strong agreement level, ranking No. 3.5. The college students interviewed thought their luck was inferior to others. For "I believe that the society will continue to develop" item, the average value is 5.78, and the standard deviation is 0.43, showing a strong agreement level, ranking fifth. The college students interviewed are optimistic about the future development of society. For "compared with others, I feel very painful," the average is 5.23, the standard deviation is 0.54, which shows the level of agreement, ranking 16th. The college students interviewed felt a certain degree of pain relative to others.

Furthermore, "when something unpleasant happened, I couldn't cheer up for a long time," the average value was 5.32, and the standard deviation was 0.49, showing the level of agreement, ranking 15th. It is difficult for the interviewed college students to maintain their mental state for a long time after unpleasant things happen. For item on "over the years, my ideas have become more and more mature, and I feel very gratified,"the average is 4.71, and the standard deviation is 0.62, which shows the level of agreement, ranking 20th. The college students interviewed were satisfied with their mature thinking. Lastly, item on "sometimes I find it difficult to communicate with my family (including parents, children, lovers, etc.): the average is 5.16, and the standard deviation is 0.69, which shows the level of agreement, ranking 17th. The interviewed college students sometimes have difficulty communicating with their families.

The results showed that the interviewed college students have a positive evaluation of the opportunities and outlets of the society, and believe that the society provides people with more and more choices and possibilities. At the same time, the college students interviewed also believe that as they grow older, they have learned a lot of philosophy from life, which makes them stronger and more capable. Most of the life goals set by the college students interviewed can inspire themselves, not discourage them. These are the advantages and resources of the interviewed college students, which can help them cope with the challenges in life. However, the college students interviewed are also facing some difficulties and pressures. Some of the college students interviewed often feel that they are muddling around every day without a clear direction and goal. They don't know the meaning of what they have done in this life, and feel confused and helpless. Some college students often feel uncomfortable in some parts of the body, which may be due to lack of exercise or overwork. Compared with the people next to them, although they feel more satisfied, they may also have some feelings of self-confidence or

jealousy. These are the aspects that the interviewed college students need to pay attention to and improve. They can improve their quality of life by seeking professional help or taking positive actions.

Table 5

Differences on the Respondent's Perceived Parenting Practices when compared according to Profile (n=669)

Subscales	Sex			Grade			Residence		
	t/F	P-value	Int.	t/F	P-value	Int.	t/F	p-value	Int.
RejectionF	-11.360	.000	S	11.542	.000	S	-1.234	.218	NS
Rejecion (Mother)	-9.307	.000	S	17.752	.000	S	.196	.844	NS
EmotionalWarmth(Father)	-3.448	.001	S	103.974	.000	S	-3.524	.000	S
EmotionalWarmth(Mother)	-3.441	.001	S	77.906	.000	S	-2.539	.011	S
Overprotection(Father)	-.236	.813	NS	196.640	.000	S	-2.735	.006	S
Overprotection (Mother)	-8.334	.000	S	37.231	.000	S	-1.138	.255	NS

Legend: Difference is significant at 0.05 alpha level, S- Significant, NS – Not Significant

Table 5 shows the differences in parental rejection, emotional warmth and over protection among college students of different genders, grades and housing conditions. The results show that there are significant differences in father rejection between college students of different genders, t value is -11.360, P value is 0.000; There were significant differences in father rejection among college students of different grades, f=11.542, P=0.000; There was no significant difference in father rejection among college students with different housing conditions, t value was -1.234, P value was 0.218. There is a significant difference in maternal rejection between college students of different genders, t value is -9.307, P value is 0.000; There were significant differences in maternal rejection among college students of different grades, f=17.752, P=0.000; There was no significant difference in maternal rejection among college students with different housing conditions, t value was -0.196, P value was 0.844. According to the results of the study, the refusal of fathers and mothers of college students is affected by gender and grade, but not by housing conditions.

There are significant differences in the emotional warmth of fathers between different genders, t value is -3.448, P value is 0.001; There are significant differences in the emotional warmth of fathers among college students of different grades, f=103.974, P=0.000; College students with different housing conditions have significant differences in the emotional warmth of their fathers, t value is -3.524, P value is 0.000. There are significant differences in the emotional warmth of mothers between college students of different genders, t value is -3.441, P value is 0.001; There are significant differences in the emotional warmth of mothers among college students of different grades, with F value of 77.906 and P value of 0.000; College students with different housing conditions have significant differences in the emotional warmth of their mothers, t value is -2.539, P value is 0.011. According to the research results, the emotional warmth of College Students' parents is affected by gender, grade and housing situation.

There was no significant difference between male and female college students in father overprotection, t value was -0.236, P value was 0.813; College students of different grades have significant differences in father overprotection, with F value of 196.640 and P value of 0.000; College students with different housing conditions have significant differences in father overprotection, t value is -2.735, P value is 0.006. There are significant differences in the overprotection of mothers between different genders, t value is -8.334, P value is 0.000; There were significant differences in the overprotection of mothers among college students of different grades, f=37.231, P=0.000; There is no significant difference in the overprotection of mothers among college students with different housing conditions, t value is -1.138, P value is 0.255. The overprotection of College Students' fathers has nothing to do with gender, but is related to grade and housing situation; The overprotection of College Students' mothers is related to gender and grade, but has nothing to do with housing. This shows that parents' overprotection of their children may be affected by different factors, with certain differences.

Table 6

Differences on the Respondent's Resilience when compared according to Profile (n=669)

Subscales	Sex			Grade			Residence		
	t/F	P-value	Int.	t/F	P-value	Int.	t/F	P-value	Int.
Goal Focus	10.946	.000	S	36.563	.000	S	.075	.940	NS
Emotional Control	5.888	.000	S	177.567	.000	S	-12.814	.000	S
Positive Cognition	13.062	.000	S	82.493	.000	S	-5.502	.000	S
Family Support	9.835	.000	S	2.807	.039	S	-2.946	.003	S
Interpersonal Assistance	6.253	.000	S	.534	.659	NS	.677	.499	NS
	11.559	.000	S	38.720	.000	S	-6.212	.000	S

Legend: Difference is significant at 0.05 alpha level, S- Significant, NS – Not Significant

Table 6 contains the perceived differences in resilience of 669 respondents, which are based on gender, grade and housing status in their personal files. The following is a description of the data in the table: There are significant differences in goal focus between different genders, t value is -10.946, P value is 0.000; There are significant differences in goal focus among college students of different grades, f=36.563, P=0.000; There is no significant difference in goal focus among college students with different housing conditions, t value is -0.075, P value is 0.940. There are significant differences in emotional control between different genders, t=5.888, P=0.000; There are significant differences in emotional control among college students of different grades, f=177.567, P=0.000; There are significant differences in emotional control among college students with different housing conditions, t value is -12.814, P value is 0.000.

There are significant differences in positive cognition between college students of different genders, t=13.062, P=0.000; There are significant differences in positive cognition among college students of different grades, f=82.493, P=0.000; There are significant differences in positive cognition among college students with different housing conditions, t value is -5.502, P value is 0.000. There are significant differences in family support between different genders, t=9.835, P=0.000; There were significant differences in family support among college students of different grades, f=2.807, P=0.039; There are significant differences in family support among college students with different housing conditions, t value is -2.946, P value is 0.003. There are significant differences in interpersonal assistance between college students of different genders, t=6.253, P=0.000; There was no significant difference in interpersonal assistance among college students of different grades, f=0.534, P=0.659; There was no significant difference in interpersonal assistance among college students with different housing conditions, t=0.677, P=0.499. In general, in terms of goal focus, emotional control, positive cognition and family support, gender and housing situation have a significant impact on the perceived differences of the respondent. In terms of interpersonal assistance, grade and housing situation had no significant impact.

Table 7

Differences on the Respondent's Subjective Well-being when compared according to Profile (n=669)

Profile	Subjective Well Being		
	t/F	P-value	Interpretation
Sex	2.313	.021	Significant
Grade	48.664	.000	Significant
Residence	.516	.606	Not Significant

Legend: Difference is significant at 0.05 alpha level

Table 7 shows the perceived differences in subjective well-being of 669 respondents, which are based on gender, grade and housing status in their personal data. The following is a description of the data in the table: There are significant differences in subjective well-being between different genders, t=2.313, P=0.021; There are significant differences in subjective well-being among college students of different grades, f=48.664, P=0.000; There is no significant difference in subjective well-being among college students with different housing conditions, t=0.516, P=0.606.

Table 8

Correlation Matrix of the Variables of the Study (n=669)

Subscale	Resilience			Subjective Wellbeing		
	rxy	P-value	Interpretation	rxy	P-value	Interpretation
Rejection(Father)	-.567**	. .000	HS	-.566**	.000	HS
Rejecion(Mother)	-..565**	.000	HS	-.819**	.000	HS
EmotionalWarmth(Father)	-.313**	.000	HS	-.892**	.000	HS
EmotionalWarmth(Mother)	-.445**	.000	HS	-.952**	.000	HS
Overprotection(Father)	-.083*	.033	S	-.808**	.000	HS
Overprotection(Mother)	-.568**	.000	HS	-.893**	.000	HS
Resilience	-	-	-	.538**	.000	HS
Subjective Well being	.000	669	NS	-	-	-

Legend: Relationship is significant at 0.05 alpha level, HS – Highly Significant, S – Significant, NS – Not Significant

According to the correlation matrix of 669 respondents' research variables shown in Table 8, including the correlation between resilience, subjective well-being, father's refusal behavior, mother's refusal behavior, father's emotional warmth behavior, mother's emotional warmth behavior, father's overprotective behavior and mother's overprotective behavior. The correlation between resilience and other variables: resilience and father's refusal behavior, mother's refusal behavior, father's emotional warmth behavior, mother's emotional warmth behavior, and mother's overprotective behavior have a highly significant negative correlation, and the correlation coefficients are: -0.567, -0.565, -0.313, -0.445, -0.568 respectively; There was a significant negative correlation between father's overprotective behavior and resilience, and the correlation coefficient was -0.083. It showed that there was a significant negative correlation between these factors and resilience. This means that there is a significant negative correlation between resilience and these factors, that is, when these parental behaviors are more rejected, lack of emotional warmth or excessive protection, individual resilience may be low.

The correlation between subjective well-being and other variables: there is a significant negative correlation between subjective well-being and father's refusal behavior, mother's refusal behavior, father's emotional warmth behavior, mother's emotional warmth behavior, father's overprotective behavior and mother's overprotective behavior, and the correlation coefficients are -0.566, -0.819, -0.892, -0.952, -0.808, -0.893, respectively, It shows that there is a significant negative correlation between these factors and subjective well-being. This means that there is a strong negative correlation between subjective well-being and these factors, that is, when parents show more refusal behavior, lack of emotional warmth or excessive protection, individual subjective well-being may be lower.

Table 9

Regression Analysis of Parenting Practices to Adolescent Resilience (n=669)

Predictor Variable	Dependent Variable	Beta	p-value	Interpretation
RejectionF		-.343	.000	Predictor
RejecionM		-.163	.000	Predictor
EmotionalWarmthF	Adolescent Resilience	2.069	.000	Predictor
EmotionalWarmthM		-1.772	.000	Predictor
OverprotectionM		-.939	.000	Predictor

R-square: .907 , indicating 90.7 percent of changes in adolescent resilience can be predicted by the independent variables; Note: overprotection dimension (father) is not included as it doesn't have a highly significant correlation to the dependent variable

Table 9 shows the regression analysis results of parental rearing patterns on adolescent resilience, including the relationship between the predictive variable parental rearing patterns and the dependent variable adolescent resilience. The following is the analysis of each index: the beta coefficient of father's refusal behavior is -0.343, and the p value is 0.000, indicating that there is a significant negative impact between father's refusal behavior and adolescent resilience, that is, when father's refusal behavior increases, adolescent resilience decreases. The beta coefficient of mothers' refusal behavior was -0.163, P=0.000, indicating that there was a significant negative impact between mothers' refusal behavior and adolescents' resilience, that is, when mothers' refusal behavior increased, adolescents' resilience decreased. The beta coefficient of father's affective warmth behavior was 2.069,

P=0.000, indicating that there was a significant positive impact between father's affective warmth behavior and adolescent resilience, that is, when father's affective warmth behavior increased, adolescent resilience increased. The beta coefficient of mothers' affective warmth behavior was -1.772, P=0.000, indicating that there was a significant negative impact between mothers' affective warmth behavior and adolescents' resilience, that is, when mothers' affective warmth behavior increased, adolescents' resilience decreased. The beta coefficient of father's overprotective behavior was -0.939, P=0.000, indicating that there was a significant negative impact between mother's overprotective behavior and adolescent resilience, that is, when mother's overprotective behavior increased, adolescent resilience decreased.

The R-square of the overall regression model is 0.907, which indicates that the model can explain 90.7% of the change of adolescents' resilience, indicating that parents' parenting styles can predict adolescents' resilience to a large extent. It should be noted that father's overprotective behavior is not included in the regression model, because there is no highly significant correlation between it and the dependent variable.

Table 10
Regression Analysis of Parenting Practices to Subjective Well-being (n=669)

Predictor Variable	Dependent Variable	Beta	p-value	Interpretation
RejectionF		-3.488	.001	Predictor
RejecionM		5.778	.000	Predictor
EmotionalWarmthF	Subjective well-being	7.887	.000	Predictor
EmotionalWarmthM		-21.827	.000	Predictor
OverprotectionF		-2.734	.006	Predictor
OverprotectionM		-3.256	.001	Predictor

R-square: .935, indicating 93.5 percent of changes in adolescent resilience can be predicted by the independent variables

Table 10 shows the regression analysis results of parenting practice on subjective well-being, including the relationship between the predictive variable parenting practice and the dependent variable subjective well-being.

The beta coefficient of father's refusal behavior was -3.488, P=0.001, indicating that there was a significant negative impact between father's refusal behavior and subjective well-being, that is, when father's refusal behavior increased, subjective well-being decreased. The beta coefficient of mother's refusal behavior is 5.778p and the value is 0.000, indicating that there is a significant positive impact between mother's refusal behavior and subjective well-being, that is, when mother's refusal behavior increases, subjective well-being increases. The beta coefficient of father's emotional warmth behavior was 7.887, P=0.000, indicating that there was a significant positive impact between father's emotional warmth behavior and subjective well-being, that is, when father's emotional warmth behavior increased, subjective well-being increased. The beta coefficient of mothers' emotional warmth behavior was -21.827, P=0.000, indicating that there was a significant negative impact between mothers' emotional warmth behavior and subjective well-being, that is, when mothers' emotional warmth behavior increased, subjective well-being decreased. The beta coefficient of father's overprotective behavior was -2.734, P=0.006, indicating that there was a significant negative impact between father's overprotective behavior and subjective well-being, that is, when father's overprotective behavior increased, subjective well-being decreased. The beta coefficient of mother's overprotective behavior was -3.256, P=0.001, indicating that there was a significant negative impact between mother's overprotective behavior and subjective well-being, that is, when mother's overprotective behavior increased, subjective well-being decreased. This analysis result is similar to the experimental analysis of Chinese scholar Gao Changsong. Gao Changsong sequentially entered the regression equation with the emotional warmth and understanding of his father's parenting style, excessive interference, and the preference for subjects in his mother's parenting style, as well as the resilience and strength of his psychological resilience. The regression effect reached a significant level.

The R-square of the overall regression model is 0.935, indicating that the model can explain 93.5% of the changes in subjective well-being, which indicates that parental rearing patterns can predict adolescents' subjective well-being to a large extent.

4. Conclusions and recommendations

Most of the respondents were female students in grade three and grade four. They lived in rural areas of China, which indicated that the proportion of Chinese women participating in higher education was relatively high, which was a positive trend, because it may have increased the economic opportunities of women in those areas. Most college students' parental rearing patterns were moderate, with high psychological resilience and high subjective well-being, indicating that parental rearing patterns had a significant impact on their children's psychological resilience and well-being. There were significant positive and negative effects between the father's refusal behavior and college students' resilience, indicating that the greater the father's refusal behavior, the lower the college students' resilience was. The father's emotional warmth behavior had a significant positive impact on college students' resilience. There was a significant negative impact between the mother's overprotective behavior and college students' resilience. The father's rejection of his children had a significant relationship with emotional warmth and college students' concern for well-being. There was a significant positive impact between the father's emotional warmth behavior and subjective well-being. In other words, when college students' parents showed more rejection, more lack of emotional warmth or more overprotection, college students' psychological resilience was lower and individual subjective well-being was lower. Parental rearing patterns could predict college students' resilience to a large extent. The results showed that college students growing up in a good parental rearing environment were more likely to have developed a high level of resilience and subjective well-being.

Based on the results of this study, combined with the current situation of Chinese college students' psychological resilience and subjective well-being, the author puts forward the following suggestions on parental rearing patterns as a reference for parents, school administrators, counselors, teachers, and future researchers. Suggestions for parents and their parents' education methods. Parents should give more support and understanding to their children, respect their children, and communicate with them in an equal capacity, rather than consistently educate, instruct or command them to do things; Parents should pay more attention to their children's behavior and emotional changes, think about how to better deal with their changes while paying attention to their children, and immediately find out the factors affecting their emotions and help them solve them; Parents should believe that their children have the ability to handle things on their own, encourage them instead of depriving them of the right to take care of themselves, and do not handle life affairs on behalf of their children. Parents should not deny their children's cognition and behavior if they encounter their children's mistakes. Parents should first affirm the right aspects of their children, and then help them find mistakes and let their children find the reasons and correct the mistakes themselves.

Suggestions for school administrators and administrators. Schools should encourage students to participate in cultural, physical and artistic activities that promote their subjective well-being. The school should often carry out parent meetings to communicate with students and their parents. Suggestions for counselors. Schools should actively carry out psychological assessment and psychological counseling for students. When students are found to have problems in psychological resilience and subjective well-being, they should make an appointment for psychological teacher consultation for students in time. It is necessary to communicate with students' parents in time, guide students' parents to implement more suitable parental rearing patterns, and improve students' subjective well-being. Suggestions for teachers. Teachers should build an inclusive learning environment with equal and harmonious teacher-student relationship. Create a positive and pleasant classroom atmosphere. Teachers should cultivate the habit of open communication among students to enhance students' sense of belonging to the class. Teachers should establish interest groups and study groups for students, and provide psychological encouragement and guidance for students while imparting knowledge. Suggestions for future researchers. Future researchers can carry out research on how to optimize parental rearing patterns, explore the prevention and prediction of College Students' psychological resilience, and prevent the reduction of College Students' subjective well-being. Future researchers can explore other mediating variables of parental rearing patterns and subjective well-being, and provide a new theoretical basis for improving college students' subjective

well-being.

5. References

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