

The Effect of Parenting Style on Adolescent Resilience: An Empirical Analysis based on CEPS(2014-2015) Data

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ABSTRACT

It is the key to help adolescents with low stress level to establish good mental health ability and improve their unreasonable parenting style, which is to realize psychosocial integration and improve physical and mental health of vulnerable groups. Using the survey data of China Education Tracking Survey (CEPS) for the 2014-2015 academic year, a valid sample size of 5609 were selected and selected, and multiple linear regression method was used to study the impact of parental parenting styles on the resilience level of adolescents. The findings are as follows: (1) The current parenting style of Chinese adolescents is mainly authoritative, and the level of resilience of adolescents under each parenting type is in the order of authoritative > permissive > authoritarian > neglective; (2) In terms of the influence on the level of resilience of adolescents, the four types of upbringing have a significant positive correlation; (3) Regression results showed that individual characteristics, peer support and family environment factors had a certain impact on adolescent resilience, but the difference of parenting style had a more obvious impact on adolescent resilience. In order to bring into play the key role of parenting style on the level of resilience of adolescents, social workers should focus on the change of parenting concept of unreasonable parenting type; From the perspective of advantage, to improve the self-efficacy of adolescents under unreasonable parenting types, to create a good family environment and clear self-cognition for adolescents to improve their resilience level.

KEYWORDS

Parenting Style; Adolescent Resilience; Social Work; CEPS.

1. INTRODUCTION

The younger generation, as the future of the country and nation, has particularly important physical and mental health issues. According to the "2022 National Mental Health Survey Report: Current Status, Influencing Factors, and Service Status," adolescents are a high-risk group for depression. The detection rate of depression risk among the 18-24 age group is as high as 24.1%, significantly higher than that of other age groups^[1]. The "China Youth Development Report" released by the China Youth Research Center and the International Liaison Department of the Central Committee of the Communist Youth League of China shows that 30 million teenagers and children under the age of 17 across the country are troubled by psychological problems^[2]. As adolescents mature, the family environment is the social unit that they initially encounter and interact with, and parenting styles constitute a vital component of this environment. The family environment assumes a significant role in influencing the resilience of adolescents, and the parenting style is the key^[3]. It is of great significance to improve the mental ability of the young people with low resilience in the vulnerable groups from the perspective of family upbringing, so as to realize the strategy of healthy China and achieve all-round well-off society.

The crucial stage in the formation and evolution of resilience is the adolescent period, which is also the key juncture for the development of an individual's psychological, physiological, and social functions. Resilience, also referred to as psychological resilience, tenacity, or anti-frustration ability, among others, as an individual's capacity to deal with and adapt to adversity, has a profound influence on adolescents' mental health, academic performance, and future life course^[4]. According to the report on the mental health of adolescents in China, adolescent mental health problems have been on the rise in recent years, and low resilience is one of the main reasons for this problem. In view of the problem of adolescent resilience, the parenting style has an important impact on it. The development of adolescents' resilience level is closely related to the parenting style of the family. Correct and positive parenting style is easy to produce the correct concept of facing setbacks and failures for teenagers, and they can balance their own psychology in the face of setbacks and failures. Moreover, parents' encouragement, support and emotional care make it easier for them to get out of difficulties and show positive and stable emotions. It plays a role in promoting the development of adolescent resilience^[5]. However, the negative and wrong parenting style excessively tolerates and indulges adolescents, and parents always help to solve their children's difficulties in the process of their growth, so that adolescents rarely solve problems independently and face adversities. Teenagers have too much dependence on their parents, and their resilience level is low, which is not conducive to the development of a more resilient spiritual character, and is easy to be eliminated by society. In addition, with the rapid development and change of society, the environment and challenges faced by young people are constantly changing. Therefore, we need to explore how to optimize the parenting style according to the characteristics of modern society in order to better promote the development of adolescent resilience.

Based on the above background, the purpose of this study is to explore the influence of parenting style on adolescent resilience. Specifically, we will focus on the influence of different parenting styles (e.g., authoritative, permissive, authoritarian, and neglectful) on adolescents' resilience and the differences in their resilience levels under different parenting styles. At the same time, we will also consider the influence of family environment, individual characteristics and peer support factors on this relationship. It is of great academic significance and practical value to study the influence of parenting style on the resilience of adolescents in order to provide parents and social workers with more scientific and effective guidance, help them better cultivate and enhance the resilience of adolescents, and help adolescents develop healthy personality.

2. LITERATURE REVIEW

Resilience refers to the psychological coordination and adaptability of individuals in difficulties, setbacks, failures and other adversities, also known as psychological resilience, resilience, mental toughness^[6]. At present, there are four major hypotheses in the research and analysis of resilience, which are the trait, result, ability and process hypothesis of resilience^[6]. The trait theory and the ability theory emphasize that resilience is the ability of self-physical and mental adjustment produced by an individual in the face of setbacks and difficulties. The core of resilience mainly includes the advantages of counteracting negative effects and showing positive adaptation in the face of adversity^[8]. For example, according to the theory of ability, resilience is more regarded as an individual's ability to use internal and external resources to break through adversity in times of pressure and difficulties. Adolescents with high levels of resilience are better able to control adverse factors to overcome adversity and achieve excellent performance in interpersonal communication, self-adjustment and self-identity^[9]. According to the Resilience theory, resilience refers to the traits and abilities that enable an individual to develop healthy coping strategies and performance during adversity or crisis^[10]. Resilience is not an individual trait, but rather a process of interaction of protection and risk factors at the various system levels in an individual's ecological environment^[10]. The results showed that the adaptation level of individuals after coping with difficulties was divided, in which the reorganization of resilience was a positive result of the

development and improvement of individuals after coping with difficulties, while the dysfunction and even loss of different degrees were caused by the result of poor coping^[11]. According to the process theory, resilience is an individual's positive adaptation process in adversity, and this "struggle" process is the result of continuous interaction between internal and external environment^[13]. With the deepening of the research, the academic research orientation of resilience has changed from the former dualism to the system theory based on the individual and the external environment, that is, from the focus on the result to the focus on the process^[14]. Based on the above concepts, resilience has been shown to be related to social outcomes such as mental health, academic achievement, and healthy behaviors^[15]; At the same time, according to the "people in context" of ecosystem theory, an individual's resilience level is influenced by the interaction of his family, school and social environment, among which the parenting style in the family environment has an important impact on the resilience of adolescents.

Parenting style is an important part of family education, good and suitable parenting style is conducive to the growth of young children^[16]. Parenting style refers to the way parents use in raising and educating teenagers. It is the main characteristic of parents' various parenting behaviors and belongs to a relatively stable behavior mode^[17]. The academic research on parenting style can be traced back to the concept proposed by Baumrind (1971)^[18]. Among them, he divided parenting styles into three types according to their general characteristics: authoritative, authoritarian and loving. Later (Maccoby & Martin, 1983) on this basis, the definition of parenting style was expanded from the dimensions of "Demandingness" and "Responsiveness". Through the interaction of the two dimensions, the parenting style was divided into authoritative (high demand-high response), authoritarian (high demand-low response), permissive (low demand-high response) and neglecting-low demand-low response) on the basis of the original^[19]. From the requirement dimension, it is mainly based on some supervision, regulations and restrictions of parents on children's behavior, and use requirements or supervision to restrict the behavior, emotions and values of teenagers and children. From the dimension of response, it mainly refers to the communication between parents and children as well as the feedback of parents on the psychological emotions and behaviors of children. The concern and response to children mainly lies in communicating with children and giving them emotional warmth and care when necessary. Among the four parenting styles, the authoritarian type only gives the child strict requirements or expectations, without sufficient response to support and understand the child's psychological emotions and behaviors, and requires the child to obey and unconditionally implement the requirements and expectations of the parents. The neglectful type ignores the child's education excessively, does not supervise and communicate with the child, does not provide enough love and support, and gives the child a lot of freedom space; Authoritative is based on strict requirements and the ability to communicate with the child, the parent can take the child to understand and explain the excessive authority, the child has enough room to communicate with the parent and is supported by love and care. The tolerant type gives the child enough autonomy, but also provides support for frequent communication with the child.

From the study of the influence of parenting style on resilience, there is a positive relationship between family background and school environment and resilience level^[20]. Studies have shown that teenagers under the scientific education mode can take a positive attitude to face difficulties and solve problems smoothly^[21]. On the contrary, teenagers in the negative and unreasonable parenting type are excessively spoiled and neglected, resulting in poor psychological endurance in the face of unfamiliar setbacks, and accordingly adopt negative coping methods, while producing loneliness, inferiority and even despair. In addition, negative parenting styles can directly and positively affect the psychological resilience of adolescents, and there is the effect of "pressure inoculation", which mobilizes the internal resources and positive internal beliefs of adolescents in the stressful family atmosphere^[22]. Different ways of family education create different family atmosphere, so as to bring different effects on the psychology of teenagers, and the difference in the level of resilience is also obvious. Some scholars use the LPA method to divide the types of parenting styles into positive parenting, negative parenting and moderate parenting. Through empirical analysis, it is found that different types of parenting styles

may affect the depression or anxiety symptoms of adolescents through resilience, and there are certain differences in the level of resilience under different parenting modes^[23]. Based on this, the following research hypotheses are proposed in this study:

- a. The influence of authoritative type on adolescents' resilience level is greater than that of ignoring type;
- b. The influence of authoritarian type on the level of adolescent resilience is greater than that of neglect type;
- c. The influence of tolerance on the level of adolescent resilience is greater than that of neglect;
- d. Adolescent resilience is also influenced by family environment, individual level and peer support.

To sum up, there are few direct studies on the influence of parenting styles on adolescents' resilience at present, and the influences and correlations on adolescents' mental health are mainly explored from the perspective of family environment. Further research is needed on how to discuss the influence of different parenting styles on adolescent resilience in a more subdivided family environment and examine the differences at the demographic, individual and social levels. Based on this, based on the advantage perspective theory, this paper comprehensively analyzes what type of parenting style is more suitable for the development of adolescents' resilience level, the changes of influencing factors of adolescents' resilience level, and the differences of adolescents' resilience level under different parenting types of different genders. Aiming at the important period of teenagers' life stage, this paper tries to find out the education type suitable for the healthy development of teenagers' physical and mental, provide the evidence basis for the positive and reasonable education mode, and make certain marginal contribution to promoting the comprehensive physical and mental healthy development and sound personality of teenagers.

3. RESEARCH DESIGN

3.1. Data Sample Source

Data in this paper are taken from the "China Education Tracking Survey (CEPS)2014-2015 Academic Year Survey". It is China's first nationwide and continuous large-scale social survey project starting from the basic education stage, which is jointly implemented by the China Survey and Data Center of Renmin University of China and academic institutions in all provinces of China. The data surveyed a sample of about 20,000 students, their parents, teachers and school leaders across the country. According to the needs of the research, we combined the sample data of students and parents, eliminated the missing values and processed the tail, and a total of 5609 students were selected as valid samples to be included in the research analysis.

3.2. Variable Selection

3.2.1. Dependent Variable

The dependent variable of this paper is stress resistance. According to resilience traits, resilience is the synthesis of an individual's idiosyncrasies, derived from risk and protective factors in the development of its resilience. Risk factors are challenges to the development of an individual's health, while protective factors can protect them from being crushed by adversity^[24]. Accordingly, there are 5 items for stress resistance measurement: "When the above emotions occur, I usually adjust quickly on my own", "When the above emotions occur, I usually adjust quickly with the help of others", "If I am dealing with something wrong, I will try to find another way to solve it", "Even when the situation is bad, I can remain calm", "for the task that needs to be completed," I'm usually pretty confident." Likert 4-level scale was used for the responses to each item, with 1 representing completely disagree, 2 representing somewhat disagree, 3 representing somewhat agree, and 4

representing completely agree. Among them, the Cronbach's alpha coefficient of 5 items was 0.74, indicating good combined reliability. Finally, the aggregate item score results in a continuous variable with a value range of 5-20 points.

3.2.2. Independent Variable

The core independent variable of this paper is parenting style. According to Maccoby & Martin (1983), based on the dimensions of parental demand and responsiveness to children, the parenting style is divided into four types: authoritative, authoritarian, permissive and neglectful. According to the research needs, this paper measures the dimensions of parents' demands on their children from six items, namely, "parents in homework tests, school performance, friends with whom, dress, Internet time and TV time", and their answers are Likert 3-level scale: "1 is regardless, 2 is management, but not strict, 3 is very strict management". Among them, the Cronbach's alpha coefficient of 6 items was 0.75, which showed good combined reliability. Subsequently, the aggregate scores were divided into high and low requirements on an average basis. Secondly, the responsiveness dimension was measured by 4 items and a total of 8 items in two aspects, namely, "Whether father and mother discussed with you what happened at school, worries or troubles, and the relationship between classmates and teachers"; Similarly, the Cronbach's alpha coefficient of the 8 dimensions was 0.87, indicating a good combination reliability effect, and the responsiveness dimension was divided into high response and low response. Finally, the 14 indicators of requisitiveness and responsiveness are classified into four categories by rapid (mean) clustering analysis. To facilitate analysis in the regression model, the parenting styles after clustering were converted into dummy variable groups: authoritative 1719 people, authoritarian 1471 people, permissive 1440 people, and neglective 979 people.

3.2.3. Control Variable

The control variables of this study were: gender (girl =1, boy =0), only child (yes =1, no =0), household registration (rural household registration =1, other =2). Among them, according to the research of some scholars on the factors affecting the resilience of adolescents, the factors affecting the resilience of adolescents are treated as control variables from the level of individual characteristics and family environment^{[25][26]}. At the family level, the control variables are mainly type of Cohabitant (living with parents =1, other =0, family economic conditions (difficulty =1, medium =2, wealth =3), parents' education level (primary school and below =1, junior high school and technical secondary school =2, senior high school and vocational high school =3, College and above =4), negative events were measured by "Does your father often get drunk" and "Do your parents often quarrel" (yes =1, no =0), parent-child relationship (good =1, bad =2), and parental expectations. Continuous variables ranging from 1 to 28 were generated by the reverse aggregate score of parents' expectations for children's education, work area and work type. The variables controlled at the individual level were self-rated health, self-efficacy, academic performance and peer support. Self-efficacy was measured by selecting 4 items: "Even if I am not feeling well or have other reasons to stay home, I will still try to go to school", "Even if I do not like the homework, I will try my best", "Even if the homework takes a long time to finish, I will still try my best", "I can stick to my interests and hobbies", The Likert 4-level scale was used for answers. The Cronbach's alpha coefficient of the 4 items was 0.80. Continuous variables ranging from 6 to 15 were generated by summarizing the scores. Three items were selected to measure academic performance: "Do you have difficulty in learning mathematics", "Do you have difficulty in learning Chinese", "Do you have difficulty in learning English", and the responses were Likert 4-level scale: "1 is particularly strenuous, 2 is somewhat strenuous, 3 is not very strenuous, and 4 is not strenuous at all", and the reverse summary score generates a continuous variable with values ranging from 4 to 16. Peer support variables learn from Qian Jia, Hao Yipu and Li Hao^[27]Four items were mainly selected: "Most of my classmates are friendly to me", "My class has a good class style", "I often participate in activities organized by the school or class", and "I feel very close to the people in this school". The answers were collected by Likert 4-level scale to generate

a continuous variable with a value of 4-16 points. The descriptive statistical results of the above variables are shown in Table 1.

3.3. Data Analysis Methods

The purpose of this study was to examine the relationship between parenting style and resilience, and to explain the relationship through descriptive statistics and inferential statistics. Since the dependent variable resilience is a continuous variable, and the factors affecting resilience include individual characteristics, peer support and family environment, a multiple linear regression model was adopted to explain the relationship between resilience level and other variables as well as parenting styles. That is to verify the influence of different parenting styles on the resilience of adolescents and to demonstrate the change of the influence of different parenting styles on the resilience of adolescents under the control of family environment, peer support and individual characteristics. Before regression analysis, Pearson correlation coefficient test was used to check whether continuous variables could be included in the model. The specific model is built as follows (1).

$$Resilience = b_1x_1 + b_2x_2 + \dots + b_nx_n + \alpha \quad (1)$$

Resilience is the dependent variable, x_1 is the core independent variable, and b_1 is the coefficient of the independent variable, indicating the magnitude relationship between the independent variable's influence on resilience. Similarly, x_2 is the coefficient of other independent variables and b_2 is the coefficient of other independent variables. Alpha is a constant.

4. RESEARCH RESULT

4.1. Descriptive Statistics

Table 1. Descriptive statistics for each variable (N=5609)

Variable	N	Mean/Percent	SD	Median	Min	Max
Parenting style	5609	2.38	1.17		1	4
Authoritative type(%)	1719	30.65	0.46		0	1
Autocratic type(%)	1471	26.23	0.44		0	1
Neglect type(%)	979	17.45	0.38		0	1
Tolerant type(%)	1440	25.67	0.44		0	1
Gender	5609	0.5	0.5	0	0	1
Male(%)	2812	50.13				
Female(%)	2797	49.87				
RPR*	5609	1.48	0.5	1	1	2
Country(%)	2902	51.74				
Other(%)	2707	48.26				
One_child	5609	0.46	0.5	0	0	1
No(%)	3028	53.98				
Yes(%)	2581	46.02				

Cohabitant type	5609	0.91	0.28	1	0	1
Other(%)	492	8.77				
Cohabitant(%)	5117	91.23				
Family economy	5609	1.88	0.5	2	1	3
Low(%)	1064	18.97				
Mid(%)	4144	73.88				
High(%)	401	7.15				
Parent-child relationship	5609	0.79	0.4	1	0	1
Good(%)	1154	20.57				
Bad(%)	4455	79.43				
Parental education level	5609	2.61	0.93	2	1	4
EDU1 ^a (%)	428	7.63				
EDU2 ^b (%)	2663	47.48				
EDU3 ^c (%)	1181	21.06				
EDU4 ^d (%)	1337	23.84				
Negative event	5609	1.97	0.16	2	1	2
Yes(%)	153	2.73				
No(%)	5456	97.27				
Health	5609	3.92	0.91	4	1	5
Very bad(%)	40	0.71				
Not so well(%)	269	4.8				
Normal(%)	1535	27.37				
Relatively good(%)	2009	35.82				
Very bad(%)	1756	31.31				
Resilience	5609	15.04	2.92		5	20
Parental expectation	5609	17.85	6.44		1	28
Self-efficacy	5609	10.21	1.92		6	15
Academic	5609	12.97	2.7		4	16
Peer relationship	5609	12.43	2.64		4	16
Note: * =Registered permanent residence, ^a =Primary school education or below, ^b =Junior high school and technical secondary school education, ^c =High school and vocational education, ^d =Bachelor degree or above						

4.2. Pearson Correlation Coefficient Test

As can be seen from Table 2 and Table 3, the correlation coefficient between adolescent resilience and parenting style is 0.168, and is significantly positive at 1% level, indicating that there is a certain positive correlation between parenting style and adolescent resilience. At the same time, the resilience level of adolescents is also correlated with demographic variables (Gender, One_child, RPR), family environment (Cohabitant type, Family economy, Parent-child relationship, Parents' education level,

Negative events, Parents' expectations) and individual variables (Self-efficacy, Health, Academic, Friend). Therefore, it will be included in the subsequent regression model as a control variable. In addition, according to the results of the correlation matrix, there is no large coefficient correlation between the variables, which alleviates the concern of collinearity in the regression model to a certain extent, and can be followed by regression analysis.

Table 2. Correlation coefficient matrix of each variable

Variable	Resilience	Style	Gender	RPR	One_child	Live	Economic
Resilience	1						
Style	0.168***	1					
Gender	0.025*	-0.034**	1				
RPR	0.080***	-0.064***	0.01	1			
One_child	0.081***	-0.107***	-0.078***	0.403***	1		
Live¹	0.075***	-0.042***	0.02	0.124***	0.155***	1	
Economic	0.089***	-0.077***	0.031**	0.217***	0.186***	0.078***	1
Relation_S²	0.200***	-0.210***	0.073***	0.026**	0.073***	0.085***	0.055***
Education	0.106***	-0.120***	0.01	0.487***	0.406***	0.129***	0.288***
Expectation	0.209***	-0.127***	0.066***	0.054***	0.050***	0.028**	0.065***
Negative	0.066***	-0.055***	0.01	0.01	0.040***	0.02	0.044***
Self³	0.396***	-0.113***	0.069***	0.050***	0.043***	0.038***	0.048***
Health	0.266***	-0.100***	-0.053***	0.064***	0.068***	0.072***	0.150***
Academic	-0.306***	0.183***	-0.142***	-0.212***	-0.192***	-0.117***	-0.213***
Friend⁴	0.436***	-0.177***	0.065***	0.093***	0.107***	0.078***	0.124***

Note: * p<0.1, ** p<0.05, *** p<0.01, ¹=Cohabitant type, ²=Parent-child relationship, ³=Self-efficacy, ⁴=Peer relationship

Table 3. Correlation coefficient matrix of each variable(Continued form)

Variable	Relation_S	Education	Expectation	Negative	Self	Health	Academic	Friend
Relation_S	1							
Education	0.063***	1						
Expectation	0.158***	0.118***	1					
Negative	0.091***	0.032**	0.029**	1				
Self	0.140***	0.066***	0.187***	0.071***	1			
Health	0.177***	0.079***	0.083***	0.092***	0.167***	1		
Academic	-0.175***	-0.293***	-0.236***	-0.076***	-0.228***	-0.185***	1	
Friend	0.235***	0.113***	0.170***	0.075***	0.295***	0.258***	-0.277***	1

4.3. Regression Result

As can be seen from Table 4, in the baseline model, parenting style has a significant positive correlation with adolescent resilience. Among them, in the reference group of neglect type, authoritative type had the strongest correlation with adolescents' resilience ($B = 2.278$, $p < 0.01$), followed by permissive type ($B = 1.175$, $p < 0.01$), and authoritarian type ($B = 0.961$, $P < 0.01$). $p < 0.01$). In Model 2, after controlling for the corresponding demographic variables, it was found that authoritative parenting style was positively correlated with resilience, with little change in explanatory power. However, when the variables of Sex, RPR and One_child are controlled, the correlation of the other two parenting patterns is weakened and there is no significant effect in the gender variable. This indicates that under the control of RPR and One_child, the level of resilience of adolescents living in rural areas and those who are One_child has a strong positive correlation with the relevant parenting style. That is, an only child who lives in a rural area under authoritative, authoritarian and permissive parenting increases his or her resilience with parental demands and communication. Model 2 well explains the important correlation and influence of parental demands and responses under parenting.

In Model 2, starting from the influence of family environment on adolescents' resilience level, this study controlled basic demographic variables, and then included the Cohabitant type, family economic conditions, parents' education level, negative family events, parent-child relationship and parents' expectations into the control items for regression. The results showed that authoritative, permissive and authoritarian were all significant at 1% level, authoritative $B = 1.510 >$ permissive $B = 0.704 >$ authoritarian $B = 0.458$. In terms of the influence of family environment, after controlling for related variables, the highest level of resilience was for authoritative adolescents, the highest level was 10% for those with rural households, the highest level was 5% for negative family events, and the highest level was 1% for those with a wealthy family, good parent-child relationship, and high parental expectations. At the same time, the resilience of adolescents under the authoritarian upbringing changed from $B = 0.113$ to 0.458 , indicating that among the family environment factors, the protective factors, such as good family economic conditions, good parent-child relationship, living with parents and high expectations of parents, are beneficial to the development of the resilience of adolescents under the authoritarian upbringing. This also indirectly indicates the influence of risk factors, including the occurrence of rural household registration and negative family events, which also have an indirect impact on the resilience training of adolescents.

In the research model 3, we add the influence variables of individual level and peer support based on model 2 to control. The results showed that after controlling for individual and family variables, the level of resilience of adolescents under different parenting types was weakened, but also showed a positive correlation. It shows that the individual level and family environment also have a partial impact on the resilience of adolescents. Specifically, after controlling for the corresponding variables, gender showed a negative significant relationship. With men as the reference group, women's resilience scores were lower than men's. Looking at the influence dimensions at all levels, after adding the control variables at the individual level, the protective factors such as parental expectation, self-efficacy, health level, academic performance and peer support enhanced the degree of resilience of adolescents, while the family economic environment as a risk factor generally had little indirect influence on resilience.

In summary, regardless of controlling for family environment or individual variables, adolescents with authoritative parenting have better resilience, while those with neglect-based parenting have the lowest resilience. Compared with the tolerant type and the authoritarian type, the tolerance type's tolerance degree is better than the authoritarian type. It can be seen that proper supervision and frequent communication by parents are very important, especially for teenagers' love and support. Adequate love and support from parents under proper supervision is beneficial to their resilience and physical and mental health development. According to the results of the whole study, authoritative

parenting style of parents is more suitable for the development of psychological resilience of adolescents regardless of gender; And the development of adolescent resilience will produce better results under more protective factors, and its risk factors can act as an indirect influence. This also shows that parents cannot excessively or unilaterally carry out frustration education in order to cultivate children's psychological resilience and anti-frustration ability. Children who grow up in an environment that deliberately creates frustration and a lack of support, most of them will show a state of depression, violent tendencies or apathy and alienation. They may be more tolerant of criticism and chastisement than pampered children, but they may also be more likely to get bogged down or go to extremes.

Table 4. Analysis on the mechanism of influence of parenting style on adolescent resilience

Variable	Basicmodel	Model 1	Model 2	Model 3
	Reference regression	Demographic variable control	Family environment level	Individual and peer support levels
Parenting style(Neglect type was used as the reference group)				
Authoritative type	2.278***	2.204***	1.510***	0.677***
	0.113	0.113	0.121	0.108
Autocratic type	0.961***	0.113***	0.458***	0.207**
	0.116	0.117	0.119	0.105
Tolerant type	1.175***	1.143***	0.704***	0.344***
	0.116	0.116	0.118	0.104
Gender(Males were the reference group)				
Female		0.05	-0.03	-0.184***
		0.075	0.074	0.066
Registered permanent residence(The others were the reference group)				
Country		0.280***	0.165*	0.03
		0.082	0.088	0.077
One_child(No indicates the reference group)				
Yes		0.219***	0.09	-0.03
		0.083	0.085	0.075
Cohabitant type(The others were the reference group)				
Live with your parents			0.413***	0.17
			0.132	0.116
Family economy(Low was the reference group)				
Mid			0.07	-0.172**
			0.099	0.088
High			0.660***	0.01
			0.167	0.149
Parent-child relationship(Good for the reference group)				
Good			0.822***	0.225***
			0.097	0.087
Parental education level(Primary school education or below were the reference group)				
Junior high school and technical secondary school education			0.03	-0.11
			0.146	0.128

High school and vocational education			0.07	-0.13
			0.161	0.142
Bachelor degree or above			0.2	-0.09
			0.174	0.154
Negative event(No indicates the reference group)				
Yes			0.566**	-0.03
			0.227	0.2
Parental expectation			0.059***	0.025***
			0.006	0.005
Self-efficacy				0.257***
				0.013
Health				0.358***
				0.038
Academic				0.193***
				0.019
Peer relationship				0.294***
				0.014
Cons	13.789***	13.576***	11.353***	7.845***
	0.09	0.101	0.294	0.433
N	5609	5609	5609	5609
R-sq	0.07	0.08	0.12	0.32
Note: Standard errors in parentheses; * $p<0.1$, ** $p<0.05$, *** $p<0.01$				

5. DISCUSSION AND CONCLUSION

"Those who have achieved great things in ancient times not only have the talent to govern the world, but have the will to persevere." In ancient China, we can see the important role of resilience in motivating individuals, maintaining resilience and overcoming difficulties. "Having strong psychological resilience and the ability to overcome difficulties" has always been the concept of Chinese cultural and ideological education, which is also called for the development of high-quality home-school education today, and the research significance of this study is to express.

Based on the data of the "Chinese Education Tracking Survey (CEPS) (2014-2015)" for the academic year, this study analyzed the data through social statistical methods to find that different parenting styles have certain effects on adolescent resilience. Based on this, there are three findings in this study. First, in the sample space under the control of individual characteristics, peer support and family environment, the current parenting style of Chinese parents is mainly authoritative and authoritarian with strict supervision, accounting for 57%; In addition, about 56% of parents are authoritative and tolerant, while only 17% of parents are neglectful. It seems that Chinese parents are more inclined to supervise their teenagers strictly and communicate fully. Secondly, in the study on the influence of adolescents, under the gradual control of family environment and personal characteristics, the level of resilience of adolescents under authoritative parenting is much higher than that of permissive, authoritarian and neglectful parenting. At the same time, by gradually controlling variables at the level of family environment and individual characteristics, it can be seen that adolescents with good individual characteristics, that is, the side with more protective factors, have a higher level of resilience, while the influence of risk factors is relatively less. Finally, differences in adolescent resilience levels are more influenced by parenting styles from families, but differences in individual

characteristics, peer support and family environment are also factors that affect adolescent resilience. The selection of appropriate parenting style is a coordinated process to cultivate the resilience of adolescents under the system. In this process, as a parent, we should devote ourselves to and build such a field, and as an individual teenager, we should also actively adapt and learn, which is also the reason why the family tradition and family training have been continued and valued.

In view of the unreasonable parenting types in this study, such as neglect and Autocratic, social work can intervene in family education as a third party in the community. Social work focuses on adolescents and takes the family system theory as the guidance to conduct training on parenting knowledge for the target system. Community platforms can be used to carry out "excellent parenting cases into households" to spread correct and positive parenting methods through activities, which can increase the opportunities for parent-child communication, improve parents' unreasonable parenting concepts, and enable teenagers to regain parents' understanding and support. At the same time, under the authoritarian parenting type, it is necessary to change the parents' rearing concept of children. The unreasonable frustration education should not be regarded as the exercise for the child or the cultivation and development of its anti-frustration ability. Therefore, this study suggests that social workers should apply family communication theory to family work practice. In general, social workers mainly guide family members to learn to express their emotions and love positively when they have the will or need to ask for help, and express their understanding of their relatives' behaviors through holding family seminars or "family mailbox", so as to alleviate parent-child conflicts and increase the trust of their relatives.

In addition, in terms of the development of adolescent resilience in this study, social work mainly cultivates and develops the level of adolescent resilience from the following aspects: First, it helps adolescents to establish a correct understanding of pressure and difficulties. Resilience is a potential that exists in every adolescent, but it needs to be stimulated^[28]. When adolescents are helped to recognize and accept that "stress or adversity can bring growth and opportunity," their effectiveness in coping with stress or adversity will gradually increase. The second is to guide teenagers to maintain sufficient sense of efficacy and self-confidence. Social workers should uphold the idea of "helping others to help themselves" and help their young people develop good habits of self-confidence. For the parenting style of parents, parents should also cultivate young people's confidence in the future, and do not use defeat education to frustrate children's self-confidence. When families or teenagers encounter difficulties, parents should set an example to actively deal with them. They should face setbacks and pressure and always maintain confidence, which will have a positive effect on the cultivation of teenagers' self-confidence and sense of efficacy. The third is to teach children to learn to recognize their own advantages and actively seek outside support and help. The advantage perspective theory holds that we should pay more attention to people's inner abilities and potential advantages, and pay more attention to the resources and advantages brought by the environment^[10]. We are exposed to risk from unfamiliar environments and at the same time provide us with protective factors^[29]. It is very helpful for the training and development of adolescent resilience. In the face of great difficulties and pressures, individuals instinctively need emotional identification and support from others, especially from relatives and friends. Strong systemic support can not only ease the pain of stress, but lead to more effective problem-solving solutions that can help improve the resilience of adolescents.

Of course, there are some limitations in this study. First of all, in the influence of parenting style on adolescents' resilience, the variable of self-efficacy may also have mediating or regulating effects, that is, parenting style mediates or regulates adolescents' resilience through adolescents' self-efficacy. It is expected to conduct more in-depth research in the future. Secondly, limited by the author's own statistical processing ability, this study did not analyze the difference in the influence of intergenerational care and parental care on adolescent resilience in terms of parenting styles. Studies have shown that from the perspective of family structure, intergenerational care in China has an important impact on the health of children and adolescents, which is quite different from direct care

by parents^[30]. In the future, I look forward to more in-depth analysis and discussion of intergenerational care and parental care in the upbringing of children and adolescents.

CONFLICTS OF INTEREST

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

ACKNOWLEDGMENTS

The author(s) received no financial support for the research, authorship, and/or publication of this article.

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