Research on Psychological Resilience, Parenting Style, and Emotional Balance among Rural Left-Behind Children

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Abstract: Left-behind children refer to those children who cannot live with their parents while one or both parents are away from home. Psychological resilience has great influence on left-behind children under special growing environment. Subjective initiative in their own development. This study shows that the emotional stability of rural left-behind children is particularly related to the mother's mild emotions, children's interest in society, self-efficacy, self-reliance and other factors. However, there was no statistical significance with factors such as emotional management of the father, special attention and protection of the child, overprotection of the mother, and the child's social ability. People are social and emotional, and emotions will affect people's sense of Meaning and life value. Therefore, parents' care should have a certain sense of "distance". Children have relatively strong autonomy and clear independence, so parents' excessive attention has interfered with their growth.

1 Introduction

Since the reform and development, along with the unbalanced development of regional economy and the process of urbanization, the labor force has been flowing from rural areas to urban areas on a large scale. Restricted by China's dual urban and rural structure, most migrant workers' families have to leave their children to receive education in their hometowns, resulting in a large number of left-behind children. Some children have become deeply hostile to the world, and the crime rate of left-behind children once accounted for 70% of juvenile crimes, and the trend is rising year by year [1-2].

The problem of left-behind children has been widely concerned by the society since 2004, and then the education problem of left-behind children began to appear in a large number of newspapers and periodicals [3]. The first academic research literature specifically focused on the psychology of left-behind children appeared in 2005, and the number of literatures has increased year by year since then. The research is mainly concentrated in the eastern and central regions, which may be

explained by the positive correlation with the educational and scientific research strength in the central and eastern regions.

According to data released by China's Ministry of Civil Affairs in 2018, there are 6.97 million left-behind children in China. In the face of such a special group, on the one hand, the CPC Central Committee, The State Council, local Party committees and government departments at all levels have always attached great importance to and cared for the work of rural left-behind children, and a series of important laws, regulations and policies have been issued to care for and protect rural left-behind children [4].

In this study, parenting style is the sum total of parents' behavior, emotional attitude and educational style towards their children on the basis of their own experience in the process of raising their children kinds of breeding behavior: abuse, deprivation, punishment, humiliation, refuse, protection, interference, tolerance, emotional, behavior orientation, blame, encouragement, preference, preference subjects and non-specific behavior, is divided into four parts: first is the control, behavior orientation and blame behavior, second is emotional warm and encourage behavior, third is love deprivation and refused behavior, and fourth is a protection [5]. Individual psychological factors of rural left-behind children have an impact on their mental health, which is common in articles where psychological researchers using regulatory effect analysis, mediation effect analysis and structural equation model technology [6].

2 Participants and Measures

2.1 Participants

According to the research target and research hypothesis, researcher studied participants are from left-behind children. The participants were 429 children in Grades 4-6, age: 10-12.

Table 1. Percentage Distribution of the Respondents Profile (n=429)

Profile Variables		Frequency	Percentage %
Sex	Male	234	54.5
	Female	195	45.5
If they live in school	yes	11	2.6
	no	418	97.4
If only child	yes	108	25.2
	no	321	74.8
Grade	Grade four	94	21.9
	Grade five	134	31.2
	Grade six	201	46.9
What kind of family do you come from	Parents are both here (including one or both parties working outside	314	73.2
	parents divorce	85	19.8
	In other cases, please write:	30	7.0
Your parents who work outside	only father work outside	138	32.2
	only mother work outside	43	10.0
	parents are working outside	168	39.2
	neither of parents work outside	80	18.6
Parents between how long and contact you once	daily	223	52.0
	weekly	105	24.5
	half a month	14	3.3
	monthly	31	7.2
	something to contact	56	13.1

Table 1 shows the profile of the respondents. As shown in the table, 440 questionnaires were sent out, and 429 valid questionnaires were collected, with a valid questionnaire of 97.5%. It mainly involved two primary schools where in terms of sex, 234 boys (54.5%), 195 girls (45.5%), the number is basically balanced. From the actual survey, the number of people living in school is relatively small, especially in primary schools, even less (2.6%), but it does not exclude some children who are particularly far away, senior classmates live in the school, they generally go back once a week. With the liberalization of China's "two-child" policy, the rate of "two-child" in China is generally high (74.8%). Grade This time, the main choice was primary school Grades 4-6, with more students in Grade 6 (46.9%), so as to better understand the Meaning of the questionnaire.

2.2 Measures

2.2.1 Resilience Questionnaire for Rural Left-at-home Children

The compilation of the psychological resilience questionnaire of rural left-behind children is an important work to further explore the positive factors of the psychological protection of rural left-behind children. The "Questionnaire of psychological resilience of Rural left-behind Children" compiled by Li Honghan and Quan Fangying was very appropriate to the measure of psychological resilience of rural left-behind children. Based on the reality of rural left-behind children, they compiled the "rural left-behind children psychological flexibility questionnaire"[7]. The analysis of the preliminary data of 404 rural left-behind children showed that the "rural left-behind children psychological resilience questionnaire" consists of 20 items with 4 factors, and the cumulative interpretation rate was 48.22%; the Cronbach A coefficient of the questionnaire was 0. 83, and the A coefficient of each factor was 0. 63~0. 75. A confirmatory factor analysis of test data from 362 rural left-behind children showed that,$\chi 2/$ Df <5, RMSEA <0. 05, CFI = 0.97, NFI = 0. 92, and NNFI = 0.97 were all above 0.92, indicating that the "psychological resilience questionnaire for rural left-behind children" met the requirements of psychometry.

2.2.2 Parenting Style Scale

EMBU was introduced and revised by China Yue Dongmei in the late 1980s. Six main factors were drawn from fathers and five from maternal parenting style and from 58 and 57 items, respectively. Among them, the six factors about the father are: I emotional warmth, understanding, II punishment, severity, HI excessive interference, N preference for subjects, V refused to deny, and VI over-protection. The five factors about the mother are: I emotional warmth, understanding, II excessive interference and excessive protection, HI refusal and denial, IV severe punishment, and V preference for subjects.

In 2010, Professor Xu Yan of the School of Applied Experimental Psychology of Beijing Normal University further revised the Chinese version of the simple parenting questionnaire [8], and revised the Chinese version of the "simple parenting questionnaire" (s-E M B U) with 7 12 college students as the subjects. After translating the English version of the questionnaire, 148 subjects were first selected for prediction. Through project analysis and exploratory factor analysis, one question that did not conform to China's national conditions and did not meet the measurement indicators was deleted, thus forming a formal questionnaire composed of 21 questions. The other 5 64 subjects were tested with formal questionnaires, testing their internal consistency coefficient, half reliability, and structure validity, and 10 1 subjects after 10 weeks, and the calibration validity was collected using the Rosenberg self-esteem scale, Bem gender role scale, and Personality Scale (outward and neuroticism dimension).

Liu Chunli used s-EMBU-C to investigate and compare the family parenting methods of professional medical students with different parents [9]. Researchers believed that the questionnaire was w used well.

2.2.3 Affect Scales: Positive Affect, Negative Affect, Affect Balance

This scale is used to measure thepsychological satisfaction of the general population in terms of their emotional balance. Emotional balance is calculated using a positive emotion score minus negative emotion score, plus a factor of 5, so that it is scored on a scale of 1 to 9.This scale was used to examine 2,735 adults, including 1,256 from suburban Washington, 538 from suburban Detroit, 430 from Chicago, and 264 from 10 other metropolitan areas. The average score of the subjects was about 6.7. Some 369 of the 2,735 people received the highest score (8 and 9 points) and only 180 received the lowest score (1 and 2 points).

The inter-item correlation of positive affective items was between 0.19 and 0.75, while the inter-item correlation of negative affective items was between 0.38 and 0.72. The total correlation between negative items and positive items was less than 0.10, and the retest consistency after 3 days was 0.76, among which the retest consistency of positive affective items was 0.83. The retest consistency of negative affective items was 0.81, and the consistency of the two tests decreased when the interval was longer. No data were available on validity. The correlation between emotional balance scores and general responses to happiness ranged from 0.45 to 0.51, between 0.40 and 0.47 and between wanting to change your life and -0.33 to 0.36.

2.3. Data Analysis

In this study, the researcher mainly explored the psychological resilience, parenting style and emotional balance of rural left-behind children using the popular SPSS25.0 package to facilitate better check correlation analysis. Descriptive and inferential statistics were employed in statistically computing the data. For descriptive statistics, frequency and percentage were used in describing the profile of the respondents whereas, Mean and standard deviation were used in determining the psychological resilience, parenting style and emotional balance of rural left-behind children. For inferential statistics, analysis of variance were used in testing differences of the variables when grouped according to their profile so the variance analysis (ANOVA), especially multi-factor variance analysis, variance analysis also called "variation analysis" or "F test", is invented by Ronald Fisher Sir, used for two or two more sample Mean difference of significance test.

3 Results and Discussion

3.1 Difference of Responses on Psychological Resilience

Table 2 presents the difference of psychological resilience when grouped based on their profile. It can be seen from Table 2 that the psychological resilience of rural left-behind children Strive to become stronger and support oneself, Social competence, social interest and self-efficacy. In addition to gender, the only child and living in school, there is a very strong significant in other variables, indicating that those children whose parents work outside the home are more hardworking and brave to face life and study.

As shown in Table2, children in grades 4-6 and ages 10-12 also have strong psychological resilience, which is like their protective factor. Children at the age of 10 have a certain ability to recognize life and understand the purpose and hard work of their parents when they go out to work, so that they can mobilize their inner resources to deal with daily problems. They study more

seriously, turn disadvantages into self-reliance, maintain interest in society, and actively face and deal with daily events, which also improves social ability and self-efficacy of children, and the psychological resilience of 12-year-old left-behind children is stronger.

Table 2. Difference of Responses on Psychological Resilience when Grouped According to Profile

Variable	Strive to become stronger and support oneself			Social competence			social interest			self-efficacy		
	t/F-value	p-value	I	t/F-value	p-value	I	t/F-value	p-value	I	t/F-value	p-value	I
Sex	3.672	0.056	NS	1.230	0.268	NS	0.423	0.516	NS	4.383	0.037	S
live in school	2.070	0.151	NS	0.850	0.357	NS	0.539	0.463	NS	4.951	0.027	S
only child	32.391	0.000	S	1.501	0.221	NS	0.023	0.879	NS	10.863	0.001	S
Grade	4.743	0.009	S	3.231	0.041	S	27.580	0.000	S	18.222	0.000	S
kind of family	6.102	0.000	S	8.203	0.000	S	17.164	0.000	S	10.725	0.000	S
If parents work abroad	22.906	0.000	S	9.574	0.000	S	9.300	0.000	S	8.440	0.000	S
Children contact with parents	10.226	0.000	S	6.622	0.000	S	12.849	0.000	S	11.046	0.000	S
The way parents communicate with them	5.125	0.002	S	4.792	0.003	S	7.627	0.000	S	4.615	0.003	S
How parents come home	11.506	0.000	S	2.652	0.048	S	16.812	0.000	S	21.347	0.000	S
Years father work abroad	10.613	0.000	S	5.122	0.000	S	10.894	0.000	S	12.590	0.000	S
Years mother work abroad	17.444	0.000	S	4.769	0.000	S	20.751	0.000	S	7.216	0.000	S
Who do you live with now	15.762	0.000	S	9.268	0.000	S	5.819	0.000	S	4.815	0.001	S
Father's level of education	9.430	0.000	S	10.527	0.000	S	10.766	0.000	S	2.341	0.054	NS
Father's occupation	21.699	0.000	S	25.962	0.000	S	12.007	0.000	S	12.251	0.000	S
Moher's level of education	4.904	0.001	S	11.817	0.000	S	20.569	0.000	S	9.004	0.000	S
Mother's occupation	9.636	0.000	S	6.655	0.000	S	2.872	0.009	S	10.890	0.000	S

S – Significant; Ns – Not Significant

3.2 Difference of Responses on Parenting Style when Grouped

As can be seen from Table 2, there was no significant difference between male and female left-behind children in rural areas in terms of warmth from parents to children, but there is a significant difference in parental rejection and protection, which may indicate that children's warm sexual feelings towards parents are not major in children aged 10-12, which may be related to their age. The parenting style of left-behind children's parents is similar to that of non-left-behind children's parents: caring rather than indifference and exclusion, encouraging autonomy rather than overprotection; the father's parenting style is "most caring and caring, secondly encouraging autonomy, less apathy and rejection, and least overprotective."

3.3 Difference of Responses on Emotional Balance

Table 3 shows the difference of emotional balance when compared based on respondents profile. As can be seen from Table 3, there is no significant difference in emotional stability in gender, negative emotions of school residence, positive emotions of only child and grade, and emotional balance of father's education level, which is quite a magical phenomenon. This also shows that in terms of emotional stability, there is no significant difference with the gender of left-behind children. Emotional stability has nothing to do with gender, but may be related to the specific situation of the individual. After all, emotional stability is related to many factors.

Harmonious family relationship has significant influence on all dimensions of emotion regulation. The scores of emotional awareness, emotional evaluation, emotional regulation self-efficacy, emotional regulation strategy application, emotional control and emotional regulation reflection of rural left-behind children with harmonious family relationships were significantly higher than those of ordinary family relationships. Because the pace of life in the city is faster than in the countryside, emotional communication is neglected, and emotional perception is a slow, conscious process.

Table 3. Difference of Responses on Emotional Balance when Grouped According to Profile

Variable	Positive Emotion			Negative Emotion			Affective Balance		
	t/F-value	p-value	I	t/F-value	p-value	I	t/F-value	p-value	I
Sex	0.588	0.443	NS	4.088	0.044	NS	1.528	0.217	NS
live in school	4.590	0.033	S	1.334	0.249	NS	6.442	0.011	S
only child	3.733	0.054	NS	4.406	0.036	S	8.287	0.004	S
Grade	0.288	0.750	NS	10.405	0.000	S	7.305	0.001	S
kind of family	19.364	0.000	S	35.661	0.000	S	5.937	0.001	S
If parents work abroad	3.464	0.016	S	4.163	0.006	S	2.752	0.042	S
Children contact with parents	25.275	0.000	S	3.554	0.007	S	6.332	0.000	S
The way parents communicate with them	2.670	0.047	S	3.425	0.017	S	3.918	0.009	S
How parents come home	6.471	0.000	S	8.815	0.000	S	11.761	0.000	S
Years father work abroad	12.632	0.000	S	11.023	0.000	S	13.279	0.000	S
Years mother work abroad	12.849	0.000	S	8.646	0.000	S	4.003	0.001	S
Who do you live with now	8.668	0.000	S	12.902	0.000	S	3.824	0.002	S
Father's level of education	6.956	0.000	S	9.122	0.000	S	1.003	0.406	NS
Father's occupation	6.170	0.000	S	7.184	0.000	S	6.006	0.000	S
Moher's level of education	4.608	0.001	S	2.666	0.032	S	6.306	0.000	S
Mother's occupation	2.748	0.012	S	4.474	0.000	S	6.757	0.000	S

3.4 Correlational Matrix of the Variables of the Study

Table 4 shows the correlation among the three variables of the study. Due to the need to test the correlation matrix between the three variables of psychological resilience, parenting style and emotional balance of rural left-behind children, it is necessary to test the impact of two variables on the third variable, mainly the impact of psychological resilience and parenting style on emotional balance, involving the relationship between mean differences.

Table 4. Correlational Matrix of the Variables of the Study

Variable	Sub-Variable	Resilience												Affective Balance								
		Strive to become stronger and support oneself			Social competence			social interest			self-efficacy			Positive Emotion			Negative Emotion			Affective Balance		
		r_{xy}	p-value	I	r_{xy}	p-value	I	r_{xy}	p-value	I	r_{xy}	p-value	I	r_{xy}	p-value	I	r_{xy}	p-value	I	r_{xy}	p-value	I
Resilience	Strive to become stronger and support oneself													0.023	0.640	NS	.252**	0.000	S	-.157**	0.001	S
	Social competence													0.046	0.346	NS	0.094	0.053	NS	-0.019	0.698	NS
	social interest													-.171**	0.000	S	-0.088	0.070	NS	-0.075	0.120	NS
	self-efficacy													.131**	0.007	S	0.044	0.367	NS	0.072	0.138	NS
Parenting Style	Refuse Emotional Warmth Mother	0.064	0.184	NS	.201**	0.000	S	.242**	0.000	S	.219**	0.000	S	-0.057	0.243	NS	-.286**	0.000	S	.158**	0.001	S
	Refuse Emotional Warmth Father	-.102*	0.034	S	-0.026	0.593	NS	.359**	0.000	S	.162**	0.001	S	0.039	0.416	NS	-0.073	0.133	NS	0.071	0.141	NS
	Emotional Warmth Mother	.259**	0.000	S	.127**	0.009	S	-.103*	0.032	S	0.078	0.107	NS	.354**	0.000	S	.122*	0.012	S	.178**	0.000	S
	Emotional Warmth Father	.425**	0.000	S	.288**	0.000	S	-.226**	0.000	S	.126**	0.009	S	.218**	0.000	S	.097*	0.044	S	.095*	0.049	S
	Overprotection Mother	.174**	0.000	S	.197**	0.000	S	.225**	0.000	S	.236**	0.000	S	-0.015	0.753	NS	-.144**	0.003	S	0.084	0.082	NS
	Overprotection Father	.179**	0.000	S	.203**	0.000	S	.158**	0.001	S	.262**	0.000	S	0.062	0.200	NS	-0.086	0.076	NS	.102*	0.035	S

**. Correlation is significant at the 0.01 level (2-tailed); Correlation is significant at the 0.05 level (2-tailed).

It can be seen from the matrix analysis in Table 4 that there is a significant relationship between psychological resilience, parental rearing style, emotional balance and other dimensions of rural left-behind children. The relationship between self-reliance and self-strengthening of rural left-behind psychological resilience and emotional dimension of negative emotions and emotional stability is significant. The social interest of psychological resilience is related to positive emotions, and self-efficacy is related to positive emotions [10].

3.5 Regression Analysis of psychological resilience and emotional stability

Table 5 presents the regression analysis of the three variables in order to examine the interdependence among psychological resilience, parenting style and emotional balance of rural left-behind children and the modeling process of the development of predictive psychological mechanisms, especially to verify the relationship between psychological resilience and emotional balance, parental parenting style may be a moderating variable, because good parenting style can make the psychological resilience of rural left-behind children better developed.

Table 5. Regression Analysis of psychological resilience and emotional stability of Rural Left-behind children

Model Summary									
					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.405[a]	0.164	0.144	1.41901	0.164	8.218	10	418	0.000

a. Predictors: (Constant), SSMean,SC Mean,SI Mean,SE Mean, REM Mean, REF Mean ,EWM Mean , EWF Mean, OVM Mean,OVF Mean.

Coefficients[a]					
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.885	0.658		4.384	0.000
	SSMean	-0.958	0.176	-0.325	-5.438	0.000
	SC Mean	0.068	0.153	0.027	0.444	0.657
	SI Mean	-0.244	0.088	-0.138	-2.781	0.006
	SE Mean	0.372	0.150	0.134	2.489	0.013
	REM Mean	0.795	0.180	0.270	4.409	0.000
	REF Mean	-0.019	0.222	-0.006	-0.084	0.933
	EWM Mean	0.737	0.158	0.300	4.667	0.000
	EWF Mean	-0.006	0.161	-0.003	-0.037	0.970
	OVM Mean	-0.487	0.265	-0.146	-1.836	0.067
	OVF Mean	0.406	0.332	0.105	1.220	0.223
a. Dependent Variable: ABS						

Note: SS-Strive to become stronger and support oneself, SC-Social competence, SI-social interest, SE-self-efficacy, REM-Refuse Emotional Warmth Mother, REF-Refuse Emotional

Warmth Father, EWM-Emotional Warmth Father, EWF -Emotional Warmth Father, OVM-Overprotection Mother, OVF-Over protection Father.

ABS-Affective Balance Score.

4. Conclusion

The majority of the respondents are males, not living in the school with siblings, in their grade six level, with both parents working outside their place and being contacted by their parents face to face. Also, parents according to the respondents vist them at least 1 to 3 months, left with their grandparents and with parents educational attainment of junior high school amnd worjking as peasants and staff respectively.

Research suggests that rural left-behind children exhibit moderate levels of psychological resilience, experience a low prevalence of "refuse" parenting styles, and maintain moderate emotional balance.

The emotional balance of stable emotions of rural left-behind children are mainly related to the mother's mild emotions, children's interest in society, self-efficacy, self-reliance and other factors and not related to the emotional management of the father, the special attention and protection of the child, the over protection of the mother, the social ability of the child and other factors.

A propose psychological intervention program was developed for rural left-behind children to improve their psychological resilience and become emotionally stable.

Acknowledgment

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