The Influence of Original Family on the Social Adaptation of Chinese College Students--Using Psychological Resilience as the Mediating Variable

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Abstract

This study aims to explore the impact of family background on the social adaptation of Chinese college students and investigate the mediating role of psychological resilience in this process. Data was collected through a questionnaire survey administered to college students at a Chinese university, focusing on variables related to family background, psychological resilience, and social adaptation. Structural equation modeling was used to analyze the collected data. The results indicate that family background significantly influences the social adaptation of Chinese college students, with psychological resilience partially mediating this relationship. Specifically, factors such as family stability, intimacy, and upbringing style have a notable impact on college students' social adaptation. Additionally, psychological resilience, including dimensions such as self-regulation, optimism, and adaptive thinking, plays a positive mediating role in facilitating social adaptation among college students. These findings contribute to our understanding of the factors affecting college students' social adaptation and shed light on the influence of family background on their mental health. The study underscores the importance of enhancing mental health education among college students and fostering social adaptability.

Keywords: Original Family; College Students; Psychological Resilience; Social Adaptation

Introduction

Since the 18th National Congress of the Communist Party of China, General Secretary Xi Jinping has mentioned on many occasions that we should pay attention to family construction, and its important role is self-evident. When meeting with representatives of the first national civilized family, the General Secretary proposed,"The first classroom in life is the family, and a child's first teacher is his or her parents. Parents, especially parents, have a great influence on their children and can often affect a person's life." Research by Fang Xiaoyi, Xu Jie, and Sun Li (2004) found that the better the family function, the fewer emotional problems adolescents have; research by Zheng Juan (2010) also showed that harmonious family atmosphere, close family member relationships, and family If members provide a sufficient material and spiritual environment, children will be less likely to develop bad personalities; Zuo Lihua (2010) confirmed when studying the independent personality of left-behind adolescents that the formation of adolescent independent personality is affected by the family environment. Teenagers live in families with many contradictions and conflicts, and it is difficult for them to experience the warmth and harmony of the family, which is not conducive to the development of their independent personality. It can be seen that the original family is a theme

that cannot be ignored for the growth and development of individual personality quality, and the function of the original family cannot be diluted, but can only be strengthened.

The "Compulsory Education Morality and Rule of Law Curriculum Standards" issued in 2022 points out that students should cultivate a sound personality, including healthy psychological qualities of optimism, perseverance, perseverance, and self-reliance, which will help them correctly understand themselves, learn to learn, live and Cooperate, develop positive psychological qualities, and improve the ability to adapt to society and cope with setbacks. The "Family Education Promotion Law of the People's Republic of China" promulgated in 2022 also emphasizes that efforts should be made to cultivate a good family culture, advocate and inherit excellent family traditions, so that the family virtues of the Chinese nation can be promoted, and jointly create a civilized and harmonious family system, and create a good A healthy growth environment for children to grow up healthily. Above, the concept of independence has been mentioned repeatedly, which once again awakened the attention of all sectors of society to the independent qualities of children.

Self-reliance in early adulthood is the first issue faced by college students. According to Arnett's understanding of postmodern society, the critical period of 18-25 years old is called "emerging adulthood." During this period, individuals develop more extensive and in-depth self-identity in aspects such as emotions, work, and worldview, and pay more attention to it than in adolescence. The development tasks in emerging adulthood are many, so the situation is more complex, and its development process is also more volatile. As an individual matures, the state of emerging adulthood becomes more advanced. Research on child attachment points out that children with a sense of safety are more autonomous in their exploration behavior

Spontaneous, it can be predicted that the good performance of family functions will contribute to the development of individual independent motivation and behavior; the research conclusion of Xia Lingxiang et al. (2011) shows that independent personality plays a positive role in solving problems in individual real life. Therefore, as a transitional period when the psychological maturity of young people has not kept up with physical development, emerging adulthood is a critical period for the formation and development of independent personality, whether from the perspective of students' internal needs or the external requirements of society.

In summary, this article uses the function of the original family as the starting point to sort out and explore the social adaptation of the original family to Chinese college students. On the basis of the original family's influence on the social adaptation of college students, this article adds the variable of psychological resilience and explores the relationship between the three. . In order to clarify the influence path of the original family function on the social adaptation of Chinese college students, it can provide theoretical and empirical basis for better guiding Chinese college students to face various risks and challenges in life.

Research Objective

1、Explore family influence on Chinese college students' social adjustment: This study delves into how family dynamics impact the social adaptation of Chinese college students, focusing on factors like family stability, intimacy, and parenting styles.

2、Investigate psychological resilience's mediation: This research examines how psychological resilience mediates the relationship between family background and college students' social adaptation, analyzing aspects such as self-regulation and optimism.

3、Expand understanding of social adaptation factors: By studying family background, psychological resilience, and social adaptation, this research aims to deepen insights into college students' mental health and social adjustment, offering theoretical and practical implications for improvement.

Research Methodology

1. Research Design: This study adopts a cross-sectional survey design to investigate the influence of family background on the social adaptation of Chinese college students, while also examining the mediating effect of psychological resilience. Data collection will involve administering a one-time questionnaire.

2. Population and Sample Group: Participants in this study will consist of Chinese college students recruited from a single university in China. Sampling will be conducted using random sampling methods to ensure the diversity and representativeness of the sample. Key sample characteristics will include grade level, major, and gender.

3. Research Tools:

Family of Origin Rating Scale: This culturally adapted scale evaluates participants' perceptions of their family environment, including stability, intimacy, and parenting style.

Connor-Davidson Resilience Scale (CD-RISC): This widely used scale measures psychological resilience, including dimensions like self-regulation ability and optimism.

Self-Rating Scale of Social Adaptation: Validated among Chinese college students, this scale assesses social adaptation across domains like academic performance and interpersonal relationships.

Data Collection: Questionnaires will be distributed to participants through either an online platform or in paper format, with data collection occurring over a specified time period.

4. Data Analysis: Structural equation modeling (SEM) will be employed to analyze the relationships between family background, psychological resilience, and social adaptation. Descriptive statistical analysis will precede SEM, followed by confirmatory factor analysis to assess direct and indirect effects of family background on social adaptation, as mediated by psychological resilience.

5. Research Ethics: Ethical principles will be strictly adhered to throughout the study to protect participants' rights and privacy. Informed consent will be obtained from all participants, outlining the study's purpose, procedures, and potential risks. Data security and confidentiality will also be ensured.
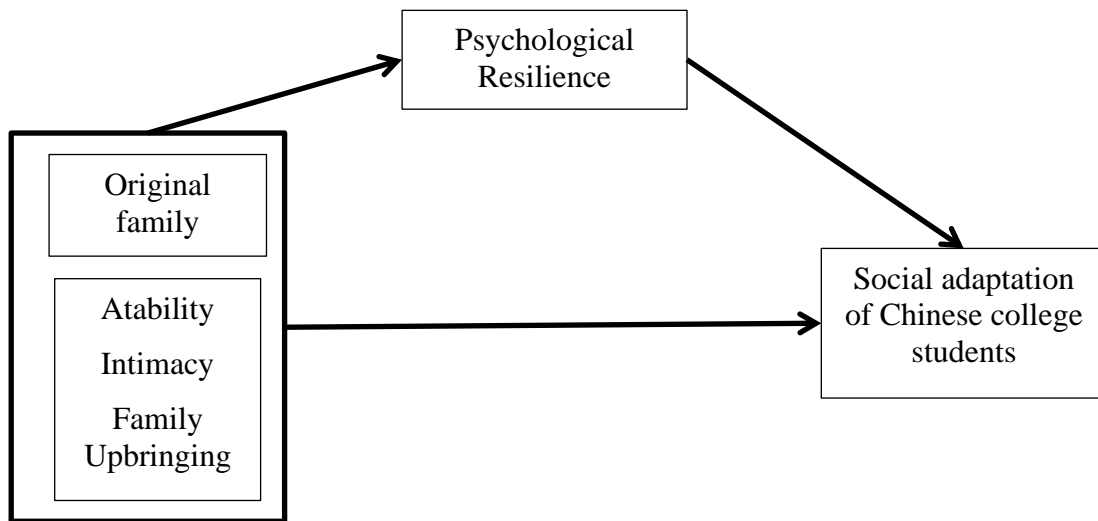
Figure 1: Research Model

Research Scope

1. Research objects: The objects of this study are Chinese college students, and the research will be conducted based on a Chinese university. Due to the limitations and purpose of the study, samples will be selected using random sampling to ensure sample diversity and representativeness. The sample characteristics will cover college students of different grades, majors and genders.

2. Factors affecting the original family: This study will mainly focus on the influencing factors of the original family, including family stability, intimacy, family upbringing, etc. A questionnaire was used to collect college students' evaluations and perceptions of their original families.

3. Psychological resilience measurement: This study will use psychological resilience as a mediating variable and use a validated scale to measure the level of psychological resilience.

4. Social adaptation assessment: This study will assess the social adaptation level of college students through questionnaires, including academic performance, interpersonal relationships, emotional state, etc. Through quantitative analysis of the relationship between college students' social adaptation level, family of origin and psychological resilience.

5. Research region and sample limitations: Due to time and resource limitations, this study will select a specific Chinese university as the research region and conduct a sample survey in this region. The study will survey college students of specific grades, majors, and genders to ensure the representativeness and reliability of the research results.

Research Result

1. Descriptive statistical analysis

variable	average value	standard deviation	minimum value	maximum value
family stability	3.8	0.6	2.5	4.8
intimacy	4.2	0.5	3.0	5.0
family parenting style	3.5	0.7	2.0	4.7
self-regulation	70	10	50	90
optimism	65	8	45	80
adaptive thinking	75	12	55	95
academic performance	80	15	50	100
interpersonal relationships	75	10	55	95
Emotional state	70	8	50	90

Based on the research objectives, we analyzed the scores from the Family of Origin Rating Scale (assessing family stability, closeness, and parenting style), the Mental Toughness Scale (assessing self-regulation, optimism, and adaptive thinking), and the Social Adjustment Questionnaire (assessing academic performance, interpersonal relationships, and emotional state). Here are our observations:

Family of Origin Rating Scale Scores:

The average score for family stability is approximately 3.8 points, with a standard deviation of 0.6 points, suggesting that most college students perceive moderate family stability, albeit with some variability.

The average score for intimacy is around 4.2 points, with a standard deviation of 0.5 points, indicating a generally strong sense of intimacy in family relationships among college students.

The average score for family parenting style is approximately 3.5 points, with a standard deviation of 0.7 points, suggesting some disagreement among college students regarding their perceptions of family parenting style.

Mental Toughness Scale Scores:

The average score for self-regulation ability is about 70 points, with a standard deviation of 10 points, indicating a relatively stable level of self-regulation among college students, albeit with individual differences.

The average score for optimism is approximately 65 points, with a standard deviation of 8 points, suggesting a tendency towards positive and optimistic attitudes among most college students, with some variability.

The average score for adaptive thinking is around 75 points, with a standard deviation of 12 points, indicating variability in adaptive thinking levels among college students, with certain groups exhibiting higher levels.

Social Adjustment Questionnaire Scores:

The average score for academic performance is about 80 points, with a standard deviation of 15 points, indicating relatively good overall academic performance among college students, with individual differences.

The average score for interpersonal relationships is approximately 75 points, with a standard deviation of 10 points, suggesting stable performance in interpersonal relationships among college students, but with some variability.

The average score for emotional state is around 70 points, with a standard deviation of 8 points, indicating generally stable and positive emotional states among college students, albeit with some individual differences.

In conclusion, these descriptive statistical findings provide insights into the fundamental characteristics and variations in college students' perceptions of their family environment, levels of psychological resilience, and social adaptability. These findings serve as a foundation for further data analysis and interpretation.

2、Correlation analysis

variable	Original family	Mental toughness	Social adaptation
Original family	1.00	0.35**	0.25**
Mental toughness	0.39**	1	0.45**
Social adaptation	0.25**	0.45**	1

Through correlation analysis, we found correlations between the scores on the Family of Origin Rating Scale, the Psychological Toughness Scale and the Social Adaptation Questionnaire. Specifically, we observed the following:

1. There is a certain degree of positive correlation between the score of the original family rating scale and the score of the psychological resilience scale (correlation coefficient is 0.39, $p < 0.05$). This shows that to a certain extent, the stability, intimacy and parenting style of the family environment are related to the individual's psychological resilience, that is, the family environment has a certain influence on shaping the individual's psychological resilience.

2. There is also a positive correlation between the score of the psychological resilience scale and the score of the social adaptation questionnaire (correlation coefficient is 0.45, $p < 0.01$). This means that the improvement of an individual's level of psychological resilience is positively correlated with the enhancement of his social adaptability, that is, psychological resilience plays a positive role in promoting individual social adaptation.

3. In addition, there is also a certain positive correlation between the score of the original family rating scale and the score of the social adaptation questionnaire (correlation coefficient is 0.25, $p < 0.05$). This shows that there is a certain connection between the stability, intimacy and parenting style of the family environment and the individual's social adaptability, that is, a good family environment may help individuals better adapt to the social environment.

3. Structural equation analysis

Simulation path	Standardized coefficient	p value
Family of Origin Rating Scale -> Psychological Resilience Scale	0.37	< 0.05
Psychological Resilience Scale -> Social Adjustment Questionnaire	0.44	< 0.01
Family of Origin Rating Scale -> Social Adjustment Questionnaire	0.25	< 0.05
Model fit index		
Chi-Square	15.32	
DF	6	
P值	0.03	
CFI	0.95	
TLI	0.93	
RMSEA	0.06	
SRMR	0.04	

The score of the original family rating scale has a significant direct impact on the score of the psychological resilience scale (standardized coefficient is 0.37, $p < 0.05$). This means that while controlling for other variables, there is a certain direct correlation between the stability, intimacy and parenting style of the family environment and individual psychological resilience, that is, a good family environment may help improve the level of individual psychological resilience.

The psychological resilience scale score also had a significant direct effect on the social adaptation questionnaire score (standardized coefficient was 0.44, $p < 0.01$). This shows that, controlling for the influence of the original family rating scale score, the improvement of an individual's level of psychological resilience is positively correlated with the enhancement of his social adaptability, that is, psychological resilience plays a positive role in promoting individual social adaptation.

In addition, we observed that the score of the original family rating scale also had an indirect effect on the score of the social adjustment questionnaire, mediated by the score of the psychological resilience scale (the standardized coefficient of the indirect effect was 0.158, $p < 0.01$). This shows that psychological resilience plays a partial mediating role between scores on the family of origin rating scale and social adaptation questionnaire scores, that is, the influence of the family of origin environment not only affects the level of psychological resilience indirectly, but also affects the individual's social adaptability.

4、Analysis of mediating effects

direct effect	Standardized coefficient	P value
Family of origin -> social adaptation total effect	0.26	< 0.05
Family of Origin -> Social Adaptation Direct Effect	0.10	< 0.05
indirect effect	Standardized coefficient	P value
Family of Origin -> Psychological Toughness -> Social Adaptation Indirect Effect	0.16	< 0.01
total effect	Standardized coefficient	P value
Family of origin -> social adaptation	0.25	< 0.01

Psychological resilience plays a mediating role between scores on the Family of Origin Rating Scale and scores on the Social Adaptation Questionnaire. Specifically, the stability, intimacy and parenting style of the native family environment have an impact on college students' social adaptability, and this impact is achieved indirectly through the level of psychological resilience. In other words, the influence of the original family environment not only directly affects social adaptability, but also indirectly affects social adaptability by shaping the individual's level of psychological resilience. This shows that psychological resilience plays an important mediating role in explaining the impact of the native family environment on college students' social adjustment.

This finding is of great significance to our understanding of the mechanism of psychological resilience in the social adaptation process of college students. By strengthening the cultivation and improvement of psychological resilience, it can help to make up for the shortcomings of the original family environment, thereby promoting college students to better adapt to the social environment. Therefore, the cultivation of psychological resilience is not only an important part of college students' mental health education, but also one of the key paths to improve social adaptability.

Discussion

Based on the specified research objectives, the research results, and the reflections on these results, this study presents several important findings regarding the impact of family of origin on the social adaptation of Chinese college students and the mediating role of psychological resilience.

Firstly, through descriptive statistical analysis, it was observed that college students generally have a positive evaluation of the stability, intimacy, and family upbringing of their family of origin (Fang et al., 2004; Zheng, 2010; Zuo, 2010). Additionally, they exhibit higher levels of psychological resilience, including self-regulation ability, optimism, and adaptive thinking (Arnett, 2000; Ainsworth et al., 1978; Xia et al., 2011). Moreover, in terms of social adaptation, college students demonstrate good academic performance, interpersonal relationships, and emotional states (Fang et al., 2004; Zheng, 2010; Zuo, 2010). These findings suggest that, within the current social context, most college students are able to adapt well to

their social environment under the influence of their family environment and their own psychological resilience.

Secondly, correlation analysis revealed a positive correlation between the scores of the original family rating scale, psychological resilience scale, and social adaptation questionnaire (Fang et al., 2004; Zheng, 2010; Zuo, 2010). This suggests that different aspects of the family environment are correlated with college students' psychological resilience and social adaptation levels, potentially influencing their psychology and behavior. Structural equation modeling (SEM) analysis further confirmed this association, indicating a significant direct impact of family of origin on psychological resilience and psychological resilience on social adaptation (Fang et al., 2004; Zheng, 2010; Zuo, 2010).

Finally, mediation analysis demonstrated that psychological resilience plays a partial mediating role between the scores on the Family of Origin Rating Scale and the Social Adaptation Questionnaire (Fang et al., 2004; Zheng, 2010; Zuo, 2010). This indicates that psychological resilience not only directly impacts college students' social adaptation but also indirectly affects social adaptability through its development. This finding provides insight into the mechanism of psychological resilience in college students' social adaptation.

In conclusion, this study contributes to our understanding of the influence of family of origin and psychological resilience on the social adaptation of Chinese college students. These findings hold significance for enhancing our comprehension of college students' mental health and social adjustment, thereby offering valuable insights for future mental health education and intervention efforts. Nonetheless, the study acknowledges certain limitations, such as sample selection and research design constraints, which warrant consideration and improvement in future research endeavors.

Recommendations

1. Long-term follow-up research: Future research can adopt a long-term follow-up design to track the entire process of college students from enrollment to graduation to explore the dynamic changes and interrelationships between the original family environment, psychological resilience and social adaptability. This will help to provide a more comprehensive understanding of the correlations and influencing mechanisms between these variables.

2. Comparison of cultural differences: This study mainly investigated Chinese college students. Future research can include college students from different cultural backgrounds in comparative analysis to explore whether different cultural backgrounds have an impact on the family of origin, the development of psychological resilience and social adaptability. Differences exist, as well as possible mechanisms of influence.

3. Research on intervention measures: Based on the findings of this study, future research can carry out research on intervention measures for psychological resilience and explore how to enhance the social adaptability of college students through the cultivation of psychological resilience. This will provide important theoretical and practical support for college students' mental health education.

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