Exploration of Positive Parenting Styles in the Perspective of Positive Psychology

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Abstract: The application of positive psychology to the construction of parenting styles is one of the directions of development today and in the future. The study utilizes positive psychology as a basis and examines how different parenting styles affect the positive psychological qualities of students in both primary and middle schools. The study was conducted through questionnaires and interviews, and 420 primary and middle school students were surveyed using the "Parenting Style Questionnaire" and the "Primary and Middle School Students' Psychological Character Questionnaire". This study shows that positive parenting styles are crucial to forming positive psychological qualities in primary and middle school students. Positive parenting practices encourage the development of children's positive psychological traits, while negative parenting does the opposite. Problems in current parenting styles are sorted out, and suggestions such as reinforcing positive experiences and model-based parenting styles are put forward.

Keywords: parenting styles, positive psychology, positive psychological qualities

1. Introduction

Positive psychology is a science that focuses on people's positive emotions and experiences, with the goal of promoting the subjective well-being of the individual. Professor Seligman in the United States assumed the lead in the study of positive psychology at the close of the 20th century. The Ikumar Conference highlighted three pillars of positive psychology research: positive emotional experience, positive personality, and positive social organization systems. During the same time, it was made plain during the Positive Psychology Summit that the field's long-term goal was to spread globally as a psychological movement. At the beginning of the 21st century, the publication of An Introduction to Positive Psychology became the symbol of Positive Psychology's official recognition by the world, and since then the opening of the Positive Psychology Column in important magazines such as The American Psychologist has pushed Positive Psychology to the world, and Positive Psychology has performed well in a series of social events. Positive psychology's good performance in a series of social affairs has also achieved its current flourishing attitude to penetrate the practice of exploration and influence many social fields. Positive psychological qualities are the core concepts of positive psychology, which are personality qualities that can bring positive emotional experiences and increase positive behaviours, thus providing positive energy for individual growth and influencing individual development throughout life.

Among the many family factors affecting the physical and mental development of adolescent students, parenting styles have the greatest impact on them. Parenting practices have an impact on adolescent pupils' creation and development of positive psychological traits through parent-child interaction. Parenting style is the sum of parents' attitudes and behaviours towards their children and the emotions they put into their children in the process of education. Nancy Darling and Laurence Steinberg think that parenting style refers to a series of attitudinal styles in which parents communicate with their children, which combine to form a kind of affective atmosphere in which parenting behaviours manifest themselves and have an impact on their children [1]. According to Frances, parenting styles are a collection of consistent attitudes and views about parenting [2]. Symondswas the first to use dimensions to describe parenting styles, which she categorised into the Acceptance-Rejection and the Domination-Submission dimensions [3]. Baumrind classified parenting styles as authoritarian, tolerant and authoritative based on the type of parental control [4].

This study guided by the theory of positive psychology, focuses on the influence of parenting styles on the positive psychological qualities of primary and middle school students. Through interviews and questionnaires, we conduct surveys and analyses to try to understand the intrinsic connection between the two, sort out the problems and explore and innovate the paths of the current parenting styles, so as to put forward targeted discussions and suggestions on the parenting styles of positive parenting.

2.   Methodology

2.1. Research Objectives

Whole group sampling was used to survey students in some classes of seven grades in a coastal city. Four hundred and twenty questionnaires were sent out, and 10 questionnaires with missing data were excluded, resulting in 410 valid questionnaires, with a validity rate of 97.6 percent, of which 218 were boys and 192 were girls, with an overall age range of 8 to 15 years.

2.2. Research Methodology

The questionnaire for students to complete was used to find out about parenting attitudes and styles. The scale categorised poor parent-child relationships into 5 attitudes: rejecting, dominating, protecting, obeying, and contradicting, and 10 types (positive rejection, negative rejection, strictness, expectancy, interference, restlessness, spoiling, unthinkingly, contradiction, and inconsistency). Each type was scored out of 100, and the raw scores were converted to a percentile rank, with the highest being 99 and the lowest 0. Higher scores indicate a better parent-child relationship, i.e. the parenting style is more acceptable to the child; scores of less than 50 are considered to indicate that there may be a poor parent-child relationship of this type, i.e. there is a problem with parenting styles and behaviours, percentile scores of between 40-20 are more serious, and scores of less than 20 are considered to be a serious problem.

This questionnaire includes six dimensions of virtue (wisdom and knowledge, courage, charity, justice, temperance, and spiritual excellence), 17 positive psychological qualities (creativity and judgement, love of learning, curiosity and interest in the world, diligence and enthusiasm and perseverance, honesty and genuineness, courage and bravery, kindness and goodwill and fraternity, social intelligence, sense of civic teamwork and loyalty, fairness and justice, leadership, forgiveness and Compassion, Humility Caution and Prudence, Self-Control and Self-Discipline, Gratitude, Aesthetics, Hope and Sense of Optimism). The questionnaire was answered on a five-point scale, and the higher the mean score of each factor (dimension and quality), the higher the level of positive psychological qualities. The questionnaire has good reliability indicators. After distributing the questionnaire to the selected samples, the data were statistically analyzed using SPSS software, and

a relationship between parenting practices and the positive psychological traits of primary and middle school students was discovered.

3. Result

3.1. Parenting Styles

Table 1: General information on parenting styles.

Factor	Overall (n=394)		Percentage rating	Rank	Percentage rating	Rank
	M	SD				
Negative rejection	49.82	35.75	50	9	27.4	10
Positive rejection	50.39	40.26	49	10	34.8	9
Strict	46.04	38.79	55.8	8	37.8	8
Expectancy	20.88	30.99	82.5	2	68	3
Interference	41.32	42.06	58.1	7	52.8	7
Restless	15.6	26.66	87.1	1	82	1
Unthinkingly obedience	19.69	30.31	80.2	3	75.1	2
Spoiled	41.32	42.05	58.4	6	49.3	6
Paradoxical	27.57	32.24	76.1	5	56.9	5
Inconsistent	29.85	32.27	71.8	4	58.1	4

The results in Table 1 show that the current parenting attitudes and styles of parents of primary and middle school students are problematic to varying degrees. Among the 10 types of parenting styles, except for the positive rejection type which has a mean score of 50.39, which is at the average level, the mean scores of the other nine items are all below the average level of 50. Most of the parenting styles are clustered between 40-20 percentile indicating many problems in the parent-child relationship. Among the more serious problems, i.e., those with a percentile below 20, are the disturbed and unthinkingly obedient types. From the ranking of parenting styles from bad to good, restlessness, unthinkingly obedience and expectant parenting styles are in the top three. This result shows that the current parenting attitudes and styles of primary and middle school students are not optimistic. The main reason for this situation is that with the dominance of one-child families, parents, in the face of increasing social competitiveness, focus their attention too much on one child. Parents' anxiety is often expressed through unthinkingly following others and comparing themselves with others, and expecting too much from their children. On the one hand, they meet the reasonable and unreasonable needs of their children, but on the other hand, they do not pay attention to their children's own characteristics and natural abilities and are bent on letting their children follow the routes designed by their parents, which not only results in the poor parent-child relationship but also affects their children's growth in the future. The result is not only a poor parent-child relationship but also an impact on the child's future growth. All this is inseparable from the parents' lack of a correct concept of education.

3.2. Positive Mental Character

Table 2: Descriptive statistics of the six virtues of primary and middle school students.

The six cardinal virtues	Minimum value	Maximum value	Average value	Standard deviation
Dimension VI Spiritual Excellence	2.29	5.0	4.18	.55654
Dimension III Kindheartedness	2.27	5.0	4.16	.65042
Dimension II Courage	2.00	4.75	3.98	.51724
Dimension V Temperance	1.88	4.91	3.92	.61110
Dimension IV Justice	1.00	5.00	3.89	.73459
Dimension I Wisdom and Knowledge	2.13	4.75	3.82	.59974
Overall status of positive psychological qualities	2.24	4.91	3.98	.51954

The results in Table 2 show that the overall mean score of positive psychological qualities of primary and middle school students is 3.98, indicating that the development of their positive psychological qualities is at a good level. The six virtues are scored in descending order of spiritual excellence, kindheartedness, courage, temperance, justice, wisdom and knowledge. Statistical analyses of the 17 positive psychological qualities of primary and middle school students revealed that the top five positive psychological qualities with the highest scores were, in order, fairness and justice, kindness, goodness and friendship, aesthetics, gratitude, forgiveness and kindheartedness. That is, these five positive psychological qualities are the best developed. The five qualities with the lowest scores are, in order, citizenship and teamwork, honesty and sincerity, self-control and self-discipline, creativity, and leadership. This means that these five positive psychological qualities are at an average level of development and there is still much room for improvement. Parents seldom let their children play freely with their peers or go out alone out of concern for their children's safety, which not only deprives children of the opportunity to try and explore on their own, but also suppresses their desire to communicate and cooperate with others, and over time, children's natural curiosity is replaced by obedience and imitation, which hinders the development of their creativity.

3.3. Relationship Between Parenting Styles and the Psychological Quality of Primary and Middle School Students

Parenting styles and positive psychological qualities of primary and middle school students were analysed with the following results:

Table 3: The relationship between parenting style and positive psychological quality of primary and middle school students.

Factor	Wisdom and Knowledge	Courage	Kindhea-rtedness	Justice	Temperance	Spiritual excellence	Overall average
Negative rejection	0.194**	0.216**	0.178**	0.167**	0.229**	0.227**	0.234**

Table 3: (continued).

Positive rejection	0.006	0.125*	0.083	0.063	0.091	0.081	0.093
Strict	0.045	0.101*	0.053	0.072	0.056	0.096	0.083
Expectancy	-0.093	-0.088	-0.073	-0.046	-0.055	-0.073	-0.088
Interference	0.118*	-0.082	-0.078	-0.085	-0.044	-0.062	-0.083
Restless	-0.077	-0.09	0.139**	-0.097	0.116*	-0.111*	-0.125*
Unthinkingly obedience	0.126*	0.138**	0.117*	0.133*	0.106	0.107*	0.134**
Spoiled	-0.089	-0.046	-0.06	-0.037	0.306	-0.102*	-0.046
Paradoxical	-0.064	-0.002	-0.064	-0.08	0.018	-0.094	-0.055
Inconsistent	0.034	0.121*	-0.006	-0.009	0.103*	0.036	0.055

The results in Table 3 show that the strong relationship between parenting styles and positive psychological qualities of primary and middle school students. Overall, the negative rejection and spoiling types of parenting styles are significantly positively related to the overall development of positive psychological qualities of primary and middle school students, and the restlessness type is significantly negatively related to the overall development of positive qualities.

Specific to the six virtues, it can be seen that: negative rejection and spoiling parenting styles are significantly positively correlated with all six virtues; inconsistent parenting styles are significantly positively correlated with the courage and temperance dimensions. Positive Rejection and Strictness were significantly positively correlated with the Courage dimension only. The restless type was significantly and negatively related to the dimensions of wisdom and knowledge, love, temperance, and spiritual excellence; the unthinkingly obedient type was significantly and negatively associated with spiritual excellence.

To further explore whether parenting styles can predict positive mental quality status in primary and middle school students, additional multiple regression analyses were conducted:

The negative rejection type in parenting styles had significant predictive power for all six virtues, entered the regression equation for all of them, and was the first to enter the regression equation for all six virtues, being the dimension with the highest predictive power. The predictive power (influence) of the negative rejection type of parenting style on the six virtues, in descending order, was spiritual excellence, temperance, courage, wisdom and knowledge, charity and justice.

The coddling parenting style had predictive power for two of the virtues, both of which entered the regression equation. In order of predictive power, they were courage, wisdom, and knowledge. In addition, the inconsistent parenting style had predictive power for the virtues of the courage dimension, both of which entered the regression equation. In order of magnitude of predictive power, they were courage, wisdom, and knowledge. In addition, inconsistent types of parenting styles had predictive power for the virtues of the courage dimension.

4. Discussion

In order to promote the formation and development of positive psychological qualities in their children through healthy parent-child relationships, parents can either consciously or unconsciously use the theoretical knowledge of positive psychology in their real-life parenting practices. In some ways, positive parenting can often be a central force in the development of positive psychological qualities in young students, and positive psychology's positive emotional experience, positive

personality, and positive organisational culture can provide theoretical guidance and a framework for the practice of parenting in this area.

4.1. Suggestions for Educational Methods

Parents have the greatest influence on the growth of their children's personality is the positive parenting style. Through positive parenting, parents can give their children more emotional warmth, cognitive understanding, behavioural support and correct guidance on the goal of growth. Specifically, we can start from two aspects: first, positive and optimistic emotional experiences, such as positive evaluation and positive attention, so that children can experience the love of parents, guide children to correctly deal with frustration and stress, and learn positive attribution. Children can be raised through positive discipline. Positive discipline can be used to nurture children. A parenting strategy known as positive discipline is founded on the principles of Alfred Adler and Rudolph Dreikurs. [5]. It helps parents understand their children's misconceptions and use various strategies to help them find a sense of belonging. For example, through positive encouragement (rather than praise), having family meetings to discuss, and solving problems in a democratic way [6]. Secondly, subtle role model demonstration. The parents' character traits, attitudes toward others and daily behaviours subconsciously influence their children. Such as parents should form their own optimistic interpretation style, refusing to blame and punish children negatively; in the treatment of people and daily behaviour, parents should set an example, presenting a positive one to the child, and should cultivate the child's autonomy, guiding the child to form a good attitude and behaviour spontaneously and consciously; parents should improve their own knowledge and cultural literacy, learn more about the knowledge and methods of the positive parenting styles and be a good example for their children. Parents should improve their knowledge and culture, learn more about positive parenting styles and methods, and be good role models for their children.

4.2. Family Culture Development

Children should be effectively infected and implicitly influenced by a positive home culture. Families are where children are first exposed to socialization, particularly through parent-child interaction [7]. For example, active participation in family activities, voluntary labour and division of labour, gratitude practice, parent-child role exchange and other irregular family activities. These family activities can fully create a positive cultural atmosphere, which can enrich children's life experience and experience, and cultivate their willpower and many other good qualities. For example, traditional family stories are recounted, including the honour of the family, unique life experiences, and short stories about the children's growth. These stories form the spiritual structure of the family, and parents can choose to share them with their children at a time that is relaxing and enjoyable. Reliving family glories and happy events enhances a child's sense of identity and belonging to the family and creates positive emotional experiences now.

4.3. Establishment of Positive Family Systems

Positive psychology mainly emphasises the study of the family from the perspective of promoting happiness, and the establishment of a positive family system can enhance young people's experience of happiness and, on that basis, stimulate the development of positive psychological qualities in young people. Parent-child connection and the development of a harmonious husband-and-wife relationship are key components of a strong family structure. The most crucial relationship in the family and the basis for its peaceful and healthy development is the one between the husband and wife. Numerous research has demonstrated that steady marital intimacy has a bigger influence on children's psychological growth. Above all other ties in the family, the husband and wife's personal relationship

is paramount, and the tacit co-operation and emotional care between husband and wife enables children to learn to love and how to treat others with a warm heart. There is a relationship between parenting styles and children's pro-social behaviour [8]. A good parent-child relationship is also a prerequisite and foundation for parents to implement positive parenting styles. For example, parents can set up rich and interesting parent-child games, in which children's creativity and leadership are developed. Parents need to establish an equal and respectful parent-child communication with their children, respect their children's feelings, listen to their children's ideas, evaluate and motivate their children with positive language, and correctly guide them to cope with various life events with good qualities.

4.4. Organisation of Parents' Schools

It is recommended that the government organise schools for parents to teach them how to raise their children positively. After a family has planned to have a child or during pregnancy, both spouses are required to participate in a series of courses. For example, how to face their change of status as first-time parents and how to raise children in a scientific and positive manner. Research data show that family income, parents' education and occupational status affect children's future development [9]. The government's unified parenting school curriculum can reduce the impact of parents' social economic status and cultural level on children's future development and make social education more equitable. It is possible to reduce the developmental gap in society and improve many children's long-term prospects through parental education. Positive parenting classes are effective in improving parenting styles and may further positively influence the future of the children of the parents attending the classes [6]. The development of parents' mental health is crucial to that of their children. Parents risk being burned out in their parental roles if they put their own mental health last and solely think about their children. Parenting is improved when parents look after their own mental health and are content with their lives [10]. Parent schools can provide psychological assistance services such as marriage counselling for couples and family counselling for needy families.

5. Limitations

Positive parenting practices and children's positive behavior are strongly correlated, according to research [11]. In reality the exploration and practice of positive parenting styles still have certain misconceptions and limitations that still need to be improved.

5.1. Problems of Representation of Research Subjects

From a sociological point of view, parents and children are not separate individuals, and parents and children are always in an interactive process. Direct measurement can explain the interrelationships between factors, but it is difficult to explain how parenting styles affect children's development in depth. From the perspective of semantic analysis, there are two main focuses in the study of "parenting styles", one is "parents" and the other is "parenting styles". There is another hidden focus in parenting styles, which is the "child". All three are interrelated and work together to realise the value of the study. Therefore, this study has not focused on the dynamic development of the relationship between parents and children, the sample size of the questionnaire is limited, and the urban/rural differences, geographical differences, and age differences have not been fully considered. Moreover, it did not test parenting styles from parents and children, and assessed parenting styles only through children's unilateral evaluations, which may deviate from the actual situation. Due to time constraints, fathers and mothers were not evaluated separately, but rather the parents as a whole, however, parenting styles may be different and parents may have different influences on their children. Multi-perspective evaluations are important because each subject has a unique perspective [12].

5.2. Lack of Holistic Research on Positive Parenting Styles

Parenting style is an ecology involving various factors, and the correlation between the types as well as observing and analysing the thinking from the dynamic development are still neglected in the research process.

5.3. Lack of Guidance on Professionalism Enhancement of Parents' Positive Parenting Styles

For example, there is a lack of advanced and forward-looking theories of psychology and family education, and the phenomena of focusing on intellectual education rather than mental education, authoritarian parenting rather than democratic parenting, and emphasising words rather than teaching by example need to be changed. The promotion of positive education concepts should also pay attention to the degree of grasp, positive does not mean that only present the positive side of the child, avoiding all the negative side, and cannot be blindly positive evaluation, encourage children. The formation of psychological qualities exists in a variety of social relations and social activities, cannot leave the specific practice to talk about the cultivation of positive psychological qualities in adolescents, parents' positive parenting style of the starting point and landing point should be based on the real life of adolescents and the reality of practice.

6. Conclusion

The application of positive psychology to the construction of parenting styles is one of the directions of development in today's and future periods, and using positive psychology to guide the construction of parenting styles has an important practical value. This study demonstrates that positive parenting practices are essential for the development of positive psychological qualities in elementary and middle school students. Positive parenting practices foster the development of positive psychological qualities in children, whereas negative parenting practices impede this development. Therefore, in the future research and practice of using positive psychology to guide parenting styles, we should start from the practical point of view, build holistic thinking based on a single level of analysis, through a combination of macroscopic and microcosmic approach, pay more attention to the representativeness and extensiveness of the research object, pay more attention to the grasp of the overall ecological nature, and actively solve new situations and new problems, and strive to explore new ways to achieve the parenting styles.

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