

Study on the Relationship Between Psychological Resilience and Teacher-student Intimacy of Young Children in Beijing

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Abstract

In this paper, we present a problem-solving method for the relationship between teachers and students, which can help students enhance their psychological adaptability to adapt to the school environment. Detailed information has been acquired by the author about adolescent psychological adaptability increased with the increase of grade. On the one hand, it may be that children's brain gradually develops, they have more control over their own behavior and have more understanding of the world, which makes the psychological resilience of teenagers and children increase with age. The study also found that children's psychological adaptability had nothing to do with gender, urban and rural residents and whether they were single children. On the one hand, it also shows that there is no significant difference in the psychological resilience of adolescents in demographic analysis, which lays the foundation for the hypothesis that students' psychological adaptability can be enhanced by enhancing the intimate relationship between teachers and students.

Keywords

Teacher-student intimacy; Children's psychological resilience; Children's psychological adaptability.

1. Introduction

In today's society, students are under great pressure to study, have a lot of homework every day, and many exams, some students will be very anxious, sometimes become nervous before the exam. There are also a lot of electronic products, students play some violent, scary games. They may think these are true and imitate them. These games can bring them some bad effects and even psychological shadows. In addition, some children's parents divorced when their children were young, and their growth lacked their parents' company. These will affect the child's psychological development, so that the child's mental development is unhealthy or incomplete. After that, there will be a noun about psychological development: psychological resilience. It refers to the psychological and behavioral response of the subject to the changing environment. It will change with the change of environment and dynamically regulate and adapt to the environment in the process of change. At present, there are relatively few empirical studies on the relationship between psychological resilience and school adaptation, which

stems from the different understanding of the concept of psychological resilience. Under the definition of the two concepts of result and process, researchers tend to explore how psychological resilience acts on individuals to achieve adaptation, and pay less attention to the relationship between the two. By combing the only few empirical studies, it is found that the relationship between psychological resilience and school adaptation is studied under the conceptual background of trait theory. Most researchers believe that psychological resilience is positive for school adaptation. Zhang Guangzhen (2017) carried out a one-year follow-up study on junior high school students. The results showed that there was a significant positive correlation between psychological resilience and school adaptation, and psychological resilience could predict school adaptation in one direction. Werner (1992) found that in the face of stress situations, individuals with high psychological resilience can see the positive energy brought by the crisis and better adapt to life after the crisis. Therefore, we ask the question whether the teacher-student relationship can help students to enhance their psychological resilience to adapt to the school environment.

2. Research Methods

2.1. Participants

The subjects of this study were from the preschool education quality monitoring project in Chaoyang District, Beijing. The project is a two-stage stratified random sampling, Phase I, Select 50% of kindergartens in the whole district (97 kindergartens), Of these ,49 are public kindergartens, 48 private kindergartens; Phase II, Using equidistant sampling, 40% of children were randomly selected from each grade of small, middle and large classes to participate in the test. Since this study is concerned with the situation of migrant children, So from 97 kindergartens, A total of 17, Seven of them are private kindergartens, Ten public kindergartens, From 7 to 24 floating children in 17 kindergartens, Total 271, Age range for floating children is 32~75 months, Average age 53.36 months (SD =9.92). On the basis of a sample of floating children, Match the child's sex and age in 17 kindergartens, Randomly selected about twice as many urban children as floating children, A total of 552, Age range for urban children is 31~74 months, Average age 53.13 months (SD =9.83). In 17 kindergartens, The ratio of migrant children to urban children was 16.2 per cent.

2.2. Research Tools

2.2.1. Socio-Economic Status of the Family (Socioeconomic Status, SES)

Using the level of parental education and family income as a measure of the socio-economic status of the family, 2010). The mother reports her and her spouse's level of education, Five levels, First = junior high, 2= High/high, 3= College/vocational, 4= Undergraduate, 5= Master's degree or above. (a) Take the average of the level of education of fathers and mothers as an indicator of the level of education of parents (Hill et al.,); and 2004). Using the monthly per capita household income reported by the mother as an indicator of household income (Zhang Xiao, Chen Huichang, Zhang Yinna, Sun Binghai, 2009), Six levels, 1=3, Less than \$1,000, 2=3, 001~6, \$1,000, 3=6, 001~10, \$1,000, 4=10.001~30, \$1,000, 5=30, 001~100, \$1,000, 6= More than 100.000 yuan. And then, Converting the level of parental education and family income into a standard score, Add and serve as indicators (Pungello,) of the socio-economic status of the family Iruka, Dotterer, Mills-Koonce, & Reznick, 2009).

2.2.2. Adolescent Psychological Resilience

Using the Adolescent Psychological Resilience Scale (the Resilience Scale for Chinese Adolescent,) compiled by Hu Yueqin and Gan Yiqun RSCA, (4 projects), Target focus (5 projects), Emotional control (6 items), A scale with Likert five-point score (from 1-perfect to 5-perfect),

The greater the psychological resilience of an individual in that dimension, The higher the score, The higher the individual's elasticity

2.2.3. Parent-child Conflict

Using Zhang Xiao's translation of the conflicting dimensions of the parent-child relationship scale (ChildParent Relationship Scale, CPRS; Pianta, 1992) (12 items). Conflict refers to the negative and conflict relationship with children felt by parents. A Likert five-point scoring method was used (from 1- to 5-). The higher the score, the stronger the conflict between parent-child relationship.

3. Analysis of Findings

3.1. Psychological Resilience Scores of Teenagers in Different Groups

The researchers use Independent sample t test to study the differences in mental resilience of different groups. As the Table 1 shows that the difference of the genders, only or non-only child and registered residence.

Table 1. The difference of the genders

		cases(N)	mean(M)	SD	t	p
Genders	Male	190	46.6895	8.5575	-5.96	0.551
	Female	188	49.2234	8.8549		
Registered residence	Urban	345	49.0841	8.54546	0.493	0.622
	Rural	33	48.3030	10.11028		
Only or non-only child	Only	267	48.7079	8.9558	-1.014	0.311
	Non-only	114	49.6930	8.01451		

The data shows that the gender difference is not significant ($t=-5.9$, $p>0.05$), this shows that there is no significant difference in mental resilience scores between boys and girls.

The difference between only child and non-only child is not significant ($t=-1.014$, $p>0.05$), this shows that there is no significant difference in mental resilience scores between only child and non-only child.

The difference between urban and rural is not significant ($t=0.493$, $p>0.05$), this shows that there is no significant difference in mental resilience scores between urban and rural.

3.2. The Development of Mental Resilience with Grade

Using ANOVA of variance to investigate the development of mental resilience among adolescents in different grades. The result is in Table 2.

Table 2. The development of mental resilience among adolescents in different grades

Grade	cases(N)	Mean(M)	SD	F	p
3	113	48.7788	8.51441	7.44	0.000
4	104	48.3269	8.73609		
5	100	51.2000	6.78531		
7	40	48.7250	9.44888		
8	24	44.2917	12.47425		

ANOVA shows that there are significant differences in the mental resilience of teenagers in different grade ($F = 7.44$, $p < 0.001$). further analysis of the mental resilience scores of each

grade reveals that the mental resilience of adolescents increases with the grade, and the higher the mental resilience is.

3.3. The Influence If School and Family Environment on the Mental Resilience of Teenagers

Using the method of correlation test to study the influence of the teacher-student closeness, parent-child conflict, school attitude and cooperation to the mental resilience. The results is at Table 3.

Table 3. The influence of the teacher-student closeness, parent-child conflict, school attitude and cooperation to the mental resilience

	1	2	3	4	5
1. Intimacy between students and teachers	-	-0.139**	0.575**	0.576**	0.432**
2. Conflict between students and teachers	-0.139**	-	-0.133**	-0.141**	-0.120*
3. School attitude	0.575**	-0.133**	-	0.602**	0.486**
4. Mental resilience	0.576**	-0.141**	0.602**	-	0.534**
5. Ability cooperate	0.432**	-0.120*	0.486**	0.534**	-

The results of correlation analysis showed that there was a significant positive correlation between the intimate relationship and conflict between students and teachers. The closer the relationship between students and teachers, the less conflict between students and teachers. The close relationship between school attitude and teachers and students is significantly positive, and the conflict between teachers and students is negative, which indicates that the closer the relationship between teachers and students, the less the conflict, the more positive the attitude of students to the school. The psychological resilience of students is negatively correlated with the intimate relationship between teachers and students and the attitude towards school, and positively correlated with the conflict between teachers and students, indicating that the closer the relationship between students and teachers, the more positive the attitude towards school. The less conflict with teachers, the lower the psychological resilience of children.

3.4. Regression Analysis of School Environment on Adolescent Mental Resilience and Mental Resilience on the Ability to Cooperate

Regression analysis was used to investigate the predictive effect of teacher-student relationship and school attitude on children's mental resilience. After controlling children's gender, grade, urban and rural area, singleton or not, Model1 investigated the predictive effect of teacher-student intimacy and teacher-student conflict, and Model2 investigated the predictive effect of school attitude. The regression analysis results are shown in Table 4. The results of Model1 show that, after controlling the children's gender, grade, urban and rural area, one-child or not, teacher-student intimacy has a positive predictive effect on children's mental resilience, and teacher-student conflict has a negative predictive effect on children's mental resilience. The less intimate children are with teachers, the more conflicts they have, the lower their mental resilience. The results of Model2 show that after controlling children's gender, grade and urban and rural areas, school attitude has a negative predictive effect on children's mental resilience, and the more negative students' attitude towards school, the more children's mental resilience.

Table 4. The regression analysis results

	Model1			Model2		
	β	T	p	β	T	p
Gender	-.581	-.835	.404	.554	.600	0.549
Grade	.483	2.07	.039	-.318	-1.034	0.302
Intimacy between students and teachers	1.056	6.96	0.000			
Conflict between students and teachers	-.531	-3.798	0.000			
School attitude				.570	6.692	.000

Regression analysis was used to investigate the predictive effect of adolescent mental resilience on cooperation ability. After controlling the gender, grade, urban and rural area, one-child or not, Model 1 investigated the predictive effect of teacher-student intimacy and teacher-student conflict, and Model 2 investigated the predictive effect of school attitude. The regression analysis results are shown in Table 5. The results of Model1 show that after controlling the children's gender, grade, urban and rural area, singly child or not, the psychological resilience of pro-adolescents has a positive predictive effect on the cooperative ability, and the higher the psychological resilience, the stronger the cooperative ability.

Table 5. The regression analysis results

	Model1			Model2		
	β	T	p	β	T	p
Gender	0.09	1.85	0.07	0.12	2.54	0.01
Grade	0.11	2.18	0.03	0.14	2.74	0.01
Registered residence	0.09	1.87	0.06	0.09	1.80	0.07
Mental resilience	0.536	12.279	0.000			

4. Discussion

4.1. Young Children's Psychological Resilience Varies Greatly with Age

This study found that the psychological resilience of adolescent children increased with the increase of grade. On the one hand, it may be because the child's brain is gradually developed, has stronger control over his own behavior and the increase of understanding of the world, which makes the psychological elasticity of teenagers and children increase with age. This study also found that the psychological resilience of young children is not related to gender, urban and rural residents and whether they are single children. On the one hand, it also shows that there is no significant difference in the mental elasticity of teenagers and children in demographics, which lays a foundation for this study to assume that students' psychological resilience can be enhanced by enhancing the intimacy between teachers and students.

4.2. The Psychological Resilience of Teenagers and Children Is Positively Related to the Intimacy of Teachers and Students

The results of correlation analysis showed that there was a significant negative correlation between the intimate relationship and conflict between students and teachers. The

psychological resilience of students is positively correlated with the intimate relationship between teachers and students and the attitude towards school, with the conflict between teachers and students, and the intimate relationship between teachers and students has a positive predictive effect on children's psychological resilience. It can be seen that a good teacher-student relationship helps young children to form a positive understanding of the school and improve their attitude towards the school. However, the good attitude of teenagers and children to school and the good relationship between teachers and students help them to form good psychological resilience. This may be due to a good teacher-student relationship, so that students can get positive emotions to help themselves recover and better form psychological resilience.

Psychological resilience, as a personal psychological resource most closely related to frustration response, can better face setbacks after experiencing the same intensity of trauma compared with other individuals. Students with high psychological resilience can face various challenges, even in the face of setbacks and failures, will believe in themselves, actively adjust their emotions, full of hope for the future. Such highly resilient students can adapt to the pressure of high school study and life or even social work. Through the establishment of students, the good relationship between teachers and schools can better help students cope with all kinds of setbacks in their future life, and reduce the phenomenon that students who may appear in society can not stand setbacks and find themselves short.

4.3. Young Children Have A Predictive Effect on Psychological Resilience on Cooperative Ability

In the correlation analysis, this study found that psychological and cooperative ability are positively correlated.

In correlation analysis, it was further found that adolescents and children have a predictive effect on psychological resilience on cooperative ability. This may be due to the fact that good psychological resilience gives students good resistance to frustration and can face partners with positive emotions as much as possible, thus promoting mutual cooperation and thus improving their ability to cooperate.

4.4. Prospects for This Study

Now in society, the pressure of study and work is very frequent, this generation of young people may be under greater pressure from an early age, resulting in some tragedies. The findings of this study can improve the psychological resilience of students by improving the intimacy of teachers and students and predict the strength of psychological resilience through students' attitude towards school. In order to better cultivate students' ability to resist frustration and timely psychological intervention to children, help students better face the pressure of learning work.

At the same time, in modern life, each of us can not do without working with others to improve ourselves or deal with problems beyond our abilities. Therefore, the ability of cooperation can help young children to better develop their learning ability and the ability to adapt to life, and can achieve better achievements in their future study work.

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