

A Study on the Influencing Factors of High School Students Coping Styles: The Mechanisms of Parental Parenting Styles, Emotional Regulation Self-Efficacy, and Emotional Intelligence

Yunzan Bao ^{1*}

¹ College of Psychology, Sichuan Normal University, Chengdu, China

Abstract. This study delves into the influencing factors of high school students' coping strategies, focusing on the mechanisms of parental upbringing, emotional regulation self-efficacy, and emotional intelligence. Firstly, this study reveals their diversity and complexity through an in-depth analysis of the basic manifestations and characteristics of high school students' coping styles. Secondly, the study focused on the presentation of emotions in the coping process and explored the impact of emotional intelligence on coping strategies. Furthermore, this study analyzed from the perspective of causal analysis how factors such as parental parenting styles and emotional regulation self-efficacy affect high school students' coping strategies. Finally, this study proposes a path selection for optimizing high school students' coping strategies. It aims to provide a theoretical basis and practical guidance for improving their mental health and coping abilities.

1 Introduction

Firstly, the background and importance of the research were clarified. The high school stage is regarded as an important period for individual development, and students face multiple pressures, such as academic and interpersonal relationships. This study aims to explore in depth the key factors that influence high school students' coping strategies, particularly the mechanisms of parental upbringing, emotional regulation self-efficacy, and emotional intelligence. Through in-depth research on these factors, this study aims to provide theoretical support and practical guidance for promoting the mental health of high school students.

2 Basic Performance and Characteristics of High School Students' Coping Styles

2.1 Positive Coping and Negative Avoidance

The pressure faced by high school students mainly comes from academic and interpersonal relationships. Therefore, the coping strategies they adopt significantly impact their mental health and academic achievement. The coping strategies of high school students usually manifest as positive coping and negative avoidance. Proactive response includes actively seeking methods and strategies to solve problems, such as developing study plans, seeking help from teachers and classmates, etc. Negative avoidance manifests as avoiding problems, procrastinating, or giving up, such as evading learning,

refusing to communicate with others, etc. The difference between these two coping styles has a significant impact on the mental health and academic achievement of high school students [1].

2.2 Problem-Solving and Emotional Expression

High school students typically adopt two strategies when dealing with stress and challenges: problem-solving and emotional expression. Problem-solving strategies focus on analyzing and solving problems. For example, high school students may cope with academic pressure by arranging their time reasonably and seeking effective learning methods. This strategy requires students to identify the core of the problem, develop solutions, and take action to solve the problem. High school students can directly tackle challenges and reduce the negative impact of stress through this approach. Emotional expression strategies focus on the release and expression of emotions. For example, emotional stress can be relieved by confiding in friends, participating in extracurricular activities, etc. This strategy allows students to express their feelings and share their worries, reducing the burden on their hearts. Emotional expression helps release stress, enhances interpersonal relationships, and increases social support. The effective application of these two strategies can help high school students better cope with challenges in life. Problem-solving strategies help them directly cope with external pressure, while emotional expression strategies help them handle their inner emotional reactions. Combining these two strategies allows high school

* Corresponding author: Byzarya@163.com

students to cope with stress more comprehensively and maintain mental health [2].

2.3 Social Support Seeking and Self-Reliance

Seeking social support and self-reliance are two important ways for high school students to cope with stress. Social support refers to high school students seeking help and support from family, friends, or teachers. For example, they may seek guidance from teachers in their studies to obtain academic assistance. They may seek the love of their family to obtain emotional support. This behavior of seeking external help helps high school students reduce stress and enhance their ability to cope with challenges. Self-dependence emphasizes relying on one's abilities and resources to solve problems, for example, coping with challenges in life through self-directed learning, self-adjustment, and other methods. This self-reliant

approach helps high school students develop independent problem-solving skills and enhance self-confidence and self-efficacy. The balance between these two coping strategies is crucial for high school students' mental health and adaptability. Moderate social support seeking can help high school students obtain the necessary help and resources, while moderate self-reliance can cultivate their independence and autonomy. By balancing these two ways, high school students can more effectively cope with challenges in life and maintain mental health [3].

3 Emotional Presentation of High School Students' Coping Styles

The basic performance and characteristics of the emotional presentation of high school students' coping styles are shown in Figure 1.

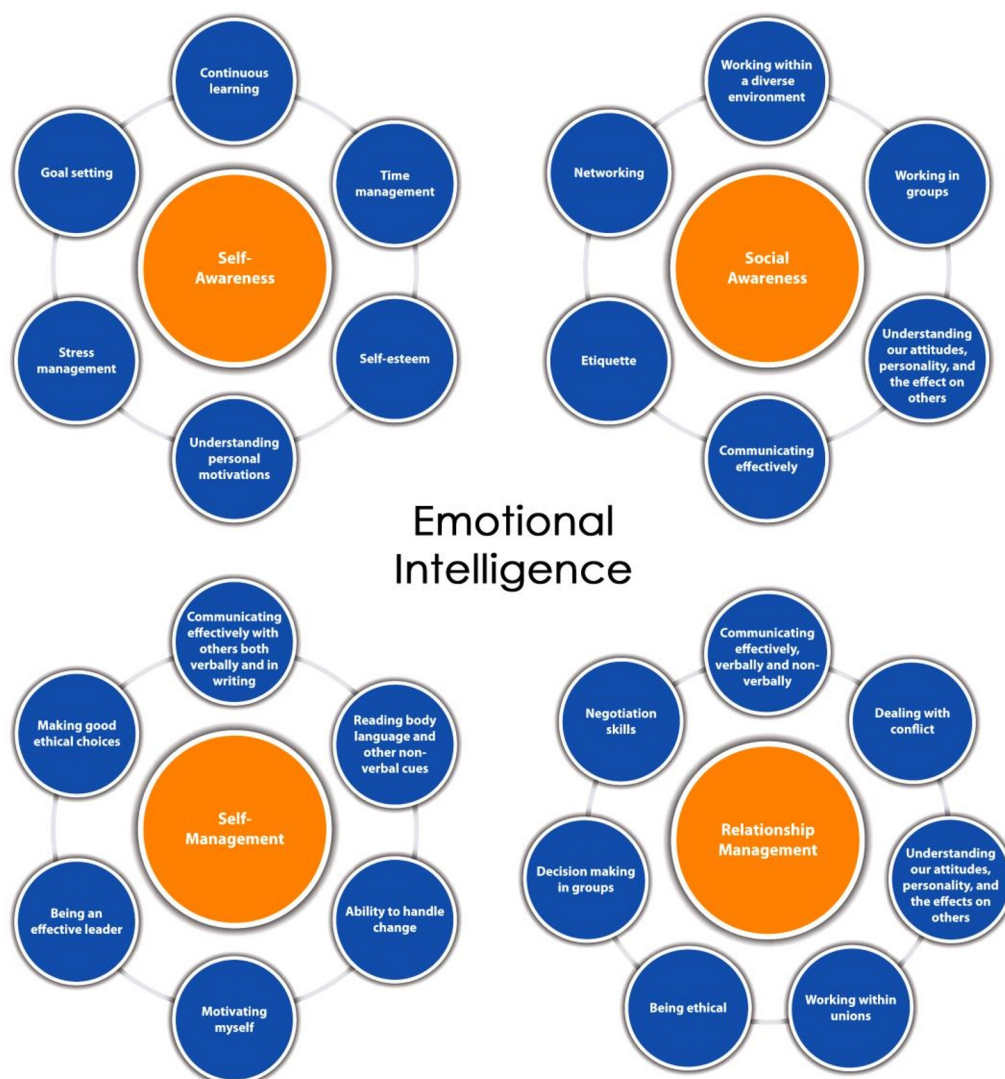


Fig. 1. The basic performance and characteristic mode of emotional presentation of coping style of senior high school students

Figure 1 describes how "Self-awareness" is a key component of emotional intelligence. Self-awareness

involves the recognition and understanding of one's own emotions, motivations, and behaviors. For high school students, the emotional presentation and characteristic patterns in this field may include the following aspects:

goal setting: High school students may set academic and personal goals, which require them to understand their interests and strengths. Stress management: Faced with academic and social pressure, high school students must learn how to manage their stress effectively. Understanding personal motivation: Understanding why one does something can help high school students better plan their studies and lives. Continuous learning: High school students should be willing and able to continue learning and self-improvement. Time management: Effectively manage time balance learning and leisure activities. Self-esteem: Establishing a positive self-image and self-esteem. Interpersonal Network: Establishing and maintaining good interpersonal relationships on and off campus. Teamwork: Effective collaboration in team projects requires good self-awareness. Etiquette: Understanding and adhering to social etiquette is crucial for social interaction. Effective communication: Expressing one's thoughts and feelings clearly and appropriately. Working in a diverse environment: Living harmoniously with others in a diverse campus environment. These aspects collectively constitute high school students' emotional presentation and characteristic patterns regarding self-awareness. By improving these skills, high school students can better understand themselves and more effectively cope with challenges in life [4].

3.1 Anxiety and Depression: The Negative Effects of Parenting Styles

Parents' parenting style affects high school students' emotional state and coping strategies. Research has found that authoritative parenting styles may lead to anxiety and depression in high school students. This parenting style is often accompanied by strict regulations and high expectations, which may cause children to feel overwhelmed and develop negative emotions. On the contrary, democratic parenting styles help cultivate positive emotions and coping abilities in high school students. This parenting style encourages children to express their opinions and participate in decision-making, enhancing their confidence and ability to cope with stress.

3.2 Self-Efficacy and Coping Strategies: The Role of Emotion Regulation

Emotional regulation self-efficacy refers to an individual's confidence and belief in their ability to regulate emotions. This self-efficacy plays a crucial role in high school students' coping strategies. Research has found that high school students with higher self-efficacy in emotional regulation are more inclined to adopt positive coping strategies. For example, they may actively seek solutions to problems, collaborate with others, or seek professional help when facing challenges. This positive attitude stems from their confidence in regulating their emotions. They believe they can effectively handle their emotions and have more confidence in facing challenges. On the contrary, high school students with lower self-efficacy in emotional

regulation are more inclined to adopt negative avoidance strategies. For example, they may avoid problems, delay decision-making, or give up effort. This avoidance behavior may be due to their lack of confidence in their ability to regulate their emotions, fearing that they may be unable to effectively handle emotional reactions, making it easier for them to choose avoidance to avoid possible failures or setbacks. Therefore, enhancing high school students' self-efficacy in emotional regulation is an important way to optimize their coping strategies. Enhancing high school students' confidence in their emotional regulation ability can help them cope with life challenges more effectively, promoting their mental health and adaptability development.

3.3 Emotional Intelligence: The Regulation and Expression of Deep Emotion

Emotional intelligence refers to an individual's ability to recognize, understand, manage, and express emotions. Emotional intelligence plays a crucial role in the coping strategies of high school students. Research has shown that high school students with higher emotional intelligence are better at regulating and expressing deep emotions, thus more effectively coping with challenges and pressures in life. Specifically, high school students with high emotional intelligence can accurately identify and understand their own emotions. They can be aware of their emotional reactions and understand the reasons behind these emotions. This self-awareness helps them better manage their emotions and avoid excessive emotional fluctuations. In addition, high school students with high emotional intelligence can find appropriate ways to express and handle these emotions. They may choose to share their feelings with friends or family or express their emotions through writing diaries, paintings, and other means. This effective emotional expression helps release inner stress and enhances communication and connection with others. Therefore, emotional intelligence is crucial for high school students to cope with challenges and pressures in life. High school students can better manage their emotions, cope with stress more effectively, and maintain mental health by cultivating and enhancing emotional intelligence [5].

4 Analysis of the Causes of High School Students' Coping Styles

4.1 The 'Weak Control' of Family Environment: The Influence of Parenting Style

The family environment significantly impacts the coping strategies of high school students. Research has found that weak control of the family environment may lead to negative coping strategies among high school students. In this environment, parents may lack attention and guidance on their children's behavior and emotions, leading to a lack of effective coping strategies when children face stress. On the contrary, a strong family environment can help cultivate positive coping strategies in high school students. In this environment,

parents actively participate in their children's lives, provide necessary support and guidance, and help children establish positive coping strategies.

4.2 The Change of School Culture: The Influence of Educational Environment on Coping Strategies

School culture also significantly impacts the coping strategies of high school students. Research has found that changes in school culture may lead to negative coping strategies among high school students. For example, when school culture shifts from emphasizing cooperation to emphasizing competition, students may feel greater pressure and adopt avoidance or confrontational coping strategies. This cultural change may lead to strained student relationships, reducing opportunities for mutual support and cooperation and ultimately affecting their coping strategies. On the contrary, a stable school culture helps cultivate positive coping strategies among high school students. In a supportive and encouraging environment, students can learn and grow in such a culture. Schools may support students by encouraging teamwork and providing mental health education. A positive school culture helps students build confidence, develop social skills, and learn effective stress management strategies to better cope with challenges in life. Therefore, creating and maintaining a positive school culture is crucial for promoting high school students' mental health and coping abilities [6].

4.3 Peer Pressure: The Influence of Peer Groups on Coping Modes

Peer pressure plays a crucial role in the coping strategies of high school students. Research has found that high school students with high peer pressure are more likely to adopt negative coping strategies. This pressure may stem from competition, high expectations, or peer social exclusion. Faced with these pressures, students may feel overwhelmed and choose to escape or give up to alleviate the impact of negative emotions. This negative response may adversely affect their mental health and academic achievement. On the contrary, high school students with less peer pressure are more inclined to adopt positive coping strategies. Students can better collaborate and support their peers to tackle challenges in such an environment. They may feel more confident and capable because they don't have to worry about negative evaluations or peer competition. Positive coping strategies help them adapt to school life and promote mental health and social skills development. Therefore, understanding and reducing peer pressure is crucial for optimizing high school students' coping strategies. Schools and parents can help students establish positive social relationships and develop skills to cope with peer pressure by providing support and education. In addition, encouraging students to participate in collaborative activities and cultivating team spirit and mutual respect can also help reduce peer

pressure and promote the healthy growth of high school students [7].

4.4 Self-cognition: The role of individual differences in coping strategies

Individual differences play a crucial role in high school students' coping strategies. Research has found that high school students with strong self-awareness are better at identifying and coping with challenges in life. This self-awareness includes deeply understanding one's abilities, personality, values, and emotional state. Therefore, these students can more accurately assess their strengths and weaknesses when facing challenges and thus choose the most appropriate coping strategies. They may face difficulties with greater confidence because they know their abilities and resources and how to effectively utilize them. On the contrary, high school students with weaker self-awareness tend to adopt negative coping strategies. These students may lack confidence in their abilities and resources, making them more likely to feel uncertain and anxious when facing challenges. Due to their potential lack of understanding of their strengths and weaknesses or not knowing how to effectively cope with difficulties, they may choose to evade or give up to avoid potential failures or setbacks. Therefore, improving the self-awareness ability of high school students is the key to optimizing their coping strategies. Students can more effectively identify and respond to challenges in life by helping them better understand themselves, including their abilities, interests, and values. Education can enhance students' self-awareness and promote their mental health and adaptability by providing guidance and support and encouraging self-exploration and reflection [8].

5 Optimize the Path Selection of High School Students' Coping Styles

5.1 Family Education Guidance: Improve the Effectiveness of Parenting Style

Family education guidance is important for optimizing high school students' coping strategies. By providing effective family education guidance, parents can improve the effectiveness of their parenting style. This guidance can include better understanding and supporting children's growth, effectively communicating with children, and providing appropriate guidance when facing challenges. Through this guidance, parents can more effectively support their children and cultivate positive coping styles [9].

5.2 School Psychological Counseling: Enhance Self-Efficacy of Emotion Regulation

Psychological counseling is another important way to optimize high school students' coping strategies. By providing professional psychological counseling services, high school students can enhance their self-efficacy in emotional regulation. This type of counseling

includes the cultivation of emotional management skills, the improvement of self-awareness, and strategies for coping with stress. High school students can better understand and manage their emotions through these counseling sessions, effectively coping with life challenges and pressures.

5.3 Social Support System: To Establish a Comprehensive Mental Health Service System

The social support system is necessary for optimizing high school students' coping strategies. By establishing a comprehensive mental health service system, timely and effective psychological support and assistance can be provided to high school students. This assistance includes providing psychological counseling, psychotherapy, and other services and establishing a community support network to provide high school students with an environment to seek help and support. This support system can help high school students better cope with challenges and promote the development of their mental health and coping abilities.

5.4 Cultural Guidance: Carrying Forward Positive Values and Cultivating Emotional Intelligence

Cultural guidance is an important means of optimizing high school students' coping strategies. High school students can establish a correct outlook on life and values by promoting positive values and cultivating emotional intelligence. These guidelines include spreading positive information and values through education, media, and other channels and cultivating high school students' emotional intelligence through courses and activities. Such cultural guidance can help high school students better understand themselves and others and more effectively cope with challenges and pressures in life [10].

6 Conclusion

This article explores the factors that influence high school students' coping styles, especially the mechanisms of parental upbringing, emotional regulation, self-efficacy, and emotional intelligence, providing the theoretical basis and practical guidance for optimizing high school students' coping styles. Research has found that family environment, school culture, peer pressure, and individual self-awareness significantly impact high school students' coping strategies. Based on these findings, this article proposes path choices for optimizing high school students' coping strategies, including family education guidance, school psychological counseling, establishment of social support systems, and cultural guidance. Further research can explore the impact of other factors on high school students' coping strategies to provide more comprehensive theoretical support and practical guidance for promoting the development of high school students' mental health and coping abilities. For example, studying how social media use, academic stress, and

future planning affect high school students' coping strategies is possible. In addition, it is also possible to explore the differences in coping styles among high school students from different cultural backgrounds and how to provide more targeted support and intervention based on these differences. Through these studies, we can better understand the coping strategies of high school students and provide them with more effective help and support.

References

1. Yuan W, Zhang L F, Fu M. Thinking styles and academic stress coping among Chinese secondary school students[J]. *Educational psychology*, 2017, 37(8): 1015-1025.
2. Srisongkhram W, Srisongkhram W. Learning Skills and Academic Stress Coping Styles in Senior High School Students[J]. *Human Behavior, Development & Society*, 2019, 20(4).
3. Beukema L, de Winter A F, Korevaar E L, et al. Investigating the use of support in secondary school: the role of self-reliance and stigma towards help-seeking[J]. *Journal of Mental Health*, 2024, 33(2): 227-235.
4. Silva C T, Marin A H. Emotional competence, coping styles and the included student-teacher relationship[J]. *Trends in Psychology*, 2019, 27(2): 569-583.
5. Markham T. Effects of positive emotional refocusing on emotional intelligence and autonomic recovery from stress in high school students[M]. Saybrook University, 2004.
6. Ruus V R, Veisson M, Leino M, et al. STUDENTS'WELL-BEING, COPING, ACADEMIC SUCCESS, AND SCHOOL CLIMATE[J]. *Social Behavior and Personality: an international journal*, 2007, 35(7): 919-936.
7. Fortuin J, van Geel M, Vedder P. Peer influences on internalizing and externalizing problems among adolescents: A longitudinal social network analysis[J]. *Journal of youth and adolescence*, 2015, 44: 887-897.
8. Hou C. A Systematic Study of Chinese Adolescents Self-cognition Based on Big Data Analysis[C]//*International Conference on Cognitive based Information Processing and Applications (CIPA 2021) Volume 1*. Springer Singapore, 2022: 91-97.
9. Masud H, Thurasamy R, Ahmad M S. Parenting styles and academic achievement of young adolescents: A systematic literature review[J]. *Quality & quantity*, 2015, 49: 2411-2433.
10. Aguilar E. Onward: Cultivating emotional resilience in educators[M]. John Wiley & Sons, 2018.