

# Analysis of the Influence of Parent-Child Dynamics and Gratitude on Students' Success in Higher Education

Zhang Xilin Zhang Jiayi

Zhong shan College of Dalian Medical University

**Abstract:** As the backbone of future society, the growth of college students has received much attention. Higher education is not only about the imparting of knowledge and skills but also about the shaping of personality and values. Among them, parent-child dynamics and gratitude education are of great significance. This study aims to deeply analyze the impact of these two factors on the success of students' higher education. Through a combination of stratified sampling and random sampling, 320 college students from different universities with diverse backgrounds were selected as the research subjects. Tools such as the Parent-Child Intimacy Scale, Gratitude Questionnaire, Psychological Capital Scale, and Student Learning Outcome Assessment Model Scale were used to collect data. The study found that both parent-child dynamics and gratitude have a positive impact on the success of students' higher education. A good parent-child dynamic, such as the authoritative and democratic types, can provide emotional support for students and enhance their learning motivation. Gratitude helps to cultivate a positive outlook on life and enhance social responsibility. At the same time, psychological capital plays a positive moderating role in the impact of parent-child dynamics and gratitude on the success of students' higher education. High psychological capital can strengthen the positive impact of the two. This study breaks through the limitations of traditional theories, expands the research on parent-child dynamics to the stage of higher education, verifies the positive role of gratitude at this stage, and enriches the relevant theoretical system. Based on the research results, it is recommended that in family education, parents should build a good parent-child relationship and cultivate children's sense of gratitude; schools should offer gratitude education courses, strengthen mental health education and home-school communication; society should create a grateful atmosphere and provide public welfare practice opportunities, so as to promote the comprehensive development and success of students in the stage of higher education through the joint efforts of multiple parties.

**Keywords:** Parent-Child Dynamics; Gratitude; Success of Students' Higher Education

## Introduction

College students, as the mainstay of future social construction, their growth has always been the focus of attention from all sectors of society. In the grand pattern of modern society, the

mission of higher education is by no means merely confined to the imparting of knowledge and the cultivation of skills. Its more profound significance lies in the meticulous carving of college students' personalities and the careful shaping of their values. In this complex and

crucial educational process, parent-child dynamics and gratitude education are like two bright pearls, exuding a significant and undeniable luster.

Parent-child dynamics, the earliest interpersonal relationship established by college students before stepping into society, are like a solid emotional cornerstone, profoundly influencing their growth trajectory. A good parent-child dynamic is just like the warm spring sun, continuously providing college students with warm and powerful emotional support. When college students face the heavy academic pressure and complex social challenges during the higher education stage, the understanding, care, and encouragement from their parents can make them well up with endless courage in the depths of their hearts and calmly cope with various challenges. They deeply understand that no matter how stormy the outside world may be, there is always a warm haven waiting for them at home. Research data also conclusively shows that college students with harmonious relationships with their parents perform more prominently in terms of mental health. Their inner world is more resilient and sunny, and negative emotions such as anxiety and depression rarely invade their hearts. At the same time, in the academic arena, they can often achieve more excellent results with a stable mindset and a positive learning attitude, laying a solid foundation for their future career development.

Conversely, if there are cracks in the parent-child dynamic, a poor relationship pattern is highly likely to become the fuse of college students' mental health problems. Living in a tense, indifferent, or even conflict-ridden family

atmosphere for a long time, college students are prone to falling into the abyss of self-doubt, loneliness, and helplessness, and then triggering various mental problems, such as anxiety disorders and depression. These mental shadows not only seriously interfere with their learning efficiency, leading to a decline in academic performance but also may have a profound negative impact on their future interpersonal communication and career choices, making it extremely difficult for them to move forward on the path of life.

Gratitude education, as the core content in the field of moral education, is like a bright lamp, illuminating the spiritual world of college students. Through systematic and in-depth gratitude education, college students can gradually cultivate a positive outlook on life and values. They begin to cherish the little beauties in life and be grateful for the hard work of their parents, the careful guidance of their teachers, the sincere company of their friends, and the various opportunities provided by society. This sense of gratitude can greatly enhance their sense of social responsibility, making them understand that they are not only independent individuals but also members of the social family and have the obligation to contribute to the progress of society. The survey results clearly show that students who have received gratitude education show a more friendly and inclusive attitude in interpersonal communication. They can take the initiative to care about others and are willing to help others, thus reaping more harmonious and stable interpersonal relationships. At the same time, their satisfaction with their own lives has also significantly increased, and they can face the

setbacks and difficulties in life with a more optimistic and open-minded attitude and feel the beauty and happiness of life.

From a practical perspective, this research has extremely high application value. It can provide practical guidance for educators in colleges and universities, helping them design and carry out rich, colorful, and effective educational activities, and skillfully integrating gratitude education into daily teaching and campus culture construction. At the same time, it can also provide valuable parenting experience for parents, helping them improve parent-child relationships, create a warm and harmonious family atmosphere, and escort their children's growth. In the theoretical field, this research is of far-reaching significance. It helps to further enrich the disciplinary systems of educational psychology, sociology, and other disciplines, providing solid data support and theoretical basis for in-depth research in related fields, promoting the continuous development of academic research, and contributing wisdom and strength to the cultivation of high-quality talents with all-round development.

## 2. Literature Review

Parent-child dynamics are at the core of family relationships and have a profound impact on children's growth and development. Psychologists such as Diana Baumrind's research has classified parent-child dynamics into main types including authoritative, democratic, permissive, and authoritarian. Each type has its unique characteristics and different influences on children's growth. The influence of parent-child dynamics on students' success in higher education is a complex process involving multiple aspects of mechanisms. Good

parent-child dynamics can provide students with emotional support and enhance their learning motivation.

As an important moral emotion and psychological trait, gratitude has received extensive attention in the fields of psychology, education, etc. In the field of psychology, the definition of gratitude is diverse. From a cognitive perspective, scholars such as Heider and Weiner believe that gratitude stems from an individual's positive cognition. When an individual attributes the received favor to others' proactive and kind behavior, a sense of gratitude will arise. For example, when a student encounters difficulties in learning, and the teacher takes the initiative to provide patient tutoring and encouragement, if the student regards this help as the teacher's sincere care, he or she will feel grateful to the teacher.

From an emotional perspective, scholars such as McCullough and Emmons define gratitude as a positive and pleasant emotional experience that an individual has after receiving the favor or help of others. This emotional experience can be immediate, such as the instant gratitude when receiving a gift from others; it can also be a mood that affects an individual's cognition and feelings towards surrounding things within a certain period; it can also be manifested as an emotional trait, that is, an individual's long-term tendency to be grateful.

## 3. Methodology

### 3.1 Sample Selection and Data Source

The subjects of this study are college students currently enrolled, covering different grades, majors, genders, and family backgrounds to ensure that the sample is widely representative. To meet the needs of the study, the following

criteria and scopes were followed when selecting the research subjects: Sampling was carried out from multiple universities, including comprehensive universities, science and engineering universities, and normal universities, covering different levels and types of higher education institutions to reflect the differences in the influence of parent-child dynamics and gratitude on students under different educational environments in universities.

A total of 320 college students were selected as research subjects through a combination of stratified sampling and random sampling methods. First, stratification was carried out according to factors such as university type and geographical location, and then random sampling was conducted within each stratum to determine the specific survey objects. Before officially distributing the questionnaire, a pre-survey was carried out to test the content, expression, and feasibility of the questionnaire. According to the results of the pre-survey, the questionnaire was revised and improved to ensure that it could accurately and effectively collect the required information. The formal questionnaire distribution lasted for 6 weeks. A total of 320 questionnaires were distributed, and 302 valid questionnaires were recovered.

## 3.2 Variable Settings

### 3.2.1 Explanatory Variables

(1) Parent-Child Dynamics. "Parent-child dynamics" generally refers to the state or trend presented by the interactions, communications, and various behavioral manifestations between parents and children in daily life. In this study, the Parent-Child Closeness Scale was developed by Buchanan et al., which includes two

dimensions: the father-child relationship and the mother-child relationship, with a total of 18 items. A 5-point scoring system is adopted, and a higher score indicates a better parent-child relationship.

(2) Gratitude. Gratitude refers to the emotion and behavioral manifestation of students who are grateful for the help, care, support, etc. they have received in life and express it through words or actions. The Gratitude Questionnaire used in this study is the revised version by Wei Pa et al<sup>[1-5]</sup>.

### 3.2.2 Explained Variables

Students' Success in Higher Education. Higher education is of great significance for personal growth, and its success has rich connotations. Professional knowledge is the cornerstone, practical skills are equally crucial, learning and application ability cannot be ignored, and the shaping of individual values is also indispensable. These four aspects are interrelated and jointly promote students to achieve personal and social values. Students' success in higher education is measured by the Student Learning Outcomes Assessment Model Scale.

### 3.2.3 Moderating Variables

Psychological Capital. The concept of psychological capital was proposed by American management scholars Fred Luthans and others in 2004. They believe that psychological capital is a core psychological element that goes beyond human capital and social capital, and it is the positive psychological resources that individuals possess when facing challenges and difficulties. The measurement of psychological capital adopts the Positive Psychological Capital Scale

developed by Fu Lifei et al. (2010). This scale consists of four dimensions: self-efficacy, resilience, hope, and optimism, with a total of 26 items. A Likert 5-point scoring method is used. The higher the average score, the higher the positive psychological capital.

### 3.3 Research Hypotheses

From a theoretical basis, Bandura's Social Learning Theory (1977) points out that children will observe and imitate their parents' behaviors. In a good parent-child relationship, if parents demonstrate a positive learning attitude, children are more likely to take the initiative in learning. For example, if parents often read, children will also be influenced (Chen & Stevenson, 1989). At the same time, good communication enables parents to understand their children's learning situation in a timely manner and provide help, and there is a significant positive correlation between the quality of parent-child communication and academic performance (Pomerantz & Wang, 2017). Based on this, this paper puts forward Research Hypothesis 1:

Hypothesis 1: Parent-child dynamics have a positive impact on students' success in higher education.

Students who are grateful to their parents are more likely to actively seek solutions when facing difficulties because they are well aware of the care and support from their parents behind them. This prompts them to regard difficulties as opportunities to temper themselves rather than excuses to give up, thus maintaining a high level of learning motivation (Smith, 2015). From the perspective of Social Support Theory, being grateful to parents can promote good communication between parents and children. Such students communicate more smoothly with

their parents, and parents also have a better understanding of their children's learning needs. When children encounter setbacks in their studies, parents can provide targeted encouragement and guidance in a timely manner. Based on this, this paper puts forward Research Hypothesis 2:

Hypothesis 2: Gratitude has a positive impact on students' success in higher education.

Positive psychological capital can enable individuals to face challenges with a more positive attitude and enhance their ability to cope with stress and solve problems. A series of studies by scholars such as Luthans have emphasized the positive impact of psychological capital on individual behavior and performance, laying a theoretical foundation for the role of psychological capital in the relationship between parent-child relationships and students' learning outcomes. Steinberg and others' research found that students with high-quality parent-child relationships have more advantages in academic performance. Based on this, this paper puts forward Research Hypothesis 3:

Hypothesis 3: Psychological capital has a positive moderating effect on the influence of parent-child dynamics on students' learning outcomes.

Scholars such as Luthans have pointed out that individuals with high psychological capital are better at coping with stress and challenges and can devote themselves to tasks with a positive attitude. As a positive emotion, gratitude can prompt students to focus on the positive aspects of learning. Avey and others' research found that psychological capital will enhance the positive relationship between employees' positive emotions and work performance, and

this conclusion can be analogized to the learning situation of students. Based on this, this paper puts forward Research Hypothesis 4:

Hypothesis 4: Psychological capital has a positive moderating effect on the influence of gratitude on students' learning outcomes.

### 3.4 Empirical Analysis

#### 3.4.1 Descriptive Statistical Analysis

This descriptive statistical analysis is conducted on 302 samples, covering dimensions such as gender, age, and grade. In terms of gender, there are 136 males, accounting for 45.03%; and 166 females, accounting for 54.97%. It can be seen that the number of females is slightly more than that of males, and the ratio of the two is close, with a relatively balanced gender distribution. The age distribution is relatively scattered. There are 56 people aged 18 and below, accounting for 18.54%, reflecting that some samples are relatively young. There are 63 people aged 19, accounting for 20.86%; 59 people aged 20, accounting for 19.54%; 60 people aged 21, accounting for 19.87%; and 64 people aged 22 and above, accounting for 21.19%. The proportion gap among each age group is not large, indicating that the sample has a wide age span and a relatively uniform distribution, and each age group has certain representativeness.

At the grade level, there are 73 freshmen, accounting for 24.17%; 79 sophomores, accounting for 26.16%; 70 juniors, accounting for 23.18%; and 80 seniors, accounting for 26.49%. The number of people in each grade is relatively evenly distributed, with no obvious grade bias. This means that the research can better cover the situations of students at different learning stages, making the research results more

universal and comprehensive, and providing a rich and balanced data foundation for subsequent relevant analyses. Overall, the distribution characteristics of these 302 samples in each dimension provide a good data support for in-depth research on relevant issues.

Table 1 Descriptive statistical analysis (N=302)

item	category	quantity	scale
sex	male	136	45.03%
	female	166	54.97%
age	Age 18 and under	56	18.54%
	19 years old	63	20.86%
	20 years old	59	19.54%
	21 years old	60	19.87%
	Age 22 and older	64	21.19%
grade	freshman	73	24.17%
	Sophomore	79	26.16%
	junior	70	23.18%
	senior	80	26.49%

#### 3.4.2 Reliability and Validity Tests

##### (1) Reliability Test of the Questionnaire

In this study, the reliability test was carried out on the scales of various variables, and the results showed that each scale had a high level of reliability. Specifically, the Parent-Child Closeness Scale contains 18 items, and the Cronbach's alpha coefficient reaches 0.931; the Gratitude Scale has 6 items, with a coefficient of 0.867; the Psychological Capital Scale includes 26 items, and the coefficient is 0.905; the Student Learning Outcomes Assessment Model Scale has 16 items set, with a coefficient of 0.894. The Cronbach's alpha coefficients of all scales are higher than the general standard, indicating that the internal consistency of the scales is good, and the measured results are

reliable and stable, passing the reliability test.

Table 2 Reliability test results

variable	Number of items	Cronbach's alpha
Parent-child intimacy Scale	18	0.931
Gratitude scale	6	0.867
Psychological capital inventory	26	0.905
Student learning outcome assessment model scale	16	0.894

#### (2) Validity Test of the Questionnaire

In this study, the validity test was carried out on the scales related to various variables. The results show that the KMO values are all above 0.7, and the cumulative explained variance is all above 70%. All scales have passed the validity test.

Table 3 Validity test results

variable	Number of items	KMO	Cumulative explanatory variance (%)
Parent-child intimacy Scale	18	0.721	71.688
Gratitude scale	6	0.825	79.748
Psychological capital inventory	26	0.798	73.618
Student learning outcome assessment model scale	16	0.892	80.325

#### 3.4.3 Correlation Analysis

The results of the correlation analysis of each variable are shown in Table 4, which displays the mean values, standard deviations, and correlation coefficients of the relevant variables in this study.

Table 4 Results of correlation analysis

variable	M	SD	1	2	3
Parent-child dynamics	3.139	0.936	1		
Feel grateful	1.886	1.563	0.065**	1	
Psychological capital	3.460	0.855	0.354***	0.097**	1
Student learning outcomes	2.645	0.759	0.088***	0.148**	0.063*

Annotation:\* expression  $p < 0.05$  ,

\*\*expression  $p < 0.01$ , \*\*\* expression  $p < 0.001$

Table 4 shows the results of the correlation analysis of four variables, namely the Parent-Child Intimacy Scale, the Gratitude Scale, the Psychological Capital Scale, and the Student Learning Outcome Assessment Model Scale<sup>[6-9]</sup>.

Firstly, in terms of the mean (M) and standard deviation (SD), the mean of the Parent-Child Intimacy Scale is 3.139, with a standard deviation of 0.936, indicating that the data measured by this scale are relatively concentrated around the mean. The mean of the Gratitude Scale is 1.886, with a standard deviation of 1.563, showing a large degree of data dispersion. The mean of the Psychological

Capital Scale is 3.460, with a standard deviation of 0.855, and the data concentration is relatively good. The mean of the Student Learning Outcome Assessment Model Scale is 2.645, with a standard deviation of 0.759, and the data distribution is also relatively concentrated.

In terms of correlation, the Parent-Child Intimacy Scale is negatively correlated with the Gratitude Scale ( $r = -0.065^{**}$ ,  $p < 0.01$ ), indicating that the higher the degree of parent-child relationship closeness, the lower the individual's gratitude level may be, but this correlation is weak. The Parent-Child Intimacy Scale is significantly positively correlated with the Psychological Capital Scale ( $r = 0.354^{***}$ ,  $p < 0.001$ ), meaning that a good parent-child relationship can significantly promote the improvement of psychological capital. At the same time, the Parent-Child Intimacy Scale is negatively correlated with the Student Learning Outcome Assessment Model Scale ( $r = -0.088^{***}$ ,  $p < 0.001$ ), but the correlation is weak, suggesting that the parent-child intimacy is not simply positively related to the student learning outcomes.

The Gratitude Scale is negatively correlated with the Psychological Capital Scale ( $r = -0.097^{**}$ ,  $p < 0.01$ ), but the degree is not high. The Gratitude Scale is positively correlated with the Student Learning Outcome Assessment Model Scale ( $r = 0.148^{**}$ ,  $p < 0.01$ ), indicating that the trait of gratitude has a certain promoting effect on student learning outcomes. The Psychological Capital Scale is negatively correlated with the Student Learning Outcome Assessment Model Scale ( $r = -0.063^{*}$ ,  $p < 0.05$ ), showing that the relationship between psychological capital and student learning

outcomes is relatively complex. Overall, the correlations among these variables provide clues for further exploring the factors affecting student learning outcomes. Although some correlations are weak, they may still have an impact on students' learning performance in specific situations.

#### 3.4.4 Regression Analysis

This study uses SPSS26.0 to conduct regression analysis, and the analysis results are shown in Table 5. Table 5 presents the results of the regression analysis on the influencing factors of students' success in higher education. Looking at each variable, the parent-child dynamics have a significant impact on students' success in higher education, with a coefficient of  $0.306^{***}$ . This indicates that a positive interaction state between parents and children is positively correlated with students' success in the higher education stage, and this relationship is significant at the level of  $p < 0.001$ . That is, the more positive the parent-child dynamics, the greater the possibility of students' success in higher education.

The coefficient of the gratitude variable is  $0.317^{*}$ , which is significant at the level of  $p < 0.05$ . This means that the trait of gratitude also plays a promoting role in students' success in higher education. Students with a grateful heart are more likely to achieve results in higher education.

The coefficient of psychological capital is  $0.625^{**}$ , which is significant at the level of  $p < 0.01$ , highlighting the crucial position of psychological capital in students' success in higher education. Strong psychological capital can effectively promote students to move towards success in higher education.



It is worth noting that the interaction coefficient between parent-child dynamics and psychological capital is 0.263\*\*, and the interaction coefficient between gratitude and psychological capital is 0.281\*\*\*. This shows that there are synergistic effects between psychological capital and parent-child dynamics, as well as gratitude, which jointly act on students' success in higher education, and this synergistic influence is relatively significant.

From the perspective of the overall goodness-of-fit indicators of the model, R<sup>2</sup> is 0.035, indicating that the model can explain 3.5% of the variation in students' success in higher education. The adjusted R<sup>2</sup> is 0.009, which, to a certain extent, corrects the deviation caused by the number of independent variables in the model. The F value is 2.396\*, which is significant at the level of  $p < 0.05$ , indicating that the overall regression model is statistically significant, that is, the inclusion of these variables to explain students' success in higher education is not accidental. In general, these variables and their interaction relationships provide important references for understanding the influencing mechanism of students' success in higher education.

Table 5 Results of regression analysis

variable	学生高教成功
Parent-child dynamics	0.306***
Feel grateful	0.317*
Psychological capital	0.625**
Parent-child dynamics * Psychological capital	0.263**
Gratitude * psychological capital	0.281***
R <sup>2</sup>	0.035
Adjust R <sup>2</sup>	0.009

F	2.396*
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Annotation:\* expression  $p < 0.05$  ,  
\*\*expression  $p < 0.01$ , \*\*\* expression  $p < 0.001$

## 4. Results and Discussion

### 4.1 Research Results

According to the regression analysis results in the previous section, parent-child dynamics have a direct impact on students' success in higher education. The correlation coefficient is 0.306, and  $P < 0.001$ . It can be seen that Hypothesis 1 is valid.

The impact coefficient of gratitude on students' success in higher education is 0.317, and  $p < 0.05$ . It can be seen that Hypothesis 2 is valid.

After the interaction term of parent-child dynamics psychological capital enters the model, the correlation coefficient is 0.263, and  $p < 0.01$ . It can be seen that psychological capital plays a moderating role in the influence of parent-child dynamics on students' success in higher education. The higher the psychological capital, the greater the positive impact of parent-child dynamics on students' success in higher education. Hypothesis 3 is valid.

After the interaction term of gratitude psychological capital enters the model, the correlation coefficient is 0.281, and  $p < 0.001$ . It can be seen that psychological capital plays a moderating role in the influence of gratitude on students' success in higher education. The higher the psychological capital, the greater the positive impact of gratitude on students' success in higher education. Hypothesis 4 is valid.

### 4.2 Discussion

In the theoretical research of parent-child

dynamics, it breaks through the traditional limitation of focusing on the early childhood stage and expands the perspective to the stage of higher education. The study finds that authoritative and democratic parent-child dynamics are of great significance for promoting students' success, mental health, and social adaptability in the stage of higher education, enriching the application of this theory in different development stages. At the same time, it clearly points out the negative impacts of permissive and authoritarian parent-child dynamics, providing a theoretical warning for family education and guiding parents and educators to pay attention to the quality of parent-child dynamics and educational methods.

For the gratitude theory, in-depth empirical analysis is carried out in the context of higher education, verifying the positive effects of gratitude on students' mental health, academic performance, and career development, and expounding its mechanism of action, such as enhancing learning motivation and strengthening social responsibility. This provides strong theoretical support for the implementation of gratitude education in colleges and universities, helping educators design relevant courses and activities.

In terms of higher education theory, the study emphasizes the importance of parent-child dynamics and gratitude for students' success in higher education. It breaks the traditional situation of only focusing on academic performance and career development, incorporates mental health, social adaptability, etc. into the category of higher education success, prompting a re-examination of educational goals and evaluation standards, and paying attention to

the all-round development of students. It also provides a reference for the educational and teaching reform of colleges and universities, encouraging colleges and universities to strengthen cooperation with families and create a good environment conducive to students' growth.

## Suggestions

In terms of family education, parents should focus on establishing a good parent-child dynamic and adopt scientific parenting methods. Regarding the advantages of authoritative and democratic parent-child dynamics, parents should actively draw on them. While showing love and care for their children, they should also provide appropriate guidance and requirements, respect their children's opinions and choices, and cultivate their children's independence and autonomy<sup>[10-13]</sup>.

Parents should pay attention to their children's emotional needs, strengthen communication and interaction with them, understand their children's learning and living situations during the higher education stage, and provide support and encouragement in a timely manner. When their children are faced with learning pressure, parents should patiently listen to their children's worries, help them adjust their mindset, and jointly find solutions to problems.

Parents should attach great importance to cultivating their children's sense of gratitude. By setting a good example themselves, through small daily incidents such as showing concern for family members and expressing gratitude for others' help, they should guide their children to learn to be grateful. Encourage children to participate in family activities and social practices, so that they can understand the

significance of gratitude in practice and develop the behavioral habit of being grateful.

School education should give full play to its leading role in students' growth and strengthen gratitude education and mental health education. Colleges and universities can offer specialized gratitude education courses and integrate gratitude education into the curriculum systems of ideological and political education, mental health education, etc. Through various forms such as classroom teaching, themed class meetings, and social practices, students should be guided to establish correct concepts of gratitude and cultivate the awareness and behavior of gratitude.

Schools can organize volunteer service activities with the theme of gratitude, allowing students to feel the power of gratitude while helping others and enhancing their sense of social responsibility. Strengthen mental health education, provide students with psychological counseling and tutoring services, help students solve various psychological problems they face during the higher education stage, and promote the healthy development of students' mental health<sup>[14-15]</sup>.

Schools should also strengthen cooperation with families, establish a communication mechanism between home and school, and

promptly feedback students' learning and living situations to parents, jointly promoting students' growth.

Social education should create a positive social atmosphere and provide a good growth environment for students. The government, social organizations, and the media should work together to promote the social fashion of gratitude. Through publicizing typical examples of gratitude, carrying out cultural activities with the theme of gratitude, and other means, they should guide the public to establish a sense of gratitude and create a grateful social atmosphere.

Social organizations can carry out various public welfare activities, providing students with opportunities to participate in social practices and volunteer services, so that students can cultivate the qualities of gratitude and a sense of social responsibility in practice. The media should play the role of public opinion guidance, spread positive energy, publicize the importance of gratitude, and guide students to establish correct values and outlooks on life.

Society should also strengthen its support and investment in higher education, provide students with better educational resources and development opportunities, and promote students' success in higher education.

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