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RESEARCH ARTICLE

The Mediating Effect of Mindfulness on the Relationship Between Parental Attitudes and Psychological Resilience in University Students

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Abstract

The aim of this study was to examine the mediating effect of mindfulness on the relationship between parental attitude and psychological resilience in university students. The research is a quantitative research in the correlational research model. Data were collected via Google Forms. Three hundred thirty students who were university students participated in the research. Two hundred sixty-two (79.4%) of the students determined by convenient sampling method were female, and 68 (20.6%) were male. Their ages range from 18 to 25. In the study, data were collected with the Brief Resilience Scale, the Mindful Attention Awareness Scale, and the Parental Attitude Scale. Regression-based mediation macro (Process Model 4) was used to reveal direct and indirect roles. According to the results obtained, while a negative relationship was found between authoritarian and protective parental attitudes and psychological resilience, there was no relationship between parental attitudes and mindfulness.

Keywords: Mindfulness, parental attitude, psychological resilience

Introduction

Individuals encounter many physical and psychological difficulties throughout their lives. Four possible outcomes emerge when facing difficulties: succumbing, surviving the damage, bouncing back, or becoming more functional than before (Carver, 1998). One's ability to successfully overcome negative conditions and recover following stressful and challenging life events is expressed as psychological resilience (Luthar et al., 2000; Rutter, 1987; Smith et al., 2010). The concept of psychological resilience was initially used as invulnerability in studies conducted with children who were at risk but in good condition (Anthony, 1974). Afterward, because invulnerability implies absoluteness and immutability, the concept of resilience began to be used (Luthar et al., 2000). This study discusses the concept of psychological resilience as a person's characteristics of self-recovery, return to original functionality, and readjustment.

Psychological resilience is related to the various ways people respond to risky situations. While some people succumb to difficulties, others are able to overcome them. In order to be able to mention psychological resilience, one must have been exposed to a risk or difficulty and, at the end of this experience, have adapted to the situation and achieved success in different areas of life despite the negative risky conditions (Garmezy & Masten, 1986; Luthar et al., 2000; Masten & Reed, 2002). Psychological resilience is not merely the passive adaptation to a stress, challenge, or trauma, as is seen with tolerance, recovery, or flexibility. People with high psychological resilience are actively involved in creating their own environments. However, psychological resilience can also change alongside changing situations,

with individual differences and protective factors having been put forth that are effective in this regard (Rutter, 1985, 1987). Therefore, a new wave of research on mental health in recent years has focused on the predictors of psychological resilience.

The development of psychological resilience involves certain risk factors as well as protective factors that increase the level of psychological resilience and play a role in reducing the negative effects of these risks. Risk factors and protective factors are both addressed under 3 groups: individual, familial, and environmental. Individual risk factors include premature birth, negative life events, chronic diseases, temperamental characteristics, and low IQ level. Familial risk factors include becoming a mother during adolescence, having a large family, parental illness or psychopathology, parental divorce or death, or living with a single parent. The environmental risk factors are economic difficulties and poverty, homelessness, malnutrition, child neglect and abuse, negative peer environment, social trauma such as war and natural disasters, social violence, and familial disasters (Gizir, 2007; Öz & Bahadır-Yılmaz, 2009). Individual protective factors include intelligence, temperament, age, gender, health, academic achievement, internal locus of control, self-esteem and self-efficacy, optimism and hope, autonomy, self-awareness and acceptance, problem-solving skills, social competence, and sense of humor. The familial protective factors are positive family relations, effective parenting, and high, realistic expectations for the child. Environmental protective factors include positive relationships with a supportive adult in one's social environment, peer support, and social resources such as quality schools, youth centers, and youth organizations (Gizir, 2007). This study aims to examine the relationship between parental attitudes and

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mindfulness, which can be included among the protective factors in psychological resilience.

Darling and Steinberg (1993) conceptualized parenting attitudes as the set of attitudes that are directly conveyed between parent and child and that create an emotional climate where parental behaviors are expressed toward the child. Parenting attitudes have been discussed in a variety of ways in the literature. For example, Bakhla et al. (2013) classified parental attitudes as being democratic, authoritarian, or permissive. Maccoby and Martin (1983) expanded this classification to include democratic, authoritarian, permissive, ethnic minority, apathetic, and inconsistent. Baumrind et al. (2010) have classified parental attitudes as authoritarian, directive, permissive, democratic, good enough, indifferent, and reliable. Filiz and Yaprak (2009) handled this classification as democratic, authoritarian, protective, and indifferent. Baumrind (1980, 1991) defined parental attitudes as democratic/balanced, authoritarian, and permissive. This study uses the Parental Attitude Scale developed by Kuzgun and Eldeleklioğlu (1999), with a focus on the scale's 3 subdimensions of democratic, authoritarian, and protective parental attitudes.

Authoritarian parents emphasize control and obedience, apply discipline through punishment, and expect children to obey their commands without arguing (Baumrind, 1966, 1991, 2005). Authoritarian parents have high demands for self-control yet have low levels of sensitivity. In general, they are insensitive to the child's developmental needs, provide minimal emotional support, and are viewed as strict disciplinarians.

Protective parental attitudes are defined as giving more control and care to the child than is considered necessary (Yavuzer, 1996). Parents who possess this attitude are supportive while simultaneously guiding their children in a normative manner. These parents believe their children need to be protected in a hostile environment (Voltan-Acar et al., 2008). At the same time, families with protective parents constantly intervene with the child. Even once these children have grown up, they have no environment where they can make decisions about themselves. The child's demands for autonomy are ignored, and the parents continue to make decisions, thinking this to be the parents' right. Such parents believe that they should do everything they can for their children and that the child should be grateful for this. However, this type of behavior can prevent the child from individuating. Children raised this way may not be able to possess an entrepreneurial spirit, may lack the ability to act independently, and will feel the need for someone to protect them throughout their lives (Kulaksızoğlu, 2009).

Democratic parents have high demands from their children for maturity and self-control and also display high levels of sensitivity, emotional warmth, and involvement. In general, an exchange often occurs between the parent and child in which the parent accepts the child's values and ideas but maintains certain boundaries. The democratic parenting style is generally considered ideal and has been associated with improved behavioral outcomes for the child, such as an increased ability for self-regulation, frequent use of adaptation strategies, fewer symptoms of depression, and less risk-taking behaviors. The children of democratic parents possess high self-esteem and tend to be self-confident, self-controlled, secure, popular, and curious (Buri et al., 1988). The democratic parenting style falls somewhere between authoritarian and permissive parenting. Democratic parents reinforce boundaries in a variety of ways, such as through reasoning, verbal exchanges, clear instructions, and positive reinforcement. Democratic parenting has also been associated with children being better psychologically adjusted (Baumrind, 1991, 2005).

Studies on psychological resilience have also been seen to focus on familial factors, and these factors are related to the quality of the

relationships within the family (Fonagy et al., 1994; Hawley & De Haan, 1996; Zakeri et al., 2010). Research has shown parental attitudes to be closely related to individuals' psychological resilience; in other words, the traces of one's early experiences regarding their relationships with their parents affect their psychological well-being in later periods of life, and democratic parental attitudes increase one's psychological resilience (Rothrauff et al., 2009; Hoffman, 2010; Zakeri et al., 2010). Parents can facilitate their children's positive adaptation by supporting them emotionally and behaviorally when they are exposed to threatening and stressful conditions (Werner, 1989). Werner and Smith (1982) found children whose mothers view them positively by using acceptance, kindness, control, and support to show higher levels of psychological resilience than children who did not have these experiences. The results of Ritter's (2005) study showed democratic parental attitudes to be associated with high levels of psychological resilience and authoritarian in the participants and permissive parental attitudes to be mostly associated with low psychological resilience. Democratic parents adapt to their children's needs, which helps enable children to master distinct developmental tasks at an early stage and, on this basis, to create different, more complex capacities than required to meet significant environmental challenges (Wyman et al., 1999).

Mindfulness has been suggested as another factor that plays an important role in psychological resilience and adaptation (Liu et al., 2022). Mindfulness is a state that involves calmly paying attention to the present moment and accepting all emotions, thoughts, and bodily sensations (Kabat-Zinn, 2003). Mindfulness requires being aware of what is happening in the moment without trying to change or deny what is happening and without judging it (Germer, 2005). The concept of mindfulness has different definitions; however, the common definitions of what mindfulness is and how it occurs involve the person focusing their attention on what is currently being experienced in a non-judgmental, open, accepting, curious, compassionate, and kind manner (Baer, 2015). Studies have found that mindfulness-based practices increase psychological resilience (Galante et al., 2018; Nila et al., 2016), and direct mindfulness-based psychological resilience programs have also been implemented to reduce stress (Goldhagen et al., 2015). Mindfulness can contribute to psychological resilience in different ways. These include accepting psychological symptoms with compassion and without judgment, being willing to experience negative experiences, moving away from anxiety and cognitive rumination, and increasing emotional functionality in events by remaining in touch with the moment (Thompson et al., 2011). Meanwhile, when examining the relationship between mindfulness and parental attitudes based on attachment theory, those who received sensitive and responsive care in childhood are said to be more likely to have a secure attachment style, which is said to contribute to the individual's capacity for mindfulness (Pepping & Duvenage, 2016).

Current studies on psychological resilience have gone beyond determining the characteristics of children who can remain resilient despite their difficult experiences and aim at determining which processes support the development of psychological resilience against difficulties (Gizir, 2007). When considering the current studies conducted in Türkiye, psychological resilience in adults has been positively correlated to the parental attitude of emotional warmth (Varcier, 2019; Yörük, 2019) and the democratic parental attitude (Özen, 2019) and negatively correlated to the rejecting parental attitude (Varcier, 2019). A positive relationship is seen to exist between psychological resilience and mindfulness, as well as both of them having a mediating role in the relationship with different variables (Okan et al., 2020; Ünal, 2021). It is important to understand how young adults who remain psychologically resilient despite negative life experiences realize this. Examining the relationships between parental attitudes as an environmental factor and the level of mindfulness as an individual factor with regard

to university students' level of psychological resilience is important for understanding the factors related to psychological resilience during different developmental periods and for defining an area that can be studied in order to support psychological resilience. This study examines the relationship between parental attitudes, which can occur as a risk or protective factor, and psychological resilience, as well as the role mindfulness has in this relationship. With this aim, the study seeks an answer to the following question:

1. Do university students' mindfulness levels mediate the relationship between their psychological resilience and parental attitudes?

Methods

Research Design

This study involves quantitative research using a correlational research model. Correlational research examines the relationships among 2 or more variables without interfering in the variables (Büyükoztürk et al., 2010).

Study Group

A total of 330 students studying at foundation and state universities in Istanbul volunteered to participate in this research, which uses the convenience sampling method. Convenience sampling is a non-random type of sampling that selects individuals who are easily accessible to the research and who participate in the research voluntarily (Creswell, 2002; Salkind, 2010). The group of individuals selected using non-random sampling methods is called the study group. Of the students, 262 (79.4%) are female and 68 (20.6%) are male; their ages range between 18 and 25 ($M=20.84$, $SD=2.50$). Table 1 also includes other demographic information about the participants.

Data Collection Tools

The Brief Resilience Scale

The Brief Resilience Scale (BRS) was developed by Smith et al. (2008) with the aim of measuring individuals' psychological resilience and adapted to Turkish by Doğan (2015). The BRS is a 5-point Likert-type self-report scale consisting of 6 items. As a result of the exploratory factor analysis, a single-factor structure was obtained that explains 54.66% of the total variance. The confirmatory factor analysis (CFA) of the scale confirms it to be a unidimensional model. The scale's internal consistency was calculated as $\alpha = .81$, with higher scores on the scale indicating higher resilience (Doğan, 2015).

Mindful Attention Awareness Scale

Mindful Attention Awareness Scale was developed by Brown and Ryan (2003) and adapted to Turkish by Özyeşil et al. (2011). It is a 6-point Likert-type scale with 15 items that measure the general tendency to be aware of and attentive to immediate experiences in daily life. Higher scores on the scale indicate higher levels of mindfulness. The CFA of the scale confirms it to be a unidimensional model. As a result of the reliability analysis, Cronbach's alpha of internal consistency for the scale has been calculated as .80, and the test-retest correlation as .86 (Özyeşil et al., 2011).

Parental Attitude Scale

Kuzgun and Eldeleklioğlu (1999) developed this scale, which is composed of 40 items: 15 for measuring democratic parental attitudes, 15 for measuring protective/demanding parental attitudes, and 10 items for measuring authoritarian parental attitudes. The scale is a 5-point Likert-type scale. The scores are calculated separately for each of the democratic, protective/demanding, and authoritarian attitudes. The internal consistency for the democratic parental attitude subscale was found to be 0.89, the internal consistency for the protective/demanding parental attitude subscale was 0.82, and the internal consistency for the authoritarian subscale was 0.78 (Kuzgun & Eldeleklioğlu, 1999).

Table 1.
Demographic Variables

Variables	Category	Frequency	Percentage (%)
Gender	Female	262	79.4
	Male	68	20.6
Age		$M=20.84$	$SD=2.50$
Faculty	Arts and Sciences	28	8.5
	Education	62	18.8
	Economics and Administration	63	19.7
	Health Sciences	94	28.5
	Engineering	32	9.7
	Other	45	13.6
	Grade level	First year	116
	Second year	84	25.5
	Third year	70	21.2
	Fourth year	47	14.2
	Preliminary	13	3.9
Place where raised	Village	33	10
	District	77	23.3
	Province center	35	10.6
	Metropolis	185	56.1
Mother's education level	Primary school	146	44.2
	Middle School	62	18.8
	High school	77	23.3
	University	45	13.6
Father's education level	Primary school	83	25.2
	Middle School	61	18.5
	High school	97	29.4
	University	89	27
Monthly household income	0-2500 Turkish Lira	45	13.6
	2500-3500 TL	68	20.6
	3500-5000TL	83	25.2
	5000-8000 TL	69	20.9
	8000 or higher TL	65	19.7
Number of people living at home	1	8	2.4
	2-3	91	27.6
	4-5	188	57
	6-10	43	13
Number of siblings	Only child	20	6.1
	1 sibling	129	39.1
	2-3 siblings	155	47
	4-6 siblings	26	7.9

Data Collection

The research was approved by the Ethics Committee of İstanbul 29 Mayıs University (Approval No. 2021/01-04). The data were collected online between March and May of 2021 using Google Forms. Explanations were made in the application form about the purpose of the research and the confidentiality of the data. The data collection tools were applied to students who wanted to voluntarily participate in the research.

Data Analysis

The research examines the mediating role of mindfulness in the relationship between perceived parental attitudes and psychological resilience. Before analyzing the mediating role, descriptive statistics were made for the variables, as well as correlations among the variables. Skewness and kurtosis values were calculated to test the normal distribution of the data, and Cronbach's alpha values were calculated to determine the reliability of the scales (see Table 2). Afterward, the regression-based mediation analysis used Hayes Process Macro (Model 4) in line with Preacher and Hayes's (2008) recommendations in order to reveal the direct and indirect roles.

Bootstrapping was applied to check the significance of the mediation. The bootstrap process tests the significance of the direct and indirect effects in the established model by increasing the number of samples (MacKinnon, 2008). This research conducted 5000 bootstraps (resamples) in order to determine the bootstrap coefficients and confidence intervals. The lower and upper bounds of the confidence interval must not contain zero in order to be able to decide the significance of the indirect effect (Hayes, 2018). The mediation test included gender and age in the analyses as the control variables. The specified analyses were carried out using IBM Statistical Package for the Social Sciences Statistics 25.0 and the SPSS PROCESS MACRO plug-in.

Results

The study analyzed the scales' internal consistency using Cronbach's alpha and the relationships among the variables using Pearson's product moment correlation coefficient. Descriptive statistics were additionally made for the variables, with Table 2 presenting the analysis results.

According to Table 2, the variables meet the conditions for normality in terms of skewness and kurtosis values. Accordingly, the skewness values of the variables range between -0.65 and 0.82, while the kurtosis values range between -0.40 and 0.06. The internal consistency coefficients for the scales (α values ranging between 0.80 and 0.93) were found to be at sufficient levels (Büyüköztürk et al., 2010). When looking at the correlations, significant positive correlations were found between democratic parental attitudes and mindfulness ($r = .21, p < .01$), between democratic parental attitudes and psychological resilience ($r = .20, p < .01$), and between mindfulness and psychological resilience ($r = .23, p < .05$). Significant negative relationships were identified between psychological resilience and authoritarian parental attitudes ($r = -0.18, p < .01$) and between psychological resilience and protective parental attitudes ($r = -0.12, p < .05$). The relationships between mindfulness and authoritarian parental attitudes ($r = -0.11, p > .05$) and between mindfulness and protective parental attitudes ($r = -0.03, p > .05$) were not significant.

Mediation Analysis

This section tests three different models to determine the mediating role of mindfulness in the relationships the democratic, authoritarian, and protective parental attitudes have with psychological resilience. This is because the model has three independent variables (i.e., democratic, authoritarian, and protective parental attitudes). Figure 1 presents the standardized coefficients of the variables for the first model.

According to Figure 1, democratic parental attitudes significantly and positively predict psychological resilience both in total ($\beta = .20$,

Table 2. Descriptive Statistics and Variable Correlations

	DPA	APA	PPA	Mindfulness	Psychological Resilience
DPA	—	-0.75**	-0.46**	.21**	.20**
APA	—	—	.72**	-0.11	-0.18**
PPA	—	—	—	-0.03	-0.12*
Mindfulness	—	—	—	—	.23*
M	55.98	22.42	36.48	59.17	17.61
SD	13.09	8.37	11.07	12.12	5.03
Skewness	-0.65	.82	.45	-0.32	-0.11
Kurtosis	-0.35	.06	-0.40	-0.10	-0.11
Cronbach's alpha	.93	.85	.86	.80	.86

N = 330.
 APA, authoritarian parental attitudes; DPA, democratic parental attitudes; PPA, protective parental attitudes.
 *p < .05.
 **p < .01.

$p = .00$) and directly ($\beta = .15, p = .004$). Again, democratic parental attitudes significantly and positively predict mindfulness ($\beta = .21, p = .000$), and mindfulness significantly and positively predicts psychological resilience ($\beta = .20, p = .000$). As a result of the mediation model, the variables explain approximately 8% of the variance in psychological resilience ($R^2 = 0.08; F_{(2, 327)} = 13.36; p = .000$). Figure 2 presents the standardized coefficients for the variables regarding the second model.

According to Figure 2, authoritarian parental attitudes predict psychological resilience significantly and negatively both in total ($\beta = -0.18, p = .001$) and directly ($\beta = -0.15, p = .004$). Mindfulness significantly and positively predicts psychological resilience ($\beta = .21, p = .000$). Authoritarian parental attitudes do not significantly predict mindfulness ($\beta = -0.10, p = .06$). As a result of this mediation model, the variables again explain approximately 8% of the variance in psychological resilience ($R^2 = 0.08; F_{(2, 327)} = 13.41; p = .000$). Figure 3 presents the standardized coefficients of the variables for the third model.

According to Figure 3, protective parental attitudes significantly and negatively predict psychological resilience, both in total ($\beta = -0.12, p = .03$) and directly ($\beta = -0.11, p = .03$). Mindfulness significantly and positively predicts psychological resilience ($\beta = .23, p = .000$). However, protective parental attitudes do not significantly predict mindfulness ($\beta = -0.03, p = .60$). As a result of the mediation model, the variables again explain approximately 8% of the variance in psychological resilience ($R^2 = 0.08; F_{(2, 327)} = 11.59; p = .000$). Table 3 presents a summary of the results of the total, direct, and indirect effects from the mediation analyses.

As seen in Table 3, the mediation analyses have revealed democratic parental attitudes to have a significant indirect effect on psychological resilience ($b = .02, t = 2.616, 95\% \text{ CI}, 0.0063-0.0302$). In addition, democratic parental attitudes' direct effect on psychological resilience in the presence of a mediator variable was found to be significant ($b = .06, p < .01$). As a result, mindfulness partially mediates the relationship between democratic parental attitudes and psychological resilience. The same table also shows authoritarian parental attitudes ($b = -0.01, t = -1.558, 95\% \text{ CI}, -0.0329, 0.0010$) and protective parental attitudes ($b = -0.003, t = -0.484, 95\% \text{ CI}, -0.0157-0.0090$) to have no significant indirect effect on psychological resilience.

Discussion and Conclusion

This study has examined the role of mindfulness in the relationship between parental attitudes and psychological resilience. According to the results, a negative relationship was found for authoritarian and protective parental attitudes with psychological resilience but not for mindfulness. Significant positive relationships were determined among democratic parental attitudes, psychological resilience, and mindfulness. According to the results from the mediation analyses, authoritarian and protective parental attitudes predict psychological resilience both in total and directly at a significant and negative level, while democratic parental attitudes significantly and positively predict

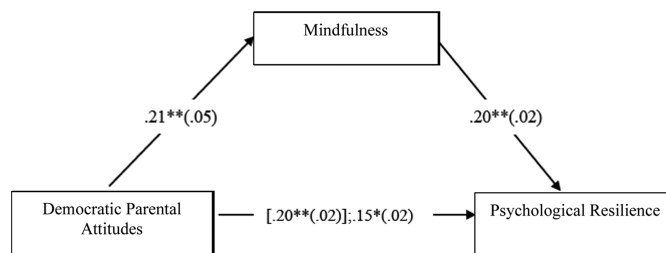


Figure 1. Standardized coefficients in the first mediation model (note: *p < .01, **p < .001; values in parentheses are standard error values).

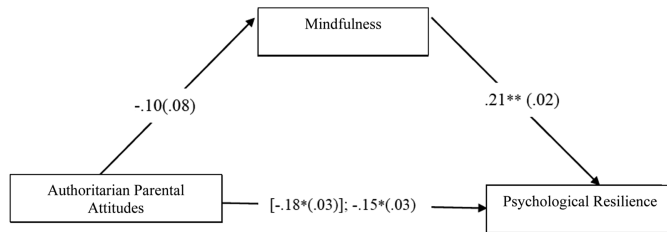


Figure 2. Standardized coefficients in the second mediation model (note: * $p < .01$, ** $p < .001$; values in parentheses are standard error values).

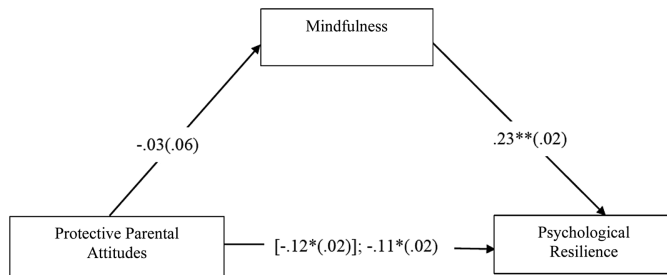


Figure 3. Standardized coefficients in the first mediation model (note: * $p < .01$, ** $p < .001$; values in parentheses are standard error values).

psychological resilience. While authoritarian and protective parental attitudes were revealed to not have an indirect effect on psychological resilience, democratic parental attitudes were revealed to have a significant indirect effect. In addition, the direct effect of democratic parental attitudes on psychological resilience was found to be significant in the presence of the mediator variable. Therefore, mindfulness partially mediates the relationship between democratic parental attitudes and psychological resilience.

The results from this study show a significant positive relationship exists between democratic parental attitudes and psychological resilience. A warm, supportive, and child-centered parenting style has been associated with the development of resilience and can therefore be considered a protective factor that may increase one’s ability to overcome negative life events and crises. This obtained finding shows parental attitudes to be closely related to individuals’ psychological resilience and is namely consistent with other studies that have shown the traces of early experiences in the relationships with one’s parents to affect one’s psychological well-being in later periods of life and democratic parental attitudes to increase individuals’ psychological resilience (Hoffman, 2010; Rothrauff et al., 2009; Werner & Smith, 1982; Zakeri et al., 2010). When examining the literature, no research could be found that contained different findings between democratic parental attitudes and psychological resilience. The fact that studies conducted so far between these 2 variables have yielded similar results shows democratic parental attitudes to be very decisive in developing psychological resilience.

Another research finding shows a significant negative relationship between authoritarian and protective parental attitudes and psychological resilience. This finding shows parallels with the literature (Demirsu, 2018; Varıcıer, 2019). Children raised by authoritarian parents tend to have lower levels of psychological resilience compared to children raised by democratic parents (Ritter, 2005). Instead of supporting high self-esteem and psychological resilience, authoritarian parents emphasize control and obedience, discipline through punishment, and expect children to obey their commands without arguing; children living in these homes are also less likely to seek help when experiencing mental health problems (Baumrind, 1991; Baumrind, 2005; Ritter, 2005). Individuals who have difficulty expressing themselves as a result of the behavior of authoritarian parental attitudes, who always feel obliged to obey rules in the face of authority figures, who avoid enforcing rules, and who do not dare to question anything about their parents are thought to have experienced negative effects on their levels of psychological resilience, which is defined as the ability an individual has to successfully overcome negative conditions and to recover after stressful and difficult life events (Luthar et al., 2000; Rutter, 1987; Smith et al., 2010). No research is found in the literature to demonstrate anything contrary to this finding.

Protective parental attitudes were also found to negatively impact children’s psychological resilience. This finding is in line with other studies that have examined the relationship between protective parenting and psychological resilience (Demirsu, 2018; Cüre Acer, 2020). Protective parenting is characterized by overprotection and overinvolvement in children’s lives, and this can prevent children from developing the skills needed for coping with stress and challenges. This approach may also lead children to have a lower sense of autonomy, and this can negatively impact their self-esteem and emotional regulation (DeHart et al., 2006). According to several studies, adult children of foster parents often avoid problems or rely on others to overcome their difficulties (Evans & Karl, 2022; Segrin et al., 2015). Those without the capacity to successfully cope with obstacles may have had their psychological resilience damaged. However, Varıcıer’s (2019) study evaluating the parenting styles of mothers and fathers separately concluded that no significant relationship exists between a mother’s overprotectiveness and the child’s psychological resilience. This difference is thought to perhaps be due to sampling and methodological differences. When assessed this way, one would logically assume protective parenting attitudes to be negatively related to psychological resilience. When evaluating the findings from this research, authoritarian and protective parenting attitudes are seen to be able to prevent psychological resilience from developing in children. This study has also provided additional evidence to support the role healthy family relationships have in increasing one’s level of psychological resilience.

According to the research results, the direct effect of democratic parental attitudes on psychological resilience in the presence of the mediating variable was also found to be significant. Therefore, mindfulness is considered to partially mediate the relationship between democratic parental attitudes and psychological resilience. In other words, mindfulness plays a role in explaining the relationship

Table 3. Total, Direct, and Indirect Effect Results for the Mediation Analyses

Correlation	Total Effect	Direct Effect	Indirect Effect	95% CI		t-statistic
				Lower Bound	Upper Bound	
DPA → MF → PR	.08 (.000)	.06 (.004)	.02	.0063	.0302	2.616
APA → MF → PR	-0.10 (.001)	-0.09 (.004)	-0.01	-0.0539	.0015	-1.558
PPA → MF → PR	-0.06 (.025)	-0.05 (.031)	-0.003	-0.0343	.0194	-0.484

Note: The values in parentheses are p-values.

DPA, democratic parental attitudes; APA, authoritarian parental attitudes; PPA=protective parental attitudes; MF, mindfulness; PR, psychological resilience.

between democratic parenting and psychological resilience. When taking mindfulness into consideration as the mediating variable, the direct effect of democratic parenting on psychological resilience remains significant. This means that democratic parenting attitudes have both direct and indirect effects on children's psychological resilience. However, no other research has been found to have addressed these variables. One of the reasons for this study's examination of the role mindfulness has in the relationship between parental attitudes and psychological resilience was to identify one of the areas where the impacts of one's past positive and negative parenting experiences can be reduced through various interventions to be made in the coming years. While past parenting experiences cannot be changed, increasing interventions that are able to prevent their effects from continuing as before is thought to be able to create an empowering area of experience for university students as they prepare for life. This research has also addressed these variables in order to identify this need. In light of these data, studies on increasing the level of mindfulness should be supported as a way of increasing psychological resilience, and this should be taken into consideration for its potential as an important protective factor against the negative effects of the difficulties that will be experienced by students as they continue their university education.

This study has helped understand the effects parental attitudes have on the psychological resilience of a group of university students studying in Istanbul and underlines the importance of these attitudes by emphasizing the positive effects of democratic parental attitudes. This study on the mediating effect of mindfulness may additionally inspire research on understanding the other factors that have indirect effects on resilience. The results of this study suggest that parents should pay attention to their parenting attitudes and adopt a more democratic parenting approach in order to increase the psychological resilience of young adults.

Limitations

This study was conducted on university students who were unsure as to whether or not they were at risk. New studies can be conducted with at-risk university students using similar and different variables.

Data were collected online during the coronavirus disease 2019 pandemic. All students who participated in the research did so during online education while at home with their parents and at a time when the pandemic was a challenge for the whole family. This situation may have damaged the objectivity of the students' perspectives toward their parents. This was one of the limitations of the research.

Recommendations

The participants were not asked whether they had ever participated in any mindfulness practices or if they meditated regularly. Due to these being factors that may have affected the results, future studies are recommended to take these into consideration.

The scale the study used to determine mindfulness levels is 1-dimensional and measures the general tendency to be aware of and attentive to experiences in the moment in daily life (Özyeşil et al., 2011). Another suggestion is to conduct new studies with different measurement tools that address mindfulness in multiple dimensions.

To ensure the generalizability of their findings, researchers should consider examining different populations, including individuals from different cultural, ethnic, and socioeconomic backgrounds. This may help identify potential cultural or contextual differences in the relationship among mindfulness, parental attitudes, and psychological resilience.

To better understand the mechanisms underlying the relationships among mindfulness, parental attitudes, and psychological resilience,

researchers should consider the mediating and moderating variables. This would be able to help identify the potential factors that may enhance or hinder the relationships among these variables.

Ethics Committee Approval: Ethical committee approval was received from the Ethics Committee of İstanbul 29 Mayıs University (Approval no: 2021/01-04, Date: 04/11/2021).

Informed Consent: Verbal informed consent was obtained from the participants who agreed to take part in the study.

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