

## **It's not the Fault of Excellence: a Study on the Influence of Excellent Parents on Their Adolescent Children**

**Xinyang Hong**

*No.1 Middle School Attached to East China Normal University, Shanghai, China*

**Abstract :** Parents are children's first teachers. Excellent parents may become role models for their adolescent children because of their own excellence, but they may also put pressure on their adolescent children because of their excellence. This study used a questionnaire survey to survey a sample of 150 adolescents to explore the impact of excellent parents on their adolescent children. The research results show that the respondents generally recognize that their parents are hard-working, have good grades and are successful in their careers, and that the excellence is truly outstanding, rather than the "fake" excellence that parents boast about. Parents pass on excellence through positive caring education, Encouragement education and action education are the main focus, but at the same time, anxiety will also be mixed with education; truly excellent parents will have a positive impact, including reducing the introversion and stress level of adolescent children, and improving their children's hard work; "fake" excellent parents will have a positive impact It will have a negative impact, significantly increasing adolescents' stress, rebellion, inferiority and rebuttal; parents' positive education methods will have more positive impacts, including allowing children to regard their parents as role models and motivating teenagers to work hard; while parents' negative education methods will Producing more negative effects can easily lead to stress, rebellion, refutation, reduced diligence and low self-esteem in adolescent children. Finally, based on research on the impact of excellent parents on adolescent children, this study provides targeted suggestions on how to create a good parent-child relationship in the future.

**Keywords:** Excellent Parents; Teenagers;

### **Children; Influence**

#### **1. Introduction**

Parents are the first teachers of their children. Their excellence and their educational methods will have a profound impact on their children. On the one hand, excellent parents may teach their children by example, let their children take their parents as an example, form high standards and high requirements for themselves, and pursue excellence. On the other hand, excellent parents may also put invisible pressure on their children, especially when children compare themselves with their parents. When they feel that no matter how hard they try, they are not as good as their parents and are not understood, they may develop a rebellious mentality. Especially for children who have developed to adolescence, their thoughts are not mature yet, they are in a critical period of finding self-identity, and they are eager to get social recognition. When facing excellent parents, if they are accompanied by inappropriate educational methods, it is easy to quarrel with their parents, rebel, and even some extreme events. For example, in 2019, a 17-year-old high school student was criticized after telling his mother, rushed out of the car, ran to the bridge and jumped off, ending his young life. So, will excellent parents bring role models or pressure to their children? How to guide children positively? A systematic discussion of this issue will help guide communication and understanding between teenagers and parents and ease the relationship between parents and children.

Many studies have focused on the relationship between parents and adolescent children, and some studies have explored the attachment relationship between adolescents and their parents. For example, Chen Wanfen et al. [2] found that there was a correlation between adolescent mother attachment, father attachment, psychological quality and life

satisfaction, and psychological quality mediated the impact of parent attachment on adolescent life satisfaction. There was no significant difference in the impact of mother attachment and father attachment on adolescent life satisfaction. Bao Keping and Xu Qinmei [1] found that compared with mainland Chinese adolescents, Malaysian adolescents had a more positive evaluation of peer and parent attachment, among which adolescents in Malaysia were the weakest.

This result seems to indicate that there are certain cultural differences in adolescent attachment relationships, and cultural differences should be paid attention to when studying adolescent attachment relationships in different cultural backgrounds. Some studies have also focused on the role of parents in adolescent bad activities. For example, Soh et al. [7] explored the role of parents in adolescent online dangerous activities and found that peer attachment and parent attachment competed in the impact of adolescent dangerous online activities and Internet addiction. When parents actively participated in mediating adolescent online activities, parents had a stronger influence. In general, parents had a greater influence on adolescents than their peers. Fisher et al. [6] found that parents knew little about the drug-related problems their children were experiencing. In adolescent reports, only 27% of the time they were diagnosed with alcohol abuse or dependence, and 26% of the time they were diagnosed with marijuana abuse or dependence. Parent reports showed that there were almost no cases of drug use among children aged 12 to 13, and basically no cases among children aged 16 to 17. Some studies have also compared the differences between the parenting styles of special adolescent groups and those of normal adolescent groups. For example, Edwards et al. [5] explored the way parents of adolescents with ADHD interacted with them and found that parents and adolescents in the ADHD group believed that they had more problems involving parent-adolescent conflicts, had more anger in these conflict discussions, and generally had more negative communication, and used more aggressive conflict strategies with each other than parents and adolescents in the control group. Wang Gaohua [3] found that compared with normal adolescents, adolescents with

depression had significant differences in parents' severe punishment, warm understanding, denial and rejection. There were also significant differences in the coping styles of seeking help, self-recognition, withdrawal and fantasy, and attribution style. These results show that adolescents with depression have a certain degree of pessimistic attribution and negative coping style, which may be closely related to their parents' parenting style. Zhang Wenxin [4] compared the educational methods of urban parents and rural parents for adolescents and found that there was a high degree of consistency between urban and rural parents in the educational methods of adolescent children, but there were also certain differences, mainly manifested in that urban parents had more warmth and understanding in the education of their adolescent children, but at the same time, they were accompanied by more severe punishment, excessive interference and denial and rejection. Although many studies have focused on adolescents and their relationship with their parents, the research mainly focused on exploring the attachment relationship between adolescents and parents, the role of parents in adolescent bad activities (Internet addiction, marijuana smoking), and the parenting style of parents of special adolescent groups (such as ADHD), ignoring the impact of excellent parents on adolescents. Does the excellence of parents have a positive effect or a negative pressure? Is the educational method of excellent parents more important than the excellence of the parents themselves? This study attempts to focus on the impact of excellent parents, systematically explore the above issues, provide data support for solving the relationship problems between teenagers and their parents, and help teenagers grow up healthily.

## **2. Research Process**

### **2.1 Material Preparation Procedure**

The research materials were investigated by self-compiled questionnaires, which included three parts: instructions, demographic variables, and questions for research design. In the instructions, the participants were welcomed, the purpose of the study, and the duration of the study were introduced, so that the respondents had a preliminary

understanding of the study. Because the subjects of this study were middle school students, the subjects were set as middle school students in the instructions. The demographic variables included variables such as gender, age, and education level. In the question design for the research questions, the Likert five-point scale was used to score the excellent performance of parents, the excellent education methods passed on by parents, and the influence of excellent parents on teenagers, from 1 to 5 representing "strongly disagree" to "strongly agree". For example: My parents think that they are relatively successful in their careers, but in reality they are not as successful as they think.

## 2.2 Data Collection Procedure

During the data collection process, the researcher first entered the prepared survey questionnaire on the Wenjuxing platform, generated an electronic questionnaire and published it. Since the specific research object of this study is the adolescent group, the classmates and friends around the researcher can be used as research objects, so the researcher can collect samples through classmates and friends around them. The researcher adopted the snowball sampling method, posting the Wenjuxing link on the circle of friends, and pushing it point-to-point to classmates and friends, and then sharing it again through them to expand the scope of data collection. In addition, in order to obtain as much valid data as possible, this study also asked parents and family members to forward it to collect more samples.

## 2.3 Sample Characteristics

A total of 150 samples were obtained in this study, as shown in Table 1. Among the valid samples obtained, in terms of gender, there are slightly more girls (80 people, accounting for 53.33%) than boys (70 people, accounting for 46.67%). In terms of age, the number of people in each age group is relatively evenly distributed, with 51 people (34.00%) aged 10-13, 55 people (36.67%) aged 14-16, and 44 people (29.33%) aged 17-19. In terms of

education, the number of junior high school students (83 people, accounting for 55.33%) and high school students (67 people, accounting for 44.67%) is also comparable. The reason why the distribution of gender, age and education level is relatively uniform may be that, on the one hand, when the "snowball" sampling method is used, the number of friends in the circle of friends is similar in primary and secondary schools, junior high schools and high schools; on the other hand, in order to increase the representativeness of the sample, when conducting point-to-point push, the researchers deliberately took into account all genders, ages and educational levels, and selected classmates and friends of different genders, educational levels and age levels for point-to-point push.

**Table 1. Sample Characteristics.**

Variable	Classification	Frequency	Frequency
Gender	male	70	46.67%
	female	80	53.33%
Age	10-13 years old	51	34.00%
	14-16 years old	55	36.67%
	17-19 years old	44	29.33%
Education	junior high school	83	55.33%
	high school	67	44.67%

note: n=150.

## 3. Research Results

### 3.1 Excellent Performance of Parents

Parents' "fake" excellence will have more negative effects. Parents who think they have good grades will significantly increase adolescent stress ( $\beta=0.21$ ,  $p<0.05$ ), and parents who think they are successful in their careers will also significantly increase adolescent stress ( $\beta=0.24$ ,  $p<0.05$ ) and cause adolescent rebellion ( $\beta=0.29$ ,  $p<0.05$ ), while parents who think they are hardworking will cause children to feel inferior ( $\beta=0.25$ ,  $p<0.05$ ) and refute ( $\beta=0.23$ ,  $p<0.05$ ). Unexpectedly, parents' belief that they are successful in their careers will also have certain positive effects, including serving as role models for teenagers ( $\beta=0.30$ ,  $p<0.01$ ) and improving their diligence ( $\beta=0.26$ ,  $p<0.01$ ) in table 2.

**Table 2. Regression Analysis of the Impact of Good Parents on Adolescents.**

	Positive Impact		Negative obedience			Negative rebuttal		
	Role Model	Hardworking	self-abasement	Introversion	Pressure	Rebellion	Refute	Lie flat
<b>Control</b>								

variables								
Gender	-0.21	-0.19	-0.26	0.14	0.06	0.31	0.39*	-0.19
Age	0.07	0.03	-0.02	0.08	0.12	0.09	0.11	0.21
Education	-0.11	0.01	-0.49	-0.02	0.01	0.35	0.12	0.14
<b>Really excellent</b>								
Good grades	0.20	0.12	0.14	-0.31*	-0.21*	-0.08	-0.12	0.14
Career Success	0.10	0.04	0.21	0.20	0.26*	-0.05	0.06	-0.03
Hardworking	0.01	0.18*	-0.16	0.08	-0.08	-0.03	-0.11	-0.06
<b>"Fake" excellence</b>								
Think you have good grades	-0.04	0.06	-0.09	0.09	0.21*	0.16	0.12	-0.05
Consider yourself successful	0.30**	0.26**	0.08	-0.19	0.24*	0.29*	0.17	0.11
Consider yourself hardworking	0.07	-0.05	0.25*	0.24	0.002	0.13	0.23*	0.22
<b>Negative education methods</b>								
Conveying anxiety	-0.05	-0.11	0.02	0.17	0.50***	0.29***	0.29** *	0.07
Comparative Education	-0.09	-0.19**	0.22*	0.17	-0.01	-0.05	-0.02	0.25*
<b>Positive education approach</b>								
Action Education	0.07	0.08	0.05	-0.02	-0.06	0.09	0.12	-0.05
Encourage education	0.23**	0.1	-0.03	0.11	-0.1	-0.05	-0.01	-0.02
Caring Education	0.33***	0.25**	0.17	-0.12	0.01	-0.04	-0.08	0.04
R <sup>2</sup>	0.45	0.42	0.31	0.16	0.56	0.41	0.46	0.23
F	7.72	6.98	4.41	1.8	12.03	6.68	8.11	2.81

Note: \* represents  $p < 0.05$ , \*\* represents  $p < 0.01$ , and \*\*\* represents  $p < 0.001$ .

Parents' negative education methods will also have more negative effects. Among them, parents' education methods that convey anxiety will lead to stress ( $\beta = 0.50$ ,  $p < 0.001$ ), rebellion ( $\beta = 0.29$ ,  $p < 0.001$ ) and rebuttal ( $\beta = 0.29$ ,  $p < 0.001$ ). Parents' comparative education methods will significantly reduce teenagers' diligence ( $\beta = -0.19$ ,  $p < 0.01$ ) and increase teenagers' inferiority ( $\beta = 0.22$ ,  $p < 0.05$ ). Parents' positive education methods will have more positive effects. Among them, encouraging education can significantly

increase the extent to which children regard their parents as role models ( $\beta = 0.23$ ,  $p < 0.01$ ), and caring education can significantly increase the role of role models ( $\beta = 0.33$ ,  $p < 0.001$ ) and inspire adolescents to work hard ( $\beta = 0.25$ ,  $p < 0.01$ ).

#### 4. Conclusions

This study systematically explored the impact of excellent parents on adolescent children using a questionnaire survey method. The results show that the respondents generally

recognize that their parents are hardworking, have good grades and are successful in their careers, and that their excellence is truly excellent, rather than the "fake" excellence of their parents' self-praise. Parents convey excellence mainly through positive caring education, encouraging education and action education, but at the same time, education is also mixed with anxiety. Truly excellent parents will have a positive impact, including reducing the introversion and stress level of adolescent children and improving their hard work. Parents' "fake" excellence will have a negative impact, significantly increasing adolescent stress, rebellion, inferiority and rebuttal. Parents' negative education methods will also have more negative effects, which can easily lead to stress, rebellion, rebuttal, reduced diligence and increased inferiority in adolescent children. Parents' positive education methods will have more positive effects, including letting children regard parents as role models and inspiring young people to work hard.

### **5. Practical Suggestions**

1) Parents should improve their own quality, set an example by their own actions, and motivate their children to work hard through actions.

Research has found that truly excellent parents have a significant positive impact on their teenage children. They can reduce their children's introverted tendencies, reduce stress, and improve academic and life efforts. These parents set a good example by showing their children the importance of hard work and persistence through actions, not words. Their sense of responsibility and positive attitude influence children, teaching them to face challenges and pursue goals. Therefore, parents should improve their own qualities, become role models for their children, and inspire them to pursue excellence.

2) Avoid using self-praise and comparison education methods, pay attention to children's growth, and avoid causing stress and rebellious emotions.

Research shows that if parents' self-perception of "excellence" is not recognized by their children, it may have a negative impact on adolescents, such as increased stress, rebelliousness, and inferiority. This difference between self-perception and children's feelings

may lead to relationship tension and rebellious behavior. Parents show their past achievements to motivate their children, but if children find that their parents are not as good as they show, they may feel dissatisfied and disgusted. Therefore, it is recommended that parents avoid communicating with their children in a self-boasting or comparison manner, but should focus on their children's growth and progress, and give understanding and support. Through equal and open communication, parents can help their children build self-confidence, reduce stress and rebelliousness, and promote their healthy and positive development. Parents' role as role models should win the respect and trust of their children through practical actions and sincere care, rather than self-boasting.

3) Use more positive education, such as encouragement and care education, to establish a good parent-child relationship and promote the healthy development of children. Research has found that positive education methods such as action education, encouragement education and care education can enhance the role of parents as role models and inspire young people to work hard. These methods create a safe and loving environment, so that children can feel warmth and care and are more willing to accept the influence of their parents. Action education emphasizes that parents should set an example, encouragement education recognizes children's positive behavior, and care education focuses on children's emotional needs. These methods are more effective than simple verbal preaching, and can enhance children's self-confidence, stimulate internal motivation, and promote healthy growth.

4) Reduce anxiety transmission and comparison education, pay attention to children's emotional needs, and avoid increasing psychological burden.

### **References**

- [1] Bao Kebing, Xu Qinmei. A comparative study of the attachment relationship between parents and peers of adolescents in China and Malaysia [J]. Chinese Journal of Clinical Psychology, 2006, 14(2):3.
- [2] Chen Wanfen, Zhang Dajun, Pan Yangu, et al. The relationship between adolescent parental attachment and life satisfaction: the mediating role of psychological quality



- [J]. 2021(2017-4):352-357.
- [3]Wang Gaohua, Tang Jihua, Wang Xiaoping, et al. A study on the parenting style, coping style and attribution style of adolescents with depressive disorders and their correlation [J]. Chinese Journal of Behavioral Medicine and Brain Science, 2006, 15(2):123-124.
- [4]Zhang Wenxin. A comparative study of the educational methods of parents of urban and rural adolescents [J]. Psychological Development and Education, 1997, 12(3):6-10.
- [5]Edwards G, Barkley R A, Laneri M, et al. Parent-adolescent conflict in teenagers

**International Conference on Social Development  
and Intelligent Technology (SDIT2024)**

- with ADHD and ODD[J]. Journal of abnormal child psychology, 2001, 29(1): 557-572.
- [6]Fisher S L, Bucholz K K, Reich W, et al. Teenagers do not know much: An analysis of adolescent-parent agreement on reports of adolescent substance use, abuse, and dependence[J]. Alcoholism: Clinical and experimental research, 2006, 30(10): 1699-1710.
- [7]Soh P C H, Chew K W, Koay K Y, et al. Parents vs peers' influence on teenagers' Internet addiction and risky online activities[J]. Telematics and informatics, 2018, 35(1): 225-236.