

Study of the Effects of Negative Parenting Styles on Children's Self-Esteem in Chinese Teachers' Families

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Abstract

In China, teachers are called "engineers of the human soul." Nevertheless, it is not uncommon for Chinese teachers to fail in their children's education. Due to the particularity of their profession and the influence of the current social environment, teachers tend to adopt negative parenting methods such as punishing their children severely, excessively interfering with their children's life, and refusing to let their children express themselves, which in turn has a profound negative impact on their children's self-esteem. This paper explores the existence of negative parenting styles in teachers' families through qualitative analysis, establishing a model, and conducting a stepwise regression analysis of questionnaire data using SPSS software, and finds that the negative parenting styles in Chinese teachers' families are significantly correlated with low self-esteem in their children. Based on the results of the study, this paper argues that in order to help improve the self-esteem of teachers' children and promote healthy nurturing of their minds, Chinese teachers must reform their parenting styles, by accepting and caring for their children, implementing democratic management, and respecting and acknowledging their children.

Keywords

Chinese Teachers' Families, Negative Parenting Styles, Children's Self-esteem, Effects.

1. Introduction

Coopersith (1967) believed that self-esteem is an individual's overall evaluation of all aspects of himself, and it is a person's self-worth judgment of his own behavior, emotion, and attitude [1]. Self-esteem is the core component of self-consciousness, which has a great influence on the individual's mental health [2]. Research reveals that the self-esteem level of high school students, college students and other adolescent groups is significantly negatively correlated with mental health [3] [4]. People with low self-esteem have poor psychological stability, are particularly sensitive and suspicious of others' judgement, are prone to self-denial or self-deprecation. They have more negative emotions, such as irritability, depression, anxiety, the sense of inferiority, etc. They are seriously endangered in terms of mental health [5].

Negative parenting refers to parenting behaviors that have a negative impact on the development of children and adolescents [6]. Recently, people have been paying more and more attention to the negative parenting behaviors of Chinese teachers that leads to the damage of children's self-esteem and mental health crises. Dr. Kevin Xu, a clinical psychologist and psychiatrist at Peking University, conducted a survey in 2017 and found that among the 38 students at risk of suicide, more than 50% of participants came from teachers' families. In the same year, researcher Qi Kai used stratified sampling to select 4,585 college students for a questionnaire survey (of which 4,160 questionnaires were valid), and found that the mental health of college students from teachers' families was not optimistic. In February 2017, an online survey was launched on the Zhihu platform: "As a teacher's child, what bad experiences have you had?" As of June 2023, 712 users have responded, pointing out that their parents who

are also teachers, have improper parenting practices such as verbal violence, authoritarianism and transitional difficulty from working environment to the family environment. About fifty percent of the respondents mentioned that they have different degrees of psychological problems, of which more than seventy mentioned that they suffer from anxiety disorders and depression. About forty percent of the respondents indicated that they had mental problems such as low self-esteem, intense sense of frustration and insecurity, etc., while more respondents mentioned that their self-esteem had been damaged, which manifested as self-denial, excessive concern over other people's appraisal, self-doubt, and the belief that they were not worthy of being loved. So far, the website about this question has been viewed by nearly 2.35 million people, indication that society is highly concerned about the negative parenting styles of Chinese teachers.

Both the findings of scholars and the anonymous replies from teachers' children on the Zhihu platform indicate that there are negative deviations in the upbringing of children in teachers' families, which ultimately undermine children's self-esteem and even lead to serious psychological problems. Through a large amount of literature research, it has been found that existing studies are less related to the relationship between negative parenting styles of teachers' families and the self-esteem of teachers' children. In light of this, this paper adopts a mixed research method to explore the relationship between teachers' school-level parenting styles and their children's low self-esteem, and puts forward suggestions, in hopes that this study will be a realistic guide for the adjustment of teachers' parenting styles and the enhancement of teachers' children's self-esteem levels.

2. Research Design and Process

2.1. Research Method

Due to the lack of a sufficient amount of literature data available for reference, this paper adopts a mixed research method of exploratory sequential design. This research consists of two phases, the first phase is qualitative research, and the second phase is quantitative research [7], see Figure 1. The first phase of this study was a qualitative study, analyzing online data and combining interviews with the aim of identifying the manifestations of negative parenting styles in teachers' families and children's low self-esteem, and building a research model of negative parenting styles in teachers' families' and children's low self-esteem. In order to test the findings of the first phase of this study, the second phase of this study focuses on quantitative research. Through empirical analysis, this paper explores the correlation between teachers' negative parenting style and children's low self-esteem.

2.2. Qualitative Research

In the qualitative analysis stage, according to the requirements of "triangulation", this paper uses a wide variety of data sources and collection techniques. The data in the qualitative analysis stage of this paper can be classified into two categories: primary data and triangular data.

2.2.1. Primary Data Analysis

Primary data refers to data collected from online comments. Taking the online survey of "As a teacher's child, what bad experiences have you had?" from Zhihu as the main data source of this paper, python software was used to crawl all 712 replies from February 4, 2017 to June 27, 2023, deleting comments that were unrelated to the topic or contained little information, and the remaining 438 replies were used as the main data. Through data crawling, the high frequency (more than 100 times) of negative parenting styles of teachers and parents are sorted out as follows:

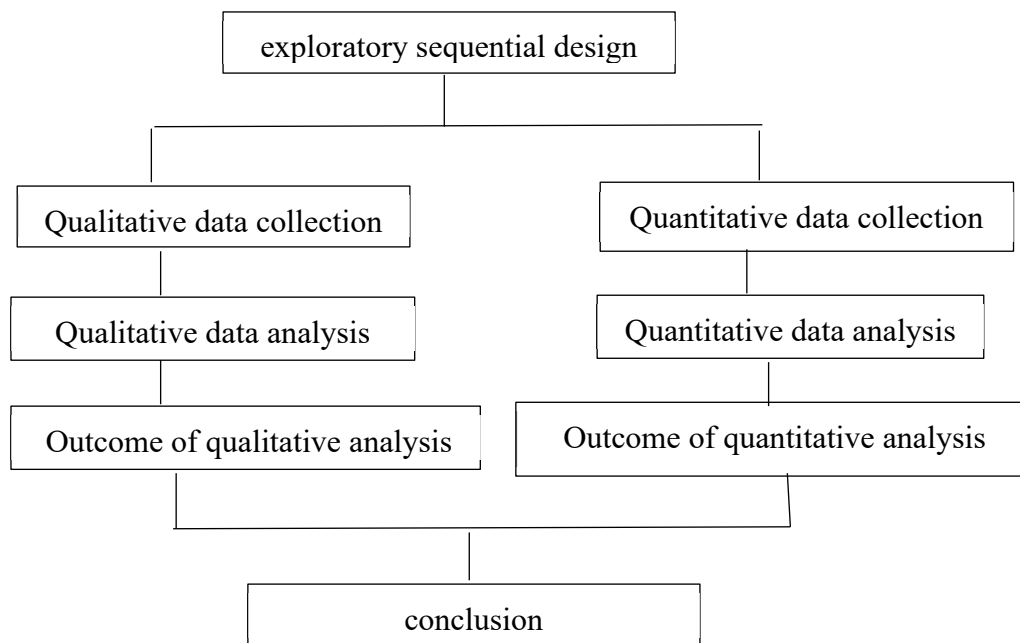


Figure 1. Research design

Table 1. Negative parenting behaviors of teachers’ families

Type of Behavior	Specific Behaviors
Severe punishment	Treating children like students
	Criticizing children severely (usually when others are present) , even punching them when they make mistakes
	Pressuring children to accept their ideas
	Comparing their children with their peers
Excessive interference	Requiring children to follow their every command
	Interfere with children’s choice making process
Denial and refusal	Disrespecting children’s feelings
	Being busy at work, neglecting communication with children

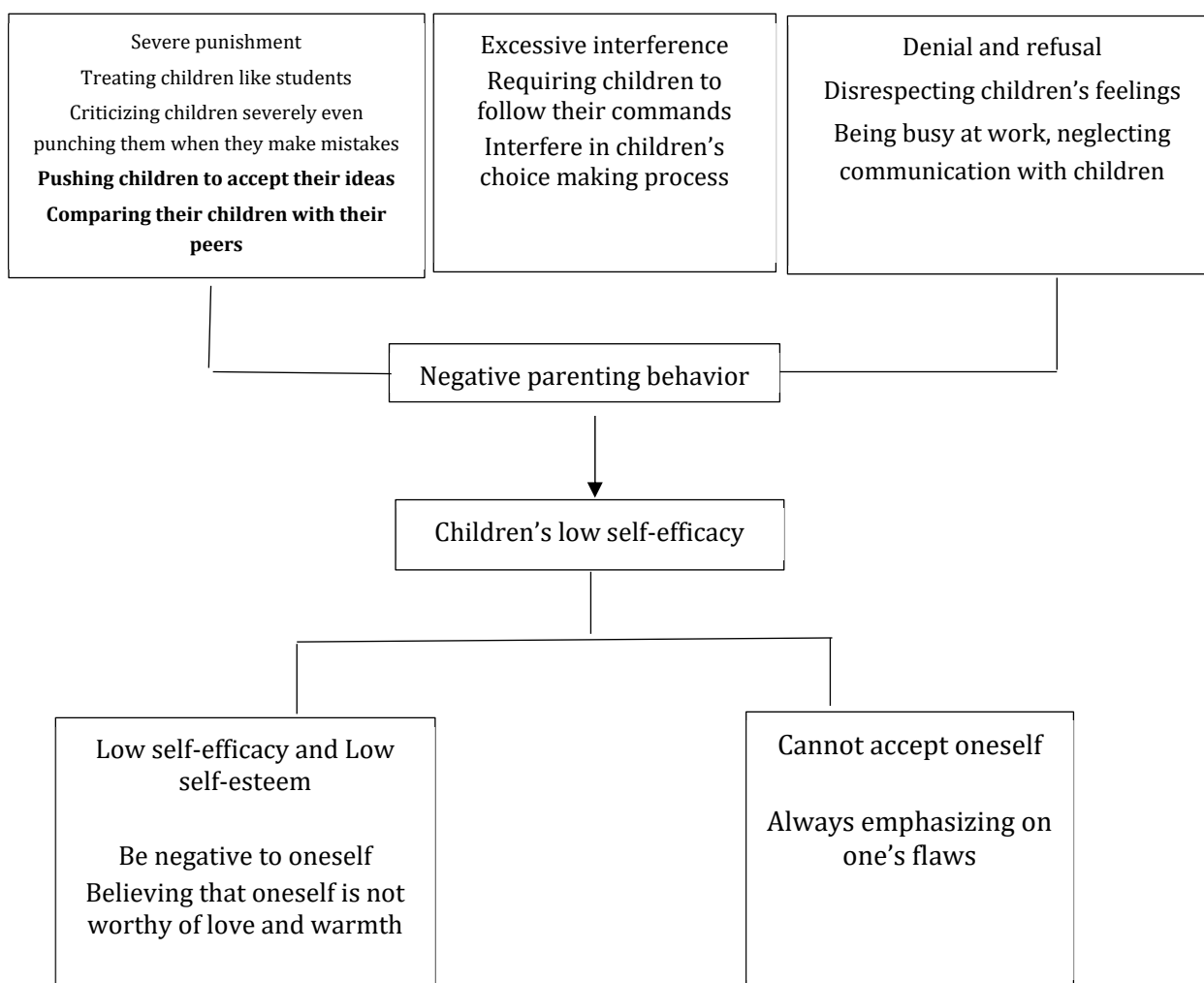
Most of the children of teachers think that their parents have the following characteristics: they prioritize achievements, preach and even hyper-control their children, are self-centered, have stubborn mindsets, and believe in frustration education. In daily family education, parents who are teachers usually put too much weight on their children's achievements and have excessively high expectations for their children; they also like to compare their children with others, do not take into account children's self-esteem, criticize children in the presence of others, and interfere in their children's personal choices, including but not limited to the way they dress, their hair, friends, going out, hobbies, children's university and choice of profession, and even employment. Parents are too serious in front of their children, and even belittle, accuse, beat, and scold their children, while some parents dote on their children too much and do not let their children take on any family responsibilities.

Data combing shows that in teachers’ families with negative parenting styles, children generally feel lonely, depressed, do not feel the warmth of family, have low sense of self-worth, cannot accept themselves, doubt themselves, desire to please others, think that they are not worthy of love, and exhibit other traits consistent with low self-esteem.

Table 2. Low self-efficacy

Type	Behavior
Low self-efficacy	Be negative to oneself
Low self-esteem	Believing that oneself is not worthy for love and warmth
Cannot accept oneself	Always emphasizing on one's drawbacks

Through the above data, it can be seen that there are negative parenting styles and low self-esteem of children in teachers' families. In summary, the modelled relationship between negative parenting styles and children's low self-esteem was created, as shown in Figure 2.



Graph 2. The relationship between negative parenting behavior and children's low self-efficacy

Source: Author's own

2.2.2. Triangular Data Analysis

Triangular data refers to primary data based on interviews. In this paper, semi-structured open interviews were used to supplement the main data. After the interviewees were informed of the relevant background knowledge, the interview focused on the questions "can you recall how your parents raised you improperly (in a negative way)?", "what characteristics of your parents do you think led to their negative parenting style?", and "how have these negative parenting styles affected you?". 13 teachers' children were interviewed, and the interviewees were asked to give specific examples when answering the questions.

In response to the question "Can you recall that your parents raised you inappropriately (negatively)?" The respondents generally said that their parents who are teachers put academic qualifications first, have high demands on their children's academic performance, compare their children with others and cannot accept when their children are "inferior" to others. In the household, they treat children more strictly, the family atmosphere is tense, they like to make decisions on their children's behalf, deprive children of autonomy, strongly desire control, require children to obey their arrangements, regard themselves as absolute authority, think that their views are correct no matter what, often use general principles to reason with children. Furthermore, when their children make progress, they will pour cold water on them and belittle them, thinking that praise will inflate their egos. Teacher parents were also described as having poor emotional control, leading them to beat and scold their children. When asked "What characteristics of your parents do you think led to their negative parenting style?" The respondents think that the professional aspects of teachers' jobs are the cause; for instance, the absolute authority of teachers in the classroom is unquestionable, they lack social relationships after work, they have relatively less life experience, and they have long periods of time to control their children during holidays. When asked, "Have these negative parenting styles affected your self-esteem?" The respondents answered that the improper parenting style of their teacher-parents had a negative impact on their self-cognition and self-esteem. For example, strict management makes children terrified of making mistakes; they choose to comply with parents out of fear of being criticized; they cannot feel the warmth of family; they think that their parents are redundant; they think they are not good enough; they always attribute things internally (thinking that it is all their fault), etc.

The interview data also corroborates the results of the network data crawling on Zhihu platform, showing that there are negative parenting styles in teachers' families, which have a profound impact on children's self-esteem and lead to low self-esteem.

2.3. Quantitative Analysis

In the phase of quantitative analysis, a questionnaire survey was used to obtain first-hand data on negative parenting styles of Chinese teachers' families, in order to examine the relationship between negative parenting styles of teachers' families and children's low self-esteem.

2.3.1. Study subjects

This study adopts an online survey method. The questionnaire was distributed mainly by forwarding the questionnaire link in QQ space and WeChat moments, and by WeChat peer-to-peer forwarding the questionnaire answer link to teachers or their children. The survey was conducted from February 3, 2023 to March 5, 2023.

A total of 213 responses were collected, all of which were valid questionnaires. According to the IP addresses filled in the questionnaire, the respondents come from 15 provinces (municipalities directly under the central government), including Jiangsu Province, Shanghai City, Beijing City, Shandong Province, Hubei Province, Guangdong Province, Anhui Province and Zhejiang Province. The distribution of respondents is relatively wide, and this survey has a certain representability. From the perspective of gender, there were 103 male respondents, accounting for 48.36%; There are 104 female respondents in total, accounting for 48.83%. The number of male and female respondents is equal, as shown in Table 3.

Table 3. Gender of participants

Gender	Number (unit: people)	Portion (unit: %)
Male	103	48.36
Female	104	48.83
Not willing to answer	6	2.81

Among the respondents, 107 were children of teachers, accounting for 50.23% (see Table 4). Among the children of teachers, 43.12% have both parents who are teachers. 83.18% of the respondents' parents are between 35 and 50 years old, indicating that most of the respondents are teenagers.

Table 4. The portion of participants who come from teachers' families

Whether the participant is a child of teacher (s)	Number (unit: people)	Portion (unit: %)
Yes	107	50.23
No	106	49.97

2.3.2. Research Tools

(1) Chinese teacher family negative education Style Scale

Parenting style was firstly proposed by American psychologist Diana Baumrind, who found that the formation of a child's personality is influenced by the overall behavior pattern of parents, rather than single behaviors. Baumrind believes that parenting style is based on the amount and type of demands parents make on their children, and whether they give timely response to their children's behavior. Based on the combination of the two dimensions of "control" and "warmth", she summarized the combination of three types of parenting styles: authoritative, authoritarian and relaxed [8]. Based on Baumrind's research, Maccoby and Martin classified parenting types into authoritative, authoritarian, permissive, and neglectful based on two dimensions of "responsiveness" and "demand". Chinese scholar Lin Lei believes that parenting style is a stable behavior style shown by parents in the process of raising and rearing their children [9]. The parenting style has the following characteristics: it is a kind of behavior tendency, long-term stability, and reflects the parents' educational concept and emotional attitude [10].

The parental Parenting Style Evaluation Scale (EMBU) compiled by Perris etc., as revised by Yue Dongmei etc., summarized parenting styles into six styles, including emotional warmth and understanding style, severe punishment style, excessive interference style, preference for subjects style, and denial and overprotection style, with good reliability and validity [11]. Among them, severe punishment style, denial and overprotection style and excessive interference style are considered as negative parenting styles. As there is no specific negative parenting style scale at present, this paper combined with the analysis in the qualitative research stage above, selected some questions related to negative parenting style in the parenting style scale revised by Yue Dongmei et al., combined the parenting style of parents, and compiled the negative parenting style scale of teachers' families. There are 6 items, and each item has 5 rating levels. On a scale of 1 (very bad) to 5 (very good).

(2) Low self-esteem scale

The traditional view is that self-esteem is a one-dimensional concept, and individual self-esteem can be divided into two types: high self-esteem and low self-esteem. On one hand, individuals with high self-esteem are satisfied with themselves, feeling that they are valuable, capable of doing many things, they can accept themselves, and they feel worthy of being loved by others. On the other hand, individuals with low self-esteem feel worthless, unable to accept themselves, and think that they are not worthy of love [12]. Given that there is no available low self-esteem scale, this paper attempts to design a low self-esteem scale by itself, which is mainly based on the self-esteem scale compiled by Rosenberg [13]. Items 5, 9 and 10 of the scale are selected and combined as "the above behaviors make me have self-doubt" to measure the sense of individual worth. Question 8 was reversely designed as "The above behaviors make me feel unworthy of love" to measure an individual's self-acceptance. The low self-esteem scale

consists of the above two items, and each item is divided into 5 ratings, from 1 (very inconsistent) to 5 (very consistent).

3. Research Results

In this paper, SPSS29.0 software is used to conduct stepwise regression analysis of the recovered data by using the forward method. The basic idea of stepwise regression is to introduce variables gradually. Each time, the independent variable that has the most significant influence on the dependent variable is introduced, and the original variable in the equation is tested. When the originally introduced variable is no longer significant due to the introduction of later variables, it should be eliminated. The introduced and removed variables are tested for significance to ensure that only significant variables are included in the regression equation. Finally, it ensures that neither variables that have a significant impact on the dependent variable are left out, nor variables that have no significant impact on the dependent variable are included. In this paper, according to the theoretical model, the dependent variable is "low self-esteem" of teachers' children, and the most significant independent variable is "negative parenting style of teachers' families". Then, other variables are gradually introduced to explore the degree of influence of negative parenting style of teachers' families on children's low self-esteem.

All the data from questions 12 and 13 of the questionnaire were added as the dependent variable and named "low self-esteem". The data of questions 6-11 of the questionnaire were added together and named "Negative parenting styles of teachers' families". SPSS was used for the first regression, and the results of regression analysis are shown in Figure 5.

Table 5. Outcome of the first regression

		Coefficient ^a			t	Significance
Model		Unstandardized coefficient		Standardized coefficient		
		B	Standard error	Beta		
1	(Constant)	-.575	.145		-3.955	<.001
	Negative parenting style of teachers' families	.632	.008	.982	75.811	<.001

Dependent variable: low self-efficacy

Table 6. Outcome of stepwise regression

		Coefficient ^a			t	Significance
Model		Unstandardized coefficient		Standardized coefficient		
		B	Standard error	Beta		
1	(Constant)	-.575	.145		-3.955	0
	Negative parenting style of teachers' families	.632	.008	.982	75.811	0
2	(Constant)	-1.850	.558		-3.316	0
	Negative parenting style of teachers' families	.562	.031	.873	18.000	0
	Your parent(s) who is/are teachers' age	.340	.138	.118	2.465	.015
	Your age	.011	.104	.001	.103	.918
	Your gender	.570	.234	.031	2.431	.016

Dependent variable: low self-esteem

As can be seen from Figure 5, negative parenting styles of teachers' families ($B=-0.632$, $\beta=-0.982$, $P<0.001$) have a very significant impact on children's low self-esteem (significance <0.001). The Beta value was 0.982, indicating that the negative parenting style of teachers' families had a significant positive impact on children's low self-esteem. The standard error is 0.008, indicating that the dispersion of the sample mean is small, that is, the difference between the sample means and the population mean is small, the sample data is accurate, and the sample data can represent the general population data.

The age of teachers' parents, age of respondents, and gender were taken as the new variables introduced, and regression was conducted successively. The results of regression analysis are shown in Figure 6. The negative parenting styles of teachers and parents ($B=-0.562$, $\beta=-0.873$, $P<0.001$) had extremely significant strong effects on children's low self-esteem (significance <0.001). After the inclusion of the new variables, the negative parenting style of teachers and parents ($B=-0.560$, $\beta=-0.870$, $P<0.001$) still had a significant positive impact on the low self-esteem of teachers' children ($0.001<$ significance <0.05), and the B value decreased by 0.07 compared with the first regression, indicating that after the inclusion of the new variables, the influence of the negative parenting style of teacher-parents ($B=-0.560$, $\beta=-0.870$, $P<0.001$) on children's low self-esteem decreased. The variable respondent age ($B=-0.11$, $\beta=-0.011$, $P=0.918$) was not significantly associated with low self-esteem in children. The significance of teacher-parent age ($B=-0.340$, $\beta=-0.118$, $P<0.015$) and respondent gender ($B=-0.570$, $\beta=-0.031$, $P<0.016$) was greater than 0.001, indicating that these two variables had a positive impact on the low self-esteem of teachers' children, but the impact was not significant. In view of the small β values of the two variables of parent age and respondent gender, and the introduction of the three variables of parent age, respondent age and respondent gender for successive regression, the standard error of negative parenting styles of teacher families reached 0.31, the dispersion of the sample mean increased, and the representativeness of the sample data decreased compared with the first regression. Therefore, three variables such as respondent's age, respondent's gender, and teacher's and parent's age will be taken as control variables in this paper (see Figure 7) to exclude their influence on the dependent variable "low self-esteem".

Table 7. Excluded variable

	Model	Enter Beta	t	Significance	Partial correlation	Collinearity statistics allowance
1	Your parent(s) who is/are teachers' age	.117b	2.464	.015	.166	.073
	Your age	.007b	.524	.601	.036	.917
	Your gender	.031b	2.366	.019	.160	.983

a. Dependent variable: low self-efficacy

b. Predictor variables in the model: (constant), Negative parenting style of teachers' families

4. Discussion and Suggestions

This paper focuses on teacher families in China and uses mixed research methods to reveal the influence of negative parenting styles on children's self-esteem. Based on the research results, the following discussion is conducted in this paper.

4.1. Discussion

4.1.1. There are more serious negative parenting styles in teachers' families

Through mixed research, this paper finds that there are relatively more serious negative parenting styles in Chinese teacher families, such as severe punishment, excessive interference, refusal and denial, and so on. Wei Jingjing (2021) found that in the two aspects of severe punishment and excessive interference, teacher-parents scored significantly high as a whole, compared with parents who are farmers, workers, public officials and other occupations [14], which corroborates the analysis in this paper to a certain extent in analyzing the differences in parental rearing styles of middle school students as influenced by parental occupation. The public generally believes that as the "engineers of the human soul", teachers are highly educated, knowledgeable, and have long vacations, which allows them to better take into account their children's self-esteem and accompany their children as they grow up. However, the conclusion of this study confirms that there are many unknown negative parenting styles of teachers that lead to the formation of "bad experiences" for their children, which then negatively affects children's growth. This needs to become an urgent concern for teacher-parents, teachers' children and society as a whole.

4.1.2. There is a correlation between parents' age and children's self-esteem in Chinese teachers' families

The relationship between parents' age and children's self-esteem has not been studied in existing literature. In this paper, the age of teacher-parents was taken as an independent variable, and successive regression analysis showed that the age of teacher-parents ($B=-0.337$, $\beta=-0.117$, $P<0.015$) had a direct relationship with children's low self-esteem (significance <0.015). One possible explanation is that older teacher-parents (over the age of 45) are influenced by their own upbringing and have more traditional perceptions, so negative parenting styles are more likely to occur in the process of their own children's education. In the interview, some interviewees mentioned that parents were able to change their fate because they study hard and pay close attention to their children's academic performance and have high expectations. Some interviewees mentioned that their parents, as teachers, experienced a relative lack of material resources in the early years of the reform and opening up. In the process of their children's growth, they ensured satisfaction of their children's material needs, but ignored their children's psychological needs. They lacked the understanding of adolescent psychology, family education and other relevant knowledge, and were too cold and rigid in the communication with their children. Some respondents mentioned that their teachers and parents advocate "bringing filial children under the stick" and "parental authority", beating and scolding their children on a daily basis, and interfering in all aspects of their children's lives.

Although the independent variable "teacher-parent age" was excluded because it had no significant effect on children's low self-esteem ($P=0.015>0.001$), the conclusion that "the parents' age of Chinese teachers' families is correlated with children's low self-esteem" also provided a possible way of thinking and perspective to explore the complex reasons for the existence of negative parenting styles in teacher families.

4.1.3. Negative parenting styles in Chinese teachers' families are significantly positively correlated with children's low self-esteem

Parental rearing style can influence the formation and development of adolescent students' self-esteem to a considerable extent (S. Coopersmith, 1967). Different parenting styles have different effects on children's self-esteem. It can be seen from the regression analysis in this paper that the negative parenting styles of teachers and parents as independent variables are either the first regression analysis as a single variable ($B=-0.632$, $\beta=-0.982$, $P<0.001$) or the successive regression analysis after including the other three variables ($B=-0.562$, $\beta=-0.873$, $P<0.001$). It has a significant effect on children's low self-esteem and exhibits a positive

correlation. This shows that with the increasing presence of negative parenting in teachers' families, their children's self-esteem significantly decreases. Children's self-esteem is negatively correlated with parents' harsh punishment, denial and other negative parenting styles (Wei Yunhua, 1999; Lin Chongde, 1995). Parenting styles with low acceptance of children and high levels of over-control (i.e., ruthless control) are negatively correlated with children's self-esteem (Herz, 2016). The coercive parenting style has a significant negative correlation with the self-esteem level of adolescent students (G. F. Kawash, 1985).

Self-esteem, as the core component of self-consciousness, has a great impact on the individuals' mental health, and the formation and development of self-esteem is easily affected by parenting style. Parents' severe punishment, denial, and excessive interference have significant negative effects on the development of adolescents' self-esteem. Excessive interference and severe punishment from teacher-parents and other negative parenting styles hinders the development of children's self-esteem. Neglect, excessive restrictions, indifference, or autocratic parenting patterns will lead to the formation of poor self-structure of teachers' children and eventually low self-esteem. Low self-esteem will reduce the individual's ability to adapt to the environment and their ability to overcome obstacles and setbacks, also making them prone to psychological problems.

4.2. Suggestions

Based on this paper as well as the results of previous studies, the following suggestions are put forward to improve children's self-esteem by modifying the negative parenting style of teachers.

4.2.1. Accept and care for children

The more children feel the caring, accepting, and warm attitude of parents, the higher their level of self-esteem (Cheng Xuechao and Gu Chuanhua, 2001). The questionnaire survey in this paper shows that 34.64% of the respondents choose "Agree or strongly agree" to the question "My parents are always too demanding of me", which reveals that the high demands of teacher-parents on their children make their children feel less accepted. Studies have shown that parents' acceptance of their children has a significant positive correlation with the self-esteem of adolescent children (G.F. wash,1985). The "emotional warmth and understanding" of teacher- parents has an important and positive impact on children's self-esteem (Zhang Wenxin and Lin Chongde, 1998.). Teacher-parents should create more opportunities to get along with their children, and make appropriate efforts to interact with children according to their children's age, such as doing physical exercise together, going out to play, etc., to strengthen their bond with thier children, so that children feel comfortable sharing their feelings or troubles with parents in a relaxed environment. Teachers and parents should be able to empathize, listen and comfort their children when they encounter difficulties or setbacks, and the more children feel understanding from their parents and warmth from their family, the easier it is for children to improve their level of self-esteem.

4.2.2. Implement education in a democratic manner

There is a significant negative correlation between parental control and adolescents' self-esteem (G.F. wash,1985). Teachers and parents should abandon excessive interference with their children, truly respect their children's rights as an independent individual, give their children the right to participate in decision-making, and allow children to express their own opinions on daily affairs. The questionnaire survey in this paper found that 30.84% of respondents chose "Agree or strongy agree" for the item "my parents always do/want to do a lot of things for me, even everything". In addition, it was found in the interview that teachers and parents interfere excessively in their children's lives, including but not limited to schedule arrangements, hair style, clothing, and even their children's work when they become adults. These typical negative parenting styles greatly impair the development of a child's self-esteem. The purpose of parenting is to "win over" the child's trust and ultimately enhance the child's

ability, not to "win over" the child. With the gradual growth and development of their children, teacher-parents should gradually give children certain amounts of autonomy, set boundaries with children, and allow children to explore and self-manage themselves within these boundaries.

4.2.3. Respect and recognize children

According to the questionnaire survey in this paper, 26.16% of the respondents answered "my parents always compare me with others" with "consistent or very consistent", which indicates that in daily life, teacher-parents like to judge their children by comparing their children with others. This unhealthy parenting style makes children feel guilty, and seriously damages children's self-esteem (Nielson, 1994). Teachers and parents should avoid comparing their children with others and abandon the wrong idea of "teaching children before others". Teacher-parents should put an end to preaching and scolding, and when children encounter problems, parents should face the problem "shoulder to shoulder" with their children to solve the problem, rather than standing against their children. Teacher-parents should also avoid bringing professional habits into the home, and should actively respond to their children, and be able to find and recognize their children's positive aspects and strengths.

The above positive parenting styles help to raise children's self-esteem levels. If parents use guilt to control their children, their children generally have low self-esteem.

5. Conclusion and Prospects

5.1. Research Conclusions

Inspired by the frequent psychological crises of children from teachers' families in recent years, this paper applies a mixed analysis method (a combination of qualitative analysis and quantitative analysis), to analyze the negative parenting styles in teachers' families and their impact on children's self-esteem, by interviews, collecting and online survey data on Zhihu platform, and analyzing the questionnaire survey data. SPSS29.0 stepwise regression analysis showed that negative parenting styles of teachers' families were significantly positively correlated with low self-esteem of children ($P < 0.001$).

5.2. Research Prospects

Due to the limitation of research capacity, there are still many shortcomings in this study in terms of design and measurements.

For example, the number of research samples is small, stratified sampling is not carried out in the questionnaire survey, and there are fewer samples from rural areas and fourth-tier cities, which makes the source of samples not rich enough, which may have a certain impact on the research results. Furthermore, due to the relatively scarce amount of reference literature, this paper lacks authoritative scale for use. In addition, the conclusion of this study lacks theoretical depth to some extent.

In the future research, the following aspects can be improved: (1) scientific sampling and abundant sample quantity; (2) Choose more effective measurement tools, especially more detailed and more usable scales; (3) Enhance the theoretical depth; (4) Explore the causes of negative parenting styles in teachers' families, enrich research models, and make related research more systematic.

Acknowledgments

This research received professional guidance from teacher Liu Ting in questionnaire design and paper framework formulation, and received support from many enthusiastic teachers' children

in the questionnaire collection stage. This research draws on the research conclusions of many domestic and foreign scholars, and I hereby extends my sincere gratitude.

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