

The impact of parenting styles on adolescents' prosocial behaviors: self-pity or self-esteem

Haoran Yong

Abstract:

Currently, both individuals and society pay much attention to the development of adolescents' prosocial behavior. Based on Baumrind's four types of parenting styles, this paper analyses the impact of authoritative and neglectful parenting styles on adolescents' prosocial behavior, then further discusses self-pity and self-esteem. By using literature review, this paper fully consider and analyse the impact of authoritative and neglectful parenting styles on adolescents prosocial behavior from sociological perspective, and explore in depth(self-pity and self-esteem). This paper also suggests some advice for parents and adolescents about how to help adolescents develop prosocial behavior.

Keywords: parenting style, adolescents, prosocial behavior, self-pity, self-esteem

1 Introduction

1.1 Background

Nowadays, the society emphasizes mental health education and requires adolescents to interact and communicate with others, which can cultivate their cooperative ability. If want to achieve this goal, adolescents have to develop prosocial behaviors in this period. And prosocial behavior is influenced by parents to a large extent. In general, it is important for both parents and adolescents to understand the importance of prosocial behaviors. And it is crucial for adolescents to find a balance between self-pity and self-esteem. A large number of literature shows that some of them are about the significance of parenting styles and prosocial behaviors, and others find

that there may be some problems in the process of parenting education and try to give some solutions. However, these researches do not focus much on the relationship between parenting styles and adolescents prosocial behaviors. And few of them clearly mention self-pity and self-esteem. So this paper will focus on the different types of parenting styles and then illustrate how they actually work. Then, this paper is going to find the impacts parenting styles may bring to adolescents and distinguish them as self-pity or self-esteem. Based on this process, this paper will try to find the relationship between parenting styles and adolescents prosocial behaviors and find the most suitable parenting style which can promote adolescents to find a balance between self-pity and self-esteem.

1.2 Reasons

The development of prosocial behavior on adolescents will benefit them in their later life. If they are educated in the most suitable parenting style, they may educate their children in this way, too. In order to gain a further understanding of the influence of parenting styles on adolescents' pro-social behaviors, and consider the relationship between the different manifestations of self-pity and self-esteem, this paper attempts to understand the relationship between adolescents' pro-social behaviors and different parenting styles. Moreover, it will try to discuss the relationship between the formation of adolescents' self-compassionate and self-esteem behaviors and parenting styles by reading a large amount of related literature and analyzing and studying its contents. It will provide parents with a reference for good parenting styles and contribute to the healthy growth of adolescents.

1.3 Objectives

This paper will mainly focus on the impact of parenting styles on adolescents prosocial behavior. Currently, many adolescents even suicide just because of the imbalance between being self-pity and self-esteem, which is caused by inappropriate parenting styles. If this continues, it will affect adolescents negatively when they grow up to face the society alone. Consequently, the society pays much attention to this problem and wants to solve it. It is clear that this kind of research is really important, hence I choose this topic. The paper contains large amount of literature and absorbs their useful sections. This paper will first different parenting styles and their impacts on the development of adolescents prosocial behavior. Then, it will try to give an instruction which kind of parenting style is more suitable for adolescents. The target of the paper is to find a more suitable parenting style in order to make adolescents develop better prosocial behaviors.

1.4 Outlines

This paper will include four parts: introduction, literature review, discussion, conclusion and review. More specifically, in introduction part, it will contain the significance of parenting style and the present problems in the society. Then, it will introduce the target and reason for choosing this topic. And the part will include the main content of the paper which is about the main method (reading relevant literature). Moreover, in literature review, the paper will focus on four key words: parenting style, prosocial behavior, self-pity and self-esteem. Then, it will find their definitions respectively and significance. The most important thing is to find the impact of parenting style on adolescents prosocial behavior. In discussion part, it will

try to find the limitation of these researches. Then it will give a clear conclusion, which means that it will find the most suitable parenting style to balance adolescents self-pity and self-esteem. Finally, it will have a review of total essay in order to find the advantages and disadvantages.

2 Literature review

2.1 Parenting styles

2.1.1 Definition of parenting styles

A parenting style is a pattern of behaviors, attitudes, and approaches that a parent uses when interacting with and raising their child. The construct of parenting style is used to capture normal variations in parents' attempts to control and socialize their children (Baumrind, 1991).

2.1.2 Types of parenting styles

According to Baumrind (1971), authoritative, authoritarian and permissive are three ideal types of parenting styles. However, many researchers indicate that the classification of "permissive" is too broad since it ignores the change of level of warmth in family where parents have a low desire of control of their children.

Based on Baumrind's research, Maccoby and Martin (1983) improve her classification. They divided parenting styles into four types, which are authoritarian, authoritative, permissive and neglectful. Moreover, they pointed out the characteristics of these four types of parenting styles. These characteristics are found based on two aspects: responsiveness and demandingness. Responsiveness can be reflected by warmth and acceptance, and demandingness can be reflected by firmness (Steinberg, 2005).

Maccoby and Martin (1983) think that authoritative is a democratic way which focuses on communication and respect of children's ideas. Parents want their children to meet certain standards, but these requirements are not too strict or impractical. If their children need support, they will try to make them feel warm. They also focus on rational communication with children. Parents will understand and respect children's opinions in order to guide them to solve problems. Moreover, parents will set themselves as examples to children. They emphasize the importance of rules, too. They will let children know what can be done (Wang, 2006). So, it has high responsiveness and demandingness.

Authoritarian parents tend to set some limitations and rules to force children to obey them. They will hold a negative attitude towards children's emotional expression. Therefore, children will gradually hide their inner world.

If authoritarian parents' children make mistakes, they may blame children rather than understand what is going on. Parents may not help children solve the problems, too. They do not communicate with children equally, while they put themselves in a position of absolute authority. They will not consult with children when making decision(Liao,2018). It means that this kind of parenting style has high demandingness but low responsiveness.

While permissive parenting style means parents would accept their children rather than control. They merely set up clear rules and restrictions to children, especially in terms of study and life, which means children can do whatever they want. Parents seldom supervise them. Furthermore, they are overly tolerant of their children and will meet their needs even when the requirements are unreasonable. Parents may have less communication with children in crucial problems and seldom correct mistakes(AltDorit,1970). As a result, they will respond to their children and they will not be too demanding.

For neglectful parents, they are more likely to be indifferent and overindulgent. Neglectful parents may not offer to express love and care, as well as giving them encouragement or feedback, hence children cannot get emotional support when growing up. Moreover, parents do not have much communication with children, which indicates that parents do not know children's inner world and children cannot express feelings to parents. They also seldom care about children's physical and mental needs. As a result, children may feel solitary and unsafe(Hu,2017). Overall, it has low demandingness and responsiveness.

This paper will mainly discuss two parenting styles: authoritative and neglectful. According to Lareau(1987), middle class family tend to arrange children's behaviors, as well as communicate with children and listen to their opinions, which is similar to "authoritative". And these children have significant advantages in academic grade and socializing. Therefore, they may be more "self-esteem". However, children in working class are likely to receive a parenting style which contains less communication but more indifference. These children are treated by "neglectful" parenting style. This is not beneficial to their non-cognitive ability(Huang,2018). Consequently, they are disadvantaged in public life. To sum up, it can be predicted that authoritative parenting style may cultivate self-esteem in children, while neglectful parenting style may cultivate self-pity in children.

In conclusion, the most common categories of parenting styles are authoritarian, authoritative, permissive and neglectful, and these four types of parenting styles have their own characteristics. This paper will focus on authoritative and neglectful since they may have significant impacts on adolescents' self-esteem and self-pity.

2.2 Adolescents' prosocial behavior

2.2.1 Adolescents

According to the World Health Organization (WHO), adolescence is a life stage that has particular health and developmental requirements and rights. Moreover, it is a period when one can develop knowledge and skills, learn to handle emotions and relationships, and obtain attributes and abilities that are crucial for having a fulfilling adolescent experience and taking on adult responsibilities. According to WHO, the stage where the age range of 13 to 19 years old overlaps with the youth and juvenile periods is defined as the adolescent stage(Han,2019).

In adolescence, adolescents' height and weight increase rapidly and secondary sex characteristics appear(Wang,2020). Moreover, organ function is enhanced, such as cardiovascular system, respiratory system and nervous system. At the same time, adolescents' genital system gradually matures.

On a psychological level, physiological change will make adolescents focus more on their bodies than before. They are energetic, but they do not have a stable emotion. Adolescents are likely to be agitated and irritable. When adolescents get more matured, they have the ability of abstract logical thinking so that they can analyze and resolve problems as an adult. But sometimes adolescents will have an unilateral judgement due to the lack of valuable experience(Wang,2020). Furthermore, adolescents start to strive for independence and self-determination, longing to break free from the control and bondage of their parents. Meanwhile, they are in the process of exploring their own identities and values, which might lead to conflicts with their parents' notions(Sun,2015).

The teenage years should be taken seriously. It is common for adolescents to have an unstable emotions thus go to extremes. If they do not have a peaceful mind to face study and life, they will encounter many bad influences in the process of growing up(Han,1970). Furthermore, adolescence is an important period to form a person's values and outlooks on life. At this time, adolescents begin to think of questions like meaning of life and moral standards, which is easily affected by family, school and society. Therefore, to help adolescents establish a correct outlook on life, values and ethics in all aspects during their adolescence has an important impact on their future life(Xiang,1970). From another perspective, adolescents are the reserve force of talents and the hope of society. Their ability determines the innovation, development and competitiveness of a country and a region(Wang,1970).

2.2.2 Prosocial behaviors

In general, prosocial behavior refers to those behaviors

that are beneficial to others or society. From sociological perspective, prosocial behavior is seen as behavior voluntarily carried out by individuals and aimed at benefiting others or society. It may include sharing, cooperation, charitable donation, and so on (Kou & Zhang, 2006). The core purpose of prosocial behavior is to enhance the well-being of others and promote social harmony and development (Zhang & Kou, 2008). It includes both direct material help and non-material help such as emotional support.

Prosocial behavior is very important to both individuals and society. Obviously, it can improve one's well-being and moral values. According to Wu (1970), prosocial behavior acts as a fundamental role in building good relationships between people, which can be achieved by sharing and cooperating. More importantly, adolescents can realize their responsibility and obligations. Therefore, it can consolidate the awareness as a citizen. Moreover, adolescents can understand social norms, which can improve the ability of problem-solving. As a result, they can adapt future social life (Lars, 2005).

Adolescents will show some typical prosocial behaviors in adolescence. Many adolescents will help others. They may help classmates with study or help people in trouble in their lives (Zhang & Du, 2021). Moreover, adolescents also help disadvantaged groups. For example, they may donate books and garments to people in poor areas (Chen, 2016). Adolescents tend to be more cooperative, too. Adolescents are more willing to attend cooperative projects. In these projects, they will work together to accomplish tasks. Everyone plays to their strengths to achieve better results (Carter & Telzer, 2021). Furthermore, adolescents will actively participate in public welfare activities. They contribute to society through their own efforts. Therefore, they can have a deeper understanding of social problems and develop social awareness as well as civic responsibility (Chen, 2016).

2.3 Self-pity and self-esteem

2.3.1 Self-pity

2.3.1.1 Definition of self-pity

Self-pity usually manifests as being excessive sad and pity for one's situation. From a cognitive point of view, a person of self-pity often focus too much on their own misfortune and dilemma. They tend to pay attention to ongoing problems and frustrations, while overlooking potential positive factors and ways to solve the problems. They may exaggerate their difficulty, hence they think they are less fortunate than others. Consequently, they will fall into a self-reinforcing negative thought pattern. A person with self-pity always feel sad, depressed and helpless.

Such emotions will influence individuals' mental state and behavior. They will feel powerless to change current situation and be hopeless to the future (Xin, 2017).

2.3.1.2 Relationship between self-pity and prosocial behavior

People who are constantly self-pitying often are self-centered in everything and are not easy to form deep friendships with others. When a person is immersed in self-pitying emotions, his attention is more focused on his own pain and misfortune, while ignoring the needs of others. This self-centered mentality may inhibit the occurrence of prosocial behaviors because prosocial behaviors require paying attention to the interests and needs of others. Self-pity is usually accompanied by negative emotions such as sadness, depression, and anger. These negative emotions may affect a person's emotional state and behavioral motivation, making him lack the motivation to actively participate in prosocial behaviors (Xie, 2007).

When a person feels self-pity, he may become aware of his own predicament and thus seek help from others. This act of seeking help is in itself a prosocial behavior because it involves interaction and cooperation with others. Self-pity may stimulate others' empathy and thereby prompt them to engage in prosocial behaviors. When people see others in a difficult situation, they often develop empathy, that is, they understand others' pain and misfortune as if they were experiencing it themselves. This empathy may prompt people to take action and help others get out of their predicaments (Michelle, 1970). Generally, self-pity will not always bring negative influences, it also have some benefits. Only excessive self-pity disadvantages adolescents in life.

2.3.1.3 Impact of being excessive self-pity

Overindulgence in self-pity can lead people into a quagmire of self-centeredness and impede personal growth. Once ensnared by self-pity, one can hardly free oneself. When people are excessively self-pitying, they tend to concentrate all their attention on their own adversities and sufferings, overlooking the surrounding opportunities and potential for growth. This self-focused state can cause people to lose interest in and drive to explore the external world. They may become passive and disinclined to attempt new things or challenge themselves (Xu, 2008).

Excessive self-pity serves as a fertile soil for the emergence of anxiety and depression. When a person is constantly enmeshed in self-pitying sentiments, they are sure to regard their future with pessimism and a feeling of powerlessness. This unavoidably gives rise to anxiety. Additionally, overindulgence in self-pity makes people query their own value, causing them to think they are entirely worthless. As a result, they sink into a state of depression and find it hard to break away from the cycle of negative

emotions and self-doubt(Qi,2019).

2.3.2 Self-esteem

2.3.2.1 Definition of self-esteem

Self-esteem is a multifaceted notion. Scholars have different views from which they define self-esteem. Generally speaking, self-esteem results from individuals making discernment about their own worthiness through the evaluation of attributes that make up the self-concept— it is, therefore, the evaluative aspect of the self. Children with high self-esteem will be appreciative of their strengths, and also hopeful in addressing their weaknesses contingent upon being content with who they are(Qian,2020). Dr. Misinger, a child psychologist, defined self-esteem to be “the total of feelings or ideas we hold about ourselves.” Our definitions largely influence our motives, attitudes and behavior. For example, learning some skills after countless failures all contribute to helping children form such an attitude about life in general and about themselves in particular(Gao,2004). Self-esteem refers to an individual’s emotional experiences regarding one’s own worth and abilities. It falls under the emotional component in the self-system and has some evaluative value(Wang,2018).

2.3.2.2 Relationship between self-esteem and prosocial behavior

Self-esteem has an important predictive role for an individual’s prosocial behavior. Individuals with high self-esteem usually have a relatively high evaluation of themselves and consider themselves valuable. This positive self-awareness will prompt them to be more willing to care about and help others, so as to further strengthen their sense of value(Liang,2018). Not only that, self-esteem may affect an individual’s behavioral choices in an awkward emotional state. After experiencing embarrassment, people with high self-esteem are more likely to use prosocial behavior to make up for their inner uneasiness and restore their good image(Dai,2017).

Implicit self-esteem and explicit one are associated with prosocial behavior. Implicit self-esteem and explicit self-esteem may affect prosocial behavior differently; Predictors: In some cases, elements of an individual’s implicit self-esteem may act on them as a drive to unconsciously display the prosocial behaviour. Explicit self-esteems on the contrary may only affect one’s prosocial decisions in certain social situations(Liang,2018).

Adolescents with high and low self-esteem show different behaviors in prosocial behavior. Adolescents with high self-esteem feel self-valued, so they have stable self-esteem. Therefore, they are more inclined to perform prosocial behavior. However, some adolescents have fragile self-esteem. This low self-esteem has been associated with an unstable emotional and behavioral foundation on early

age. Although adolescents may have a stable emotional and behavioral state when they grow up, they may also exhibit protective behavior rather than prosocial behavior when they are threatened(Liang,2018). If their level of self-esteem is too high, which means excessive self-esteem, it will do harm to adolescents.

2.3.2.3 Impact of over self-esteem

Too much self-esteem is probably going to cause the already high stakes of growing up to be even harder for young people. Teenagers who are far too confident place themselves under intense pressure to perform, for they believe that each of their works should be great. They will find that nothing meets these expectations and suddenly they’re frustrated with every way in which their life disappointed them. These pressures can lead to mental health issues deadlines, pressure on performance often just fear of lack of achievement or being criticized and so you quickly falls over yourself striving for that perfect image It is conceivable that this never-ending psychological stress might have a deleterious impact on health, both physical and psychological (Cai 1970).

Over self-esteem can decrease a person’s ability to adapt. Compared with teenagers who have too little self-esteem, those with excessive levels can find it difficult to fit in and harden themselves when their own perspectives and methods are scrutinized. At its worst, this can turn into flat out rejection of other people’s suggestions or help. Their tolerance for setbacks and struggles may be relatively low. They get caught up with much made of a rough spot. For instance, when it comes to facing family changes or academic tension, teenagers of overblown self-esteem can lead into emotional collapse and even rehabilitation; not being their animation without reality(Liu,2015).

3. Discussion

3.1 Single parenting style cannot help adolescents form proper prosocial behavior

Based on the reading and research about previous literature, this paper will discuss the relationship between authoritative parenting style and self-esteem and the relationship between neglectful parenting style and self-pity. Parents should not act on either authoritative or neglectful parenting style when dealing with adolescents, but should strike a middle ground. From a broader perspective, parents should select proper parenting styles according to adolescents’ personalities and mental state, which is an explanation of compound parents. Being a compound parent enables adolescents to develop proper self-pity and self-esteem.

3.2 Authoritative parenting style and self-esteem

Authoritative parenting style may foster adolescents' self-esteem. Authoritative parents always emphasize the communication with adolescents and respect of their ideas, as well as expectations and instructions to adolescents. Therefore, adolescents can feel a sense of care and respect which can enhance their confidence. Overall, authoritative parenting styles can shape a warm and encouraging environment for adolescents and hence develop self-esteem.

Firstly, authoritative parents give their children plenty of love and support. They will give encouragement and comfort to children when they encounter difficulties and setbacks, so that children feel that the family is their strong backing. This emotional support makes children face challenges and without fear of failure. So, children can build a positive self-image and enhance self-esteem. Second, authoritative parents set clear restrictions and requirements for their children. They also patiently explain the reasons and meanings behind these rules. This clear guidance on acceptable and unacceptable behaviors helps children develop correct values and ethics. When children follow these rules and get good results, they feel a sense of empowerment and self-discipline, which is good for their self-esteem. Third, authoritative parents will give children proper right of making decisions. They will encourage children to think independently and make decisions in an appropriate range. This chance will make children learn to take responsibilities and experience happiness of success. When children finish a task independently, they will have a more clear awareness of their ability and thus improve self-esteem. Children may feel that these experiences are meaningful, which can develop improve their self-trust and self-esteem.

Authoritative parents will bring not only positive impacts but also negative impacts. They sometimes have high expectation to adolescents. High expectations and excessive restrictions from parents will greatly increase the pressure on adolescents. In terms of study, if parents require that certain academic achievements must be reached and once these requirements are not met, adolescents are likely to experience anxiety and nervousness and fall into self-denial. This parenting style may also prompt adolescents to pursue perfection excessively. In order to meet the standards set by their parents, they keep being strict with themselves. If the goals are not achieved, a sense of frustration and loss will arise spontaneously. Under the authority of their parents, adolescents are used to relying on their parents' decisions and lack the ability to think independently and make their own choices. When entering

society, they are often at a loss when facing various choices and find it difficult to deal with the complex situations in life independently.

Parents should make full use of the positive influence of authoritative parenting style on adolescents, while avoiding possible problems. Parents should establish open communication with adolescents in order to make them feel valued. Parents can also set clear rules and boundaries to help them clear code of conduct. More importantly, parents should demonstrate correct values and behaviors through their words and actions since parents are the most significant example of their children. Parents should give children opportunities to make decisions by themselves. When they face difficulties, parents should give them support to deal with problems. It is necessary to indicate that parents have to set reasonable expectations based on children's ability and interest to avoid too much pressure. They also should respect adolescents' own decisions and encourage them to develop various interests. Apart from performance on study and behavior, parents should also focus on children's emotional needs and give them enough warmth and care.

3.3 Neglectful parenting style and self-pity

Neglectful parents do not always focus on or respond to adolescents' needs and emotions and adapt to an indulgent attitude. Parents may not communicate or interact with adolescents and seldom care about their study and life. In general, neglectful parenting style will have negative impact on adolescents' self-pity, while the improve of self-pity can mitigate the negative impacts brought by neglectful parents to some extent.

Under neglectful parenting style, adolescents often lack sufficient emotional support and care. When facing difficulties, setbacks or negative emotions, they have no one to talk to and seek comfort. This lack of emotions easily makes adolescents feel lonely and helpless, and then fall into self-negation. They may feel that they are not worthy of being loved and cared for. They lack understanding and tolerance for their own experiences and find it difficult to form an attitude of self-pity, thus reducing their level of self-pity. As important role models for children, parents under neglectful parenting style cannot show adolescents behaviors of self-compassion and caring for others. Lacking such role model guidance, adolescents may have wrong cognitions about pity and think that paying attention to one's own emotional needs is a sign of weakness. This further hinders their ability to develop self-compassion and makes them more inclined to self-criticism rather than self-care when facing difficulties. Neglectful parenting style may cause difficulties for adolescents in

interpersonal relationships. Due to the lack of care and demonstration from parents, they will not know how to understand and care for others and have difficulty establishing good relationships with others. This interpersonal relationship obstacle will in turn affect their self-awareness and make them feel even more unaccepted, reducing their level of self-pity.

Although neglectful parenting style has many problems, in some cases, it may also prompt adolescents to think independently and awaken to themselves earlier. When adolescents realize that they lack parental care, they may be more proactive in exploring their self-worth and emotional needs. During self-exploration, they can gradually learn self-pity from reading, participating in counseling activities and observing others' behavior, which can compensate for the lack of family emotional support. Adolescents who grow up in a neglectful parenting environment for a long time can develop strong adaptability since they always face difficulties. To a certain extent, this adaptability can help them better cope with challenges in life and may also prompt them to pay more attention to their inner feelings and thus develop a certain degree of self-pity. When they cannot obtain sufficient support from the outside world, they are likely to rely more on themselves and learn to care for themselves to enhance psychological resilience. Moreover, adolescents with self-pity are more likely to construct good interpersonal relationships. They can understand others' feelings and care about others. And adolescents also tend to get support and help from others. This is such a crucial point for adolescents' growth under neglectful parenting styles. Good interpersonal relationships can make up for the deficiency of family emotional support. Furthermore, teenagers with self-compassion can recognize their own value and potential. They will not give up on themselves because of their parents' neglect. Instead, they will pursue self-growth and development more diligently, change the status quo through their own efforts and improve the quality of life.

Parents should avoid to be neglectful parents and adolescents should avoid being affected too much by neglectful parents. For parents, they should be aware of the potential impacts they may bring to adolescents. Then, they may strive to change their behaviors and attitudes. Moreover, parents should pay more attention to children emotional needs and supports, hence communicate effectively. Parents can increase emotional input and enhance children's level of compassion by accompanying their children and listening to their children's voices. Parents should set themselves as examples and care for others. They can convey proper values through their own behaviors in order to shape good personal images that can be passed to adolescents. For adolescents, they should be aware of

their potential and take care of themselves. Adolescents can improve their self-pity by keeping a diary or communicating with friend and families. Moreover, adolescents should learn to control their emotions and avoid excessive self-criticism. Adolescents can enhance their mental resilience through relaxation training and psychological consultation.

3.4 Compound parents

Compound parents mean that parents can combine different parenting styles and choose suitable parenting style based on adolescents' personal needs. They not only offer adolescents enough instructions and restrictions, but also respect their personalities and development needs. Overall, parents should adapt different parenting styles based on adolescents states.

For adolescents with excessive self-esteem, a parenting style that emphasizes understanding and equal communication is a more appropriate choice. These adolescents regard mistakes as a major blow to their self-esteem. Therefore, parents should first understand and respect their self-esteem. When dealing with problems, parents should avoid criticizing and blaming in public and choose to communicate in a private space instead. When a child is in a low mood due to some reasons, parents should not mention it in front of the public but have a patient conversation with the child after returning home. At the same time, parents should guide children to face the low mood correctly and discuss the causes of problems with children in a democratic and equal manner. Parents can not only encourage adolescents to express their own thoughts and feelings, but also can tell adolescents about their own experiences to prompt adolescents to realize that mistakes is a good chance to grow up rather than destroying self-esteem. It is helpful to improve adolescents abilities through effort and that mistakes are the steps to success.

For adolescents with excessive self-pity, a parenting style that emphasizes emotional support and clear guidance is more in line with their psychological needs. These adolescents are prone to being trapped in self-pity and unable to extricate themselves after making mistakes. Parents need to give them sufficient emotional support to make them feel cared for. When an adolescent is depressed because of being criticized by others, parents give hugs and comfort. At the same time, parents should help adolescents establish a positive self-awareness and set clear rules and boundaries. Parents can guide adolescents to find their mistakes, hence try to improve adolescents abilities. If adolescents make mistakes in study and life, parents should analyze reasons with them carefully rather than blame them. Moreover, parents can figure out adolescents

advantages. Furthermore, it is indispensable to cultivate adolescents' relevant abilities. Parents should also guide adolescents to focus on the methods of solving problems instead of being immersed in self-pity. When an adolescent has problems in interpersonal relationships, parents analyze the situation with adolescents and put forward suggestions, to help adolescents get out of self-pity and learn to respond to mistakes actively.

Another perspective in society suggests that school has greater influence on adolescents' prosocial behavior, rather than parenting styles. Nowadays, education refers to three parts which contain family, school and society. Among these three factors, family education is the beginning of education and the cornerstone of school education and social education. In family education, parenting style plays a crucial role. Moreover, adolescents spend far more time at home rather than in school. In addition, school education mainly plays a role in intellectual education, physical education and aesthetic education, so the role of school is limited in this society that requires the all-round development of morality, intelligence, physical education, aesthetics and labour. It happens that the center of family education is often placed on moral education, which just makes up for the shortcomings of schools. And the cultivation of prosocial behavior mainly focuses on moral education, which strengthens the important role of family education in the cultivation of prosocial behavior. Overall, home education has more significant impact on adolescents, which can foster self-pity and self-esteem.

Parents should choose appropriate parenting style based on adolescents' growing environment and personality when cultivating their self-pity and self-esteem. A single type of parenting style does not fit every adolescent. Therefore, parents need to consider many aspects and combine multiple parenting styles.

4. Conclusion

Nowadays, the public pays attention to the psychological status of adolescents. Therefore, this article focuses on family parenting styles and prosocial behaviors. This article aims to help parents find appropriate parenting styles so that adolescents can develop prosocial behaviors correctly. This article mainly adopts the method of literature review and obtains results through reading and studying other cases. This article first understands parenting styles and analyzes the relationship between parenting styles and prosocial behaviors, and finally reaches a conclusion, which is that the parenting style of parents does affect the prosocial behaviors of adolescents. Be a compound parent to help children cultivate this self-esteem and self-confidence correctly. However, this article also has

many deficiencies. This is a social science problem. If an experiment is to be carried out, the sample size is large and the experiment time is long. As a high school student, with limited time and energy, only the method of literature research can be chosen, and the final views obtained are all theoretical views. In the future, I will try to improve the method. I will also try to conduct follow-up research to study what differences there are in the social behaviors of adolescents when they grow up to adults under the condition of single parenting styles and compound parenting styles, and whether there is an inevitable connection between them.

References

- AltDorit. First-Year Female College Students' Academic Motivation as a Function of Perceived Parenting Styles: A Contextual Perspective[J]. *Journal of Adult Development*, 1970, 7(2), 111 - 124.
- Baumrind, D. Current Patterns of Parental Authority[J]. *Developmental Psychology Monographs*, 1971, 4, 1 - 103.
- Brock, J. Michelle, Lange, Andreas, & Leonard, Kenneth L. Esteem and Social Information: On Determinants of Prosocial Behavior of Clinicians in Tanzania[J]. *Journal of Economic Behavior & Organization*, 1970, 173, 531 - 546.
- Cai, Huajian, Wu, Mingzheng, Luo, Yu L. L., & Yang, Jing. Implicit Self-Esteem Decreases in Adolescence: A Cross-Sectional Study[J]. *PLOS ONE*, 2014, 9(2), 122-143.
- Carter, S. L. & Telzer, E. H. Advancing Measurement and Research on Youths' Prosocial Behavior in the Digital Age[J]. *Journal of Research on Adolescence*, 2021, 31(2), 263 - 275.
- Dai Meng, Liu, Fenglin, Wang, Luyao, Li, Jing, & Zhong, Yiluan. Investigation and Analysis of the Influence of Embarrassment Emotion on Prosocial Behavior under the Level of Self-Esteem[J]. *Human Resources Development of China*, 2017, 4, 235 - 236.
- Gao Li. Self-Esteem - Protective Clothing for Coping with Challenges[J]. *Early Childhood Education*, 2004, 22, 4 - 5.
- Han Hongmei. Attach Importance to Psychological Counseling to Promote the Physical and Mental Health of Students[J]. *Qinghai Education*, 1970, 7, 34 - 38.
- Hu Shuiqing. Discussion on the Education of Left-Behind Children with Neglectful Family Parenting Style - Starting from the Analysis of Three Cases[J]. *Mental Health Education in Primary and Secondary Schools*, 2017, 22, 42 - 44.
- Kou Yu, & Zhang Qingpeng. Research on the Conceptual Representation of Prosocial Behavior of Adolescents[J]. *Sociological Studies*, 2006, 5, 169 - 187.
- Lareau, A. Home Advantage: Social Class and Parental School Involvement[J]. *Educational Researcher*, 1987, 16(8), 12 - 17.
- Lars, I. Holmberg, D., & Hellberg, S. Teenagers' Sexual Behavior in Sweden, Europe[J]. *Reproduction and*

Contraception: English Edition, 2006, 3, 163 - 172.

Liang Y. The Influence and Mechanism of Self-Esteem on Prosocial Behavior[J]. Comparative Study of Cultural Innovation, 2018, 23, 24 - 25.

Liao Dingxin. Analysis on the Deficiencies of Authoritarian Family Education Style[J]. Legal World of Workers: Second Half, 2018, 3, 20 - 21.

Liu Wentao, & Wu, Zhenyi. Grasp the Key to Student Progress - Self-Esteem[J]. Reading, Writing and Arithmetic (Teacher Edition): Quality Education Forum, 2015, 42, 21 - 22.

Maccoby, E. E., & Martin, J. A. Socialization in the Context of the Family: Parent - Child Interaction. In E. M. Hetherington (Ed.), Handbook of Child Psychology: Vol. 4. Socialization, Personality, and Social Development (4th ed., pp. 1 - 101). Wiley.

Qian Yu. How to Talk with Children about Self-Esteem[J]. Dietary Reference, 2020, 10, 28 - 29.

Qi Q. Influence of Excessive Daytime Sleepiness and Sleep Quality on Anxiety and Depression in Patients with Obstructive Sleep Apnea Hypopnea Syndrome[J]. Chinese Medical Digest: Internal Medicine, 2019, 2, 85 - 89.

Sun Ling. A Brief Talk on the Psychological Characteristics of Adolescents[J]. Journal for Beneficial Readings: Doctor's Advice, 2015, 7, 11 - 13.

Steinberg, L. Psychological Control: Style or Substance?[J]. New Directions for Child and Adolescent Development, 2005, 108, 71 - 78.

Wang Huajian, Wu, Mingzheng, Luo, Yu L. L., & Yang, Jing. Implicit Self-Esteem Decreases in Adolescence: A Cross-Sectional Study[J]. PLOS ONE, 2014, 9(2), 118 -123.

Wang Lianyou. Adolescent Mental Health and Psychological Adaptation[J]. Health World, 2020, 5, 71 - 72.

Wang Meiping. Adolescents' Cognition of Parental Authority and Its Relationship with Parental Rearing Styles[J]. Journal of Shandong Normal University (Humanities and Social Sciences), 2006, 2, 152 - 155.

Wang Zhengbin. The Importance of Adolescent Science Popularization Education[J]. Charming China, 1970, 32, 12 - 13.

Wu Junhui, Luan, Shenghua, Raihani, Nichola, & Wu, Junhui. Reward, Punishment, and Prosocial Behavior: Recent Developments and Implications[J]. Current Opinion in Psychology, 1970, 40, 87 - 91.

Xin Xin. Let Go of Self-Pity and Enhance the Sense of Self-Control[J]. Central South Pharmacy (Medication and Health), 1970, 8, 30 - 31.

Xie Xiuhua. Self-Pity: Looking into the Heart of the Discriminated..[J]. Psychology and Health, 2007, 7, 20 - 21.

Xiang Liping. A Brief Talk on the Teaching of Adolescent Competitive Sports[J]. Charming China, 1970, 42, 18 - 19.

Xu Qing. Excessive Self-Pity Is Prone to Hypochondriasis[J]. People's Life, 2008, 4, 28 - 29.

Zhang Qingpeng, & Kou, Yu. Verification of the Prototype Conceptual Structure of Prosocial Behavior of Adolescents[J]. Sociological Studies, 2008, 4, 163 - 182.