

# Influences of Parent-Child Relationships on Discipline Violations Behaviors among First-year High School Music Students – A Case Study

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## ABSTRACT

This study aimed to investigate the influences of parent-child relationships on discipline violation behaviors of the first-year high school music class. The research methodology was a survey, using Hideaki Takagi-Ninomi Fujita's questionnaire as a tool to collect data from 393 first-year music class students at a high school in Zhuzhou. SPSS version 24.0 was utilized for data entry and collation. Descriptive statistics were employed to analyze the status quo of parent-child relationships and discipline violation behaviors. Correlation and regression analyses were applied to investigate the relationships among all perspectives of a parent-child relationships and discipline violation behaviors of the students. The findings of this study suggested that parents' philosophy of life, mentality and gratitude to parents were significantly and positively correlated with the discipline violation behaviors of the students. The spiritual support from parents and role models in life were weakly correlated with the students' discipline violation behaviors. The children's spiritual independence away from parents was minimally correlated with discipline violation behaviors of the students. Whereas a negative correlation existed between the spiritual repression from parents and the discipline violation behaviors. This study to some extent revealed the influence path of parent-child relationships and discipline violation behaviors of high school first-year music class students.

**KEYWORDS:** Parent-child Relationship, First-year High School Music Class, Discipline Violation Phenomenon

## Introduction

Researchers have conducted analyses of parent-child relationships in China, making significant achievements despite the late start. In the early days, domestic researchers directed their studies to the correlation between parent-child relationships and

adolescent learning, suggesting a correlation between children's learning interests and intellectual levels and the parent-child relationships in the family. Nevertheless, such a correlation is not a direct effect but rather an indirect consequence of the parent-child relationships on the children's academic

performance by influencing their behavioral habits, competence levels, and personality development.

At present, research in pedagogy and psychology communities regarding parent-child relationships issues in China has been emerging for some time. Scholars have addressed the interacting influences of parent-child relationships and adolescent developmental processes from numerous perspectives, with several insights elucidated. Yet, limited research has been undertaken on the correlation between the effects of adverse parent-child relationships, specifically on students' academic performance, with not much in-depth analysis being done, especially concerning a specific subject.

### **The purposes of the study**

1. To analyze the status quo of high school students' parent-child relationships and discipline violation behaviors of the first-year high school music class students.
2. To investigate the influences of parent-child relationships on students' discipline violation behaviors in class from the perspectives of "parental consciousness" approach.

## **Literature review**

### **1. Foreign research**

#### **1) Parent-child relationships**

*The Youth—Its Education, Regimen, and Hygiene* by the psychologist and educator G. Stanley Hall was published in 1904. Hall concluded that psychological and personality instability in adolescents represents a natural phenomenon in the law of development, just like the course of evolution, which is particularly critical in current education (Harry & Brown, 2001). Attention should be given to the primary studies in the area of parent-child attachment.

The relationships between optimistic parents and their children and between negative and vulnerable parents and their children constitute the main influencing factors. The attachment level of children to elderly family members at an early age determines their relationship patterns and the possibility of future continuity. Additionally, foreign studies have also analyzed and concluded that there were discrepancies in children's competencies regarding the awareness of things (Dubois, Bull, Sherman, & Roberts, 2008). Children raised under various specific models of family education differ in their learning styles and methods of investigating multiple disciplines and knowledge. For example, children raised in authoritarian families tend to draw analytical conclusions by referring to typical models.

In contrast, children raised in relatively non-authoritarian or democratic families can analyze, synthesize, and ultimately arrive at conclusions by utilizing a set of so-called theoretical bases that they have constructed. By exploring different upbringing pattern backgrounds, families where the parent's education level, occupations during adulthood, and the success of their careers are relatively low, the parent-child communication skills are weaker. This results in the inability of the family members to communicate with each other like families with higher education levels, successful professional careers (Hartup, 1995). They suffer from a lack of practical problem-solving capabilities, leading to repeated frustration, lack of confidence, and insecurity in their physical and psychological developmental stages.

#### **2) Classification studies of in-class discipline violations behaviors**

Lee Canter, a world-renowned expert on classroom management., first introduced

his acclaimed Assertive Discipline program in 1976. Students are entitled to learn without interference from their undisciplined peers, and teachers are qualified to teach the way they believe is most appropriate without any interference from students. Under this discipline model, Canter et al. categorized students' discipline violations into non-disruptive discipline violations and disruptive discipline violations by hard-to-handle students. Approximately 95 % of all discipline violations by students involved talking to neighboring students and randomly moving away from their seats, together with common fooling around acts, such as sleeping during the day and making noises. Yet, these are the behaviors that most severely disrupt teaching and learning. Most discipline violations are identified as massive time-wasting behaviors. Student-conduct behaviors such as talking when they are not supposed to, fooling around, daydreaming, and moving freely in the classroom without permission, occurred approximately once every two minutes (Montemayor, 2003). Extreme noise and disorder averages 12 times per minute in some classrooms. According to the cooperation-oriented discipline, it is believed that students' behaviors, even discipline violations, are the outcomes of students' attempts to satisfy particular needs. Students can also fulfill their sense of belonging through discipline violations, and they can develop the wrong ideas in responses. The four types of mistaken goals that students pursue: attention, authority, revenge, and feigned incompetence are referred to as attention-seeking, authority-seeking, revenge-seeking, and failure-avoidance (Harry & Brown, 2001).

### **3) Analysis of causes and counter-measures of in-class discipline violations**

Redl and Wattenberg (1959) established the value of involving students in

decision making. Among their best known theories are : Reality Appraisal, Pleasure-Pain principle, Situational Assistance, with their contribution being their theory of Group Dynamics. From the perspectives of group dynamics: students accept different roles in classroom teaching and learning: Within each group, students assume roles such as leaders, followers, clowns (people who like to show off), agitators (people who trigger discipline violations), and scapegoats (students who should not be otherwise penalized).

Behaviorist psychology research conducted by B.F Skinner investigated how the things that happened to people immediately after a particular action influence their spontaneous behavior. Despite the failure of his behavior modification approach to focus directly on discipline violations, reinforcement is used as a reason for student behavior correction in the classroom.

In her cooperation oriented discipline, Linda Albert (1996) explored the reasons for student discipline violation behaviors. She concluded that in most cases, discipline violations are more likely to occur when students' general psychological needs, the sense of belonging, are not being satisfied (Smetana & Judith, 2005). To a large extent, students desire to be safe, welcomed, and valued, while their behaviors in the classroom may influence the fulfillment of such needs. Even though most students behave in an acceptable manner and address needs, others fail to do so. As such situations occur, they tend to misdirect their actions towards the wrong goals. Consequently, her emphasis was on facilitating teachers to meet the needs of their students.

William Glasser theory teaches the concept that all behavior is chosen. Glasser Choice Theory states that all human behavior is driven by the desire to satisfy five

basic human needs: the need to be loved and accepted, the need to be powerful, the need to be free, to have fun and to survive. Specifically: Survival, belonging. Power, freedom, and fun. Students are rational and that they choose to behave in a certain way, and that discipline violations are students' own choices. In *Discipline That Works: Promoting Self-Discipline in Children* by Thomas Gordon that the only genuinely effective discipline is self-control, which all children have in varying degrees. Gordon considered authority-based discipline to be ineffective in the long run.

Moreover, discipline violations behaviors represent an adult concept in which adults perceive children's particular behaviors as yielding undesirable consequences for adults. Therefore, it is the teachers, rather than the students, who feel badly about discipline violations. Glasser explained the causes of student discipline violations from the perspective by introducing the concept of "behavior as a choice," while Gordon suggested that "discipline is self-control." Their researches have evolved from a focus on the extrinsic manifestations of discipline violation behaviors to a concern for the intrinsic psychological course of students.

Evidently, from the preceding classification studies by various scholars on student discipline violations behaviors, different scholars have conducted investigations from relevant perspectives on the classification of student classroom discipline violations behaviors ranging from the extrinsic manifestations and severity to the transformation of the intrinsic psychological perspective.

## 2. Domestic research

The research on in-class discipline violation behaviors in China has been more involved in classroom discipline management

in pedagogy and elaborating problematic behaviors of troubled students in psychology. In particular, in books and publications such as the *Theory of Teaching: Principles, Strategies, and Research of In-class Teaching* (East China Normal University Press, 1999) edited by Shi Liangfang et al., the *Classroom Management Theory* (Guangxi Normal University Press, 2002 Edition) written by Chen Shijian, the *Pedagogy - Scenarios and Principles* (Educational Science Publishing House, 1999 Edition) and the *Principles and Techniques of Teaching Behavior* (Educational Science Publishing House, 2001 Edition) written by Fu Daochun, the *Divergence, and Integration - Towards Harmonious Classroom Management* (Higher Education Press, 2002 Edition) edited by Zhou Runzhi, the discussions on classroom management have provided studies of student discipline violations in the classroom.

## 3. Research on theoretical systems

### 1) Theoretical basis of parent-child relationships for high school students

The earliest parent-child relationships research stemmed from studies of the individual's childhood experiences by psychoanalytic theory. Since the 1940s, the survey of parent-child relationships has been highly sought after by researchers in various fields. Quantitative research on the influence of parent-child relationships on children's socialization development commenced in the 1970s, with the American researchers investigating the mutual influence through quantitative analytical, experimental methods. During the late 1970s, four theoretical views were developed by psychologists: psychoanalytic theory, anthropologists' theory, social learning theory, and cognitive developmental theory, all of which explored insights concerning parent-child relationships. Over the same period, there was a boom in

ecological theory. The ecological idea of human development, first introduced by the American psychologist Bronfenbrenner (1979), addressed the connection between parent-child relationships and children's development from a new perspective (Harry & Brown, 2001). Parent-child relationship theory mainly deals with the childhood period and applies to high school students in their adolescence.

This present paper relies on approaches based on the family system theory, ecosystem theory, attachment theory, cognitive-developmental theory, and psychosocial development theory.

## **2) Research on management theory of in-class discipline violations**

Since the 1960s, scholars have developed diverse management theories for classroom discipline violations by exploring and researching them. They are categorized as follows:

### **(1) Dreikurs Model**

This view holds that children form some important defense mechanisms to maintain their self-esteem, and all students' behaviors have specific purposes. It also points out that students behave in violation of discipline in class because they cannot make an appropriate personal psychological adjustment to adapt to the needs of survival in the group. In the first mock exam, the critical role of teachers is to analyze a student with unusual bad conduct and then help them understand the reasons behind their violation of discipline by way of conversation (Straus & Mickey, 2012). At the same time, teachers should also let students experience the consequences of their breach of discipline and tell students to evaluate the situation, make responsible choices and learn from experience by analyzing the outcomes.

### **(2) Grasher Model**

According to Grasher, people have

two basic needs, namely, the need to love and be loved. If the need to expect their value to be recognized by themselves and others cannot be met, they will feel anxious, remorseful, and angry. They will also become evasive and irresponsible and eventually lead to violations of discipline (Hartup, 1995). The first mock exam also provides the basic procedures of reality therapy: to contact students, correctly treat students' discipline violations, to form a judgment, to make plans, to make promises, to accept excuses, and to accept natural consequences.

### **(3) Kounin Model**

In the first mock exam, the group's overall characteristics are emphasized. The quality of leaders related to group dynamics is highlighted, focusing on preventive education practices and group management techniques. The first mock exam is to correct a student's violation of discipline (Johnson et al, 2011). The process of correction by teachers will affect other members of the group. The model is made of five main ideas.

Second, teachers must know everything that happens in every corner of the class at all times to make students feel that teachers are very clear about what they are doing.

Third, teachers must pay attention to the process of homework, keep the best progress and make students focus on their assignments.

Fourth, teachers should keep their focus on students rather than subject matter.

Fifth, teachers must have the ability to build an environment with both general and special learning tasks, to prevent students from feeling bored and face problems in the classroom.

### **(4) Gordon Model**

This model requires teachers to transform themselves from the image of leaders in the classroom, but as carers of

learning, and discuss the differences with students in the sense of caring from the heart. When there is a violation of discipline in the classroom, teachers and students must have a unified point of view, one by one, to determine the root cause of the problem on which side: from teachers, or students, or both teachers and students. Problems from students include anxiety and fear in learning; the problems of teachers can be attributed to the interference of students' violation of

### **Research hypotheses**

Hypothesis 1: There is a significant correlation between spiritual support from the father (mother) in the parent-child relationship and discipline violations in class.

Hypothesis 2: There is a significant correlation between the parents' view of life and mindsets and discipline violation behaviors of the students.

Hypothesis 3: There is a significant correlation between gratitude to parents and discipline violation behaviors of the students.

Hypothesis 4: There is a significant correlation between children's spiritual independence away from parents and discipline violation behaviors.

Hypothesis 5: There is a significant correlation between spiritual repression from parents and discipline violation behaviors.

Hypothesis 6: There is a significant correlation between the parents as role models and discipline violation behaviors.

### **Research methodology**

#### **Research design**

It was a survey research. The population were 394 students in the first-year music class in a high school in Zhuzhou. There were 373 usable questionnaires, with a validity rate of 95.16%.

#### **Instruments**

discipline to the normal teaching process, and eventually to the teachers' trouble (Hartup, 1995). Once the students' violation of discipline occurs, teachers should listen to students' opinions; encourage students to talk about their frustration, anxiety, and fear to help them find their solutions. When violating discipline comes from teachers, teachers must also change their ideas, take the initiative principle, and timely correct the problems that interfere with normal teaching.

The Parent-child Relationship Scale, developed and compiled by Hideaki Takagi-Ninomi Fujit, the Japanese psychologist in 1988, was used. The scale primarily assesses parents' influence on children and their attitudes towards their parents. This scale has been extensively employed by Chinese researchers (Risheng, 1993). The scale comprises 28 questions, including six dimensions: spiritual support from parents, influence from parents' views of life and mindsets, gratitude to parents, children's spiritual independence away from parents, spiritual repression from parents, and parents as role models in life.

This questionnaire used a 4-point scale in which the fourth question in Dimension 4 and the third question in Dimension 6 reversed the order to the scale, while the remaining questions were not reversed. Cronbach's  $\alpha$  coefficient of the scale was 0.768. To further examine the reliability of the scale, 60 first-year high school students were sampled for pretesting, followed by their filling the questionnaire out again two weeks later, with the correlation coefficient of the two parent-child relationship scores  $r=0.785$ . The Cronbach's  $\alpha$  coefficients for each dimension of the questionnaire in this study were 0.686, 0.679, 0.731, 0.676, 0.874, and 0.736, respectively.

**Questionnaire on discipline**

## violation behaviors

In this study, drawing on in-class discipline violation classification criteria, such behavior is considered as overt, observable, and measurable representation. It refers to behaviors during the classroom teaching process. It violates the fundamental spirit of the Code of Conduct for Secondary School Students and the Code of Daily Behaviors for Secondary School Students in places such as Zhuzhou, China. Such behaviors interfere with the routines of in-class education and is detrimental to students' regular academic learning. According to the severity, minor in-class discipline violations, such as failing to pay attention in class, and aggressive in-class discipline violations, such as fighting and arguing in class. In this paper, the discipline violation behaviors of high school students in music class are specifically categorized as the following 18 behaviors occurring in the class: A) Being late or absent; B) Walking around randomly and changing seats; C) Leaving the class without valid reasons; D) Being sleepy or sleeping in class; E) Attending lessons without books, pens, or notebooks; F) Fidgeting and looking around; G) Being dazed and distracted; H) Dressing up; I) Reading books unrelated to the content of music class; J) Doing assignments unrelated to the content of music class; K) Playing with mobile phones; L) Eating; M) Chit-chatting; N) Passing notes or things; O) Getting noisy, interrupting, or making strange noises; P) Attracting others' attention with a peculiar behavior; Q) Abusing, fighting, or attacking classmates; R)

Refusing to be educated, contradicting or even attacking teachers.

The questionnaire consisted of the above 18 questions on discipline violations, and employed a 4-point Likert scale (1=always, 2=often, 3=occasionally, 4=never).

## Data collection

This study adopted a group testing approach. Students were informed of the survey's purposes and application during the class meeting, and their cooperation was sought. Furthermore, their personal information and survey results were guaranteed to be completely confidential, after which they were instructed on the response requirements. After ensuring that each student understood, the test was conducted, and students were not allowed to distract each other in a quiet classroom environment. Upon completing all questions, the primary examiner recovered the questionnaires on the spot, selecting the valid ones for statistical analysis at a subsequent stage (Chen, 2006).

## Data processing

This study employed SPSS 24.0 for data entry and organization. First, the status quo of parent-child relationships and discipline violations behaviors among high school students was analyzed by descriptive statistics; subsequently, the relationships between each dimension of parent-child relationships and discipline violations were explored by correlation and regression analyses. The results are as follows:

**Table 1: Survey Results Analysis**

Correlation	Dimension 1	Dimension 2	Dimension 3	Dimension 4	Dimension 5	Dimension 6	Discipline Violations
Dimension 1	1						
Dimension 2	.610**	1					
Dimension 3	.403**	.506**	1				
Dimension 4	-.123*	-.119*	.155**	1			
Dimension 5	0.035	-0.097	-.323**	0.042	1		
Dimension 6	.379**	.509**	.252**	-.241**	-.171**	1	
Discipline Violations	.182**	.302**	.333**	0.068	-.168**	.118*	1

The following conclusions were drawn from the survey data (Table 1):

1. Dimension II, “Influence from father’s (mother’s) view of life and mindset,” and Dimension III, “Gratitude to father (mother)” exhibited significant positive correlations with discipline violations. Parents need to give their children the correct guidance in terms of perceptions, values, and mindsets.

2. The least significant correlation was observed between Dimension IV, “Children’s spiritual independence away

from father (mother),” and discipline violations.

3. There was a negative correlation between Dimension V, “Moral repression from father (mother),” and discipline violations, where families should provide students with a relatively relaxed family environment.

4. Dimension I, “Spiritual support from father (mother),” and Dimension VI, “Father (mother) as a role model in life,” exhibited a weak correlation with discipline violations behaviors.

**Table 2: Regression Analysis**

Regression analysis							
Independent variables	Dependent Variable	beta	t	R	R Square	F	Significance
Parental spiritual support		0.182	3.574	0.182	0.033	12.772	0
Parental view of life and mindset		0.302	6.12	0.302	0.091	37.456	0
Gratitude to parents	Various degrees of discipline violations	0.333	6.819	0.333	0.111	46.499	0
Spiritual independence away from parents		0.068	1.319	0.068	0.005	1.74	0.188
Parental spiritual repression		-0.168	-3.283	0.168	0.028	10.777	0.001
Parents as role models in life		0.118	2.289	0.118	0.014	5.239	0.023

T > 1.9663 indicates that the beta value is significant

From Table 2, a regression analysis with the severity of the discipline violations as the dependent variable and the

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dimensions of parent-child relationships as the independent variables identified that: both Dimension II “Influence from father’s

(mother's) view of life and mindset" and Dimension III "Gratitude to father (mother)" exerted the most significant influence on the dependent variables and could significantly and positively influence discipline violations; secondly, both Dimension I "Spiritual support from father (mother)" and Dimension VI "Father (mother) as a role model in life" showed a significant positive effect on the dependent variable; there was a significant negative effect of Dimension V "Moral repression from father (mother)" on the dependent variable; there was no significant impact of Dimension IV "Children's spiritual independence away from father (mother)" on the dependent variable ( $\text{Sig} > 0.05$ ).

## Discussion and Recommendations

The following responding policies have been proposed by the author based on the research findings:

1. Parents should teach by their actions and proactively pursue harmonious relationships.

The research results indicated that the influence of view on life and mindset from the father (mother) and gratitude to the father (mother) significantly influenced discipline violation behaviors (Johnson et al. 2011). There was also a significant positive effect on the (dependent variable) discipline violation behaviors from the father's (mother's) spiritual support and the father (mother) as role models in life. The parent-child relationships are naturally existing relationships possessing its legitimacy and rationality. Parents are responsible for proactively pursuing a harmonious parent-child relationships in the family and facilitating the healthy growth of their children. as Rousseau pointed out in Emile: "When he has raised a child, he has only accomplished a third of his task." Parents are

obliged to "bear human beings," to "raise socially acceptable individuals for society," and to "create citizens for the nation." Most parents are exhausted by work all day long in the current fast developing society. The limited time and energy prevent them from genuinely considering their children's education, making them frequently miss the critical period of their children's growth. Once they have time to communicate with their children properly, it turns out that they have nothing to talk about and are unconvincing. It is imperative for parents to strengthen their consciousness of parenting by their actions and to pursue the establishment of a harmonious parent-child relationship actively.

2. Providing children with a relatively relaxed family environment and leveraging empathy education to achieve effective communication.

As demonstrated by the study, there was a significant negative effect of spiritual repression from the father (mother). Parents should create a relatively relaxed family environment for their children and implement effective communication through empathy education. Empathy, first introduced by humanist master Carl Rogers, denoted the capability to reflect on and deal with others' viewpoints. To appreciate others' sentiments and thoughts, comprehend others' positions and feelings while conveying their empathy to others and allowing them to feel accepted and understood, otherwise known as common feeling and sympathy. It is essential for parents to develop communication skills with their children and to be empathetic parents. By utilizing "empathy" in the relationship with their children, they should learn to appreciate and share their children's actual opinions and feelings and identify issues from children's perspectives. Furthermore, use appropriate language to express parents'

understanding of their children and demonstrate their confidence in addressing issues and seeking solutions with their children.

### 3. Enhancing online parent-child interaction with social APPs

Currently, technology is rapidly evolving, and the popularization of numerous social Apps have brought about increasingly convenient and vibrant ways of communication for people, such as QQ, WeChat, Weibo, and so on.

The parent-child interaction by social Apps can serve as a good continuation of offline parent-child interaction and further in-depth interaction. Children can truly gain an understanding of their parent's values and social outlook, as well as their actual attitudes towards matters through avenues of practical preparation for service platforms.

It is also possible for parents to monitor their children's emotional fluctuations more quickly and appropriately influence them, which is time sensitive. It is also a great challenge for parents' behavior and communication styles. Parents should devote appropriate time to establish long-lasting and sustained attention through Apps thereby allowing the parent-child relationships to be constantly enhanced. In this way, the convenience of social platform if adequately utilized to reduce the distance between parents and children, will be advantageous for establishing parent-child intimacy.

### 4. Establishing parent-child relationship courses, guiding the whole process of students' growth.

School education is an activity where educators exercise intentional, planned, and organized influence on the physical and mental aspects of the learners in accordance with specific social requirements and the laws

of individual physical and mental development to cultivate them into individuals for certain social services. School education is characterized by explicit educational objectives, specialized teachers, well-defined educational contents, and dedicated premises and facilities.

Consequently, it is advisable to introduce a parent-child relationships curriculum in the school's education and teaching process, starting from the first year of high school. By integrating current parent-child education content with professional curriculum design, the quality of teaching can be ensured so as to purposefully enhance high school students' rational awareness of the parent-child relationships, improve the parent-child relationships, raise their moral quality, and achieve the ultimate goal of parent-child education.

### 5. Cooperation between a school psychological center and social psychological institutions to seek professional guidance.

Psychological quality education for high school students represents a complex project, which imposes high requirements on both theoretical and practical practitioners, so efforts should be devoted to integrating expert guidance and school practice.

High school teachers possess immediate and realistic recognition of students. They are highly proficient in teaching and organizing activities to practice psychological quality education yet often suffer from a lack of adequate knowledge of psychology.

Professional psychology teachers engaged by schools are rich in theoretical knowledge but lack a thorough understanding of students and parents. Through a seamless combination of the two, a better and more effective psycho-educational program with appropriate facilities could be designed.

Furthermore, as the school environment constrains in-school psychology teachers, they have their limitations. In cases where a child with severe problem behaviors, the intervention of a more specialized psychosocial agency is required. Consequently, establishing a long-term cooperation mechanism between psychological parks and psychosocial institutions in schools is beneficial in addressing difficulties with parent-child relationships promptly.

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