

The Impact Of Parent-Child Relationships On The Mental Health Among High School Students In Lanzhou, China: The Mediating Role Of Self-Compassion

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Abstract – Adolescence is a complex and crucial life stage that bridges childhood and adulthood. The immense academic pressure imposed by families, schools, and society has led to an increasing number of psychological confusion and conflicts among high school students, eventually developing into a series of psychological health problems. Parent-child relationship is an important indicator for evaluating the functionality of an individual's family. The family is the basic social unit for high school students. A warm and harmonious family can provide a warm and secure haven for high school students, and those who have a strong connection with their families tend to have a higher level of self-compassion. Individuals with a high level of self-compassion exhibit less depression, anxiety, or stress. This study will adopt a multi-layer random sampling method (multi-stage random sampling), based on the sample size calculation formula proposed by Krejcie and Morgan (1970), to ultimately determine 400 Chinese high school students as the research sample. Using validated psychological measurement tools, such as the Parent-Child Relationship Scale, Self-Compassion Scale, and DASS-21 Mental Health Scale, data will be collected and analyzed. Through this study, the aim is to reveal the mechanism of the impact of parent-child relationship on the mental health of high school students and explore the mediating role of self-compassion within it.

Keywords – High school student, Parent-child relationship, self-compassion, Mental health

I. INTRODUCTION

Adolescent mental health has emerged as a critical global public health concern. High school students, who are under the pressure of entering university and facing multiple tests such as identity formation and social expectations, have particularly high rates of detecting emotional disorders like depression and anxiety (Yu, 2022). The family system, as the core micro-system of individual development, is considered to be a key distant environmental factor influencing the psychological and social adaptation of teenagers. A large number of studies have confirmed that a high-quality parent-child relationship (characterized by high emotional responsiveness and low psychological control) is a protective factor for mental health, while conflict and disengaged parent-child interactions are significant risk factors (Wang & Li, 2023).

Self-compassion, as a core positive psychological quality, refers to the ability of an individual to treat themselves with kindness rather than criticism when facing pain or failure

, recognizing that difficulties are a part of the universal human experience, and maintaining balanced awareness of current emotions in a mindful way (Neff, 2003). Research has shown that self-compassion is an effective strategy for emotional regulation, which can significantly buffer the negative impact of stressful events on mental health (Bag et al., 2022). Particularly important is that self-compassion is not innate; its formation and development are greatly influenced by the quality of important interpersonal relationships. According to social learning theory and attachment theory, individuals tend to internalize the acceptance and support experienced from secure, warm parent-child relationships as a positive attitude towards themselves. Recent empirical studies have provided preliminary evidence for this: adolescents who perceive higher parental support and have lower psychological control report higher levels of self-compassion (Carreiras et al., 2022); and higher levels of self-compassion are closely related to lower levels of depression, anxiety, and non-suicidal self-harm behaviours (Boyne & Hamza, 2022; Moreno-García et al., 2023). These findings collectively indicate that self-compassion is a core mediating path connecting the external parent-child relationship and the internal mental health. This study mainly explores the impact of parent-child relationships on the mental health of high school students and examines the mediating role of self-compassion between parent-child relationships and mental health.

II. PROBLEM STATEMENT

Mental health refers to a state of good or normal psychological functioning in all aspects and activities of an individual during the process of growth and development. In China, high school students generally refer to teenagers aged 15-18 who are studying in the high school stage. They are in the transitional period from adolescence to adulthood, and their interpersonal relationships and self-development are constantly changing. Wang & Li (2023) pointed out in their research on the mental health and academic pressure of high school students that the main mental health problems of high school students are anxiety, depression and academic burnout. Zhou (2023) found when exploring the correlation between family function and the mental health of high school students, that families with frequent conflicts, overly high parental expectations or insufficient emotional support would significantly increase the detection rate of anxiety, depression and other emotions among high school students, and may affect their autonomy and confidence in future career decisions. The family is the micro-system that has the greatest impact on an individual's development, and parents are important figures in influencing an individual's growth.

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Many studies have shown that a good parent-child relationship is an important factor in maintaining the mental health of teenagers and alleviating negative emotions (Zeng et al., 2020; Wu et al., 2016). When other factors are controlled and kept constant, for every additional level of the relationship between high school students and their parents, the experience of life dissatisfaction will decrease by 8.5% and 8.94% respectively (Liu & Hou, 2018). Good parent-child communication can increase the warmth and support that children perceive from their parents and maintain a positive family environment (Zhuo et al., 2022). Ma & Huebner (2023) found that teenagers who perceive high parent-child support have significantly lower daily stress levels, and the negative impact of stress on depressive symptoms is greatly weakened. Parental support acts as a stress-buffering effect. Wang Ying et al. (2021)'s follow-up study showed that high-quality parent-child interaction can enhance teenagers' sense of ability, thereby promoting their academic engagement and sense of meaning, and reducing academic burnout. Moreno-García et al. (2023) found that teenagers growing up in a communication-open parent-child relationship use fewer negative regulatory strategies such as emotional suppression or impulsive behaviour, and thus exhibit lower emotional problems. Li & Sun (2020)'s research on Chinese high school students pointed out that parents' future-oriented communication (such as jointly discussing career planning and giving constructive suggestions) can significantly enhance students' hope and career adaptability, and alleviate their anxiety about the future.

Meanwhile, self-compassion, as a new manifestation of the self-concept, has a positive impact on the mental health of teenagers (Neff, 2009). self-compassion means that an individual can understand and accept themselves with an open, tolerant, and friendly attitude, can objectively evaluate themselves, value their positive emotions, value their connections with the outside world, not avoid their pain and setbacks, adopt an understanding and non-critical attitude towards their shortcomings and setbacks, and be aware that their experiences are common (Neff, 2003). self-compassion is rooted in good family relationships, and a positive family environment can enhance the ability of self-compassion and promote the physical and mental health of teenagers (Zhen et al., 2022). Studies have shown that good parent-child relationships are positively correlated with teenagers' self-compassion (Hu & Zong, 2019), that is, healthy parent-child relationships (such as parents' positive parenting styles, harmonious family relationships) can positively influence the level of self-compassion of teenagers. As individuals transition from childhood to adolescence, teenagers' self-awareness becomes increasingly strong, and they incorporate their successes and failures into their self-evaluation (Boyne & Hamza, 2022). self-compassion has also been proven to have special significance during adolescence, such as increasing teenagers' resilience when facing disappointment (Bag et al., 2022; Seeki et al., 2022), alleviating teenagers' psychological stress (Dai & Liu, 2022), and reducing the negative effects of childhood adverse experiences (Carreiras et al., 2022).

III. LITERATURE REVIEW

High school students generally refer to the group of teenagers aged between 15 and 18, who are in the upper grades of secondary education. In terms of their developmental stage, this group belongs to the early stage of youth, which is a crucial period for transitioning from childhood to adulthood. Their physical development is basically complete, their cognitive abilities are approaching maturity, and they begin to develop dialectical logical thinking. However, compared to adults, they still lack social experience and face conflicts in integrating their ideal self and real self. Green & Roden (2025) pointed out that the high school period encompasses the middle stage of adolescence (15-17 years old) and the later stage (18-21 years old), which is a critical turning point for the individual's physical, cognitive, and social psychological development. The physical, psychological, and characteristic features of this group exhibit a high degree of complexity and social diversity.

Parent-child relationship refers to the intergenerational bond formed by biological blood ties. Lansford et al. (2020) believe that the basic essence of the parent-child relationship lies in the stable intergenerational connection formed between parents and children through genetic and biological ties, which provides an important biological and social foundation for individual development. Branje (2020) further emphasizes that the parent-child relationship is a dynamic interpersonal relationship formed between parents and children based on blood ties, through long-term cohabitation and interaction, manifested as bidirectional influences in terms of emotions, behaviours, and cognition. The survey by Lan et al. (2013) found that the mental health of migrant children was significantly affected by family relationships, and the poor mental health status was also not optimistic when family relationships were not harmonious. The research in the past five years has consistently shown that depression in adolescents is closely related to family intimacy. Sheeber et al. (2021) found in a longitudinal study on adolescent depression that adolescents with higher levels of depression generally perceived lower family intimacy and emotional support, and the impairment of family emotional function was an important risk factor for depressive symptoms. Further empirical research indicates that there is a significant correlation between parent-child relationship and adolescent mental health. Yap et al. (2022) found in a survey of a large sample of adolescents that the quality of parent-child relationship is significantly correlated with mental health levels, and different types of psychological problems (such as anxiety, depression, and behavioural problems) correspond to different forms of adverse parent-child interaction patterns, indicating that the parent-child relationship has differentiated influences on the formation of adolescent psychological problems.

Multiple studies have confirmed that multiple dimensions of the parent-child relationship can significantly predict the mental health status of adolescents. Zhang et al. (2023) found in a survey of students in vocational schools that communication between parents and children, emotional support, and conflict levels can all significantly predict mental health levels. Overall, the lower the quality of the parent-child relationship, the higher the risk of mental

problems in adolescents. In terms of family structure factors, recent research has also shown that family structure differences are significantly associated with mental health levels. Lansford et al. (2022) conducted a cross-cultural study and found that compared with intact families, adolescents and young people who have experienced parental divorce have significantly lower overall mental health levels, more common emotional problems and adaptation difficulties, and family structure affects the stability of the parent-child relationship and the level of emotional support, thereby influencing individual mental health.

Self-compassion, as a core construct in contemporary psychology and positive psychological intervention research, has received extensive attention in recent years. It was first proposed by Neff as the ability to respond to oneself with kindness, understanding, and acceptance in the face of painful or failure situations. This construct includes self-kindness vs. self-criticism; universal humanity vs. isolation; mindfulness vs. over-identification. This model emphasizes that self-compassion is not passive indulgence or self-centredness, but rather an active and constructive self-regulation method.

The latest review clearly states that self-compassion is not only a core mechanism for individual emotional regulation, but also closely related to psychological and physical health, and has a psychological adaptive effect independent of self-esteem. Theoretically, self-compassion is a non-judgmental awareness and supportive response to internal pain, and this ability helps alleviate the psychological stress caused by failure, self-blame, or imperfect experiences. Neff's systematic review emphasizes that self-compassion can help individuals choose more resilient coping strategies when facing difficulties, thereby promoting overall well-being and emotional recovery. A large number of studies have confirmed that self-compassion has a significant protective effect on the mental health of adolescents. Meta-analysis shows that self-compassion is significantly negatively correlated with psychological problems such as depression and anxiety, and positively correlated with life satisfaction and subjective well-being (Zessin et al., 2015). Its mechanism mainly lies in: first, self-compassion promotes adaptive emotional regulation and reduces rumination and avoidance behaviours (Boyne & Hamza, 2022); second, self-compassion enhances psychological resilience, helping individuals more effectively cope with stress (Bag et al., 2022); third, self-compassion indirectly improves mental health levels by meeting basic psychological needs (Carreiras et al., 2022). In the Chinese high school student population, the training of self-compassion has also been proven to effectively alleviate the psychological impact of stress events such as the pandemic (Dai & Liu, 2022).

According to attachment theory and social learning theory, individuals internalize attitudes towards themselves from early care relationships. Warm and supportive parent-child relationships may promote children to develop a self-kindness attitude, while harsh and critical parent-child environments may lead to severe self-criticism (Moreno-García et al., 2023). The ecosystem theory further indicates that self-compassion may act as a personal factor, mediating between family environment (parent-child relationship) and

psychological outcomes. In recent years, researchers have begun to focus on the mediating role of self-compassion between family environment and mental health. The research of Carreiras et al. (2022) found that adverse childhood experiences indirectly led to the development of borderline personality traits through a decrease in self-compassion levels. In the context of Chinese culture, Li Ming and Sun Lin (2020)'s research showed that future-oriented communication between parents through enhancing hope (a construct closely related to self-compassion) enhanced career adaptability. Although studies directly testing the mediating role of self-compassion between parent-child relationships and the mental health of high school students are limited, related research provides indirect support for this. For example, it was found that parental psychological control, by reducing self-compassion (a similar concept to self-compassion), led to depressive symptoms (Wang & Liu, 2021). These findings collectively suggest that self-compassion may be a potential mediating variable.

The World Health Organization defines mental health as (WHO): Mental health is a state of well-being in which an individual realizes his or her own potential, can cope with normal stresses of life, can work productively and contribute to the community. This definition emphasizes that mental health is not merely "the absence of mental illness", but an active functional state that encompasses an individual's adaptability, productivity and social functioning. Various mental health reports and studies released in China show that the common mental health problems among adolescents are mainly stress, depression and anxiety. Therefore, this research assesses the mental health status of high school students from the three aspects of stress, depression and anxiety.

Depression is a negative stress response that individuals experience when facing external pressure (Zhang Wenxin, 2002). It typically manifests as extreme sadness, depression, a decline in pleasure or loss of it, a continuous decrease in interest levels in previously enjoyed activities, along with symptoms such as slow mental responses, lack of concentration, and memory decline (Zhang Daolong, 2016). Numerous studies have shown that depression is not merely a collection of other negative emotions such as anger, sadness, and despair (Meng Zhaoluan, 2005). These negative emotions last for a long time, have a strong impact on an individual's mental health, and have a significant influence on their psychological well-being (Wu Huipan et al., 2023; Zhou Kexin et al., 2023). Hou Juan et al. (2021) pointed out that depression is one of the important indicators for measuring an individual's psychological adaptation level. It not only increases the individual's sense of sadness but is also closely related to negative behaviours such as smoking, aggression, and suicide.

Studies have shown that the family environment, as the primary environment for teenagers' growth, is closely related to the occurrence and development of adolescent depression (Li Pei, Li Xinying, 2022; Forman-Hoffman & Viswanathan, 2018). Family factors (such as parent-child relationships and parenting styles) have a significant impact on the mental health of teenagers (Tang et al., 2020). Democratic and harmonious family atmosphere is positively correlated with good mental health behaviours of teenagers, but negative family factors are an important cause of adolescent

depression (Ding Ji et al., 2023). Research over the past five years indicates that family environments dominated by negative parenting styles often weaken the positive emotional support that teenagers receive, thereby affecting their cognitive processing of self and external events, increasing cognitive distortion and negative attribution tendencies, and significantly increasing the risk of depression. Yap et al. (2022) pointed out that parents' high control, low warmth, and critical parenting styles will weaken teenagers' emotional regulation ability, making them more likely to form negative self-images and feelings of helplessness, which is an important psychological mechanism for the formation of depressive symptoms. Pinquart (2021)'s meta-analysis also found that there is a moderate and stable association between negative parenting and adolescent depression, and the lack of emotional support plays a key role in this.

Neff (2003b) conducted a study which found that self-compassion can effectively predict mental health levels. Subsequently, scholars from various countries confirmed this finding. For instance, self-compassion is positively correlated with life satisfaction and self-efficacy (Wang & Lou, 2022; Liao et al., 2021), and it can help social anxiety disorder patients improve their mental health conditions (Teale-Sapach & Carleton, 2022), and it can effectively prevent and treat anxiety and depression in young people (Egan et al., 2021). Empirical studies over the past five years have consistently confirmed that there is a significant negative correlation between self-compassion and depression levels. In studies targeting the depressed population, Marsh et al. (2021) discovered through clinical and non-clinical samples that the higher the level of self-compassion, the milder the individual's depressive symptoms, and its adaptive role in emotional regulation and self-evaluation is particularly significant. Further research indicates that in situations where depressive emotional experiences are prominent, self-compassion can play a buffering role as an important psychological protective factor. Zessin, Dickhäuser, and Garbade (2022) pointed out that when individuals are troubled by depressive emotions, self-compassion helps reduce self-criticism and negative rumination, promoting more positive and integrated self-awareness. Ferrari et al. (2023) demonstrated that dimensions such as self-kindness, universal humanity, and mindfulness are all significantly negatively correlated with depressive symptoms, and reducing self-criticism and excessive identification are important mechanisms for exerting protective effects. In specific group studies, self-compassion has also been proven to have a mitigating effect on depressive emotions.

Anxiety is a kind of agitated emotion that includes elements such as anxiety, worry, depression, tension, panic, and unease. This emotion stems from one's own or the concerns of surrounding things. The anxiety of teenagers mainly includes social anxiety (Wang & Cao, 2023; Yuan Wen et al., 2023) and exam anxiety (Zeng et al., 2023; Wang Yixuan et al., 2022). Anxiety may disappear as the problem is resolved, but it may also persist in an individual's life for a long time. Such individuals may have no reason to fear disasters or worry about uncertain future events, and may exhibit physical symptoms such as restlessness and panic (Chan & Bernardo, 2017).

Current research indicates that approximately 7% to 16% of teenagers are troubled by anxiety (Liu et al., 2020). Negative experiences in childhood can significantly increase the risk of anxiety and depression in teenagers, among which emotional abuse is the most harmful (Qu, 2022). The research of Peng et al. (2020) found that if the family atmosphere is filled with openness, freedom, care, and harmony, it will make children feel warm, thereby generating more positive emotions and enhancing the ability to regulate negative emotions. In addition, parenting styles and communication methods are also important influencing factors of teenagers' anxiety (Abed et al., 2023; Liu et al., 2023). For example, teenagers with a warm and accepting parenting style show lower levels of anxiety symptoms (Zhang et al., 2019), while teenagers with a detached and neglectful or indifferent parenting style also have lower levels of anxiety (Liu et al., 2023). Conflicts between parents can also make teenagers feel extremely unsafe, and teenagers will doubt the stability of their parental relationship, leading to avoidance and withdrawal behaviours in interpersonal relationships, thereby developing social anxiety (Jiang, 2021). self-compassion as an effective emotional regulation strategy can help individuals accept themselves and accept themselves, while also better understanding negative situations and achieving more accurate self-assessment, thereby alleviating social anxiety (Leary et al., 2007). The research in the past five years further confirmed that self-compassion helps reduce the tendency of individuals to focus excessively on self-evaluation and external judgments, thereby reducing self-criticism and self-centred cognition. Neff, Tóth-Király, and Knox (2021) pointed out that individuals with high levels of self-compassion tend to view their own experiences in an accepting and decentred manner, which can significantly reduce the frequency of self-criticism and excessive self-reflection. Based on this mechanism, self-compassion is believed to help weaken the common excessive self-awareness phenomenon during the teenage development stage.

Further empirical studies have shown that self-compassion buffers the characteristics of teenagers' self-centred development through reducing self-focus and enhancing cognitive flexibility. Bluth and Neff (2022) found in a sample of teenagers that individuals with a higher level of self-compassion show lower sensitivity to social evaluations and tendencies of self-aggrandizement, thereby reducing developmental cognitive biases such as "imaginary audience" and "personal myth". This result indicates that self-compassion may play an important regulatory role in the development of teenagers' self-concept by reducing self-criticism and excessive self-focus. Brais (2020) found that self-compassion can also affect social avoidance behaviours brought about by social anxiety and reduce negative emotions brought about by negative beliefs. Poli et al. (2022) found that after an eight-week mindfulness training for primary school students, regular practice of mindfulness can improve emotional health and reduce anxiety and depression in primary school students.

From a psychological perspective, Huang et al. (2017) defined stress in "Psychological Stress and Regulation" as a cognitive and behavioural experience process composed of stressors and stress responses, also known as psychological stress. The stress experienced by teenagers mainly manifests

as academic stress (Peng et al., 2021), interpersonal stress at school (Yu et al., 2018), and life stress (Li et al., 2021), etc.

Studies have shown that teenagers are in the transitional period from childhood to adulthood, facing stress-inducing life events such as family conflicts and insufficient academic achievements. Teenagers may alleviate stress through online surfing, which can lead to internet addiction (Huang et al., 2017). Studies have also shown that excessive academic stress in teenagers can lead to excessive daytime sleepiness in the later period (Luo et al., 2018), and even may trigger suicidal thoughts (Liu et al., 2014); the stress related to the COVID-19 pandemic not only causes anxiety (Li, 2020), sleep disorders (Dou et al., 2019), and suicidal thoughts (Wang et al., 2022), but also has caused physical symptoms problems among college students (Liu et al., 2020). A study on the family stress, peer stress, and academic stress of teenagers found that peer pressure has the greatest adverse impact on the adaptation of Chinese teenagers (Xu et al., 2023). The research by Beck (2008) shows that stressful life events can cause cognitive biases in highly susceptible individuals, which can lead to depression. If combined with rumination thinking, the risk of individuals developing depressive symptoms will also increase (Shapero et al., 2017). This research result was supported in the subsequent study by Deng et al. (2023), where academic and family stress are more likely to cause depression in teenagers, and have a negative impact on their academic performance and learning outcomes.

Empirical research shows that family factors have a predictive effect on teenagers' academic performance (Castro et al., 2015), but under higher parental educational expectations, teenagers' academic stress is also constantly increasing (Borelli et al., 2014), that is, when parents have higher expectations for their children than the children themselves, the children may experience greater academic stress and negative emotions such as tension (Wang and Liu, 2005; Guo et al., 2019; Yang and Dai, 2019). Oh et al. (2022) based on the Korean cultural background found that children who have experienced family violence have more academic stress. Therefore, it is necessary to formulate effective intervention measures to prevent academic stress. Interestingly, Bhooma and Sokhide (2018) believe that peer pressure and authoritative parenting style are significant predictors of teenagers' academic stress. In fact, when facing stress, teenagers tend to seek help from family members, and family support resources can effectively alleviate teenagers' stress perception (Zhang et al., 2021), and the more warmth from parents, the lower the susceptibility to peer stress of teenagers (Chan & Chan, 2013). Additionally, Jiang et al. (2022) found that teenagers' academic stress also has a negative impact on parent-child relationships, leading to problem behaviours in teenagers. A study on self-compassion and social stress responses shows that individuals with high trait self-compassion have significantly lower scores on related stress tests than those with low trait self-compassion, indicating that self-compassion is a protective factor for individual stress perception (Ketay & Beck, 2023). Similarly, the research results of Martínez-Rubio (2023) indicate that the perceived stress among college students is negatively correlated with self-compassion, proving that self-compassion can be regarded as a protective factor against stress and can be set

as a subsequent intervention target. Sullivan (2022) believes that college students with high self-compassion can buffer the negative impacts of stress on themselves, such as the intake of unhealthy food. Kong et al. (2022) explored the influence mechanism of friendship conflicts among teenagers and found that self-compassion can buffer the negative emotions such as depression, anxiety, and stress caused by male friendship conflicts.

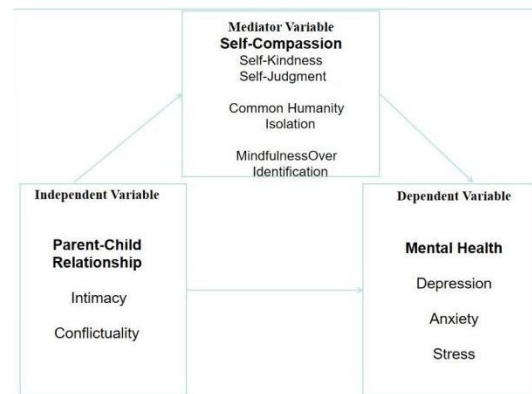


Figure 1. Conceptual Framework of the Study

IV. METHOD

This study adopts a quantitative research design to systematically explore the impact of parent-child relationships on the mental health of high school students, with a particular focus on the mediating role of self-compassion. Guided by clear research goals and questions, this study aims to use scientifically rigorous statistical methods to understand the relationships among these core variables.

Data will be collected through self-administered questionnaires, requiring participants to answer based on their own actual experiences to ensure the accuracy of the data. The questionnaires will be distributed to a sample of students from 67 high schools in Lanzhou City, Gansu Province, China, with a total student population of approximately 30,000 (Wu et al., 2020). According to the sample size calculation formula of Krejcie and Morgan (1970), the final sample size is determined to be 400 students. This study will adopt stratified random sampling methods, stratifying the overall population by grade and randomly selecting participants from each stratum. This method enhances the representativeness of the sample and the general applicability of the research results. Before data collection, written consent from the participating schools and respondents will be obtained. The research goals and procedures will be clearly communicated to all respondents. Participation is completely voluntary, and strict ethical standards will be followed, including informed consent, anonymity, and confidentiality. Data collection will be conducted online, and questionnaires will be distributed through an online platform. Researchers will provide standardized guidance on-site.

The questionnaire consists of four main parts. The first part collects the basic information of the participants, including gender and grade, etc. The second part uses the parent-child relationship scale to measure the independent variable, specifically the quality of the parent-child

relationship. The third part uses the self-compassion scale to assess the mediating variable, that is, the level of self-compassion of the students. The last part measures the mental health of high school students by evaluating the dependent variable, that is, the DASS-21 scale (a psychological health scale covering the most common psychological problems among high school students, namely anxiety, depression and stress). A pilot study involving 30 students will be conducted before the formal testing to examine the reliability and practicality of the questionnaire. The feedback from this stage will be used for final revision to optimize the questionnaire and prepare for comprehensive data collection.

The data will be analyzed using descriptive and inferential statistical methods. Descriptive methods (such as frequency distribution and percentage) will be used to describe the demographic characteristics of the population and the distribution of key variables. Inferential analysis will include one-sample t-test, analysis of variance (ANOVA), and structural equation model (SEM). The structural equation model (SEM) is particularly suitable for testing complex relationships and mediating effects, and can comprehensively examine how self-compassion mediates the impact of parent-child relationships on the mental health of high school students (Bloomfield & Fisher, 2019). This study adopts rigorous methods to explore the influence of parent-child relationships on the mental health of high school students and the mediating role of self-compassion.

V. CONCLUSION

In conclusion, this study aims to deeply explore how the parent-child relationship affects the mental health of high school students, with a particular focus on the mediating role of self-compassion. Based on the "Individual-Environment Interaction Theory" and supported by existing empirical literature, this study emphasizes the complex interaction between environmental factors and individual factors in influencing the mental health of teenagers. By using quantitative methods and employing mature measurement tools, this study ensures a systematic and rigorous examination of the proposed relationship. The use of stratified random sampling and validated questionnaires enhances the reliability and generalizability of the research results. Ultimately, this study is expected to provide meaningful insights for the development of teenagers and offer valuable guidance for educators, school counselors, and policymakers seeking to create a positive school environment and promote students' mental health.

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