Interpersonal Relationship Issues among Adolescents and the Influencing Factors

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ABSTRACT: Adolescence is a critical stage in an individual's transition from childhood to adulthood, where interpersonal relationships directly impact their mental health and social adaptability. Currently, the interpersonal relationships of adolescents exhibit complex characteristics. On one hand, they demonstrate a strong need for belonging to peer groups. On the other hand, they frequently encounter various difficulties. Common issues include strained parent-child relationships, communication barriers between teachers and students, peer conflicts and competition, social anxiety, and loneliness. This paper presents the current state of adolescents' interpersonal relationships and analyzes the dual role of interpersonal relationships, aiming to provide a theoretical reference for building healthy interpersonal relationships among adolescents. The research results indicate the following 4 points. First, in parent-child relationships, adolescents are in a psychological "weaning period," where their increased sense of independence conflicts with parental upbringing methods, leading to hostility and communication barriers. Second, in teacher-student relationships, the status differences caused by traditional education models lead to interpersonal withdrawal among some students. Third, in peer relationships, personality differences and competitive pressures often lead to conflicts, and appearance anxiety and social phobia are also prevalent. In addition, confusion about intimate relationships has become a newly emerging prominent issue. Last, the influencing factors of interpersonal relationships exhibit multidimensional characteristics: in terms of cognitive factors, adolescents' one-sided thinking leads to interpersonal cognitive biases; emotional factors manifest as large fluctuations and poor stability in emotions; in personality factors, unformed personality traits easily lead to communication barriers; in skill factors, there is a lack of systematic communication skills and experience. External factors such as contradictory family environments, imbalanced parenting styles, and social comparison psychology also play a significant role. It is therefore suggested that adolescents' interpersonal relationships face various problems, which are caused by multiple factors such as social environment, school education, family upbringing, and individual physical and mental characteristics. Hence, it requires the joint efforts of families, schools, and society to help adolescents establish healthy interpersonal relationship patterns.

I.   Introduction

Adolescents are at a critical stage of growth, and the development of their interpersonal relationships not only affects their individual mental health but also profoundly influences the overall harmony and progress of society. From family to school, from reality to virtual space, adolescents' interpersonal interactions present a complex and diverse landscape, featuring both positive interactions and facing numerous challenges and difficulties. This phenomenon has attracted widespread attention, as good interpersonal relationships are the core of adolescents' socialization process, while interpersonal difficulties can become the trigger of psychological problems. With the transformation of social structures and technological innovations, factors such as intergenerational differences, family changes, and updates in educational models are intertwined, making the influencing factors of adolescents' interpersonal relationships increasingly complex. In-depth exploration of this issue not only helps to understand the psychological characteristics of contemporary adolescents but also provides targeted guidance for families, schools, and society, promoting the growth of adolescents [1].

Adolescence is a stage in life where interpersonal networks expand rapidly, encompassing multiple dimensions such as parent-child, teacher-student, and peer relationships. With the accelerated social transformation and the widespread adoption of digital existence, contemporary adolescent interpersonal relationships exhibit new characteristics and challenges. Within the family, adolescents undergo a "psychological weaning period," attempting to transition from dependence to independence, a shift that often leads to tension in parent-child relationships. For instance, rebellious behavior towards parental demands may result in conflicts, which may even persist as long-term disturbances, affecting the harmony of the family atmosphere. In the school environment, teacher-student relationships occupy a dominant position, but authoritarian management in traditional education models can easily create psychological distance between teachers and students, leading some adolescents to feel alienated, manifested as reduced classroom participation or behavioral withdrawal. Peer relationships are a crucial aspect of adolescent socialization, where interactions among classmates not only nurture friendship but also foster competition and conflict. Emotions such as inferiority complex and jealousy spread within the group, causing some adolescents to fall into interpersonal isolation and struggle to integrate into collective life. Furthermore, with the widespread adoption of digital technology, virtual communication has gradually become a new channel for adolescent interpersonal interaction. Although mobile phones and social media have broadened the space for communication, they may also weaken the ability for face-to-face communication, leading to a lack of skills in real-life interactions [1].

The formation and development of interpersonal relationships in adolescents are influenced by a complex interplay of multiple factors, stemming from both internal individual characteristics and external environmental contexts. At the individual level, cognition, emotions, and personality traits serve as core variables. Adolescents' cognitive biases and contradictions often lead to deviations in interpersonal judgments, such as overinterpreting

others' intentions or falling into a black-and-white thinking pattern. Emotional instability is also notable, with adolescents experiencing drastic emotional fluctuations, which may manifest as inconsistent attitudes towards their interaction partners, exacerbating relationship tensions. Personality traits, which are not yet fully formed, such as introversion or aggressive tendencies, may hinder interpersonal harmony, leading to communication barriers. On the other hand, the role of external environmental factors cannot be overlooked. The family environment serves as the cornerstone of interpersonal relationships. Poor parent-child communication or family conflicts can directly cause interpersonal distress in adolescents, while uneven distribution of family resources can lead to alienation among siblings. The teacher-student interaction patterns in the school environment are also crucial. Traditional authoritarian education may inhibit adolescents' willingness to express themselves, whereas modern education advocates for equal dialogue, which helps establish trust relationships. Sociocultural changes profoundly affect interpersonal interactions, and the widening intergenerational differences have created a gap in values between adolescents and their elders, such as conflicts in consumption attitudes or differing views on technological products, further exacerbating tensions within the family [2].

Exploring adolescent interpersonal relationships holds profound theoretical and practical significance. Theoretically, this research contributes to refining the frameworks of developmental psychology and social psychology, unveiling the dynamic mechanisms in the process of individual socialization. For instance, by analyzing the causes of interpersonal distress, we can deepen our understanding of adolescent mental health issues, providing a scientific basis for psychological intervention. On a practical level, research findings can directly guide family and school education. Parents can reduce parent-child conflicts by improving communication methods; teachers can adjust teaching strategies to create an inclusive classroom environment; social institutions can design targeted activities to enhance adolescents' social skills. Furthermore, with the development of technology, the impact of virtual communication on interpersonal relationships has become increasingly prominent. Future research should focus on balancing online and offline interactions, exploring how to utilize digital tools to enhance, rather than weaken, real-life communication skills. Overall, the study of adolescent interpersonal relationships is not only an academic exploration but also a cornerstone of social progress, and the findings will contribute to building a more harmonious and supportive growth environment [1].

II. Common interpersonal relationship troubles among adolescents and their underlying causes

Interpersonal relationships refer to the direct psychological connections formed between individuals during their interactions, and are crucial for enhancing personal life satisfaction and maintaining physical and mental health development [2]. Surveys indicate that the detection rate of interpersonal relationship difficulties among adolescents ranges from 35.0% to 37.9% [3, 4]. These difficulties not only affect adolescents' academic performance [5] and school adaptability [6], but are also closely related to psychological and behavioral issues such as depression [7] and self-harm [8].

2.1 Parent-child relationship distress

Parent-child relationship refers to the interpersonal relationship formed between parents and children through daily interactions. Indicators such as parent-child attachment, parent-child conflict, intimacy of parent-child relationship, parent-child support, and parent-child affinity are commonly used to characterize the quality of parent-child relationship.

A positive parent-child relationship can enhance parents' sense of happiness and mental health, and the quality of this relationship can play a moderating role in the psychopathological issues faced by both parents and children [9]. When the quality of the parent-child relationship improves, it can enhance mothers' emotional well-being and increase their sense of happiness [10], thereby positively impacting parents' mental health.

Adolescents with harmonious parent-child relationships possess secure attachments [11], exhibit strong emotional regulation abilities, demonstrate higher levels of academic engagement [12], can effectively manage negative emotions in stressful situations [12], and are more likely to quickly recover and rebound in adversity [13]. Furthermore, adolescents with harmonious parent-child relationships experience more positive emotions and have fewer mental health issues [14, 15].

The issues in the relationship between adolescents and their parents primarily manifest in the following three aspects

2.1 Communication barriers

Parent-child communication, as an essential component of the family environment, plays a pivotal role in the emotional and personality development, social adaptability, and the formation of values of adolescents [1-2]. The Spillover Hypothesis posits that parents' emotions or behaviors are transmitted to their children through interactive relationships [16]. That is, in the intergenerational transmission of cognition, emotion, and volitional activities, parent-child communication plays a mediating role. Olson's Circular Model theory suggests that parent-child communication significantly promotes parent-child intimacy [17]. Previous research has found that adolescents growing up in a family environment with high intimacy benefit from the close family atmosphere and demonstrate greater adaptability in cognitive and social development [18]. This may be because when individuals have a high level of parent-child intimacy, they perceive life events from a relatively positive perspective.

However, due to various factors, communication barriers often arise between adolescents and their parents, which not only affect the harmony of family relationships but may also have a negative impact on the mental health and growth of adolescents [2-3]. The main manifestations of these barriers are as follows.

Firstly, the frequency of communication decreases. As adolescents grow older, the frequency of their communication with their parents significantly decreases. During primary school, children usually take the initiative to share things about school, including learning and friends, with their parents. However, after entering adolescence, many adolescents become taciturn and are no longer as willing to communicate with their parents as before. They prefer to interact with peers, believing that peers can better understand them [2-3]. For example, some adolescents go straight to their rooms after returning home, close the door, and limit their communication with their parents to simple greetings and inquiries about daily routines. In addition, excessive screen time is another hinder of parent-child communication. Screen time can indirectly affect adolescents' interpersonal

relationship distress through the single mediating effect of parent-child communication and the chained mediating effect of parent-child communication and parent-child intimacy. Parents who habitually use blame, authoritarian, and other communication styles to educate their children are more likely to cause alienation in their children, leading to negative emotions and antisocial tendencies [19]. We speculate that screen time indirectly affects adolescents' interpersonal relationship distress through parent-child communication, possibly due to parents' concerns about the negative impacts of excessive screen time on adolescents, such as myopia, obesity, and decreased academic performance [20]. Therefore, in controlling adolescents' screen time, adopting critical and accusatory communication styles can lead to parent-child conflicts, causing negative emotions such as depression and anger in adolescents. According to the perspective of social learning theory, adolescents may transfer the coping patterns in family relationships to their communication and friend-making processes, which is not conducive to establishing good interpersonal relationships [21].

Secondly, the content of communication is monotonous [2, 4, 5]. The communication between parents and children is becoming increasingly limited. Parents tend to focus on their children's academic performance and daily life, while teenagers are more concerned with their own interests, emotional experiences, and social life. This difference in focus makes it difficult for both parties to find common topics during communication. For example, parents always ask their children, "How was your study today?" and "Have you finished your homework?", while teenagers are bored with these topics and prefer to discuss their favorite music, movies, or amusing stories among friends with their parents.

Thirdly, there are issues with communication methods [2, 4, 5]. There are also problems in communication between parents and children. Parents often tend to condescend to their children as elders, using commanding and accusatory tones, which makes adolescents feel oppressed and dissatisfied. Conversely, adolescents may exhibit rebellious and resistant emotions, unwilling to listen to their parents' opinions, and even deliberately going against them. For instance, when parents ask their children to do something, the children may respond impatiently, "I know, don't bother me." Such communication methods are prone to causing conflicts between parents and children.

Lastly, there is a lack of emotional communication [3, 5]. Emotional communication is a crucial component of parent-child interaction, yet it often falls short between adolescents and their parents. Parents may prioritize their children's material needs while overlooking their emotional ones. When adolescents encounter difficulties and setbacks, they often lack parental understanding and support, leading them to gradually close the door to emotional communication with their parents. For instance, when adolescents are bullied by classmates at school or face academic challenges, parents may offer mere consolations without truly delving into their children's inner feelings.

2.2 Differences in expectations of adolescents' growth between parents and children

First and foremost is academic expectation [5-6, 22]. **Parents** typically have high expectations for their teenagers' academic performance, hoping that their children can achieve excellent grades in school, gain admission

to prestigious universities, and obtain a high level of education. This is because parents are well aware of the importance of education in employment and social competition, believing that good academic performance is the foundation for securing a stable job and achieving a higher social status in the future [5-6, 22]. For instance, many parents require their children to rank among the top few in their class every time they take an exam, enroll them in various extracurricular tutoring classes, and hope that they can excel academically. However, some teenagers may place more emphasis on interest and experience in the learning process, hoping to study subjects that they are passionate about, rather than solely aiming for grades. Others may have a strong interest in fields such as art and sports, aspiring to develop in these areas and may not place as much importance on traditional academic performance requirements, because they don't perceive the appeal of the traditional disciplines.

Next comes career expectations [5-6]. Parents often tend to plan for their children careers that are traditionally stable, high-paying, and carry high social status, such as doctors, lawyers, and civil servants. In the parents' perception, these careers offer good development prospects and economic security, enabling their children to live comfortably in the future. For instance, some parents believe that the profession of a doctor not only provides a stable income but also involves saving lives, making it a highly respected career. Therefore, they hope their children will consider applying to medical majors. However, influenced by diversified culture and social development, teenagers' career expectations have become more diverse and personalized. They may be more interested in emerging professions such as internet celebrities, esports players, and game designers, which are challenging, closely related to their hobbies and the trends of the times, despite the high attrition rate among practitioners in these professions, especially as they age. At the same time, teenagers also place greater emphasis on the innovativeness and self-actualization value of their careers, hoping to utilize their strengths and creativity in their work.

The third aspect is social expectations [5-6]. **Parents** hope that their children can make friends with those who excel academically and have a good family background, believing that such a social circle is conducive to their children's growth and development. They are concerned that association with bad friends may have negative impacts on their children, affecting their academic performance and physical and mental health. For instance, parents encourage their children to study and communicate with classmates who perform well academically, while restricting their contact with those they perceive to have inappropriate behavior. However, a**dolescents** place more emphasis on emotional resonance and shared interests among friends, hoping to make friends who share their values and experiences life's joys and sorrows together. They may not be so concerned about factors such as their friends' family background and academic performance, but rather value sincerity, understanding, and support among friends, hoping to gain a sense of belonging and recognition in social interactions [22].

The fourth aspect is life skills expectations [5]. **Parents** expect their children to master some basic life skills, such as cooking, washing clothes, and tidying up the room, considering these skills as the foundation for independent living. At the same time, parents also hope that their children can learn to arrange time reasonably, manage money, and cultivate good living habits and financial management abilities. For example, parents may require their children to help with some household chores every week and give them a certain amount of pocket

money every month, allowing them to learn to manage their resources reasonably. However, some teenagers do not attach enough importance to life skills, as they are more concerned with their studies and entertainment activities. Some teenagers believe that these life skills can be learned in the future when needed, and that it is more important to focus on their studies and the development of personal interests at present.

Fifth, when it comes to love and marriage, parents hope that teenagers can partner with peers who possess noble character and a certain ability to earn a living. However, teenagers' views on marriage tend to be diversified: they may pursue romantic experiences and thus engage in "online dating", or seek material enjoyment and "marry into wealth", without adhering strictly to ancestral teachings such as "sharing the same ideals and noble character". Of course, this shift in teenagers' views on marriage can easily lead to conflicts with their parents, and may set the stage for future marital issues such as marital discord and extramarital affairs [5].

Lastly, there are expectations regarding personal qualities [1, 5]. **Parents** emphasize the cultivation of traditional virtues in their children, such as respect for elders and care for the young, honesty and trustworthiness, diligence and hard work. They hope that their children can become morally upright and responsible individuals who can stand on their own feet in society. For example, parents educate their children to respect elders, be honest and trustworthy in interactions with others, and be diligent and hardworking in their studies and work. In addition to traditional virtues, adolescents place more emphasis on individuality and self-expression in personal qualities. They hope to showcase their unique personality and pursue freedom and equality. At the same time, adolescents are also more concerned about global issues such as social justice and environmental protection, and they hope to make their own contributions to society.

2. 3 Parent-child rights dispute

Firstly, it pertains to the realm of daily life [1-3, 7]. In personal decision-making, adolescents begin to pay attention to their external appearance, hoping to showcase their individuality through their dressing and grooming [1-3, 7]. For instance, they may be keen on popular fashion styles, opting for outfits that their parents deem as "unusual or unconventional". Parents, on the other hand, tend to prefer their children to dress appropriately and conform to traditional aesthetics. When parents attempt to interfere with their children's dressing choices, conflicts are likely to arise. In terms of diet, adolescents may enjoy pursuing fresh and diverse flavors, such as fast food and snacks, while parents prioritize nutritional balance and hope their children eat more healthy foods. This difference in dietary preferences can also lead to arguments between parents and children. Regarding daily routines, adolescents' biological clocks may differ from those of their parents. They may prefer to stay up late and wake up late, especially on weekends or holidays [2, 7]. Parents, on the other hand, hope their children maintain a regular sleep and wake schedule to ensure physical health and learning efficiency. When parents force their children to follow their own routine, adolescents often resist, leading to conflicts between both parties. In terms of consumption attitudes, adolescents place more emphasis on the personalization and emotional experience of products when making purchases. They are willing to pay higher prices for brands and products they like [2, 7]. For example, they may spend a considerable amount of money on limited-edition sneakers, electronic products,

etc., to satisfy their interests and pursuits. At the same time, adolescents are also more susceptible to the influence of advertisements and social media, leading to impulsive consumption behaviors. Parents, on the other hand, place more emphasis on the practicality and cost-effectiveness of consumption, making consumption decisions based on the family's economic situation and actual needs. In their view, adolescents' consumption behaviors are overly extravagant and wasteful, lacking an understanding of how to cherish money and conserve resources. Therefore, parents may express dissatisfaction with adolescents' purchases of high-priced non-essential items, considering them to be unreasonable consumption attitudes.

Next is the area of learning and growth [4, 7]. When it comes to devising learning plans, parents often tailor detailed plans for their children based on their own expectations and experiences, including arranging extracurricular tutoring classes and interest training classes [7]. However, adolescents may have their own learning pace and interests, and they desire autonomy in arranging learning time and content [4, 7]. For instance, if parents enroll their children in math and English tutoring classes, but the children are more interested in painting or music, this discrepancy in learning plans can lead to a power struggle between both parties. In terms of setting academic goals, parents often have high expectations for their children's academic performance, hoping that they can excel in their class or school. On the other hand, adolescents may be more focused on their learning process and interest cultivation, and may not be as strongly motivated by grades as their parents. When parents use grades as the sole criterion to demand from their children, adolescents may feel overwhelmed with pressure, leading to disagreements with their parents.

The third aspect is social activities [3, 4]. In terms of friend selection, adolescents begin to form their own social circles and aspire to freely choose their friends. Parents may worry about their children associating with negative peers and exert excessive interference and evaluation on their children's friends. For instance, parents may oppose their children's association with a friend due to poor academic performance or undesirable behavioral habits. Adolescents, on the other hand, believe they have the right to choose their own friends, and this discrepancy can lead to conflicts between parents and children. Regarding social activity arrangements, adolescents desire more time to spend with friends and participate in various social activities. However, parents may be concerned about their children's safety and academic performance, and impose restrictions on their social activities. For example, parents may stipulate that their children must return home by a certain time in the evening or prohibit them from participating in activities they deem unsafe. Adolescents may feel that their social rights are being infringed upon, resulting in conflicts with their parents.

III. Teacher-student relationship dilemmas

The teacher-student relationship often manifests in daily teaching and learning activities, which is more of an unconscious process. In the teacher-student relationship, students and teachers act as both subject and object, hence, good teaching outcomes depend to some extent on the teacher-student relationship. A good teacher-student relationship facilitates the normal conduct of daily teaching, enhances students' learning motivation, promotes their academic progress, unleashes their potential [23], builds their values [23], and improves their emotional

intelligence [8O], thereby promoting adolescents' campus adaptability [24] and helping them reduce internalizing and externalizing problems [24]. Studies also indicate that teacher-student relationships can moderate the impact of parent-child and peer relationships on adolescent loneliness [25].

The issues in the relationship between adolescents and their teachers primarily manifest in the following three aspects

3.1 Inadaptability of teaching style

Teachers' teaching styles are unique teaching methods and characteristics formed through long-term teaching practice [8]. Different teachers possess distinct teaching styles, such as rigorous, lively, humorous, traditional, and so on. Some teachers emphasize theoretical explanations, while others place greater emphasis on practical operations. Adolescents are in a stage of rapid physical and psychological development, and they have their own characteristics and needs in learning. When a teacher's teaching style does not match the learning characteristics and needs of adolescents, it is prone to the phenomenon of adolescents being unaccustomed to the teacher's teaching style. This discomfort may lead to a series of problems, such as decreased learning enthusiasm, decreased academic performance, low classroom participation, increased psychological pressure, and so on, which in turn may result in resistance towards the teacher [8, 26]. Specific manifestations are as follows.

Firstly, learning enthusiasm decreases. When adolescents are not accustomed to the teaching style of their teachers, they often develop a sense of burnout towards learning. For example, for some adolescents who prefer lively and interactive teaching, if the teacher adopts an overly serious and rigid teaching style, with the entire class dominated by the teacher's lecture and lacking interaction and communication with students, they will find the class boring and tedious, thus losing their enthusiasm for learning. Students who were originally interested in the subject may gradually develop resistance towards it due to discomfort with the teaching style, unwilling to actively participate in classroom learning, and even engage in behaviors such as skipping classes [8, 26].

Secondly, academic performance declines. Inappropriate teaching styles directly affect the learning outcomes, leading to a decline in academic performance. For example, some teachers move too quickly through the curriculum and explain knowledge points too briefly, causing adolescents to move on to the next knowledge point before fully understanding the previous one. For adolescents with relatively weak foundations or slower learning paces, they cannot keep up with the teacher's teaching pace, leading to an increasing number of knowledge gaps, which ultimately results in unsatisfactory exam scores. Additionally, some teachers focus on imparting theoretical knowledge while neglecting practical operations and applications. This makes it difficult for adolescents who are more adept at learning through practice to transform their learned knowledge into practical abilities. When encountering practical application questions in exams, they become at a loss, affecting their performance [8, 26].

Thirdly, low classroom participation. Teenagers who are not accustomed to the teaching style often behave silently in the classroom and exhibit low participation. They may be reluctant to answer questions, even if they know the answers, and lack enthusiasm for raising their hands to speak. In group discussions and other activities, they also behave passively, unwilling to engage in in-depth communication and interaction with classmates and

teachers. This is because the teaching style of the teachers may not have created a learning environment where they feel comfortable and confident. They fear making mistakes in the classroom or not receiving recognition from the teachers, thus choosing to remain silent [8].

Finally, psychological stress increases. Long-term discomfort with teaching styles can exert significant psychological stress on adolescents. They may experience anxiety, low self-esteem, and other emotions due to unsatisfactory academic performance, feeling inferior to their peers. At the same time, they worry about not receiving understanding and support from teachers, leading to a state of depression and anxiety in school. If this psychological stress is not alleviated in a timely manner, it may further affect their physical and mental health, even leading to the emergence of some psychological issues [26].

3.2 Teachers' unfair evaluation of adolescents

Teachers' evaluations serve as a compass, exerting a pivotal influence on adolescents' self-perception, learning motivation, and developmental direction. A fair evaluation enables adolescents to clearly recognize their strengths and weaknesses, stimulating their enthusiasm for progress; conversely, while an unfair evaluation can become a stumbling block on the path of adolescents' growth, hindering their physical and mental health as well as their comprehensive development. However, in real educational scenarios, the phenomenon of teachers' unfair evaluations of adolescents is not uncommon, which not only violates the principle of educational fairness but also gives rise to a series of educational and social issues [6-7].

Firstly, teachers adopt a single evaluation model that prioritizes grades [6-7]. In the current educational environment, grades are often the primary or even the sole criterion for teachers to evaluate students. Teachers often categorize students into different levels based on their exam scores, favoring those with excellent grades while showing indifference towards those with poor grades. For example, in a classroom of a middle school, teachers habitually let students with good grades answer questions and give them ample affirmation and praise. However, for those with poor grades, even if they actively raise their hands to express their ideas, teachers may ignore them. In the end-of-semester evaluation activities, grades are a key reference indicator. Many students with good grades but deficiencies in moral character or other aspects can easily obtain honors, while some students with average grades but excellent performance in social practice, teamwork, and other aspects are left out.

Next, there are subjective evaluations based on personal biases [6-7]. Factors such as teachers' personal preferences, values, and stereotypes can significantly affect their evaluations of students. Some teachers may prefer extroverted, lively, and cheerful students, perceiving them as positive, proactive, and communicative; whereas they may view introverted, quiet, and shy students as lacking energy and initiative. For instance, a teacher who particularly favors eloquent students may consistently praise those who can articulate their views eloquently during classroom discussions, while dismissing those who, despite having deep thoughts, express themselves less fluently as lacking ability. Additionally, teachers may be influenced by students' family backgrounds, favoring those from affluent families and high-status parents, and giving them preferential treatment in resource allocation and evaluations.

The third issue is the arbitrariness and instability of evaluation criteria [6]. The evaluation criteria for teachers lack consistency and stability, leading to uncertainty in evaluation results. When grading homework and exams, different teachers may have different scoring criteria for the same question, and even the same teacher may give different scores when grading the same type of homework at different times. For example, when grading essays, a teacher may give a higher score to a student who is usually well-regarded, even if the essay has some minor flaws; however, the same teacher may strictly deduct points for the same issues in the work of a student who usually performs average. When evaluating students' classroom performance, teachers lack clear and unified quantitative criteria and often rely on subjective feelings to evaluate, making it difficult for students to clarify their direction of effort.

Lastly, the evaluation is general and overlooks individual differences [6]. Every adolescent possesses unique personalities, interests, and learning styles, yet teachers frequently disregard these individual differences and adopt a one-size-fits-all approach in their evaluations. When assessing students' learning abilities, teachers neglect students' foundations and starting points, focusing solely on their final learning outcomes. For some students who face learning difficulties but have been making efforts, teachers fail to give them due recognition; whereas for some students who possess high talent but have improper learning attitudes, teachers excessively appreciate their achievements while overlooking their issues in moral character and learning habits.

3.3 Poor communication between teachers and students

In the educational ecosystem, communication between adolescents and teachers serves as a bridge, connecting the transmission of knowledge, emotional exchanges, and the shaping of personality. Effective communication is not only a guarantee for the smooth progression of teaching activities but also an important support for the psychological well-being and the formation of correct values among adolescents [6, 27]. However, the reality is not optimistic.

Firstly, there is a low frequency of communication and a lack of initiative in communication [27]. Most adolescents lack the willingness or corresponding ability to actively communicate with teachers in school, and rarely initiate communication with teachers. Apart from the necessary question-and-answer sessions and interactions in the classroom, they rarely seek teachers out to discuss learning issues, share life insights, or seek help after class. A survey conducted among students of a certain middle school found that over 70% of the students indicated that they had no more than two active communications with teachers within a month. This lack of initiative and low frequency of communication make it difficult for teachers to fully understand students' learning situations and psychological states, and also deprive students of opportunities to receive more guidance and help from teachers.

Secondly, the content of communication is monotonous [27]. The communication between teenagers and teachers is often confined to a narrow scope, primarily focusing on academic performance and homework completion. There is little discussion on topics such as personal interests, career planning, and emotional dilemmas. Taking classroom communication as an example, the interaction between teachers and students mostly revolves around the explanation of knowledge points and the solution of exercises, rarely involving students' inner

experiences and personalized needs. This monotonous content of communication cannot meet the diverse growth needs of teenagers, nor is it conducive to establishing a deep-level teacher-student relationship.

The third issue is the tense communication atmosphere [27]. When communicating with teachers, many adolescents feel nervous and uneasy. They are concerned that their poor performance might displease the teacher, or they fear that their viewpoints might be rejected by the teacher. This tense atmosphere hinders smooth communication, and students often fail to fully express their thoughts and feelings. For instance, when called on to answer questions in class, some students, even if they know the answer, may speak in a trembling voice and express themselves unclearly due to nervousness.

Lastly, there is poor communication effectiveness [27]. Due to various reasons, communication between adolescents and teachers often fails to achieve the desired effect. Teachers may not accurately understand the intentions of students, and students may also misunderstand the suggestions and guidance provided by teachers. For example, when students report learning difficulties to teachers, the solutions provided by teachers may not align with the actual situation of the students, resulting in ineffective problem-solving.

IV. Peer relationship distress

Peer relationships refer to the interpersonal connections developed between individuals who are closely linked based on shared interests and friendship during their interactions [2]. Peer relationships are significant situational factors that influence the psychological development and social adaptation of adolescents [28]. Social provisioning theory suggests that as individuals enter adolescence, their interactions with peers increase, and peers become the most important source of social information and a frame of reference for thoughts and behaviors. Therefore, peers play a crucial role in the development of various aspects of individuals [29], leading to a gradual shift in the attachment objects from parents to peers [30]. Positive peer relationships imply good cooperation, responsiveness, support, sharing, and evaluation [31]. Research has shown that peer relationships influence adolescents' determination of learning goals and academic performance [32]. At the same time, a sense of belonging to the class has a significant impact on their classroom engagement [32]. ES Buhs [33] found the mediating role of academic self-concept in the impact of peer rejection on academic performance. Individuals who are rejected by peers experience different forms of negative peer treatment, such as exclusion and harm. They interpret this negative treatment as a reflection of their low abilities and are not perceived as ideal partners for classroom collaborative tasks by peers, leading to a lower academic self-concept and ultimately low academic performance. Another study [34] shows that being bullied by peers can cause adolescents to develop a sense of distrust towards peers and a sense of insecurity towards the school environment, making them prone to internalizing problems, including depression, anxiety, loneliness, and low self-esteem.

The issues in the relationship between adolescents and their peers primarily manifest in the following four aspects

4.1 Isolation and exclusion

Good peer relationships serve as a crucial cornerstone in the socialization process of adolescents. They provide a sense of belonging and security, shape positive traits and values, and aid in the formation of positive self-perception [6]. However, when adolescents face isolation and ostracism from peers, it casts a shadow over their psyche, haunting them like a specter, exerting an immeasurable negative impact on their physical and mental health, academic progress, and future social adaptability [35].

First and foremost is the isolation[35] in daily campus scenes. Isolation and ostracism occur quietly in every corner of the campus. In classrooms, group discussions are meant to be moments of intellectual sparks and collaborative exchanges. However, isolated adolescents often find themselves alone, with no one willing to team up with them. They can only watch other students engage in lively discussions, while they themselves are excluded from the sharing and interaction of knowledge. During breaks, the classroom corridors are filled with laughter and chatter as students chat and play in groups of two or three. Yet, the isolated individuals can only sit silently on their seats, occasionally looking up with eyes full of longing and loss. In various school activities organized by the school, such as sports games and cultural performances, the isolated individuals are rarely seen, as if they were outsiders.

Next, there are the invisible harms in social networks [3, 7, 36]. With the rapid development of the Internet, social networks have become an indispensable part of young people's lives. However, they also provide a new platform for isolation and exclusion. On social platforms, isolated teenagers may be collectively blocked or unfriended, and their posts receive no likes or comments, seemingly sinking like a stone into the sea. What's worse, they may encounter malicious cyber attacks, be unjustly accused and insulted, and have rumors and false information spread about them, causing severe psychological trauma. Moreover, the anonymity and speed of dissemination on the Internet make the harm more widespread and the impact deeper. Even those who are isolated offline find it difficult to escape the predicament of exclusion in the virtual world.

Lastly, subtle psychological cues and emotional neglect [3, 7, 36]. Beyond overt acts of isolation, there are subtle psychological cues and emotional neglect that silently erode the inner world of the isolated individual. Peers may convey signals of rejection through eye contact and body language, such as deliberately avoiding eye contact, pursing the lips, rolling their eyes, etc. Within the group, they may intentionally or unintentionally slight the isolated individual. When the isolated individual speaks, others may pretend not to hear or deliberately change the subject, making the isolated individual feel that their existence is worthless. This invisible pressure acts like a slow-acting poison, gradually eroding the isolated individual's self-confidence and self-esteem.

4.2 Competition between adolescents and peers

First and foremost is academic competition [3, 6, 7]. Academics constitute the core of adolescents' lives and are also the most fiercely competitive domain. In the classroom, students actively engage and eagerly respond to questions, striving for the teacher's attention and praise. After class, they often spend considerable time researching and diligently writing to complete high-quality assignments. Exam scores serve as a crucial metric for assessing academic proficiency. To achieve excellent results, adolescents devise detailed study plans, participate in various extracurricular tutoring classes, and purchase a plethora of study materials. For instance, in

some prestigious schools, students engage in intense competition to rank higher, studying late into the night daily and filling their weekends with learning arrangements. This academic competition manifests not only among individuals but also extends to collective competition at the class and school levels.

Next comes the competition in cultural and sports activities [3, 6, 7]. Cultural and sports events serve as crucial platforms for adolescents to showcase themselves and unleash their vitality, and the competition is fierce. In sports, school athletic meets and various sports competitions become the stage for adolescents to compete. They sprint with all their might on the track, engage in fierce confrontations on the basketball court, and cleave through the waves in the swimming pool, striving to win medals. For example, in the long-distance running events of school athletic meets, contestants chase after each other, with every step filled with the smell of competition. In the realm of literature and art, singing competitions, painting exhibitions, dance performances, and other activities allow adolescents to showcase their talents, hoping to stand out and gain the appreciation and recognition of others. For instance, in campus singer contests, contestants meticulously prepare their songs, striving for perfection from outfit coordination to stage performance.

Lastly, there is social competition [3, 6, 7]. Social interaction is crucial for the growth of adolescents, who aspire to have good interpersonal relationships and a higher status within their peer groups. Therefore, social competition occurs constantly. In terms of dressing, adolescents pay attention to fashion trends, striving to showcase their unique personality and attract the attention of their peers. In terms of words and deeds, they focus on shaping a good image, learning humorous and witty ways of expression, and enhancing their social charm. Furthermore, adolescents expand their social circles by organizing or participating in various social activities, showcasing their organizational skills and leadership talents during these events. For example, some students actively run for student council positions, hoping to enhance their social status through participating in school management.

4.3 Manifestations of adolescent jealousy towards peers

Due to the intense competition prevalent in school life, individuals who are at a disadvantage in a particular competition are prone to experiencing jealousy [3, 6, 7]. The specific manifestations of peer jealousy among adolescents are as follows.

First and foremost is direct aggressive behavior [3, 6]. When jealousy reaches a certain level, some adolescents may express their dissatisfaction through direct aggression. Verbally, they may maliciously slander, ridicule, and abuse the envied individual, attempting to elevate themselves by belittling the other party. For instance, when seeing a peer win an award in a competition, the jealous individual may say, "He must have cheated to win, and he has no real talent." Behaviorally, they may deliberately create trouble, destroy the envied person's belongings, or disrupt their activities. For example, in group collaborations, the jealous individual may intentionally lose the envied person's materials or cause disruptions during rehearsals.

Next comes indirect confrontational behavior [3, 6]. Apart from direct aggression, adolescents also express their jealousy through indirect confrontation. They deliberately avoid contact with the envied individual,

displaying an indifferent and disregarding attitude towards them. In collaborative settings, the envious may slack off and fail to fulfill their responsibilities, thereby affecting the progress and effectiveness of the entire team, indirectly harming the envied individual. For instance, in group assignments in the classroom, the envious may procrastinate with various excuses, leading to the group's failure to complete the assignment on time.

Finally, self-isolation and denial [3, 6, 7]. Some adolescents, when envious of their peers, may fall into a state of self-isolation and denial. They become overly focused on the gap between themselves and their peers, believing that they are inferior in every way, thus generating a strong sense of inferiority. Under the influence of this mentality, they reduce communication and interaction with peers, gradually isolating themselves. They also lose motivation in their studies, believing that no matter how hard they try, they cannot surpass others, leading to a decline in performance. For example, a previously positive and cheerful student, due to envy of a classmate's grades, becomes taciturn, no longer participates in class activities, and his academic performance plummets.

4.4 Adolescents' friendship conflicts with peers

Due to differences in personal characteristics such as values, personality, cognition, and hobbies, as well as inadequate communication skills including poor expression, inadequate listening skills, and negative emotions, competition and jealousy in academic, social, and cultural activities, and the adverse influence of social environments including family, school, and social culture, conflicts in adolescent friendships often occur [3, 6, 7]. Specific manifestations are as follows.

First and foremost are verbal conflicts, primarily manifesting in the forms of arguments, sarcasm and sarcasm, as well as rumors and defamation [6]. Arguments are the most common type of verbal conflict. When adolescents disagree with their peers on opinions, ideas, or behaviors, they may express their dissatisfaction and opposition through heated verbal exchanges. During arguments, both parties often become emotionally charged, raise their voices, and accuse each other. For instance, when discussing the planning of a class activity, some adolescents may argue and criticize each other's proposals as unreasonable, even resorting to impolite language, due to differing views on the activity's format. Apart from direct arguments, adolescents may also resort to sarcasm and sarcasm, which are more subtle but equally offensive. For example, if an adolescent is dissatisfied with a friend's dress, they might say, "You're really 'fashionable' today, it's like you're from another planet." Sarcasm and sarcasm can hurt the other person's feelings, provoke resentment and anger, and thus exacerbate conflicts [6]. In extreme cases, adolescents may vent their dissatisfaction or achieve certain goals by spreading rumors and defaming their peers. Rumors and defamation can damage the reputation of peers and seriously affect their friendship. For instance, if an adolescent is jealous of a friend's popularity in the class, they might fabricate rumors about the friend, such as saying that the friend speaks ill of others behind their back or has bad behavior, and then spread these rumors among classmates, leading to misunderstandings and prejudices among other students.

Next comes the cold war [3, 6]. The main forms include silence and avoidance, as well as social isolation. The cold war is a relatively covert form of conflict expression. When adolescents encounter conflicts with their peers, they may choose to remain silent and avoid the other party. They no longer initiate communication with

these peers, avoid contact with them, and even deliberately pretend not to see each other when they meet in the same situation. This silence and avoidance usually prevent problems from being resolved in a timely manner, so conflicts gradually accumulate, and the relationship between the two parties becomes increasingly cold. At the same time, during the cold war, adolescents may also adopt social isolation as a way to punish the other party. They unite with other friends to ignore a certain peer, leaving that peer in an isolated state within the social group. This social isolation can bring great psychological stress to the isolated individual, making them feel lonely, helpless, and inferior.

Lastly, there are physical conflicts [3, 6]. The main forms include **pushing and pulling, as well as fighting and brawling.** Adolescents may engage in physical conflicts when they are extremely agitated. Pushing and pulling are relatively minor forms of physical conflicts. When both parties in an argument and lose control of their emotions, they may push each other or pull each other's clothes to express their anger or gain the upper hand. Severe physical conflicts manifest as fighting and brawling. Such behavior not only causes physical harm to both parties but also involves legal issues. By the way, fighting and brawling usually occur when conflicts intensify to a rather serious degree and both parties lose their rationality. For example, two adolescents, who had accumulated long-term conflicts, suddenly erupted in an argument and beat each other, resulting in both being injured and hospitalized.

V. Disturbances brought by social networking

The characteristics of online interpersonal communication include virtuality, anonymity, freedom, openness, and equality. Virtuality brings many thrills to adolescents, making them more likely to express their emotions. Anonymity brings diversity to interpersonal interactions , providing adolescents with more novelty and reducing boredom in real-life interactions. The motivation for adolescents to engage in online interpersonal communication through mobile devices such as smartphones is information acquisition and self-disclosure. Adolescents can acquire information through online communication platforms to satisfy their thirst for knowledge; express and vent emotions, adjust moods, relieve stress, share, and enhance feelings of joy and self-superiority through online communication.

However, it is precisely the characteristics of social networks, such as virtuality, anonymity, freedom, openness, and equality, that have brought about the following three major issues.

Firstly, there is a gap between virtuality and reality. Online social networking provides adolescents with a vast platform for making friends, but there are significant differences between the virtual world and real life. On the internet, adolescents can easily make friends from different regions and showcase their best selves. However, when they try to transform online relationships into real-life relationships, they may find that the image of the other person is quite different from the impression they gained online, leading to a sense of disappointment [3].

Next, there is cyberbullying. The anonymity of the internet empowers some individuals to freely post offensive remarks online. Adolescents can fall victim to cyberbullying in online social interactions, such as being subjected to insults and defamation. Cyberbullying inflicts significant psychological harm on adolescents,

potentially leading to psychological issues like low self-esteem, anxiety, and post-traumatic stress disorder, and even diminishing their confidence in real-life interpersonal interactions[37].

Lastly, there is an over-reliance on online social networking [3, 6]. Some adolescents become overly engrossed in online socializing, spending considerable time in the virtual realm and consequently neglecting interpersonal interactions in real life. If this persists over a long period, their real-world social skills will gradually decline, leading to issues such as difficulty in face-to-face communication with others and inadequate emotional expression.

VI. Causes of interpersonal relationship difficulties among adolescents

6.1 Physiological changes in adolescents

Adolescents undergo rapid physical development and physiological changes, such as height growth and sexual maturation. These physiological changes can affect their hormone levels, leading to significant emotional fluctuations [3, 6]. For instance, increased secretion of testosterone in adolescent boys may make them more impulsive and irritable, while girls tend to become sensitive and anxious around their menstrual period. This emotional instability can impact their performance in interpersonal interactions, making them prone to conflicts with others.

6.2 Psychological mechanism: The fog of self-development and the whirlpool of social anxiety

6.2.1 Psychological self-isolation

During adolescence, rapid physical development and changes in hormone levels lead to drastic alterations in both appearance and physiological functions. Many adolescents find themselves unaccustomed to these changes, experiencing negative emotions and psychological states. They become overly preoccupied with their appearance and image, often having an inappropriate understanding of bodily changes, particularly in terms of appearance. This gives rise to unnecessary worries, anxieties, and depressions, even feelings of shame. Simultaneously, they fear that their physical and psychological conditions might be known and lead to discrimination, resulting in psychological self-isolation and a reluctance to reveal themselves to others. These changes render adolescents more sensitive and fragile, necessitating greater understanding and support. However, others (especially parents) may not be aware of these changes in adolescents and continue to communicate with them in the same manner as they did with children, leading to communication barriers [3, 6].

6.2.2 Wavering Self-Identity

Adolescence is a critical period for individuals to transition from a "child self" to an "adult self." This uncertainty of identity directly leads to role confusion in interpersonal interactions. Adolescents are in the stage of self-awareness awakening, where they begin to have their own thoughts and opinions, and crave independence and autonomy. They are no longer willing to fully obey others or even their parents' arrangements, but instead hope to be able to do things according to their own wishes. This psychological change gradually intensifies conflicts between adolescents and others, even their parents. For example, some adolescents argue with their parents because of parental interference in their dressing, friendships, and other aspects. A junior high school

student is unwilling to play the role of a "good child" in school clubs, but instead aspires to exhibit "leader" traits. This role conflict often leads to behavioral contradictions, causing peers to perceive them as "unreliable." Neuroscience research shows that the prefrontal cortex of adolescents is not fully mature, leading to insufficient impulse control and emotional regulation abilities. This manifests as frequent occurrences of "saying the wrong thing" and "doing the wrong thing" in group interactions, further exacerbating social awkwardness [1, 3, 6, 7].

6.2.3 Neuropsychological mechanisms of social anxiety

When adolescents experience fear of negative evaluation in social situations, the amygdala in their brain becomes overactivated, triggering physiological responses such as accelerated heartbeat and sweating. This "fight or flight" response has undergone new variations in the digital age: the anonymity of online social interaction has led some adolescents to develop a "safe distance dependency", while they feel anxious during face-to-face communication offline due to the lack of an immediate feedback mechanism [38]. A study targeting Generation Z reveals that 63% of adolescents prepare "dialogue scripts" in advance during real-life social interactions, but such over-preparation actually undermines their natural communication skills [6].

6.2.4 Psychological set of both parties in communication

Cognitive psychology theory suggests that individuals perceive issues from their own perspectives and standpoints, based on their own needs. This leads to disagreements between parents and children due to differing needs, standpoints, and perspectives. Such differences become more pronounced as children enter adolescence. Parents become concerned about their children's growth and development, imposing stricter demands on them. Simultaneously, as parents age, their beliefs and ways of thinking may become relatively fixed, making it difficult for them to understand their children's new ideas and behaviors. This psychological disparity subsequently affects communication between parents and children [2].

VII. Family environmental factors

7.1 Family atmosphere

The family atmosphere has a significant impact on parent-child communication. If the family atmosphere is harmonious and democratic, with mutual respect, understanding, and trust between parents and children, then parent-child communication will be smoother. Conversely, if the family atmosphere is tense and oppressive, with parents frequently arguing or being overly strict with their children, then the children will feel fear and anxiety, and be unwilling to communicate with their parents [3]. For example, in a family where quarrels often occur, children may perceive the family as an unsafe place and choose to avoid communicating with their parents.

7.2 Parental education style

The parenting style directly influences the effectiveness of parent-child communication. Some parents adopt an authoritarian parenting style, imposing overly strict demands on their children and not allowing them to have their own thoughts and opinions [39, 40]. This parenting style tends to engender rebellious attitudes in children, who are unwilling to cooperate with their parents. On the other hand, some parents adopt a permissive parenting style, lacking care and guidance for their children. The absence of necessary constraints and norms during the children's growth process can also affect their communication with their parents. For instance, authoritarian

parents may harshly criticize their children for a single unsatisfactory exam score, leading the children to develop a fear and aversion towards learning, and simultaneously, they are unwilling to discuss academic matters with their parents [39, 40].

7.3 Changes in family structure

With the development of society, family structures have undergone some changes. For instance, new types of families such as single-parent households and left-behind children have gradually increased. In these families, due to the absence or long-term absence of one parent, the opportunities for communication between children and parents decrease, potentially leading to a distant parent-child relationship. Simultaneously, children in these families may face more difficulties and pressures, requiring more care and support, which parents may not be able to provide in a timely manner [6, 40].

VIII. School environmental factors

8.1 Educational philosophy

Some schools overly emphasize students' academic performance, using promotion rates as the primary evaluation metric, while neglecting the cultivation of students' interpersonal communication skills. Under such educational philosophy, students may devote most of their time and energy to studying, lacking opportunities and time to interact with others, resulting in insufficient development of interpersonal communication skills [41].

8.2 Class atmosphere

A cohesive, friendly, and positive classroom atmosphere can foster good interactions among students, as well as those between students and teachers. Conversely, a competitive and indifferent classroom atmosphere may exacerbate conflicts and tensions among students, as well as conflicts between students and teachers. For instance, in a classroom where performance rankings are the primary evaluation method, students may develop rifts due to competition [42].

8.3 The role of teachers

Teachers play a crucial guiding role in the development of adolescents' interpersonal relationships. If teachers can pay attention to students' interpersonal issues and provide timely mediation and guidance, it will facilitate the establishment of good teacher-student and peer relationships. However, some teachers may mishandle students' interpersonal issues due to a lack of relevant training and experience, leading to the exacerbation of problems [43].

8.4 Socio-cultural factors

The first is social values.

The values of modern society emphasize personal success, material wealth, etc. This utilitarian value system may influence adolescents' perceptions of interpersonal communication. Some adolescents may place greater emphasis on the utilitarian aspects of social interaction, such as whether they can gain assistance or enhance their status, while neglecting the importance of emotional communication and genuine friendship [3].

The second is media influence

On one hand, there is the corrosive influence of negative information disseminated by the media. Media platforms such as television and the internet play a pivotal role in the lives of adolescents, and the information they disseminate has a profound impact on their values and behavior patterns. Film and television works, as well as online games, are often filled with negative content such as violence, pornography, and falsity, which can mislead adolescents' perceptions and behaviors in interpersonal communication. For instance, some online games emphasize competition and confrontation, which may lead adolescents to exhibit aggressive and overly competitive traits in real life [3, 6, 9].

On the other hand, there is the apparent prosperity of online connections and the actual alienation offline. Social media creates the social illusion of "always being online," but it leads to the degradation of deep communication skills. Teenagers maintain a "friend network" of hundreds of people through likes and comments, but fewer than five people can truly confide in them. This "breadth-first" social model leaves them lacking in experience in resolving real-life conflicts. For example, when two friends have a misunderstanding, the delay of online communication may allow emotions to simmer, whereas face-to-face communication offline can resolve misunderstandings more quickly [3, 6, 9].

The final is the duality of group pressure

The adolescent group serves as both a source of individual belonging and a testing ground for self-identity. Within the "clique" culture, members forge bonds through shared interests, often at the expense of excluding "outsiders". For instance, members of a certain middle school's "e-sports club" may collectively ostracize peers who are not proficient in gaming, thereby reinforcing group identity. This "us vs them" binary opposition is essentially a common, yet underdeveloped, social identity construction strategy employed by adolescents in their quest for identity and group belonging. It exploits the mechanisms of "social categorization" and "social comparison" within social identity theory, utilizing simplistic in-group and out-group divisions to swiftly establish group cohesion and individual worth, but at the expense of inclusivity and diversity. The underlying logic and reasons for such behavior encompass the need for social identity, the minimal group paradigm, in-group and out-group biases, and the interplay between mitigating uncertainty and enhancing a sense of control [42].

IX. Conclusions and Prospects

In our exploration of the current status and influencing factors of interpersonal relationship distress among adolescents, we have conducted an in-depth analysis of the challenges this group faces in social interactions and the diverse driving forces behind them. Research indicates that interpersonal relationship distress during adolescence is not only prevalent but also manifests in various forms, including strained peer relationships, communication barriers within the family, and a lack of trust between teachers and students. These distresses significantly affect their mental health, academic performance, and emotional development. Through comprehensive analysis, we have found that the influencing factors are intricate and complex, encompassing individual psychological traits such as low self-esteem and weak emotional management abilities, family environments such as inappropriate parenting styles and changes in family structure, and socio-cultural

backgrounds such as peer pressure and the negative impacts of online socializing. These factors are intertwined and collectively shape the social dilemmas faced by adolescents.

The core value of this study lies in revealing the multidimensional nature of interpersonal relationship distress among adolescents, emphasizing the importance of early intervention and comprehensive support. Families, schools, and society need to collaborate to alleviate distress and promote their healthy growth by enhancing adolescents' emotional intelligence, strengthening parent-child communication, optimizing peer relationship networks, and promoting positive social skills training. However, the study has limitations, such as sample geographical differences and insufficient long-term tracking data. Future research could further explore the mechanisms by which cultural differences affect distress and develop more precise intervention strategies.

Looking ahead, interpersonal issues among adolescents are not only challenges for personal growth but also key issues for social development. The entire society should work together to build a supportive environment, helping adolescents build confidence and cultivate empathy in complex social networks, laying a solid foundation for their lifelong happiness and social adaptability. This exploration not only deepens our understanding of adolescent psychology but also provides important insights for policy formulation and educational practice. With the development of technology, the impact of virtual communication on interpersonal relationships has become increasingly prominent. Future research needs to focus on the balance between online and offline interactions, exploring how to use digital tools to enhance rather than weaken real-life communication skills.

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