



## A SYSTEMATIC REVIEW: SATISFACTION IN PARENTAL RELATIONSHIP & SUBJECTIVE HAPPINESS ON ADOLESCENTS' SELF-ESTEEM

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**ABSTRACT** Satisfaction in parent child relationship and happiness effect self-esteem through an individual's life experiences and creates particular point of time ranging from negative to positive. Adolescence is a period of change in almost every aspect of adolescent life that may influence their parent-child relationships & subjective wellbeing. A number of theories suggest positive parent-child relationships foster children's healthy feelings of overall self-worth (i.e., global self-esteem). Therefore the researcher conducted a systematic review to evaluate the impact of Satisfaction in parental relationship & subjective happiness on self-esteem among adolescents. Pubmed, PsycNET, Semantic Scholar and Google Scholar to search original studies published from January 2010 to December 2019. On the basis of PICOT criteria, the quality of potentially relevant papers were evaluate to select most relevant papers (N=9) conducted on 8875 adolescents among them 2538 (28.59%) were male and 2947(33.20%) were female participants whereas 3390 were not categorized (38.19%) with gender specification. Content and result analysis of relevant papers was carried out to synthesise the data. 8 studies (N=9) were showing positive impact of satisfaction in parental relationship & subjective happiness on self-esteem among adolescent. The results reinforce that adolescents' self-esteem is significant associated with their parental relationship and subjective happiness.

**KEYWORDS :** Parental relationship, subjective happiness, self-esteem, adolescent

### 1.1 INTRODUCTION

Self-esteem is assumed to be responsive to life events. Life changes that bring a person closer to his or her ideal are thought to increase self-esteem. The self-image of a person with high self-esteem is more positive and allows them to be happier and more satisfied with life and whether having low self-esteem and a low opinion of their body image means the complete opposite, that the individual will be unhappy and dissatisfied with life.

Furthermore, when investigating the concept of self-esteem we must look at the key concept of the ego; an investigation of the psychology of all conscious contents and how they are related. The ego forms the center of the field of consciousness, and in so far as this comprises the empirical personality, the ego is the subject of all personal acts of consciousness. Having an ego is usually associated with arrogance and is used to describe someone who thinks they are better than others. Yet, this is only one part of the ego, it is possible to have some positive self-esteem and some negative self-esteem, while being aware of these different beliefs at different times (Malow, 1998). The negative beliefs and thoughts about ourselves make up negative self-esteem, while positive beliefs and thoughts comprise positive self-esteem. Together both the negative and positive self-esteem forms our ego.

Wellbeing and self-esteem are two major indicators of the positive health of an individual. Wellbeing, an index of holistic health, may be defined as the state of being well, happy, or prosperous. It is a good or satisfactory condition of existence- a state characterized by positive health. The manifestation of wellbeing is happiness, which is considered as the ultimate goal of human existence. Happiness is a unique positive emotional state that is subjectively defined by every person. Happiness is a mental state of wellbeing characterized by positive emotions, ranging from contentment to intense joy. Happiness is the good life in terms of personal happiness, which is a general thrust of the hedonic view of wellbeing (Kahneman, Diener, & Schwarz, 1999; Ryan & Deci, 2001; Waterman, 1993). Seligman (2002) described a term 'authentic happiness', which means there is more to life than happiness and subjective pleasure.

Self - esteem is an important factor for helping persons deal with life stressors. It is an important Determinant of psychological well-being that is particularly problematic during an adolescent life stage. (Jayanthi & Rajamanickam 2014). Achieving a sense of purpose during adolescence is a developmental asset; however, searching for that purpose may be a developmental stressor. Supportive parent-child relationships may help youth during this stressful experience. (Blattner MC, Liang B, Lund T, Spencer R. 2013)

A number of explicitly developmental theories suggest that self-esteem develops directly from the quality of the parent-child relationship. For example, attachment theory suggests that a secure attachment with a primary caregiver will facilitate feelings of self-

worth and importance (Sroufe, 2002; Thompson, 2006). Recent research has demonstrated that the relationship between self-esteem and life satisfaction appears significant for both genders, but stronger for women, resulting in a stronger mediated effect of heritage-culture retention on life satisfaction for women than men. Greater retention of one's heritage culture predicted higher levels of self-esteem and happiness. Higher personal self-esteem predicted higher life satisfaction (Diener, 2009).

### 1.2 BACKGROUND

Self-esteem is a positive or negative orientation toward oneself, an overall evaluation of one's worth or value. Self-esteem effects happiness and satisfaction in life and is developed through an individual's life experiences, it is unrealistic to think self-esteem can be taught. (Blascovich, Tomaka, 1993) It was found that when the individual has high self-esteem they tend to be extroverted and not afraid to create a life full of events, create personal values which then leads to happiness and satisfaction in life. It has been found that unfortunately sometimes positive life events seem to actually disrupt physical well-being (Evans, 1996).

Subjective happiness involves subjective evaluation of one's current status in the world. Diener (2002) defines subjective happiness as a combination of two things - first, positive affect and second, life satisfaction. It is an overall assessment of feelings and attitudes about one's life at a particular point of time ranging from negative to positive. Positive affect includes the feeling of excitement, joy and love. Life satisfaction refers to a desire to change one's life, satisfaction with the past, satisfaction with the future and significant others' views of one's life (Diener, Suh, Lucas, & Smith, 1999). Different factors, like temperament (Lykken & Tellegen, 1996), adaptation to conditions (Lucas, Clark, Georgellis, & Diener, 2003), and goal striving (Emmons, 1986) substantially influence levels of subjective wellbeing. Examining the meaning in life and psychological well-being in male and female students of pre-adolescence and adolescence, Rathi and Rastogi (2007) found significant differences in the perception of life as meaningful and psychological well-being for the groups. Study also concludes that boys have greater psychological well-being than girls, due to better physical self-concept (Rodríguez, 2009).

A number of theories suggest that positive parent-child relationships foster children's healthy feelings of overall self-worth (i.e., global self-esteem). For example, Susan Harter, an expert on the development of self-esteem, posited, "For securely attached infants, a working model of self as valued, loved, and competent will emerge in the context of a working model of parents as emotionally available, loving, sensitive, and supportive of mastery attempts", and Alan Sroufe, an expert on parent-child relationships, stated, "Nothing is more important for the child's development than the quality of care received". Cross-sectional, correlational studies provide ample support for a consistent relation between parent-child closeness and self-esteem (e.g., Barber,

Chadwick, & Oerter, 1992; Rice, 1990; Verschueren, Marcoen, & Schoefs, 1996; Whitbeck et al., 1991). However, longitudinal research does not provide clear support that positive parent–child relationships predict the development (i.e., change) of self-esteem over time (Allen, Hauser, Bell, & O'Connor, 1994; Boudreaux-Bouchard et al., 2013; Greene & Way, 2005; Roberts & Bengtson, 1996; Yang & Schaninger, 2010). There is substantial evidence that self-esteem, a subjective feeling of one's overall worthiness, is associated with mental and physical health indicators. For example, self-esteem is related to positive affectivity (Brown & Marshall, 2001).

In Delhi found that adolescents aged 12-13 years reported lower self-esteem than those aged 10-11 years. The decline in self-esteem that occurs at this time is a result of many changes the adolescent experiences (Dhal, Bhatia, Sharma and Gupta). Identify major changes that take place in adolescence. Firstly, this is a time when boys and girls develop secondary sexual characteristics. In addition, they acquire the capacity of formative thought, enabling them to think about phenomena in far more complex ways than earlier. Socially as well as emotionally this is a period when adolescents start to spend less time with their families and move towards peers. Friendship and romantic relationships often take precedence over family. Difficulty in being accepted by peers and relationship failures can leave adolescents vulnerable to feelings of social inadequacy. Finally, adolescents may experience school transitions, which in itself can be stressful.

Adolescence is such a period given that an adolescent's self-view is changing and their relationships with their parents are also going through a period of reorganization (e.g., changing expectations, independence) Although the classic idea of adolescence being a time of intense and unqualified "storm and stress" (Hall, 1904) is usually dismissed by developmentalists (e.g., Eccles et al., 1993; Petersen, 1988; Steinberg & Morris, 2001), adolescence is still considered a time of relatively large amounts of change and asynchrony in the maturation of different developmental systems (Arnett, 1999; Casey et al., 2010). For example, Eccles (1999) stated, "Few developmental periods are characterized by so many changes at so many different levels as early adolescence" (Blakemore & Mills, 2014; Steinberg, 2005). These changes are likely to impact the family system and lead to changes in parent–child relationships, thereby providing an important opportunity to evaluate the dynamic connections between self-esteem and parent–child relationships.

There is one complicating factor concerning connections between self-esteem and parent–child relationships during adolescence. Namely, there are indications that parent influences might weaken as children progress through the adolescent period. For example, social relationships become less hierarchical throughout adolescence, with a greater focus on peers (Bornstein, Jager, & Steinberg, 2012). This suggests that parents might have a declining impact on the development of self-esteem during the adolescent years. On the other hand, there is no reason to believe that parental support is unimportant for self-esteem during adolescence (Harter, 2006), and attachment research suggests that relationships with parents exert a continuing influence on the development of the self. Thus, although there are potential caveats regarding the development of self-esteem during adolescence and parent–child relationships, parents are still viewed as important figures in the lives of adolescents.

### 1.3 Research Statement

A systematic review on the impact of Satisfaction in parental relationship & subjective happiness on self-esteem among adolescents

### 1.4 Objectives of the study

Among adolescents;

- To evaluate the impact of satisfaction in parental relationship on self-esteem
- To assess the impact of satisfaction in subjective happiness on self-esteem

### 1.4 Method

#### 1.4.1 Search Strategy

The search strategy was designed to capture studies with data related to impact of satisfaction in parental relationship & subjective happiness on self-esteem among adolescents. Four electronic databases were searched: Pubmed, PsycNET, Semantic Scholar and Google Scholar. These databases cover a range of subject areas including psychological, social and clinical sciences and a range of journals relevant to the review. Searches were conducted across all fields,

including title, abstract and index terms. After selecting the data sources, the search keywords to be input to each database were constructed. There are three (3) steps involved in constructing the search keywords of this review which are- 1) Identification of alternative spellings and synonyms for major terms, 2) Identification of keywords in relevant papers 3) Usage of the Boolean OR to incorporate alternative spellings and synonyms. Search statements were adapted for each database search according to the number of relevant references retrieved total Initial papers (n=2304) were screened to exclude those clearly irrelevant (N=1956) and duplicates (N=187). Further potentially relevant references (N=161) were retrieved and evaluated on the basis of PICOT criteria. After evaluating the quality of all potentially relevant papers, most relevant papers were selected (N=9). All searches were run during March 2019 and October 2019.

#### 1.4.2 Article screening and selection

All potentially relevant references (N=161) were retrieved to determine if they included quantitative data related to impact of satisfaction in parental relationship & subjective happiness on self-esteem among adolescents. The initial sample included Cross sectional, Longitudinal, Descriptive, Explorative studies & clinical studies. The stages involved in the screening process are summarized in a flow diagram. (Figure 1.1). All relevant (N=9) studies were selected with the criteria of inclusion & exclusion:

#### Inclusion Criteria

Research articles which were

- Available on Pubmed, PsycNET, Semantic Scholar and Google Scholar
- Published from January 2010 to December 2019
- Carried out among adolescent with age range between 10-19 year,
- Carried out among adolescent with both gender
- And fulfilling the PICOT criteria

PICOT Criteria was used to select and evaluate the quality of studies

#### P (Population) - Adolescent

**I (Intervention)** - Satisfaction in parental relationship & Subjective happiness

**C (Comparison)** – Self-esteem of Adolescent

**O (Outcomes)** – Impact (Positive or Negative)

**T (Type of Study)** – Cross sectional, Longitudinal, Descriptive, Explorative studies & clinical studies

#### Exclusion Criteria

Research articles which were,

- Duplicate or not providing original data
- Contained incomplete information regarding variables under study.
- Not specifying the relationship between variables under study
- Carried out with samples who were physically and mentally impaired or chronically ill.

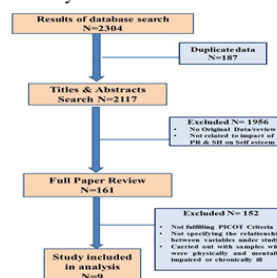


Figure 1.1: Articles Screening & Selection

#### 1.4.3 Data extraction

A standardized protocol and abstraction format was used to extract data. For each publication, the investigator recorded the authors' name, publication year, study design, the country (context) in which the study had been conducted, objective of the study which specifically support the present study, sample number, age of the sample, gender specification, variables of the present study for that the particular paper is reviewed, comparison variable, result analysis method, specific outcomes and impact on the comparison variable. (Table 1.1)

**Table: 1.1 - Systematic Review To Evaluate The Impact Of Parental Relationship & Subjective Happiness On Self Esteem Among Adolescent**

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Basic Information						Population					Intervention		Comparison	Outcome			
S.N.	Authors	Year	Study Design	Country (Context)	Objective	N	Sex	Age	Male	Female	parental Relationship	Subjective Happiness	Self Esteem	Result Analysis	Outcome	Specific	Impact
1	Wong DF, et al,	2010	cross-sectional survey design	China	Psychosocial factors affecting their life satisfaction	625	Both	12- 18	429	196	YES	No	Yes	Descriptive statistics	Significant	Life satisfaction	Positive
2	Silvia Guarnieri et al,	2010	cross-sectional survey design	Italy	Adolescent attachment to parents and peers in an Italian sample	1183	Both	12 -19	606	577	YES	No	Yes	Confirmatory Factor analysis & ANOVA	Significant	Trust, Communication, and Alienation (Discrimination analysis)	Positive
3	Du H, et al,	2017	cross-sectional studies	China	examine the associations of the three types of self-esteem with life satisfaction and happiness,	179	Female	17-19	0	179	YES	YES	Yes	descriptive statistics and correlations	Significant	life satisfaction and happiness	Positive
4	Priya V, & Dr. Muralidaran	2014	Descriptive design	India	Analyze the factors facilitating the Self Esteem of adolescent college students.	284	Both	12-19	Not generalize	Not generalize	YES	No	Yes	descriptive statistics and correlations	NS	Self esteem & Factors	Negative
5	Megha Dhillon, et al,	2016	Descriptive design	India	Factor influencing self esteem	32	Female	14-16	-	32	YES	YES	Yes	descriptive statistics and correlations	Significant	Self esteem & Factors	Positive
6	Amapola Povedano-Diaz , et al,	2019	Descriptive design	Spain	Adolescents' Life Satisfaction: The Role of parent & Family,	2373	Both	12- 18 years	1091	1182	YES	YES	Yes	Descriptive design	significant	Family climate & relationship, self concept	positive
7	Usue de la Barrera , et al,	2019	descriptive statistics and correlations	Spain	Predicting Adolescent Adjustment and Well-Being: Interplay between Socio-Emotional and Personal Factors	840	both	12-16	412	428	NO	YES	Yes	descriptive statistics and correlations	significant	Life satisfaction & Self esteem	Positive
8	Paul R. et al,	2014	Longitudinal Explorative study	-	Effects of Positive and Negative Parenting Practices on Adolescent Mental Health Outcomes in a Multicultural Sample of Rural Youth	2617	Both	12-16	-	-	Yes	NO	Yes	Regrassion	Significant	Self esteem	Positive
9	Pérez-Fuente, et al,	2019	descriptive study	Spain	Parenting Practices, Life Satisfaction, and the Role of Self-Esteem in Adolescents.	742	both	12-19	389	353	YES	YES	YES	descriptive statistics and correlations	significant	Life satisfaction, parent practice & self esteem	Positive
Total	8875			2538	2947												

**1.4.4 Data evaluation & synthesis**

The evaluation of the recorded findings based on the formulated research question. A content analysis was conducted to synthesise the data from all relevant papers (N=9), followed by result analysis of the studies. Data was synthesized on the basis the evidence based abstractions from the relevant paper.

**1.5 RESULTS**

**1.5.1 General findings**

Among (N=9) relevant papers, 5 studies (Priya V, & Dr. Muralidaran, 2014; Megha Dhillon, et al, 2016, Amapola Povedano-Diaz, et al,2019; Usue de la Barrera , et al., 2019; Pérez-Fuente, et al., 2019)

were conducted by correlational descriptive methodology, similarly 3 were cross-sectional (WongDF,etal,2010 ; Silvia et al., 2010, Du H, et al., 2017) and 1 was longitudinal study (Paul R. et al 2014). In the context, 3 were carried out in Spain, 2 in China & India respectively, 1 in Italy and 1 study context was not generalized. 8875 adolescents aged between 12-19 years were selected under studies among them 2538 (28.59%) were male and 2947(33.20%) were female participants whereas 3390 were not categorized (38.19%) with gender specification. 7 studies were selected adolescent with both gender (n=8664) whereas 2 studies were conducted only on female adolescents (n=211). In all relevant papers only 4 papers were have both interventional variables (parental relationship & Subjective

happiness) however 8 studies were have single interventional variable as parental relationship and 5 were have subjective happiness as interventional variable. Findings of relevant papers were analyzed by regression analysis, factor analysis & descriptive analysis. On the basis of the end result analysis, 8 studies were found significant and concluded the positive impact of satisfaction in parental relationship & subjective happiness on self-esteem among adolescent.

### 1.5.2 Specific Finding

#### (A) Parental Relationship & Self Esteem

The majority of research has focused on self-esteem at the individual and the collective level, but has mostly ignored self-esteem at the relational level. According to social identity theory, individuals can maintain and enhance self-esteem through personal traits (personal self-esteem, PSE), relationships with significant others (Relational Self-Esteem, RSE), and relationships with larger groups. (Du H. et al, 2017).

Relational Self-Esteem was also a significant predictor of positive affect and meaning in life, suggesting that people with high Relational Self-Esteem experienced more positive affect and purpose in life. (Du H. et al, 2017).

Some differences emerged in terms of quality of relationship. Results indicated that 77.77% of those in the high self-esteem group reported sharing good relationships with their parents as compared to 57.14% participants in the low self-esteem group. One participant with low self-esteem described her changed relationship with her father saying —*When I was younger, I used to study normally...then I was very friendly with my father. But now if he says anything I get very irritated.* On the other hand participants with low self-esteem also described relations with their parents saying —*Our relations are good and —I think they are the best parents in the world.* There was some difference with respect to instances of family conflicts and gender discrimination within the family. Among students with low self-esteem, 37.5% reported that there had been conflicts in their families. This percentage was smaller (11.11%) in the high self-esteem group. Most conflicts were reported to have taken place in context of the extended family except for two students with low self-esteem who reported conflict between parents. Also more students with low self-esteem (31.25%) reported experiencing gender discrimination by family members than those with high self-esteem (11.11%). Gender discrimination is likely to be a factor diminishing the self-esteem of girls in all cultures with male preferences and patriarchal set-ups. (Megha Dhillon et al, 2016)

Self Esteem develops as a result of familial and social factors. The support of the parents also plays a vital role in the adolescent development. In a family of more than two children there is a possibility of the eldest child receiving more attention than the others and the youngest child also claiming more attention from the mothers. It is noted that the adolescents who are first born and the last born in three children families are having medium self esteem. Parents may treat firstborn children differently than younger children by investing more faith in the first child. There is significant difference in the mean self-esteem of the first and third born than among adolescents (Priya V, & Dr. Muralidaran, 2014). The ANOVA results for the mother and father revealed that the secure group perceived greater care and encouragement toward autonomy and less overprotection from both parents than the insecure group. Moreover, the secure group reported less internalizing and externalizing disorders and higher self-esteem and life satisfaction than the insecure group. Regarding gender differences, females perceived lower levels of encouragement toward autonomy from both mother and father, and higher overprotection from their father than their male counterparts. Further, females showed a higher level of internalizing disorders and lower levels of externalizing disorders than males. Finally, males reported higher self-esteem and life satisfaction than females. (Silvia Guarnieri et al, 2010).

Parenting practices effect adolescents' mental health (i.e., anxiety, depression, aggression, self-esteem, future optimism, and school satisfaction) over a 1 year period. Regression models showed that current parenting practices (i.e., in Year 2) were strongly associated with current adolescent mental health outcomes. Negative current parenting, manifesting in parent-adolescent conflict, was related to higher adolescent anxiety, depression, and aggression and lower self-esteem, and school satisfaction (Paul R. Smokowski, et al, 2015).

#### (B) Subjective Happiness & Self Esteem

Previous studies have shown that self-esteem is an important predictor of subjective happiness. Findings indicated that personal self-esteem was significantly associated with more life satisfaction and meaning in life, but not significantly associated with positive affect. That is,

participants with high personal self-esteem felt greater life satisfaction (Subjective happiness) and purpose in life, but did not show elevated positive moods. (Du H. et al, 2017).

Self-esteem correlated significantly and in a positive way with well-being ( $r$  between 0.62 and 0.63), whereas the associations with adjustment problems were negative ( $r$  between -0.28 and -0.58). Interestingly, the highest correlation coefficients were observed in these relationships.

In addition to self-esteem ( $\beta = 0.44$ ;  $p < 0.001$ ) significantly predict levels of life satisfaction a positive way. In the case of subjective well-being, the combination of conditions resulting in high levels of life satisfaction and high levels of affect balance were analyzed. The results from fsQCA indicate that the combination of high self-esteem and high emotional competence (perceive, express, understand, and manage emotions) predicts affect balance in adolescents. In overall terms, emotional expression, emotional management, and self-esteem are the most powerful social-emotional predictors of life satisfaction (cognitive dimension) and affect balance (affective dimension). (Usue de la Barrera et al, 2019)

#### (C) Parental Relationship, Subjective Happiness & Self Esteem

This is an important gap that needs to be filled given that individuals derive their sense of self-worth from multiple sources such as one's personal attributes, one's relationships with significant others, and one's membership in social group (Du H. et al, 2017).

Social and emotional factors such as emotional competence and self-esteem are protective factors that promote adolescent mental health and well-being. (Usue de la Barrera et al, 2019)

Relational Self-Esteem was entered in the regression; personal self-esteem was not a significant predictor of life satisfaction anymore. In contrast, Relational Self-Esteem significantly predicted life satisfaction, suggesting that Relational Self-Esteem may contribute to satisfaction with one's own life more than personal self-esteem. (Du H. et al, 2017).

The results of the hierarchical regression show that adolescents who do not pay much attention to their feelings, but express and manage their emotional states effectively, in addition to high self-esteem, experience more positive than negative effects. (Usue de la Barrera et al, 2019)

Family relationship had a direct and positive association with life satisfaction (subjective happiness ( $\beta = 0.34$ ,  $p < 0.001$ )) and also an indirect association, as it had a close positive relationship with Family self-concept ( $\beta = 0.66$ ,  $p < 0.001$ ). In addition, our results suggest that the relationship between the quality of the family relationship and adolescents' life satisfaction is also modulated to a significant degree by its influence on their self-concept. Thus, adolescents' assessment of their family self-concept is intimately related to their assessment of their lives, such that a higher self-concept is associated with high rates of life satisfaction. (Amapola Povedano-Diaz et al, 2019).

Parental involvement would also be needed to improve self-esteem. The crucial role that parents play in the development of self-esteem participants were asked about the nature of the relationship they shared with their parents as well as the expectations their parents had from them. Nearly all the adolescents (94.4% participants of the high self-esteem group and 85.71% participants of the low self-esteem group) reported that their parents had clear and high expectations from them mainly with respect to academics. For example one girl with low self-esteem reported that her parents wanted her to select the science stream and then take admission in IIT. Another participant with high self-esteem reported that her parents wanted her to study very hard and raise the name of her family to great heights. Parental expectations were not always in line with what adolescents aspired to do with their lives. One participant with low self-esteem said —*My parents want me to take commerce but I don't want that. I want to become model and act.* Nevertheless, participants reported taking these expectations very seriously. However they were generally afraid of failing to meet them. Unsurprisingly only 21.43% adolescents from the low self-esteem group reported feeling confident that they would meet parental expectations. This was lesser than the high self-esteem group where 44.44% participants said they felt confident of being able to meet parents' expectations. This notwithstanding, the majority of

participants in both groups expressed low confidence in context of standards set by their parents. Another similarity across groups was the parental tendency to make comparisons with peers, siblings and cousins. The number of participants reporting such comparisons was only marginally more in the low self-esteem group (57.24%) than in the high self-esteem group (50%). Once again academics emerged as the most dominant field of social comparison by parents. Social comparisons were also made when it came to shopping habits and willingness to engage in household chores. Some adolescents talked about disliking the comparisons. For instance a participant low on self-esteem said —*I don't like (the comparisons). I am Sapna, I am not Surbhi.*” Another girl with high self-esteem explained —*I tell mummy not to compare. Then a fight happens. Then we don't talk to each other.* (Megha Dhillon et al, 2016)

In relation to paternal classification, the loading for the discriminant function indicated that Care was an excellent predictor, Life satisfaction was a good predictor, and Overprotection (negative) was a fair predictor. An ANOVA of discriminant function scores by attachment group was significant,  $F(1, 530) = 850.38, p < .001, \eta^2 = .62$ . Specifically, the secure group scored higher than the insecure group. The Huberty's Z index was 17.97, which was still significant ( $p < .001$ ). In this case, the model correctly classified 91.4% of the original sample and 91% of the cross-validated sample (Silvia Guarnieri et al, 2010). Perception by adolescents of high levels of affect and communication, self-disclosure, and a sense of humor related to their parents, as well as low levels of psychological control, explained the life satisfaction of the adolescents. Self-esteem exerted a partial mediating effect on the relationship between parenting practices and satisfaction with the life of the adolescent. Finally, self-esteem also appeared to be a moderator variable, specifically in the effect of self-disclosure on the life satisfaction of the adolescent (Pérez-Fuentes, et al, 2019).

## 1.6 DISCUSSION

Accordingly, the goal of the present study is to evaluate the impact of Satisfaction in parental relationship & subjective happiness on self-esteem among adolescents. The present study extends previous research by providing a comprehensive test of this relation through the use of multiple methodologies that have been used in previous studies, all tested within a single study. Combining the different methodologies within a single study can help address questions of inconsistency across studies.

Overall, the findings were in line with our predictions showing that Relational self-esteem was associated with life satisfaction, positive affect. Multiple indicators of subjective well-being were utilized including life satisfaction, positive affect, meaning in life, subjective vitality, and happiness. Relational self-esteem was found to be positively associated with different aspects of subjective well-being, suggesting that the pursuit of self-worth through one's relationships with significant others might make people feel more positive and happy and be more satisfied with their lives. (Du H. et al, 2017).

The global evaluative dimension of the self is self-esteem. Traditionally, self-esteem has been viewed as global, unidirectional and independent of sources of influence like individual and contextual factors, particularly the impact of relationships with significant others. However, previous studies have emphasized that secure attachment to parents may buffer emotional distress, facilitate social competence and enhance self-esteem. Pubertal changes have been implicated in girls having a lower self-esteem than boys, which reaches a low point between ages 12-13 years. The perception of being an incompetent or rejected person may manifest into feelings of loneliness. Previous literatures suggests that due to gender stereotypes boys report a higher sense of self-worth, but feel lonelier and rejected as compared to girls (Priya V, & Dr. Muralidaran, 2014).

Adolescents with greater capacity to express and manage their emotions and more self-esteem are more satisfied with their lives. In the prediction of the cognitive dimension of subjective well-being (life satisfaction), both methodologies acknowledge the influence of emotional expression and management as well as self-esteem. In fact, the latter is the predictor with the highest weight. (Usue de la Barrera et al, 2019)

The relational self pertains to aspects of the self-concept that are rooted in interpersonal attachments and that consists of aspects shared with

significant others (e.g., family, friends) and define one's roles in those relationships. (Du H. et al, 2017).

Further, research suggested that secure attachments with parents and peers are linked to positive representations of the self, which include high levels of self-esteem and self-efficacy (Silvia Guarnieri et al, 2010). Studies have shown significant associations between parenting practices, life satisfaction, and self-esteem, and the role of parenting practices in adolescent adjustment, emphasizing its influence on wellbeing (Pérez-Fuentes, et al, 2019).

## 1.8 CONCLUSION

Parental relationship plays a fundamental role in this stage to boast self-esteem among adolescents. Adolescence is a period of change in almost every aspect of adolescent life that may impact their adjustment and well-being. In the technological and social era, parent and child relationship is very limited in adolescent age, due to emphasis of social networking sites, online game, less peer participation and age related pubertal changes. These changes interfere with the mental health especially adolescents' subjective wellbeing leads to low self-esteem. It is also found in the systematic review process that there are very limited studies conducted during the last decade with purpose to assess the impact of parent child relationship and subjective happiness on self-esteem especially in adolescent age. However, it should not only be understood as a period of vulnerability, but also as a time of opportunity due to adolescents' neural plasticity. The results reinforce the role of personal variables, especially self-esteem, in parent-child interaction and in the improved subjective well being of the adolescent.

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