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Author for correspondence:

Adelina Hajrullahu

 adelina.hajrullahu@uni-pr.edu

 University of Prishtina, Kosovo



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Exploring the Influence of Parent-Adolescent Relationships on Adolescents' Self-Esteem: Evidence from Kosovo

Vlora Sylaj , Adelina Hajrullahu 

Abstract

Background/purpose. This study aimed to explore various demographic and relational factors affecting adolescents, with a particular focus on their self-esteem.

Materials/methods. This study employed a descriptive and correlational research design to gather quantifiable data and examine the relationship between parent-adolescent dynamics and adolescents' self-esteem. The study used descriptive and inferential statistical methods to analyze the data, including mean (M), standard deviation (SD), frequency, and Pearson's correlation coefficient. The research sample consists of 573 adolescents determined by a simple random sampling method.

Results. The findings indicated a significant positive correlation, suggesting that a stronger parent-adolescent relationship is associated with higher adolescent self-esteem. The results of the data analysis showed that gender is an influential factor in adolescents' self-esteem. We also found that the level of parent-adolescent relationship and the parenting style were significantly related to the level of adolescents' self-esteem.

Conclusion. This research confirms the link between self-esteem and the adolescent-parent relationship. The findings reveal a positive correlation between self-esteem and parent-adolescent relationships, emphasizing parents' crucial role in shaping adolescent self-esteem. The study's implications are both theoretical and practical, highlighting the importance of positive parenting and its impact on self-esteem. It suggests the need for educational programs for parents to raise awareness of how they influence adolescent self-esteem, particularly by promoting healthy communication and relationships within families. These findings underline the need for designing parenting programs to enhance adolescent well-being.

1. Introduction

Adolescence is one of the most fascinating periods of development. Teenage or adolescence generally extends between 12 and 19 years of age and can be broadly categorized into three stages – early adolescence, aged between 12 and 14; middle adolescence, between 14 and 17; and late adolescence, between 17 and 19 (Jayalekshmi & Raja, 2011). While adolescents are often expected to act like adults, they are still treated like a child within their own family and immediate circle (Çelikkaleli & Demir, 2022).

Self-esteem stems from relationships with others (Thompson, 2006). Forming the self-assessment affects some factors, but the most potent factor is undoubtedly the quality of the adolescent-parent relationship (Rice, 1990). In the 21st century, the role of the family in the lives of younger generations has become more significant than ever (Bozhkova et al., 2021). Bachman (1970) states that parental interest, closeness, and respect affect adolescent self-esteem significantly. According to Berg (2003), feelings of closeness to parents can increase self-esteem. Many studies have found a relationship between supporting family relationships and self-esteem.

Self-esteem was widely addressed by Bachman (1970), Rosenberg (1965), Thomas et al. (1974), and Coopersmith (1967). According to Rosenberg (1979, p. 54), a person with high self-esteem is defined as "someone who has self-respect and considers themselves a person of worth." The term low self-esteem means that the individual lacks respect for himself and considers himself unworthy, inadequate, or otherwise seriously deficient as a person. Self-esteem refers to confidence in our ability to think and cope with the challenges of life (Branden, 1992) and the evaluative component of the self (Rosenberg, 1965). In this process, adolescents are preoccupied with self-judgments and with how one is viewed by others (Barber et al., 1992). Then, "the extent to which the individual believes himself to be capable, successful, significant and worthy" (Coopersmith, 1967, p.4). Otherwise, "the overall evaluation of one's worth or value as a person" (Harter, 1999, p.5). The quality of the parent-child relationship changes throughout the first 15 years of a child's life (Prior et al., 2000).

The family environment can contribute to the formation of self-esteem (Elfhag et al., 2010). Adolescents' self-esteem is mainly influenced by culture, parenting styles, achievement-related attribution, and interaction with parents and teachers (Holly, 1987). According to Robinson (1995), in adolescence, the influence of peers increases, but the relationship leading to adolescence has a significant impact on self-esteem. According to Harter (1999), during this phase, parents can have both positive and negative effects on self-esteem. While Walker and Greene (1986) found that autonomy increased during late adolescence and early adulthood, the importance of parental relationships to self-esteem did not diminish. Whitbeck et al. (1991) reported that adolescents who experience an increase in positive parenting report higher levels of self-esteem in adolescence, and those adolescents who experience harsher parenting report lower levels of self-esteem. Barber et al. (1992) conducted a study that examined the relative strength of the relationship between parental socialization behaviors and adolescent self-esteem in US and German families with 14–19-year-olds. The samples included 705 households in Munich (127 adolescents) and 787 in Seattle and Salt Lake City (104 adolescents). Parenting behaviors were significantly related to self-esteem in US adolescents. The same parenting behaviors were not associated with self-esteem in German adolescents. However, a more general measure of the quality of the parent-adolescent relationship was strongly related to self-esteem in the German sample. Parents play a key role in this process, especially in the well-being of the adolescent. Studies found that parental supportive behavior was particularly related to self-esteem positively (Barber, 1990; Felson & Zielinski, 1989). Although studies have examined self-esteem globally, limited research has explored its relationship with parenting in Kosovo.

The primary purpose of this study is to explore various demographic and relational factors affecting adolescents, with a particular focus on their self-esteem. In order to achieve this objective, the following research questions were addressed :

RQ1: What is the relationship between parent-adolescent relationships and adolescent self-esteem?

RQ2: To what extent is gender a factor influencing adolescent self-esteem?

RQ3: What is the level of parent-adolescent relationships and adolescents' self-esteem?

RQ4: To what extent are adolescent self-esteem and parenting styles related?

2. Literature Review

Self-esteem is shaped by supportive and positive parent-child relationships (Baharudin & Zulkefly, 2009; Wissink et al., 2006). Numerous studies have found a relationship between parental support and self-esteem. Where parents supported the child, the child's self-esteem was shown to be higher (Gecas & Schwalbe, 1986; Openshaw et al., 1984; Rosenberg, 1965; Sears, 1970). Wissink et al. (2006) discovered that the quality of parent-adolescent relationships, positive and negative qualities, especially negative quality of parent-adolescent relationships, was significantly related to lower levels of self-esteem. Regarding this topic, in a study conducted by Gozu et al., it is emphasized that the authority style of the mothers (whether authoritarian or authoritative) was not found to be related to their children's self-esteem. More specifically, authoritative parenting by fathers, but not mothers, was positively associated with the students' self-esteem (Gozu et al., 2020).

Felson and Zielinski (1989) examined the reciprocal relationship between parental support and self-esteem among children in the 5th-8th grades. The results suggest that parents' supportive behaviors, as measured by children's reports, affect children's self-esteem. However, that self-esteem also affects how much support children report their parents give them. In addition, parents have a greater effect on the self-esteem of girls than on boys. Finally, mothers and fathers have similar effects for both sexes. In a study by Boudreault-Bouchard et al. (2013), Self-esteem, psychological distress as well as parental emotional support, and coercive control were measured. Maternal and paternal emotional support reinforced self-esteem over time. In another study, authors Gozu et al. (2020) mention that the finding that fathers' parenting styles influence self-esteem suggests that self-esteem results from ongoing interactions with fathers that continue into young adulthood or messages that persist from earlier developmental stages.

Another study by Paterson and Field (1995) explored the relative influence of adolescents' perceptions. Studies found that positive parenting relationships benefited adolescents (Marcus & Betzer, 1996). Parents play an essential role in supporting and protecting their children's psychosocial development by promoting their self-esteem and self-confidence through close and warm relationships during adolescence (Boutelle et al., 2009). According to the study by Bahreini et al. (2022), the style of parental bond influenced adolescents' self-esteem. Also, in their research, Heaven and Ciarrochi (2008) found that parenting style influenced adolescents' self-esteem. Another issue that deserves attention is the possibility that shared method variance attributable to self-reports contributes to the greater correspondence between one's self-esteem and one's reports of family relations than between one's self-esteem and others' reports (Demo, 1985; Savin-Williams, 1987). Positive/warm parenting was related to higher levels of self-esteem in adolescence (DeHart et al., 2006).

DeHart et al. (2006) stated that young adults who reported more nurturing parent-child relationships in childhood had higher levels of self-esteem in adulthood. According to Mahler et al. (1975), the creation of a healthy image of adolescents was influenced by their relationship with their

parents on a significant basis. Gecas and Schwalbe (1986) emphasized the importance of parental trust for the child, particularly the child's self-esteem. Harter (1993), on the other hand, found that when parents evaluated their children negatively, children were likely to question their worth and value. The study by Felson and Zielinski (1989) found that children with high self-esteem perceived more appraisal and affection from their parents than children with low self-esteem.

According to Boutelle et al. (2009), parents play an essential role in their children's transition into adulthood and the development of healthy emotional functioning. Father's absence is associated with lower self-esteem among children and adolescents (Luo et al., 2011). Harter (1993) argues that parents influence the way children value themselves.

Felson and Zielinski (1989) examined the reciprocal relationship between parental support and self-esteem among children in the 5th-8th grades. The results suggested that parents' supportive behaviors, as measured by children's reports, affected children's self-esteem. Self-esteem also affected how much support children reported that their parents gave them. In addition, parents have a greater effect on the self-esteem of girls than boys. Finally, mothers and fathers have similar effects for both sexes. In a study by Boudreault-Bouchard et al. (2013), self-esteem, psychological distress as well as parental emotional support, and coercive control were measured. Both maternal and paternal emotional support was found to reinforce self-esteem over time.

Another study by Paterson and Field (1995) explored the relative influence of adolescents' perceptions of their attachment relationships with their mothers on three measures of self-esteem. The sample consisted of 493 New Zealand adolescents ranging from 13 to 19 years of age. Two dimensions of the attachment relationship were assessed: the utilization of emotional support and proximity and the quality of affect. The major findings were as follows: utilization of emotional support and proximity from mothers and fathers was minimally related to overall self-esteem, coping abilities, and social competence. The quality of affect toward mothers and fathers was significantly related only to social competence. These findings suggest that adolescent self-esteem is more strongly associated with the quality of affect toward parents. The notion that parents and friends may contribute to different facets of self-esteem is discussed. Other research mentions that parents play an essential role as instructors (teachers) or bring in instructors from outside (tutors) that are designed in such a way that children feel happy, comfortable, and do not feel burdened in learning (Baidi, 2019).

Another study found that the relationship between parent and child was a factor that influenced the development of self-esteem in adolescents (Boutelle et al., 2009). Gecas (1971) also found a positive link between children's self-esteem and their parents'. According to Rubin et al. (2004), those with more parental support perceive themselves as having more self-worth and self-competence. Similarly, Laible et al. (2004) found that adolescents securely attached to their parents reported higher self-esteem than those with insecure attachments. Another study conducted by Demir (2021) showed that negative perceptions of childhood experiences could harm individuals' emotional and behavioral development during adolescence.

O'Donnell (1976) conducted a study to observe whether there was a developmental process whereby young adolescents' self-esteem was more closely related to feelings toward parents. The study conducted by DeHart et al. (2006) revealed that young adults who reported more nurturing parent-child relationships in childhood had higher levels of self-esteem in adulthood. Savin-Williams (1987) found that self-reports corresponded more to a person's self-esteem and family relationships than between a person's self-esteem and others' reports. According to Li (2006), adolescents' high self-esteem correlated with emotional expression in the family and high levels of intimacy. However, maternal and paternal parenting discrepancies differed from country to country. They also found that paternal parenting only related to the self-esteem of college students, but this was also dependent

on the country. These findings served as a warning that it could be a mistake to generalize findings from one parent to another. Therefore, the role of fathers should not be overlooked. Finally, these findings suggest that the role of parenting on developmental outcomes is likely to differ from one country to another (Gozu et al., 2020). Family plays a vital role in instilling values in children, so they always respect concrete values and recognize them as something that should be upheld and not left behind (Susilo, 2019). In the end, it is important to mention that when a family applies values, they have a noble goal in mind, namely to improve the inner and outer welfare of all family members (Susilo, 2019).

3. Methodology

This study employed a cross-sectional research design, utilizing the descriptive research method. The descriptive research design facilitated the collection of quantifiable information, which was then employed to derive statistical inferences through data analysis. As the objective of the study was to discover the existence of a relationship between measurable variables, a correlational design was employed. This study explored the quality of adolescents' relationships with parents and its impact on adolescent self-esteem based on adolescents' perceptions.

3.1. Sampling

In the present study, simple random sampling was employed as a probability sampling technique to identify participants. This sample was then used to identify adolescents. The sample consisted of 573 adolescents. The recommended sample size for a population of $N = 573$, with a confidence interval of 95% and a margin of error (degree of accuracy) of 3.5%, is 573. In the following, in tabular form, we give details of the study sample: a description of the adolescent participating in the study regarding the demographic variables: age and gender. Table 1 shows the distribution of the respondents by their gender.

Table 1. Distribution of the Respondents by Their Gender.

Gender	Percentage	Frequency
Male	52.0%	342
Female	48.0%	221
Total		100%

Through descriptive statistical analyses regarding the gender of adolescents, it has been seen that among the total respondents, 52.0 % are male respondents, and 48.0 % are female respondents. The distribution of the respondents by their age is presented in Table 2.

Table 2. Distribution of the Respondents by Their Age.

Age (in years)	Frequency
14	95
15	102
16	182
17	194

Among the respondents, 95 are under the age of 14, 102 of the adolescents are under the age of 15, 182 are under 16, and 194 are under the age of 17.

3.2. Study Instruments

In this study, we used the Rosenberg Self-Esteem Scale and a structured questionnaire. Rosenberg Self-Esteem Scale (RSES; Rosenberg, 1965) has five positive descriptions and five negative descriptions, which are rated on a 4-point Likert scale ranging from 1 (strongly disagree) to 4 (strongly agree). The researcher reverse-scored five negative items so that higher scores would indicate a higher level of self-esteem. The scale scores range between 0-30. Scores between 15 and 25 are within the normal range; scores below 15 suggest low self-esteem. In the present study, the overall Alpha reliability coefficient for the RSE was .86, comparable to other reports on the reproducibility of RSE (Demo, 1985).

Self-esteem was measured with the RSES (Rosenberg, 1965). Some studies showed that the RSES had good construct validity ranging from $\alpha = .71 - .86$ (Robins et al., 2001; Westaway et al., 2015). The RSES has also been consistent over time with test-retest reliability ($r = .90$) (Webster et al., 2017).

The questionnaires were pre-tested before being used in the definitive study. The pilot was conducted in a sample that was not part of our study. The responses from the questionnaires were analyzed to check if the methods of data analysis were appropriate. Reliability was assessed in internal consistency form by Cronbach's alpha coefficient, and a cut-off of ≥ 0.80 was considered acceptable, as suggested by standard recommendations (Arafat et al., 2016).

To identify the adolescent-parent relationship, we used the PACQ questionnaire by Peisah et al. (2010), which consisted of 26 items. PACQ is anchored on four four-point Likert formats: very true, moderately true, somewhat true, and not true at all. It is divided into two subscales assessing 'relationship with mother' (PACQM) comprising 13 items, and 'relationship with father' (13 items). Among the items on the questionnaire are: *I respect my parents' opinion; my mother relies on me too much; my parents' difficulty in making decisions has been a burden on me*. A reliability index of $r = 0.75$ was obtained during the pilot study.

Cronbach's alpha results showed that both instruments were reliable, in the $r = .075$ and $r = .85$ range. Construct validity was assessed using exploratory factor analysis with principal component analysis (PCA) with varimax rotation. Factor rotation was performed to ascertain the factors of the construct that were preloaded in the SPSS software. Based on the recommendations of Beaton et al. (2000), Parsian and AM (2009), Arafat et al. (2016), and Algin et al. (2018), content validity was also assessed by following the standard translation process and content validity index. While face validity was assessed by following standard translation, the back translation process, and expert committee review, as supported by early recommendations (Algin et al., 2018; Arafat et al., 2016; Beaton et al., 2000; Parsian & AM, 2009).

To assess parenting styles, we used a questionnaire from the Chinese version of Steinberg et al.'s (1994) Parenting Styles Questionnaire (Long et al., 2012). The questionnaire included 27 items, such as "How much do your parents try to know where you go out at night?" For each item, a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) was used.

3.3. Data Analysis

Our study analyses include examining the parent-adolescent relationship and adolescents' self-assessment. Data analysis comprises quantitative data. In accordance with the objectives and purpose of the study, the findings of the study are tabulated in the collected data. Sociodemographic variables were analyzed and presented as frequency distributions. Descriptive statistics, such as frequencies, mean, and standard deviation, are used for all variables, both predictor and criterion variables. Quantitative data will be analyzed through the SPSS program (Statistical Package for the Social Sciences).

3.4. Reliability Analysis

To measure the value of the Rosenberg Self-Esteem Scale (RSES; Rosenberg, 1965), we used correlation analysis between the dimensions of the questionnaire. All analyses were conducted using Cronbach's Alpha and Pearson's coefficient. The results indicate that the questionnaire demonstrates reliability and validity. Based on Cronbach's Alpha coefficient of .788 and statistically significant correlations, it can be concluded that the questionnaire meets the required metric properties. The results are presented in Table 3.

Table 3. Cronbach Alfa Reliability Test Results

	Reliability		Validity
	a	r	sig(p)
Rosenberg Self-Esteem Scale	0.788	0.449	0.000
PACQ questionnaire	0.896	0.777	0.000
Parenting styles questionnaire	0.932	0.561	0.000

Note. Cronbach's alpha for each questionnaire for examining reliability validity and significance level for correlations.

To identify the adolescent-parent relationship (PACQ) by Peisah et al. (2010), we used the PACQ questionnaire, which consists of 26 items. The results show that the questionnaires ensure reliability based on the Cronbach coefficient and statistically significant correlation values. These results are presented in Table 3.

In addition, the coefficients for each section of the Parenting Styles Questionnaire demonstrate satisfactory results concerning the questionnaire's metric features, thereby ensuring reliability. These results are also presented in Table 3.

4. Results

The statistical methods used for this study consisted of descriptive and inferential analyses, depending on the aim, question, and assumption of our research. Generally speaking, the statistical methods used include M, DS, Frequency, and Correlation coefficients such as Pearson's coefficient. Based on these analyses, the data were presented verbatim in this section, while the interpretations for the same results were made in the discussion section. Table 4 shows the means and standard deviations of variables for boys and girls.

Table 4. Means and standard deviations of boys and girls of variables.

Variables	Boys		Girls		Total	
	M	SD	M	SD	M	SD
Age	12.390	0.345	12.391	1.233	12.30	1.221
Parent-child relationship quality	32.112	5.321	32.112	2.112	23.12	2.223
Self-esteem	19.211	2.122	12.344	5.233	17.222	3.221

Regarding age, M was 12.390 for men and 12.391 for girls. The SD for women was 1.233, while it was 0.345 for adolescent boys. Regarding the adolescent-parent report, M was 32.112 for boys and 32.112 for girls. Meanwhile, SD for boys was 5.321 for the same variable and 2.112 for girls. As shown in Table 4, M for the self-esteem variable was 19.211

for boys and 12.344 for adolescent girls. For the same variable, SD was calculated 2.122 in for boys and 5.233 for girls.

The third objective of the study was to examine the correlation of the data analyzed through Pearson's correlation. In order to understand the relationship between the parent-adolescent report and adolescents' self-efficacy, correlation analyses were done using the Phi Cramer's V coefficient, whilst the Pearson correlation coefficients were calculated as $r=.846$ ($p<.001$). The relevant results are presented in Table 5.

Table 5. Correlation between the Parent-Child Relationship and Adolescents' Self-esteem

The parent-child relationship and the Level of adolescents self-esteem	
Phi Cramer's V	0.846
Sig.	0.000

Note: * $p < .05$; ** $p < .01$

Based on the table above, we understand the significant ($p<.05$) effect of parent-adolescent relationships on self-esteem. The relationship is stated to have a positive and significant impact.

The table below presents the values obtained from the inferential statistics of the t-test with independent samples. These data demonstrate the mean values, t-value, and significance (sig.) for both males and females to examine the differences between these two groups regarding compatibility between self-esteem and gender. Initially, the analysis of the comparison of self-esteem averages between adolescent males and females is shown. The data is presented in Table 6.

Table 6. Differences in Self-esteem of Adolescent Males and Females

	Self-esteem between adolescent males and females		
	M	T	Sig.
The association between self-esteem and gender - female	3.6283		
		-2.643	0.000
The association between self-esteem and gender – male	3.2732		

Based on the inferential statistics of the t-test, the average value of the group of males with compatibility between gender and self-esteem turned out to be $M=3.2732$. In contrast, for females, the average for these variables is $M=3.6283$. The values for significant differences between groups are represented by $t=-2.643$; $p<.000$.

Results regarding differences in self-esteem among adolescents based on gender are presented in Table 7. The analysis revealed higher averages of self-esteem for adolescent females ($M=3.6283$). The average for males was $M=3.2732$. The t-test results for differences between the two genders were calculated as $t=-2.643$; $p<.000$. These results also show differences in adolescents' self-esteem according to gender.

Table 7. Regression analysis between the level of parent-adolescent relationship and the level of adolescent self-esteem

ANOVA					
Model	Sum of squares	df	Mean square	F	Sig.
Regression	627.132	2	627.132	19.122	.000 ^b
Residual	546.322	266	38.720		
Total	6822.244	267			

The study also aimed to understand the possible relationship between adolescents' self-esteem and parenting styles (democratic, liberal). Correlation analyses were conducted using the Phi Cramer's V coefficient to understand such a relationship, and the findings are presented in Table 8.

Table 8. Differences in adolescent self-esteem with parenting styles

	Phi Cramer's V	<i>sig. (p)</i>
Authoritarian	0.253	0.000
Tolerant	0.211	0.000

Note. Cramer's V for adolescent self-esteem with parenting styles.

As shown in Table 8, Phi Cramer's V for adolescents' self-esteem growing up with the authoritarian parenting style was .253; $p < .000$, while for the self-esteem of adolescents who grew up with tolerant parents, the calculated values were .221; $p < .000$.

5. Discussion

The present study was designed to investigate the role of parent-adolescent relationships on adolescents' self-esteem. The results confirmed that the parent-adolescent relationship affects adolescents' self-esteem significantly. Based on the results of the Pearson correlation coefficients ($r = .846$; $p < .000$), it can be stated that the higher the level of parent-adolescent relationship, the higher the adolescent's self-esteem.

The results of the current study align with existing findings in the literature. For instance, W. Wang (2012) and Y. Wang (2014) found that parental attachment had a significant impact on young people's self-competence and self-esteem. W. Wang (2012) suggested that during the process toward independence, college students who did not establish intimacy with their parents felt greater feelings of insecurity and loneliness. This result is consistent with the findings of previous studies, such as the study by Brown et al. (2009). If the family relationship is unstable, the family environment is full of conflicts, easily leading to insecurity, and children may exhibit lower self-esteem (Yi & Ling, 2013).

Moreover, the findings of our study show that a good function of family roles positively impacts adolescent self-esteem. This result is consistent with the findings of a study by Guo (2012) that examined interactive relationships within family function, self-esteem, and interpersonal trust of small high school pupils. There are also similarities between the current study's findings and those of Baharudin and Zulkefly (2009). These researchers found that the quality of parent-adolescent relationships was strongly related to adolescents' self-evaluation and self-worth, contributing to their self-esteem. Similarly, studies conducted by Zhou (2014) and An et al. (2010) highlighted the positive relationship between clear, appropriate family roles and high adolescent self-esteem. Rosenberg (1965), in his study, found that adolescents who experienced a high level of parent-child relationship had a high level of self-esteem.

The current study also showed that gender was an influential factor in adolescents' self-esteem. We also found that the level of parent-adolescent relationships and the level of adolescents' self-esteem were significantly related, which supports previous evidence on the relationship between self-esteem and adolescent-parent relationships.

The current study's assumptions were based on expectations for positive correlations between adolescents' self-esteem and tolerant parenting styles (Phi Cramer's $V = .211$, sig. $.000$). Statistical analyses also showed a positive correlation between the self-esteem of adolescents participating in this study and the authoritative parenting style (Phi Cramer's $V = .253$, $p < .000$). Based on these results, it can be concluded that there is a below-average correlation between adolescents' self-esteem and parenting styles, but with a statistical significance. These results were also supported by the study of Bi et al. (2018). As Danuza (2021) pointed out, "children who are overprotected or monitored by their parents are given wrong messages regarding their competence, that is, that they are not competent in managing different life situations. Consequently, this affects the development of children's low self-esteem and self-confidence, if we consider that self-concept and self-esteem are constructs that develop based on social interactions starting from interaction with parents" (p.66). This research supports previous literature on the connection between self-esteem and the adolescent-parent relationship.

6. Conclusion

This study explored how parental support influences adolescents' self-esteem, focusing on the parent-adolescent relationship. A descriptive and correlational design was used to examine the relationship between parent-adolescent interactions and adolescent self-esteem. The study found a significant positive correlation between the quality of the parent-adolescent relationship and adolescents' self-esteem, highlighting the importance of improving family dynamics. Among the first in Kosovo, this research highlights that positive parent-child relationships can increase adolescents' self-esteem and mental health. This research supports previous literature on the link between self-esteem and adolescent-parent relationship. The study's objectives, which aimed to test the assumptions on the relationship between adolescent-parent relationships and self-esteem, were achieved through descriptive and inferential analysis.

Our empirical findings reveal that self-esteem is significantly related to parent-adolescent relationships. The implication of our study is two-fold, theoretical and practical, in terms of the role of parents in adolescent self-esteem. The findings of the study effectively demonstrated that self-esteem is positively correlated with adolescent-parent relationships. Empirical evidence of the study provides information for counseling psychologists who can help with parenting education programs and family counseling toward positive parenting. The importance of the study findings lies in the fact that it enables pupils and parents to become aware of the importance of their relationship in terms of enhancing self-esteem as an element of adolescent personality. Based on the findings of the study, it is recommended that educational programs for parents be organized to develop their awareness of how their relationship with their children can support adolescent self-esteem. As the literature makes it clear, among other things, self-esteem is created through building healthy relationships between family members. This current study also showed that adolescents' self-esteem is correlated with parenting styles. Therefore, we suggest that the parent-adolescent relationship be built based on sound, transparent, honest, and direct communication.

6.1. Implications

This study examined the impact of the adolescent-parent relationship on adolescent self-esteem. To the authors' knowledge, the current study is one of the first studies carried out in Kosava to examine the parent-teenage relationship, in addition to the impact of this relationship on

adolescents' self-esteem. Our study confirmed existing findings that self-esteem is positively related to adolescent-parent relationships. Our findings support the notion that “positive parent-child relationships increase adolescent self-worth” (McAdams et al., 2017). The findings will help parents more accurately determine the most effective forms of relationships with teenagers.

Based on the current study's findings, it is recommended that all the factors that influence the relationship between parents and teenagers be addressed in future research. Conducting similar studies with the involvement of a broader sample from the whole country, where it would be valuable to make a national analysis of the problem, and conducting qualitative case studies that could provide deeper insights into the influence of parent-adolescent relationships would contribute significantly to the existing literature.

Declarations

Author Contributions. Both authors equally contributed to the writing of this article. Both authors have read and approved the published version of the article.

Conflicts of Interest. The authors declare no conflict of interest.

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Ethical Approval. All procedures performed throughout the study were carried out in accordance with the ethical standards of institutional and national research committees and the 1964 Helsinki Declaration and subsequent amendments and ethical standards.

Data Availability Statement. The data that supports the findings of this study are available from the corresponding author upon reasonable request.

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About the Contributor(s)

Vlora Sylaj is an associate professor in the field of education at the Faculty of Education, University of Prishtina, Kosova. She completed her doctoral studies in 2014 at the Faculty of Social Sciences, University of Tirana, Albania, in the field of research methodology on education. Her research interests cover different working methodologies in education, learning and teaching environments, cooperation with parents and community, and teaching in higher education. Currently, she is a member of the Institute for Research and Development of Education in the Faculty of Education, University of Prishtina.

Email: vlora.sylaj@uni-pr.edu

ORCID: <https://orcid.org/0000-0003-3022-6636>

Adelina Hajrullahu-Ramabaja is an assistant professor in the field of education at the Faculty of Education, University of Prishtina, Kosova. She completed her Doctoral studies in 2019 at the Faculty of Philosophy, University of Skopje, Macedonia, in early childhood education. Her research interests cover different working methodologies in education, transitions from preschool to primary schools, learning and teaching, cooperation with parents and community, and teaching in higher education. Currently, she is a member of the Institute for Research and Development of Education in the Faculty of Education, University of Prishtina, and Chief Department of Early Childhood Education.

Email: adelina.hajrullahu@uni-pr.edu

ORCID: <https://orcid.org/0000-0002-1439-9513>

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