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To Study the Relationship between Self-Esteem and Attachment Styles in Relationships among Adolescents

Yuvnika Kapoor

Abstract: ***Background: Self-esteem influences decision-making process, relationships, emotional health and general well-being. It also improves motivation, since people who have a healthy, positive self-image see their own potential and maybe motivated to take on new tasks. On the other hand, Different methods of engaging and behaving in relationships define attachment styles. Adult attachment patterns in romantic partnerships are influenced by the ties and interactions between children and their carers. Objective: The aim was to study the relationship between self-esteem and attachment style in relationships among adolescents. Methodology: The literatures have been searched using various keywords like self-esteem, attachment styles, relationships, and adolescents. Results: Findings suggest that self-esteem in adolescents usually hinders the connection between Parents and children that would often lead to social isolation and misunderstanding between parent and their child and quality relationships with important peer figures, especially among adolescents without parental support, can help to the formation of a stable basis. Conclusion: Positive self-esteem helps adolescents to try new things, solve problems and take healthy risks. Importance of negative attributions and self-esteem as pathways through which girls' anxious attachment to mother might lead to depressive symptoms.***

I. INTRODUCTION

A. Self-Esteem

Self-esteem is a psychology term that describes a person's overall subjective sense of worth or value. To put it another way, self-esteem is how much you appreciate and like yourself regardless of your circumstances. Many factors have an impact on your self-esteem, including:

1) Self-confidence
2) A feeling of security
3) Identity
4) A sense of belonging
5) Feeling of control

According to Morris Rosenberg, Self-Esteem is "favorable or unfavorable attitude toward the self".

Other terms that are commonly used interchangeably with self-esteem include self-worth, self-regard, and self-respect.

Self-esteem is lowest in childhood and grows during adolescence and adulthood, eventually stabilizing and lasting. As a result, self-esteem is similar to the constancy of personality traits across time.

Self-esteem has an impact on decision-making process, relationships, mental health, and overall well-being. It also has an impact on motivation, because people with a healthy, positive self-image are more aware of their potential and may be more driven to take on new challenges.

People with a strong feeling of self-worth include:

- Have a firm handle of their skills.
- Have reasonable and realistic expectations of oneself and their abilities because they have a strong relationship with themselves, they can maintain healthy interactions with others.
- They are also aware of and capable of communicating their needs.

People with exceedingly high self-esteem may overestimate their strengths and believe they are entitled to success, even if they lack the basic qualifications because they are so concentrated on viewing themselves as ideal, they may struggle with interpersonal troubles and prevent themselves from improving.

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People with poor self-esteem are less satisfied in their skills and may criticize their decision-making abilities. They may be hesitant to try new activities because they question their potential to deliver their objectives. Low self-esteem might make it difficult to form connections and articulate one's needs. They may also have low self-esteem and feel they are unlovable and undeserving.

B. Attachment

An emotional connection with another person is known as attachment. Bowlby observed that children's early connections with their guardians have a profound influence that lasts throughout their lives. According to him, attachment keeps the newborn close to the mother, enhancing the child's chances of survival. Attachment, according to Bowlby, is a result of evolutionary processes. Bowlby and others believed that children are born with an inbuilt need to create relationships with caregivers, contrary to behavioral attachment theories.

Attachment is a strong and persistent emotional connection between two people in which one desires proximity and feels more secure when the attachment figure is present. Adult attachment behavior involves responding to the child's needs with compassion and respect.

Human relationships take place every day all around the world. Adults develop friendships with the potential to develop into love connections. Peers create connections with one another that can lead to companionship, whereas children form bonds with their parents or guardians.

Human growth requires all forms of interactions, whether romantic, platonic, or parental. The relationship between a parent and a kid is the most important of these. Many scholars, notably Sigmund Freud and Erik Erikson, stressed the significance of a solid parent-child bond for appropriate development.

C. Stages of Attachment

1) *Pre-attachment Stage:* Infants exhibit no specific attachment to a caregiver from birth to 3 months. The caregiver is naturally drawn to the newborn's signals, such as crying and fussing, and the baby's pleasant behaviors urge the caregiver to stay close.
2) *Indiscriminate Stage:* Infants begin to exhibit preferences for primary and secondary caretakers between the ages of 6 weeks and 7 months. Children gain confidence in their caregiver's capacity to respond to their needs. Children start to discriminate between known and new persons, responding more favorably to the primary caregiver but still accepting care from others.
3) *Discriminate Stage:* Infants exhibit a strong connection and affinity for one specific individual between the age group of 6 and 11 months. When they are taken from their primary caregiver (separation anxiety), they will resist and become frightened around newcomers (stranger anxiety).
4) *Multiple Attachments:* Children start building deep attachments with people other than their primary caretaker around the age of 9 months. A second parent and family members are frequently included.

D. Attachment Styles

1) *Infant Attachment styles*

a) Avoidant Attachment Style (Group A): Children who have avoidant attachment styles avoid engaging with their parents and exhibit minimal distress when they are separated. This could be due to the parent's failure to be close and affectionate, and the child internalizes the concept that they cannot rely on this or any other connection. A child in Group A was described as having little to no desire to be close to his or her mother. When reunited with the mother, the infant frequently exhibited no evidence of distress, communicated with the stranger similarly to how he or she would engage with the mother, and showed minimal signs of aversion (backing away, making eye contact, etc.).
b) *Secure Attachment Style (Group B):* During the reunion episode, a child in Group B was described as constantly pursuing and sustaining proximity with the mother. The newborn might or might not be cordial with the stranger, but he or she seems to be more interested in engaging with his or her mother.Furthermore, while the newborn was occasionally upset when separated from its mother, the newborn rarely shouted.
c) *Ambivalent Attachment (Group C):* The fear that others may not reciprocate one's need for intimacy characterizes as ambivalent attachment relationships. This occurs when a newborn discovers that their parent is inconsistent and does not constantly deliver responsive attention to their need. Group C newborns were described as being ambivalent to their mothers. During the reunion period, the infant frequently displayed symptoms of resistance to interactions with the mother. However, when link with the mother was restored, the child expressed a great desire to continue it. Throughout the Strange Situation, a Group C newborn seemed to have a lot of maladaptive behaviors.

d) *Disorganized Attachment (Group D):* Children that demonstrate a series of actions that lack easily evident purposes or intentions, such as clearly conflicting behaviors or stilling/freezing of movements, are categorized as having a disorganized attachment. It was discovered that the parents of Group D children frequently had unaddressed attachment-related traumas, causing them to exhibit fearful or frightening behavior, making the Group D infants confused or causing them to rely on someone they were terrified of at the same time.

2) *Adult Attachment Styles*

a) *Secure (Autonomous):* Secure adults seemed to have a strong self-image and a strong picture of others, implying that they felt deserving and expected others to be welcoming and attentive in general. Adults with a secure attachment style appreciated relationships and acknowledged the influence of relationships on their personalities. Furthermore, they showed a willingness to recall and explore attachments. They also assess their connection figures and previous encounters objectively and without idealization.

b) *Dismissive-Avoidant Attachment:* Adults with a positive self-image and a negative image of others have a dismissive-avoidant attachment style. To keep a semblance of independence and invulnerability, they want to avoid personal interactions and closeness with those around. Adults who are dismissive-avoidant deny experiencing relational suffering and devalue the relevance of connection in general, considering others as unreliable.

c) *Preoccupied Attachment:* Adults who are extremely worried about the uncertainties of a relationship have a preoccupied attachment style. Preoccupied adults have a poor self-image but a positive picture of others, which means they feel inferior yet think highly of others. As a result, they try to acquire praise and affirmation from their partners in order to achieve self-acceptance. They also need more interaction and intimacy from others in their relationships. Furthermore, they are worried about their own dependence on their parents and continue to strive to please them.

3) *Romantic Attachment Styles*

a) *Secure Lovers:* The most significant romantic relationships for secure lovers were regarded as pleasant and trustworthy. Despite their spouses' flaws, they were able to support them. Their relationships lasted longer as well. Although romantic emotions may flourish and fall, secure lovers believe that certain romantic love would never fade. Secure partners were found to have closer childhood connections with their parents.

b) *Avoidant Lovers:* Fear of commitment, emotional highs and lows, and resentment characterizes as avoidant lovers. Avoidant lovers were frequently unclear of their feelings for their romantic partners, considered that romantic love could seldom persist, and believed that falling in love was challenging for them. Avoidant lovers had harsher formative relationships with their parents than secure lovers and regarded their mothers as harsh and unfriendly.

c) *Ambivalent Lovers:* Obsession, need for reciprocation and connection, emotional up and downs, and intense physical desire and jealousy characterized ambivalent couples' most significant romantic relationships. Ambivalent partners mentioned that falling in love was simple for them, but that storybook romance was difficult to come by. Ambivalent lovers had harsher formative relationships with their parents than secure lovers.

II. REVIEW OF LITERATURE

Millings, Buck, Montgomery, Spears, Stallard (2012) conducted a research to study School connectedness, peer attachment, and self-esteem as predictors of adolescent depression. Recent literature suggests that school connectedness maybe a key determinant of adolescent mental health. Sample that was used were 5022 adolescents (aged 11–16). The participants completed a battery of questionnaires that included low mood, SC, SE, and peer attachment style measurements. The research concluded that the combination of Self-esteem and peer attachment style diminished the link between School connectedness and low mood. The most significant predictor of low mood was peer attachment style. Self-esteem and peer attachment style had no effect on the connection between School connectedness and low mood.

Passanisi, Gervasi, Madonia, Guzzo, Greco (2015) conducted a research to study Attachment, self-Esteem and Shame in emerging adulthood. 209 students between the ages of 19 and 24 were used as samples that completed three self-report measures on attachment styles, self-esteem and feelings of shame. Results showed that men showed higher self-esteem and lower feelings of shame. The research concluded that securely attached students reported a higher level of self-esteem and a lower level of shame than insecurely attached students.

Sadovnikova (2016) conducted a research to study Self-Esteem and Interpersonal Relationships in adolescence. 161 pupils aged 13-18 years were used as sample who completed an Inventory of Parent Peer Attachment (IPPA) by Armsden and Greenberg, the Research Technique of Teenagers' Interpersonal Relations by Sobchik, the Self-Esteem Scale Dembo-Rubinstein version by Prikhozhan. The research revealed that the the importance of adolescents' attachment to their parents and peers in forming their self-esteem, as well as the impact of attachment to parents on the development of their interpersonal relationships.

Dan, Ilan, Kurma (2013) conducted a research to study attachment, self-esteem and test anxiety in adolescents and early adulthood. The purpose of this research to assess how attachment dimensions (anxiety and avoidance), self-esteem, and three subscales of test anxiety – cognitive obstruction, social derogation and tenseness. The sample that was used were 327 adolescents and college students who completed relevant questionnaires. Results revealed that on the cognitive hindrance and tenseness measures, college students showed more exam anxiety than high school students, whereas high school students showed more social depreciation than college students.

Keizer, Helmerhorst & Gelderen (2019) conducted a study to investigate Perceived Quality of the Mother–Adolescent and Father–Adolescent Attachment Relationship and Adolescents' Self-Esteem. As samples, 542 adolescents (mean age at T1 = 13.6 years, percentage female = 0.51) were used who completed self reports from all three waves of the Dutch cohort study Social Development of Adolescents. The study revealed that changes in the perceived quality of the mother–adolescent attachment relationship, as well as changes in the perceived quality of the parent–adolescent attachment relationship, were positively related with changes in self-esteem in both sons and daughters. The study also revealed that there was a substantial connections between changes in the perceived quality of the attachment relationship with father and daughters' self-esteem, as well as between reported changes in the parenting relationship and changes in sons' and daughters' self-esteem.

Kamkar, Doyle, Markiewicz (2012) conducted a research to investigate Insecure Attachment to Parents and Depressive Symptoms in Early Adolescence. This study investigated the relationship between attachment style with mother and father and depression symptoms in early teens were investigated. Results showed anxious attachment to mother linked to depressive symptoms was shown by girls and this link was entirely mediated by both maladaptive attributions for unpleasant experiences and self-esteem. The study concluded that importance of negative attributions and self-esteem as pathways through which girls' anxious attachment to mother might lead to depressive symptoms.

Chen, Zhang, Pan, Hu, Liu, Luo (2017) conducted a study to investigate Perceived social support and self-esteem as mediators of the relationship between parental attachment and life satisfaction among Chinese adolescents. 1835 Chinese adolescents (nearly 50% male; 51% in junior-high school; aged 10–20 years, M = 14.831 years, SD = 2.923) from seven provinces wee used as samples who completed the Inventory of Parent and Peer Attachment (IPPA), Multidimensional Scale of Perceived Social Support (MSPSS), Rosenberg Self-Esteem Scale (RSES), and Satisfaction with Life Scale (SWLS). According to the findings, perceived social support and self-esteem influenced the association between father and mother attachment and life happiness to some extent. Furthermore, perceived social support had a higher indirect influence than self-esteem. These findings may provide light on the preliminary impact of parental attachment on Chinese adolescents' life satisfaction.

Mota, Matos (2012) conducted a research to study Peer attachment, coping, and self-esteem in institutionalized adolescents. In a sample of 109 institutionalized adolescents, this study examines the role of peer attachment in predicting active coping and self-esteem. It also investigates at how social skills play a role in the relationship between peer attachment, coping, and self-esteem. The findings validated the function of social skills as a mediator, but only between peer attachment quality and the development of active coping. Results also showed that quality relationships with important peer figures, especially among adolescents without parental support, can help to the formation of a stable basis. As a result, institutionalized adolescents who have positive peer interactions appear to be able to communicate their emotions and thoughts.

Ebrahimi, Amiri, Mohamadlou, Rezapur (2017) conducted a research to examine the relationship between attachment styles, parenting styles of students' parents, and students' depression. 122 students were chosen from a population of 845 graduate students at Zanjan University through Random sampling who completed Diana Baumrind Parenting Style and Collins and Reid Attachment Style (RAAS) questionnaires and the Beck Depression Inventory. The research's findings revealed a substantial, negative association between parents' authoritarian parenting style and their children's depression, as well as a comparable pattern between secure and ambivalent parents' attachment style and their children's depression. On the other hand, there was a positive and substantial link between students' sadness and their parents' permissive and authoritarian parenting styles. There was also a positive and substantial link between students' sadness and their parents' avoidant attachment.

Arslan (2019) conducted a research to investigate the mediation role of resilience and self-esteem in the relationship between social exclusion and life satisfaction in high school adolescents. The sample consisted 1172 students enrolling in grades of 9–12 in four

public schools in an urban city of Turkey. Of the 52.7% participants were female and 47.3% of them were male with ages ranged between 14 and 19 years. The findings revealed negative and substantial links between social isolation, life happiness, self-esteem, and resilience. Furthermore, resilience, life happiness, and self-esteem all had positive and substantial connections. Social exclusion was found to be a direct predictor of resilience and self-esteem in a structural equation model. Through the mediation of resilience and self-esteem, social isolation predicted life satisfaction.

Lim, Lee (2017) conducted a research to study the mediating role of self-esteem and peer attachment in relationships between parental maltreatment and adolescents' school adjustment. The sample comprised of 2351 middle school students who participated in the Korean Children and Youth Panel Survey. Results revealed that there was direct impacts of parental abuse and neglect on adolescent school adjustment were identified, as well as the mediating effects of adolescent self-esteem and peer attachment on the links between parental abuse and neglect and adolescent school adjustment.

Saric, Sakic (2013) conducted a study to investigate the effects of mother's and father's perceived parenting style and friendship quality on several indicators of adolescents' well-being. 401 high school students were taken as sample who completed scales assessing their perception of their mother's and father's parenting style (authoritarian, authoritative and permissive), quality of friendship, self-esteem, general satisfaction with life and subjective happiness. Results revealed that the quality of friendship and both parents' reported parenting styles had significant effects on teenage well-being, but the interaction effects of friendship quality and either parent's parenting style were not significant. Adolescents with lenient and authoritative mothers had greater self-esteem and life happiness than those with authoritarian mothers. Adolescents who thought their mothers were authoritative were also happier than those who thought their mothers were authoritarian. Adolescents who saw their fathers as authoritative or permissive scored higher on all well-being markers than those who saw their fathers as authoritarian. Additionally, teenagers with higher friendship quality reported higher levels of enjoyment, life satisfaction, and self-esteem.

Park, Kang, Kim (2014) conducted a research to study the effect of adolescents' social relationships on their problematic internet use, as well as the effect of self-esteem as a mediator and the effect of self-control as a moderator. A survey was done on a sample of 750 South Korean middle and high school students in Seoul and Gyeonggi areas. The results revealed that self-esteem did not mediate the effect of communication with mother on problematic internet use, but was found to partially mediate the effect of peer relationship on problematic internet use. The results also revealed that the Problematic internet use is significantly associated with relationship with peers.

Pellerone, Tomasello, Migliorisi (2017) conducted a research to study the Relationship between parenting, alexithymia and adult attachment styles. As sample, 217 students, of which: a group of 97 Andalusia academic students (44.7%), aged between 18 and 29 (M = 19.47; SD = 2.23); a group of 120 students from Sicilian academic students (55.3%), aged between 18 and 23 (M = 18.85; SD = 1.11) completed the Parental Bonding Instrument, the Toronto Alexithymia Scale, and the Experience in Close Relationships questionnaires. Results showed that Italian students appeared to manifest a higher tendency to use the avoidance style than Spanish ones, which manifested a higher level of anxiety. The research concluded that the Italian students appeared to be more likely to utilize the avoidance technique than Spanish students, who tended to be more anxious. Furthermore, belonging to the Andalusian culture and, more importantly, having a high perception of paternal and mother overprotection could be predictive characteristics for alexithymia.

D'Arienzo, Boursier & Griffiths (2019) conducted a study to examine Addiction to Social Media and Attachment Styles. 32 papers published between 2000 to 2018 were reviewed and it was concluded that there is a significant positive association between insecure attachment (anxious and avoidant) and a more intensive and dysfunctional use of the internet and social media. The study also demonstrated insecure attachment appears to use the social media sites as a way of replacing and compensating affection that is missing from those around the individual (e.g., family and peers).

Luo, Wang, Zhang, Chen, Quan (2016) conducted a study to investigate potential mediating roles of self-esteem and coping style in the association between perfectionism and school burnout among Chinese adolescents. 1222 middle school students were chosen as samples. Results showed that the association between perfectionism and school burnout was somewhat moderated by self-esteem and coping style. Through the mediators of self-esteem and task- and emotion-oriented coping methods, maladaptive perfectionism had a favorable indirect influence on school burnout. The result concluded that the relationships between the two variables of perfectionism and school burnout were mediated sequentially by self-esteem and emotion-oriented coping style.

Wichstrøm, Soest (2015) conducted a study to examine reciprocal relations between body satisfaction and self-esteem. 3251 Norwegian adolescents were taken as sample who were examined four times in a 13-year time period. Results indicated that body satisfaction and self-esteem were distinct constructs with no reduction in the connection between them after controlling for third variables. Body satisfaction and self-esteem have reciprocal relationships, according to autoregressive cross-lagged research.

Lecompte, Moss, Cyr, Pascuzzo (2014) conducted a research to examine the longitudinal association between preschool attachment patterns, the development of anxiety and depression at preadolescence and the meditational role of self-esteem. As sample, 68 children (33 girls) were assessed between 3–4 years of age using the Separation-Reunion Procedure. At age 11–12, anxiety and depressive symptoms (Dominic Interactive Questionnaire), and self-esteem (Self-Perception Profile for Children) were also evaluated. The results revealed that the preadolescents who had disorganized attachment techniques in preschool exhibited more anxiety and sadness, as well as worse self-esteem, than those who demonstrated secure and insecure-organized attachment methods. The relationship between preschool disorganization and symptoms of preadolescent sadness was partially mediated by self-esteem, but the concept was not validated for anxiety.

Gramaje, Garcia, Reyes, Serra, Garcia (2020) conducted a study to examine whether the relationship between authoritative, authoritarian, indulgent, and neglectful parenting styles shows equal or different pattern of adjustment and maladjustment for aggressive and non-aggressive adolescents. 969 Spanish adolescents, in which 554 adolescents were females and 415 adolescents were male ranging from 12 to 17 years old were taken as sample. According to the results, Aggressive adolescents had the weakest socializing outcomes (i.e., the lowest self-esteem and the highest personal maladjustment). Both aggressive and non-aggressive adolescents share a pattern: indulgent and authoritative parenting styles were always associated with better outcomes than authoritarian or neglectful parenting, but indulgent parenting was associated with the best outcomes across all categories.

Karakuş (2012) conducted a research to examine the connection between childhood abuse and self esteem in adults and reveal the potential of childhood abuse determining self esteem. As samples 915 secondary school students from Konya city's central district were randomly selected out of which 583 of the sample students (58.3%) were females while 382 were males (41.7%). Results revealed that there is a considerable negative association between childhood trauma and self-esteem, according to research. Childhood abuse was found to be a substantial predictor of self-esteem in different regression models, and it was discovered that even emotional abuse is a key driver of self-esteem.

Peng, Li, Li, Jia, Wang, Sun (2019) conducted a research to study whether self-esteem mediates the relationship between school disconnectedness and internet addiction, and whether this mediating process is moderated by emotional intelligence. 2758 chinese adolescents were take as sample who completed a series of anonymous questionnaires on demographic variables, school disconnectedness, self-esteem, emotional intelligence, and internet abuse. The findings revealed that self-esteem partially mediated the relationship between school disconnectedness and internet use. It was also revealed that the relationships between school disconnectedness, adolescent self-esteem, and emotional intelligence were modulated by emotional intelligence. The negative link between school disconnectedness and self-esteem was stronger, while the positive relationship between school disconnectedness and internet abuse was stronger in adolescents with higher levels of emotional intelligence, indicating reverse risk-buffering effects.

Goodall (2015) conducted a study to investigate the relationship between attachment, self esteem and gender and the regulation of positive emotion. Sample in this study were 174 participants who completed an online battery measuring attachment avoidance and anxiety, global self esteem and positive emotion regulation strategies. The results showed that the attachment insecurity was linked to maladaptive positive emotion regulation. Attachment avoidance, but not anxiety, predicted savoring of positive emotion. Avoidance and self-esteem, as well as the combination of attachment anxiety and self-esteem, were found to dampen pleasant mood.

Gentina, Shrum, Lowrey, Vitell, Rose (2016) conducted a research to study the mediating role of power, self-esteem and materialism on the influence of parental and peer support on consumer ethical belies. 984 adolescents were chosen as samples in this research. The results showed that the Adolescents' self-esteem and perceptions of power are positively related to peer and parental support, both of which are linked to a decrease in materialism as a way of compensating for poor self-worth. The decrease in materialism is linked to more ethical consumer attitudes.

Vries, Hoeve, Stams, Asscher (2015) conducted a study to examine the associations between adolescent-parent attachment and externalizing problem behavior of adolescents were mediated by adolescent cognitive distortions, self-esteem, parental monitoring and association with deviant peers. 102 adolescents aged from 12-19 years were chosen as samples. Results showed that cognitive distortions influenced the link between attachment and direct and indirect hostile behavior. Deviant peers and parental monitoring moderated the link between attachment and misbehavior.

Heinze, Cook, Wood, Dumadag, Zimmerman (2017) conducted a study to investigate how Friendship Attachment Style Moderates the Effect of Adolescent Exposure to Violence on Emerging Adult Depression and Anxiety Trajectories. The samples in this study were 676 urban high school students in which 54% were females. The study concluded that there are considerable links between adolescent exposure to violence and later self-reported depressed and anxiety symptoms. In comparison to their insecurely connected counterparts, securely attached adolescents reported quicker reductions in mental health symptoms as a consequence of violence as they transitioned into adulthood.

III. METHODOLOGY

This is a secondary/review research paper. All the researches were on the period between 2012-2022. The main aim of the review paper was to study the relationship between self-esteem and attachment style in relationships among adolescents where attachment style is considered as independent variable and self-esteem is considered as the dependent variable. The population that was taken were adolescents mainly between the age group 13-17 years. 25 literatures by different authors were reviewed to make valid conclusions and conducting the study to understand the variables like attachment style, self-esteem better.

IV. DISCUSSION

The aim of this secondary research paper was to study the relationship between self-esteem and attachment style in relationships among adolescents. Most of literatures mentioned that peer attachment style, avoidance and self-esteem are the most common predictor of low mood and usually dampen the pleasant mood of adolescents. One of the literature also mentioned that high school students shows more social depreciation than college students whereas college students showed more exam anxiety than high school students. Through the literatures, it was also evident that self-esteem in adolescents usually hinders the connection between Parents and children that would often lead to social isolation and misunderstanding between parent and their child. One of the literature also mentioned that aggressive adolescents had the weakest socializing outcome. It was also further mentioned that indulgent and authoritative parenting styles were always associated with better outcomes than authoritarian or neglectful parenting.

V. CONCLUSION

This secondary research review paper concluded that the importance of adolescents' attachment to their parents and peers in forming their self-esteem, as well as the impact of attachment to parents on the development of their interpersonal relationships. High self-esteem in adolescents helps them develop coping skills, handle adversity and put the negative into perspective. Positive self-esteem helps adolescents to try new things, solve problems and take healthy risks. The research also concluded that the relationship between preschool disorganization and symptoms of preadolescent sadness was partially mediated by self-esteem, but the concept was not validated for anxiety. The importance of negative attributions and self-esteem as pathways through which girls' anxious attachment to mother might lead to depressive symptoms was also seen in one of the literature.

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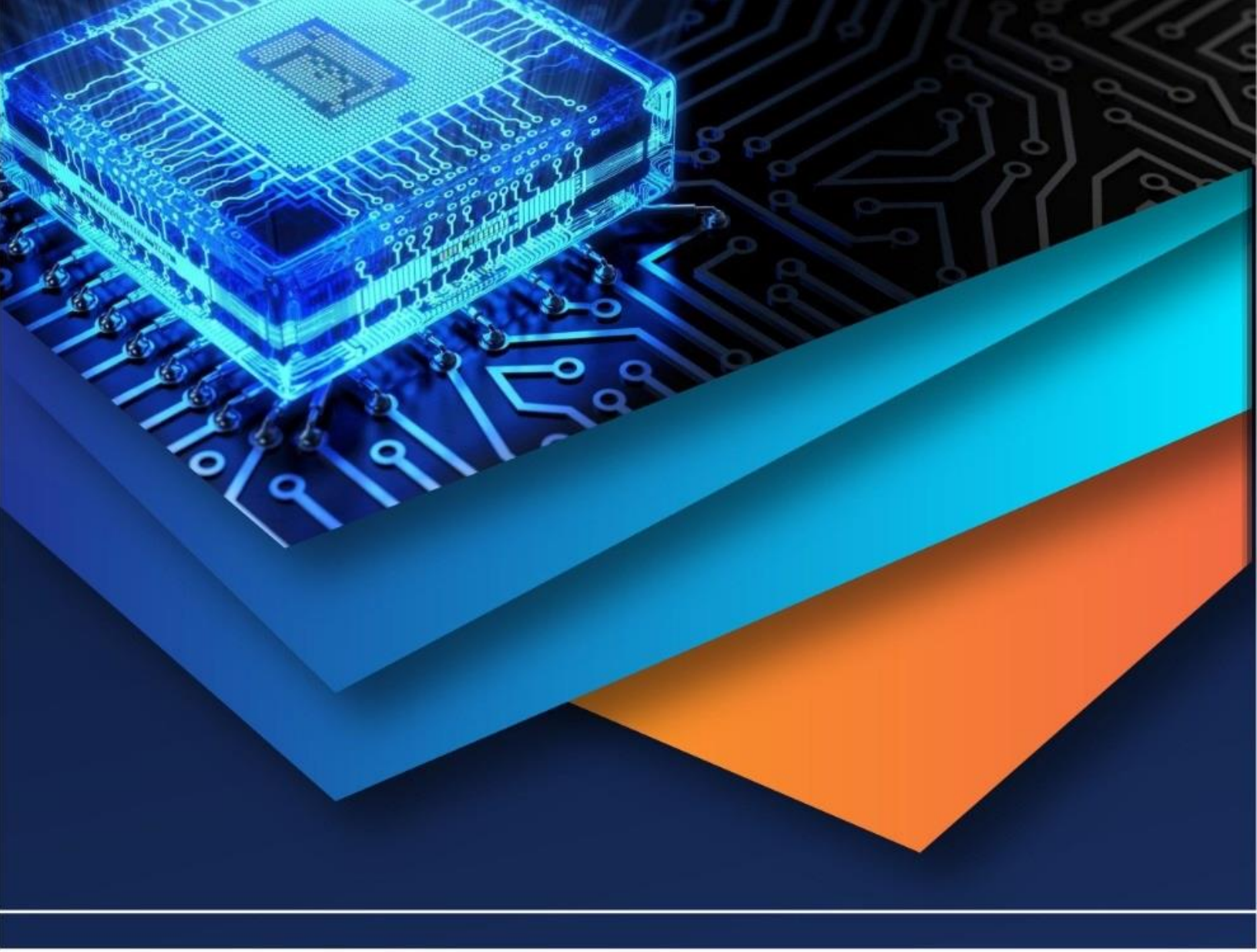

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