

The Mediating Role of Emotion Dysregulation Between Adolescent-Parent Relationship and Happiness

Ergen Ebeveyn İlişkisi ile Mutluluk Arasında Duygu Düzenleme Güçlüğü'nün Aracı Rolü

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Abstract: The specific objective of this study was to examine the relationships between adolescent-parent relationship, emotion dysregulation, and happiness. Participants were 338 high school students (155 female [45.9%], 183 males [54.1%]) aged between 14 and 18 years. The data collected for the study was analyzed with Structural Equation Modeling. The results revealed that adolescent-parent relationship significantly predicted happiness and emotion dysregulation. Emotion dysregulation is also another predictor of happiness. The study examined indirect correlations between factors. As a result of the analysis, it was found that adolescent-parent relationship predicts happiness through emotion dysregulation. The variables within the structural model account for around half of the variance in happiness.

Keywords: Adolescent-parent relationship, emotion dysregulation, happiness, adolescence

Öz: Bu çalışmada ergen ebeveyn ilişkisi, duygu düzenleme güçlüğü ve mutluluk arasındaki ilişkilerin incelenmesi amaçlanmıştır. Araştırma grubu yaşları 14 ile 18 arasında değişen 338 lise öğrencisinden (155 kız [%45,9], 183 erkek [%54,1]) oluşmaktadır. Araştırma kapsamında toplanan veriler Yapısal Eşitlik Modellemesi ile analiz edilmiştir. Araştırma sonucunda ergen ebeveyn ilişkisinin mutluluğu ve duygu düzenleme güçlüğü'nü anlamlı düzeyde yordadığı bulunmuştur. Duygu düzenleme güçlüğü de mutluluğun bir diğer yordayıcısıdır. Araştırmada değişkenler arasındaki dolaylı ilişkiler incelenmiştir. İnceleme sonucunda ergen ebeveyn ilişkisinin duygu düzenleme güçlüğü aracılığıyla mutluluğu yordadığı bulunmuştur. Yapısal model içerisindeki değişkenler mutluluğa ilişkin varyansın yaklaşık yarısını açıklamaktadır.

Anahtar Kelimeler: Ergen ebeveyn ilişkisi, duygu düzenleme güçlüğü, mutluluk, ergenlik

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Introduction

Adolescence is a period of development that involves many changes in biological, psychological, and social contexts. Along with changes in physical and mental structure, rapid emotional changes are experienced (Worthman & Trang, 2018). While adolescents struggle with biological and psychological changes, they also live with many different sources of stress such as schoolwork, teacher and parental expectations, exam and future anxiety, bullying and peer relationships. These stressors may make adolescents more susceptible to develop psychological symptoms over time (Hair et al., 2002) and harm their mental health. Studies show the effect of stressors on adolescents' psychological symptoms (Herres & Kobak, 2015; Kim & Bae, 2023; Ma et al., 2015; Özdoğan et al., 2023). The results of the study conducted by the World Health Organization (WHO) with adolescents on this topic are remarkable. In the study, it was reported that more than 13% of adolescents (10-19 years old) were diagnosed with a mental disorder and 40% of the diagnosed disorders were anxiety and depression (WHO, 2021). Considering those who were not diagnosed, it can be said that many adolescents struggle with various psychological problems.

Although adolescence is a sensitive period for the emergence of psychological problems, it can also be seen as a period in which the individual develops a positive identity and a healthy mental structure. Positive concepts such as well-being, life satisfaction, subjective well-being and happiness are important for healthy mental development during this period. Happiness can be attained by incorporating these ideas into our daily lives (Ulusoy & Sezgin, 2021). The reason is that positive effects alleviate the negative impact of stressful life experiences and plays a preventive role for psychological and behavioral

problems in adolescents (Park, 2004). Fredrickson (2001), in the broaden-and-build theory of positive emotions, stated that positive emotions such as happiness lead individuals to think more flexibly and efficiently, and are an important resource for struggling with stressful situations. Happiness is defined as a surplus of pleasant feelings, an absence of unpleasant feelings, and a high level of life satisfaction (Diener, 1984; Lyubomirsky et al., 2005). Being cheerful and reflecting pleasant feelings is the state of being happy (Datu & Valdez, 2012). Studies on happiness have concluded that happiness is the main determinant of positive behavioral, psychological, and social outcomes, and reduces negative outcomes (Lyubomirsky et al., 2005; Yalçın & Gençdoğan, 2019). In this context, happiness is recognized as an essential component of a happy life (Park, 2004).

Happiness in Adolescents

National and international research conducted with adolescents provides information on profiles of adolescents' happiness. These studies also show how adolescent happiness differs across countries, and trends of increases and decreases. The World Happiness Report (2019) revealed that US adolescents and young people who use social media and smartphones for long periods of time are noticeably less pleased than earlier generations (Helliwell et al., 2019). Turkey ranked 79th out of 156 countries in the happiness ranking published in this report (2016-2018).

As can be seen from the PISA 2018 report, the average life satisfaction of Turkish students is much lower than the average of all OECD countries (OECD, 2019). It is reflected in the report that Turkey remained at the bottom of the country rankings and the average life satisfaction of Turkish students decreased between 2015-2018. Similarly, in a study conducted

by UNICEF (2020) investigating the level of well-being of 15-year-old in 41 countries, Turkey was identified as the country with the lowest level of well-being in the relevant age group. International studies show that Turkish adolescents generally have lower levels of happiness compared to other countries involved in the research.

Similar to international studies, national studies provide information on the happiness profiles of adolescents. According to the results of the life satisfaction survey, the rate of those who declared themselves as happy among the young population in the 18-24 age group was 47.2% in 2020 while it decreased to 44.5% in 2021. According to the report, the happiness rate of young men in 2021 was 38.2% and that of young women was 51% (TURKSTAT, 2022). Likewise, Çağlar and Çağlar (2021) found that in a Turkish youth study involving 3242 young people (18-25 years old), 17.4% were happy and 25.8% were unhappy.

National and international studies on happiness show that the happiness level of Turkish adolescents is declining and that they have a lower level of happiness compared to other countries. The results of these studies conducted with large study groups reveal that one of the most important determinants of adolescent happiness is the adolescent-parent relationship (TURKSTAT, 2022; UNICEF, 2020). In this context, adolescents' relationships with their parents, with whom they live their lives, can be seen as one of the most important factors on happiness.

Adolescent-Parent Relationship and Happiness

Adolescence is a phase of developmental transition that causes considerable changes in adolescents as well as in parents, family dynamics, and the nature of relationships (Marceau et al., 2015). In particular, throughout the transitions from childhood to adolescent and from adolescence to young adulthood, parental interactions can be understood as micro-social environments that assist young people's psychosocial development (Koepke & Denissen, 2012; Schachter & Ventura, 2008). Relationships with parents and peers also change during this period. The quality of these relationships plays an important role in social skills, academic achievement, marriage, parenting and healthy psychological development (Hair et al., 2002). Positive parent-child relationships should contribute to children's well-being, regardless of family structure or the quality of the relationship between parents (Sobolewsk & Amato, 2007).

High adolescent-parent relationship quality is defined because of parent-child interaction that includes high levels of parental helpfulness and praise. A low quality of this relationship involves parental criticism, blame and unreliability (Hair et al., 2009). The structure of this relationship may change from childhood to adolescence. For example, in a longitudinal study, parent-child relationships (488 boys, 475 girls) were investigated for a seven-year period between 8.5 to 15.5 years of age. Although the changes were not linear, adolescence was observed to increase parent-child conflict and diminish connection (Marceau et al., 2014). In this context, it is important to examine that adolescent-parent relationships may acquire different dimensions during adolescence and its effects on happiness.

Studies on adolescent-parent relationship and happiness reveal the relationship between these two variables. Relationships between parents and adolescents, for instance, are associated with subjective well-being (Shennar-Golan & Walter, 2018), and between parental support and mental and

physical health of the child (Hair et al., 2009). In a study conducted with adolescents during the pandemic, parental relationship and parental marital quality showed a predictive effect on adolescent happiness (Wahyuningsih et al., 2020). In UNICEF's (2020) report, it was mentioned that family interactions have a direct impact on a child's happiness, and in all countries, the wellbeing of children from less supportive homes is lower. In the same report, the results of a study conducted in the UK and comparing the average life satisfaction of children were shared. It was found that children who were dissatisfied with their lives were eight times more likely to report family conflicts than children with high life satisfaction (UNICEF, 2020). In a two-year longitudinal study on adolescents, it was observed that parental violence increased the depression in adolescents through rejection-sensitivity distress and negative cognitive error (Chen et al., 2023). Studies show the positive and negative effects of the quality of the adolescent-parent relationship on happiness. How the relationship with the parent is interpreted emotionally by the adolescent, and the effect of this relationship on emotion regulation may be an important factor in the relationship between adolescent parental relationship and happiness.

The Role of Emotion Dysregulation

How individuals experience their emotions and how they regulate the expression of these emotions is a process known as emotion regulation (Bridges et al., 2004; Gross, 1998). This process can be automated or regulated, conscious or unconscious (Gross, 1998). Emotion regulation is related to the emotional climate of family life and develops based on family experiences. It is also shaped by how parents treat their children emotionally and how they manage their emotions (Cole et al., 2004; Dunsmore & Halberstadt, 1997). Effective use of emotion regulation skills developed based on relationships with parents is associated with positive outcomes in terms of mental health. In studies conducted with adolescents, emotion regulation was discovered to play a mediation effect between self-efficacy and well-being (Koca & Ekşi, 2021), and emotion regulation positively affects happiness (Cesur, 2023; Morrish et al., 2019). Thus, it can be said that effective use of emotion regulation is associated with positive outcomes.

Inadequate acquisition of emotion regulation skills may cause problems in understanding, perceiving, and regulating emotions. Deficiency in emotion regulation skills is expressed as emotion dysregulation in the literature (Gratz & Roemer, 2004). Studies show that negative parent-child relationship is effective in emotion dysregulation (Bradbury & Shaffer, 2012; Cucci et al., 2019; Pala et al., 2022). It has been reported that emotion dysregulation in the context of relationship with parents is an important determinant of mental health and is associated with many issues such as substance use, job satisfaction, academic failure, and depression (Gross & Muñoz, 1995).

Studies have found that emotion dysregulation has a negative effect on happiness and life satisfaction (Saxena et al., 2011), predicts substance use disorder (Amini et al., 2023; Vettese et al., 2011), and psychological symptoms (Eşkisü et al., 2022; Robson et al., 2023). In addition, research results suggest that emotion dysregulation is associated with the risk of self-harm and suicide (Peterson et al., 2019), stress-related sleep difficulties (Predatu et al., 2023), and posttraumatic stress symptoms (Tull, et al., 2007). All these results suggest that adolescent-parent relationship may be effective in emotion

dysregulation and emotion regulation may also affect happiness.

Aims of This Study

Happiness is an important concept in terms of psychological health. The fact that adolescents go through a difficult process due to their developmental period makes happiness research even more important. International (OECD, 2019; UNICEF, 2020) and national (Çağlar & Çağlar, 2021; TURKSTAT, 2022) studies on happiness of Turkish adolescents reveal significant results. When these studies are assessed overall, it is evident that Turkish adolescents have lower levels of happiness than their peers in other countries and have shown a downward trend in recent years. These results reveal the need for interventions to increase happiness among adolescents in Turkey. Determining the variables influencing teenagers' happiness is a prerequisite for planning these interventions. For this purpose, answers to the following research questions were sought in line with the hypothetical model created within the scope of the research:

RQ1: Adolescent-parent relationship directly predicts happiness.

RQ2: Adolescent-parent relationship predicts happiness through emotion dysregulation.

Method

Research Design

This cross-sectional study was carried out using a correlational design and a quantitative research methodology. A relational design is a type of research design that is used to investigate the relationships between two or more variables and to evaluate the degree of those correlations (Creswell, 2014).

Participants and Procedure

The study sample consisted of 338 high school students, including 155 females (45.9%) and 183 males (54.1%). The ages of the students ranged from 14 to 18 years ($M = 16.02$, $SD = 1.19$). The university ethics committee granted the required clearance for the research (No:03/04, Date: 04.04.2023). Students voluntarily participated in the research and consent was obtained from parents. The participants completed the question package in approximately 20-25 minutes.

Measures

Adolescent-Parent Relationships Scale (APRS)

The instrument was developed to measure the quality of the adolescent-parent relationship (Aktaş & Yıldırım, 2022). APRS consists of 27 items (e.g., I feel loved by my parents) and four sub-dimensions (support, sharing, intimacy, and monitoring). A high score on the APRS indicates that adolescents perceive their relationship with their parents positively. APRS Cronbach Alpha internal consistency coefficient was determined as .95. Cronbach Alpha internal consistency coefficients of APRS sub-dimensions were found in support .91, sharing .90, intimacy .76 and in monitoring .69. In the analyses conducted in this study, the APRS Cronbach Alpha internal consistency coefficient was .94, while the coefficients for the sub-dimensions were .90 (support), .87 (sharing), .82 (intimacy) and .60 (monitoring).

Difficulties in Emotion Regulation Scale-Brief Form (DERS-16)

Gratz and Roemer (2004) created the measurement tool to identify an individual's level of difficulty with emotion regulation. Yiğit and Guzey Yiğit (2017) adapted the DERS short form to Turkish culture. An increase in the score obtained from DERS-16 indicates an increase in the level of difficulty in emotion regulation (e.g., I get out of control when I feel bad). The difficulty in emotion regulation scale has five sub-dimensions. These dimensions consist of clarity, goals, impulse, strategies, and nonacceptance. DERS-16 The reliability coefficient for Cronbach's alpha was reported as .92. Cronbach's alpha reliability coefficient for the sub-dimensions was .84 for clarity, .84 for goals .84, impulse .87, strategies .87 and nonacceptance .78 for clarity. In the study, Cronbach's alpha internal consistency coefficient for DERS-16 was calculated.92 while the coefficients for the sub-dimensions were .63 (clarity), .80 (goals), .84 (impulse), .83 (strategies), and .78 (nonacceptance).

Short Form of the Oxford Happiness Questionnaire

The Oxford Happiness Scale Short Form (Hills & Argyle, 2002) was created to determine one's level of happiness. The measurement tool was adapted to Turkish culture by Doğan and Akıncı Çötök (2011). The scale consists of seven five-point Likert-type items (e.g., I feel that life is very rewarding). The greater the measurement tool score, the higher the level of happiness. The scale's Cronbach alpha internal consistency coefficient was determined to be .74. Similarly, in the current study, Cronbach's alpha internal consistency coefficient was found as .74.

Data Analysis

Before starting the data analysis, missing data, outliers, normality, linearity, homogeneity, and multicollinearity assumptions (Tabachnick & Fidell, 2013) were examined respectively. Missing data analysis was performed, and it was seen that there was no missing data in the data set. For univariate normality, the scores obtained from the measurements were converted into standard z scores and five observations that were not within ± 3 were removed from the data set. The Mahalanobis distance value was used for multivariate normality criteria. One more observation that did not meet the criteria was removed from the data set and normality assumptions were met on 338 observations.

Within the scope of the linear analysis, the variables were checked for skewness and kurtosis values (Table 1). As a result of the examination, it was determined that the kurtosis and skewness values were within acceptable (± 1.5) ranges (Tabachnick & Fidell, 2013). The multicollinearity problem was tested using the Durbin-Watson method. As a consequence of the analysis, the Durbin-Watson value was determined to be 1.982. In addition, condition index ($CI=5.73-16.08$), variance inflation factor ($VIF=1.08$) and tolerance values (Tolerance =.93) were found to be within the appropriate reference ranges (Field, 2013).

Pearson Product Moment Correlation Coefficient was used to examine the links between the variables in the study. For the variables' relationships, a hypothetical model was proposed. The hypothetical model was analyzed through structural equation modeling (SEM). The sub-dimensions of APRS and DERS were assigned as observed variables in the model. The chi-square values (χ^2), the root mean square error of

approximation (RMSEA; <.08), the standardized rootmean-square residual (SRMR; <.08), the comparative fit index (CFI; >.90) and the Tucker-Lewis fit index (TLI; >.90) were used to determine whether the models created by CFA (confirmatory factor analysis) and SEM fit the data (Brown, 2015). Within the scope of the study, the method developed by Hayes (2018) was used to test the mediation (indirect effects) of emotion dysregulation within the hypothetical model. In this study, indirect effects and standard errors were calculated with 95% confidence intervals using 2000 bootstrapping method. Analyses were performed using IBM SPSS Statistics 23.00 and Mplus 8.3.

Findings

Descriptive statistics

The means, standard deviations, Cronbach’s alphas for the psychometric instruments and the Pearson product-moment correlation coefficients between scale scores are shown in Table 1.

There is a negative significant association between adolescent-parent relationships and emotion regulation difficulties [r=-.267, p<.01] and between emotion regulation

difficulties and happiness [r=-.495, p<.01] in the hypothetical model. Adolescent-parent relationships and happiness showed a positive relationship [r=.402, p<.01].

Measurement Model

Before testing the hypothetical model, the measurement model was examined. When the modification indices were examined, it was observed that adding covariance between items h2 and h3 improved the fit values of the model. In this context, covariance was added between h2 and h3. The fit values of the measurement model ($\chi^2=248.093$, $sd=100$ ($\chi^2/sd=2.48$), RMSEA= .07, SRMR= .06, CFI= .93 and TLI= .91) were adequate. Each observed variable is significantly loaded on its respective latent variable.

Structural Model

Following the validation of the measurement model, the structural model was evaluated, and the model fit values were found as $\chi^2=248,093$, $sd=100$ ($\chi^2/sd =2.48$), RMSEA= .07, SRMR= .06, CFI= .93, TLI= .91. The results of the hypothetical model are shown in Figure 1.

Table 1. Means, standard deviations, internal reliability, and Pearson product-moment correlation coefficients.

	1	2	3
1. Adolescent-Parent Relationships	—		
2. Emotion Regulation Difficulties	-.267 ^a	—	
3. Happiness	.402 ^a	-.495 ^a	—
Mean	103.22	42.23	20.41
Standard deviation	18.26	14.27	4.79
Skewness	-.399	.424	-.067
Kurtosis	-.416	-.589	-.201
Cronbach alpha	.94	.92	.74

Note. ^a= p < .001

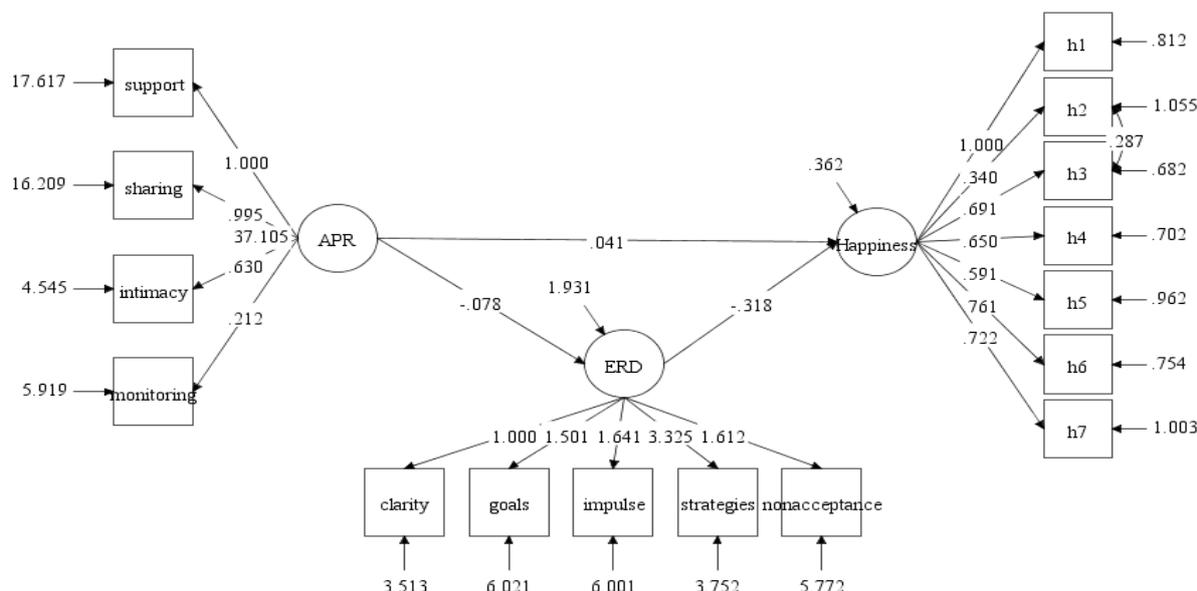


Figure 1. Structural model

Note. ^a= APR=Adolescent-Parent Relationships, ERD= Emotion Regulation Difficulties.

Table 2. Standardized direct effects and t values for hypothetical model

Structural Relations	B	β	S.E	t
APR → Happiness	.041	.295	.057	5.145 ^a
APR → ERD	-.078	-.325	.055	-5.892 ^a
ERD → Happiness	-.318	-.551	.052	-10.661 ^a

Note. ^a= p < .01, APR=Adolescent-Parent Relationships, ERD= Emotion Regulation Difficulties

Table 3. Indirect effects among latent variables

Structural Relations	<i>B</i>	<i>S.E</i>	<i>t</i>	95% GPA	
				Lower	Upper
APR → ERD → Happiness	.179	.036	5.040 ^a	.109	.249

Note.^a= $p < .01$, APR=Adolescent-Parent Relationships, ERD= Emotion Regulation Difficulties

The statistical significance of the relationships between the latent variables in the hypothetical model was interpreted by looking at the *t* values and standardized beta coefficients. The results of these values are presented in Table 2.

Adolescent-parent relationship directly predicted happiness ($\beta = .295$, $t = 5.145$, $p < .01$) and emotion dysregulation ($\beta = -.325$, $t = -5.892$, $p < .01$). At the same time, emotion dysregulation directly predicted happiness ($\beta = -.551$, $t = -10.661$, $p < .01$) in a significant way.

In the study, the indirect effects of the variables on happiness were also examined as well as their direct effects. In order to test the mediation of emotion regulation difficulty within the hypothetical model, 2000 Bootstrapping was used at 95% confidence interval. In doing so, indirect effects and standard errors were calculated (Table 3). The absence of zero in the calculated confidence intervals indicates that the indirect effects are significant.

As can be seen, adolescent-parent relationship ($\beta = .179$, 95% CI= .109, .249, $p < .01$) significantly predicted happiness through emotion dysregulation. When the direct and indirect effects of all variables in the model come together, they explain approximately 50% of the total variance in happiness.

Discussion

In this study, a hypothetical model was presented to explain the variables that affect the happiness of adolescents. The results of the structural model confirmed the hypothetical model. Direct and indirect relationships between variables can contribute to the understanding of the factors affecting the happiness of adolescents.

Adolescent-Parent Relationship and Happiness (RQ1)

In the direct relationships between variables, it was found that adolescent-parent relationship directly predicted happiness. The findings of this study are consistent with previous research showing that adolescents' relationships with their parents have positive effects on happiness (Hair et al., 2009; Özdoğan, 2020; Shennar-Golan & Walter, 2018; Wahyuningsih et al., 2020). Some research findings indicate negative adolescent-parent relationships and cause depression (Chen et al., 2023; Hipwell et al., 2008). Park (2004) stated that the development of life satisfaction is influenced by supportive parenting, happy life experiences, and lots of interactions with close friends and family. In this context, it can be said that adolescents' relationship with their parents plays a determining role in happiness.

This result can also be explained in terms of the value that adolescents attach to their families. Adolescents go through many changes and tough times, and yet continue to live with their families even if they turn to friendships. The need for supportive and warm relationship with parents continues in adolescence (Hair et al., 2002). Studies have shown that family is the most important value (Çağlar & Çağlar, 2021) (preferred by 86% in the value ranking), and love is in the top three among the values that are the source of happiness for young people (TURKSTAT, 2022). The fact that family and love are seen among the most important values is one of the important

research outcomes that confirm the findings of the present study. In this context, it can be said that the value that adolescents attach to their families shows that they care about their relationships with their parents and explain the predictive effect of relationship quality on happiness.

Finally, the direct effect of adolescent-parent relationship on happiness can be interpreted within the framework of self-determination theory. The theory states that basic psychological needs (i.e., autonomy, competence, and relationship) should be met for a healthy psychological development. Relationship is a need for closeness, support, and being connected to other people (Ryan & Deci, 2000). In this context, a healthy adolescent-parent relationship can fulfill the need for relationship, one of the fundamental psychological requirements. While satisfying these needs can contribute to the well-being (Van den Broeck et al., 2016), it has been concluded that it is the strongest predictor of happiness (Demir & Davidson, 2013). In a different study, adolescents' need for social approval directly predicts happiness (Murtezaoğlu & Çıkrıkçı, 2022). In this context, adolescents' relationship with their parents may increase happiness by meeting basic psychological needs.

The Role of Emotion Dysregulation (RQ2)

In the indirect relationships between variables, adolescent-parent relationship was found to indirectly predict happiness through emotion dysregulation. In other words, emotion dysregulation has a role as a mediator in this connection. First of all, the negative predictive effect of adolescent-parent relationship on emotion dysregulation should be explained. Previous findings which show that the quality of adolescent-parent relationship is a negative predictor of emotional dysregulation are consistent with the findings of this study (Bradbury & Shaffer, 2012; Cucci et al., 2019; Pala et al., 2022). The warmth of the relationship with parents can help adolescents develop skills such as feeling loved and valued, recognizing, and expressing their emotions. Creating an environment where emotions are valued can ensure a healthy relationship between parents and children (Ulusoy, 2022). Studies have shown that parental warmth is positively correlated with emotion regulation skills (Yavuz et al., 2022; Yu et al., 2023). On the other hand, not being accepted by their parents and not meeting their needs for love and intimacy can have a detrimental effect on their capacity to control emotions, leading to difficulty regulating them. For example, findings show that negative parental behavior encountered in childhood is associated with difficulty regulating emotions (Amini et al., 2023; Vettese et al., 2011) and could serve as evidence for this explanation.

Parents' emotion regulation strategies may have an impact on their children's ability to regulate their emotions. In a recent study, data were collected from parents and their children up to the age of 17. According to the findings, it was found that children's maladaptive (e.g., avoidance, expressive suppression and rumination) and adaptive (e.g., reappraisal, problem solving) emotion regulation techniques were positively correlated with similar emotion regulation strategies of their

parents (Pala et al., 2022). In other words, emotion regulation strategies used by parents might be effective on their kids' coping mechanism for handling their emotions. In a similar study, it was reported that mothers' emotion dysregulation directly predicted adolescents' emotion dysregulation (Sarıtaş et al., 2013). Taking into account the findings of this study, it can be accepted that emotion regulation skills can be transferred from parents. Considering that this transfer takes place in the context of the relationship established with the parent, the high quality of adolescents' parental relationships and the parents' use of adaptive emotion management skills could be an effective factor in reducing emotion regulation difficulties.

Another finding of the current study is that the difficulties in emotion regulation negatively predict happiness. The results obtained by different researchers are similar to the results of this study (Extremera & Rey, 2015; Saxena et al., 2011). Adolescents with difficulties in emotion regulation may have difficulty in being aware of and feeling a positive emotion such as happiness. According to Fredrickson (2001), individuals tend to become more open-minded, think and act more flexibly, and operate more efficiently when they feel more pleasant emotions. In such cases, having difficulties with emotion regulation skills may act as a barrier to positive emotional experiences. According to UNICEF (2020) report, adolescents with low life satisfaction were six times more likely to feel unable to express their emotions compared to adolescents with a higher life satisfaction.

Emotion dysregulation is effective on happiness, and its relationship with psychological symptoms supports the results of this study. The results of many studies show that emotion dysregulation is effective on psychological symptoms (Pala et al., 2022; Peterson et al., 2019; Predatu et al., 2023; Robson et al., 2023; Tull, et al., 2007). In a study, the relationship between Post-Traumatic Stress (PTS) symptoms levels and emotion dysregulation of individuals exposed to trauma was examined. As a result of this study, it was found that those with high PTS levels had higher levels of emotion dysregulation than those with low levels (Tull et al., 2007). In a latent class analysis of psychological symptoms, two latent classes were obtained (Eşkisü et al., 2022). It was found that suppression, one of the emotion regulation strategies, was used more frequently and cognitive reappraisal was used at a lower level in the classroom with high psychological symptoms (Eşkisü et al., 2022). The research findings reveal that emotion dysregulation is positively associated with psychological symptoms and negatively associated with constructs such as happiness.

The role of emotion dysregulation in moderating the indirect influence of the adolescent-parent relationship on happiness was tried to be explained within the framework of the relevant literature. In different studies, results indicate that emotion dysregulation has a mediating effect other than the variables of this study. It was discovered that emotion regulation difficulty indirectly moderated the association between avoiding goal motives and psychological symptoms (Robson et al., 2023), between stress and well-being (Extremera & Rey, 2015), and between emotional reactivity and distress.

Conclusion and Recommendations

Parents wish for the happiness of their children. Research results have indicated that the overall happiness level of adolescents has decreased (Çağlar & Çağlar, 2021; OECD, 2019; TURKSTAT, 2022; UNICEF, 2020). Adolescents' life

satisfaction, well-being, and happiness are important for positive youth development. Happiness is associated with both positive and negative outcomes for adolescents. There are some findings in the literature that happiness is related to adolescent-parent relationships and emotion dysregulation. The results of the current study are consistent with those of previous studies and show how adolescent-parent relationships and emotion dysregulation are related to adolescents' happiness. In this context, it also indicates that interventions for these variables may be beneficial in intervention studies that will be designed.

Although this study contributes to the literature, it has some limitations. First, the study group's size limits the generalizability of the research findings. Conducting the research with different age groups and larger samples would contribute to the generalizability of the results. Secondly, cross-sectional design does not reveal a cause-effect relationship. In this regard, experimental and longitudinal studies are required to investigate the study's variables. Furthermore, adolescents' experiences of happiness, and parental relationships and emotion regulation skills on these experiences can be examined through phenomenological studies.

Author Contribution

The author declares that no other author has contributed to the study and that he has read and approved the final version of the study.

Ethical Approval

This study was conducted with the approval decision taken at the Ethics Committee for Human Research in Social Sciences (Protocol No. 04.04.2023-252817) of Erzincan Binali Yıldırım University, dated 31.03.2023, at the 03/04-14 meeting.

Conflict of Interest

The authors declare that there is no conflict of interest with any institution or person within the scope of the study.

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