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## The Effects of Mother's Parenting Practices on Child's Overall Well-Being and the Mediating Effect of Self-Esteem

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### Abstract

**Purpose:** This study was conducted to examine the structural relationships among mothers' parenting practices, child's self-esteem, and child's well-being and to explore the mediating effects of mothers' parenting practices on child's well-being through child's self-esteem. **Research design, data, and methodology:** Data from the 10th and 13th waves of the Korean Child Study Panel were used for the study, and data from 1,213 mothers and child were analyzed using SPSS 28.0 and the R statistical program. **Results:** First, in the relationship between the mother's parenting practices, the child's self-esteem, and well-being, the mother's authoritative parenting practices were positively correlated with the child's self-esteem and well-being. Second, the mother's authoritative parenting practices in preschool directly influenced the child's self-esteem in late school, and the child's self-esteem directly influenced the child's well-being. Third, mothers' authoritative parenting practices in the preschool years had a static effect on child's Well-being through the mediation of child's Self-Esteem in the late school years. The direct mediation effect of the Child's Self-Esteem was confirmed. **Conclusions:** To promote child's Well-being, mothers should adopt authoritative parenting practices with affection and control and try to improve child's self-esteem. In addition, programs that focus on improving child's self-esteem can be expected to enhance school-aged child's well-being.

**Keywords :** Self-Esteem, Well-Being, Parenting Practice

**JEL Classification Code:** I10, I31, J13

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## 1. Introduction

Well-being refers to a subjective sense of well-being derived from a positive evaluation of one's life, a state of experiencing overall satisfaction and enjoyment of life (Diener, 2000; Yang et al., 2019). Overall well-being, as perceived by an individual, is a very important factor in determining the quality of an individual's life (Ruggeri et al., 2020), and the well-being formed during childhood is the most basic and essential factor for an individual to live a well-lived life (Izzaty, 2018; Song, 2022). High well-being in childhood has been shown to influence the healthy development and adjustment of self-esteem and understanding, provide strength to cope with negative events, and pave the way for challenging and enterprising growth, leading to a better quality of life (Lee, 2023). Experts have noted that well-being formed during the school years is more important than well-being in adulthood, as it is an important source of positive strength that continues into adulthood (Jeong, 2023).

However, child well-being in South Korea is one of the lowest among OECD countries (Jun & Choi, 2013; Kim, 2016). Due to high levels of educational enthusiasm and early education, Korean child show high levels of extrinsic evaluations such as academic achievement, but very low levels of intrinsic evaluations such as life satisfaction and well-being. Although there should be sufficient social discussion about this, research on the well-being of school-aged child in Korea has only recently been actively conducted. Previous studies on well-being have mainly focused on adults, and research on child is relatively scarce (Jun & Jang, 2009). Furthermore, most previous studies on child's well-being have used cross-sectional research methods, but since well-being is a dynamic emotion that is experienced through a series of positive and negative events rather than being determined by a single event at a single point in time (Gilman & Huebner, 2003), it is difficult to understand the relationship between factors that affect child's well-being using cross-sectional research methods alone (Jeong, 2023). To promote child's well-being, it is necessary to pay multifaceted attention, including identifying factors that affect school-age child's well-being, and to better understand the relationship between child's well-being and influencing factors, it is necessary to approach the relationship between variables longitudinally according to the child's developmental process (Lee & Cho, 2012).

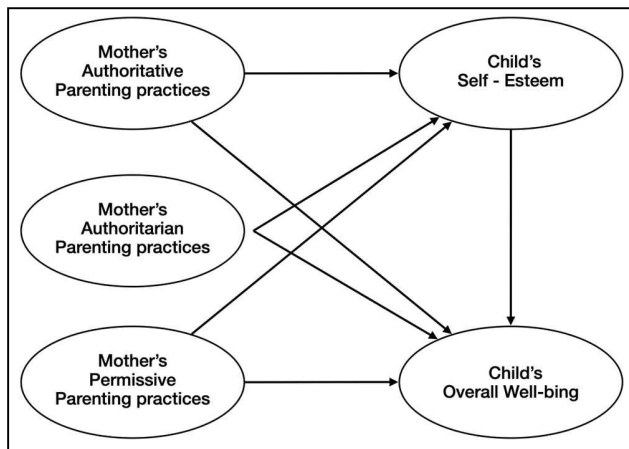
According to the child's developmental process, childhood is divided into early school (lower elementary school) and late school (upper elementary school). Experiences in the early school years influence emotional well-being in later years, and child's well-being in later years extends into adolescence, which deserves further attention.

Previous studies have reported that late school-age child experience emotional anxiety and various adjustment difficulties, so it is necessary to focus on late school-age child's well-being (Yoo et al., 2015). At the same time, the parents' parenting practices of early school child are one of the important environmental factors that may influence their well-being in later life. Especially mothers spend the most time at home, so their parenting practices may have an important impact on child's emotional well-being (Kim & Ko, 2018; Choi et al., 2023).

Parenting practices are defined as the general attitudes and actions that parents take in the process of raising their child (Raya et al., 2013). Also, Baumrind categorized parenting practices into three types based on corporal punishment and affection and referred to them as authoritative, authoritarian, and permissive parenting practices (Baumrind, 1967, 1991; Kim, 2019). First, authoritative parenting practices are those in which parents value verbal interaction with their child because they respect the child's individuality and social values, but at the same time they strictly control what they deem necessary. On the other hand, authoritarian parenting practices are characterized by strict physical punishment and a cold attitude when the child breaks the rules, as the parent wants the child to follow and obey his or her vertical control rather than interact with the child. Finally, Permissive parenting practices value and respect child's self-expression and self-regulation, accept child's opinions most of the time, and unlike the other types, rarely use corporal punishment because they always treat child with warmth (Park, 2022). Authoritative and permissive parenting practices are characterized by deep affection for child but different ways of controlling them, with authoritarian parenting practices prioritizing control and regulation over affection (Park, 2022). Previous studies on authoritative, authoritarian, and permissive parenting practices have reported that authoritative parenting practices are the most correct parenting practices, but there are also studies that report that permissive and authoritarian parenting practices are more positive, so more research is needed on which parenting practices should be pursued. Therefore, it is useful to examine the effects of mothers' authoritative, authoritarian, and permissive parenting practices on child's overall well-being and to determine which type of parenting practices should be pursued for child's overall well-being. In addition, because child's self-esteem refers to whether they view themselves as valuable human beings and is an important intrinsic factor in determining emotional development and resilience in late childhood, it may indirectly affect child's well-being (Suh & Rho, 2018), so it is useful to examine the mediating effect of child's self-esteem on the relationship between mothers' parenting practices and child's well-being. Therefore, the purpose of this study was to examine the

effects of mothers' parenting practices on child's well-being and to examine the mediating effects of child's self-esteem on the relationship between mothers' parenting practices and child's well-being. Therefore, the research model is shown in Figure 1 (see Figure 1). And the research questions of this study are as follows.

1. Are mothers' parenting practices in the preschool years directly related to child's well-being in later school years?
2. What types of parenting practices have a positive effect on child's well-being?
3. Does the child's self-esteem mediate the effect of the mother's parenting practices on the child's well-being?



**Figure 1:** Research Model

Note: Mothers' parenting behaviors are measured in the pre-school years, and child's self-esteem and general well-being are measured in the late school years.

## 2. Research Methods

### 2.1. Raw Data and Subject

This study used longitudinal data from the Panel Study of Korean Child (PSKC) conducted and collected by the Korea Institute of Childcare and Education. The Panel Study of Korean Child (PSKC) has been following newborns since 2008, providing longitudinal data on their developmental characteristics, parenting practices, and other childcare policy influences. Because this study aims to examine the impact of mothers' parenting practices in the preschool years on child's well-being in later school years, we used data from the 10th year (2017), when child was in the third grade of elementary school (preschool), and the 13th year (2020), when child were in the sixth grade of elementary school

(later school). In the 10th year (PSKC, 2017), 1,484 households participated in the survey, resulting in a sample retention rate of 71.4% of the total panel, and in the 13th year (PSKC, 2020), 1,397 households participated, resulting in a retention rate of 67.2%. Of these, 1,213 mothers who completed both the parenting practices and general characteristics questionnaires in Year 10 and child who completed both the overall well-being and self-esteem and general characteristics questionnaires in Year 13 were selected for this study. In terms of socio-demographic characteristics, the mean age of the mothers was 42 years, with most mothers in their 40s, and the highest number of mothers had completed high school (817) (67.0%). The gender of the child was almost equal, with 606 (50.6%) boys and 607 (49.4%) girls, and the age of the child ranged from 144 to 152 months, with an average of 146.8 months (see Table 1).

### 2.2. Research Tools

#### 2.2.1. Mothers' Parenting Practices (Authoritative, Authoritarian, Permissive)

This study used longitudinal data from the Panel Study of Korean Child (PSKC) conducted and collected by the Korea Institute of Childcare and Education. The Panel Study of Korean Child (PSKC) has been following newborns since 2008, providing longitudinal data on their developmental characteristics, parenting practices, and other childcare policy influences. Because this study aims to examine the impact of mothers' parenting practices in the preschool years on child's well-being in later school years, we used data from the 10th year (2017), when child was in the third grade of elementary school (preschool), and the 13th year (2020), when child were in the sixth grade of elementary school (later school). In the 10th year (PSKC, 2017), 1,484 households participated in the survey, resulting in a sample retention rate of 71.4% of the total panel, and in the 13th year (PSKC, 2020), 1,397 households participated, resulting in a retention rate of 67.2%. Of these, 1,213 mothers who completed both the parenting practices and general characteristics questionnaires in Year 10 and child who completed both the overall well-being and self-esteem and general characteristics questionnaires in Year 13 were selected for this study. In terms of socio-demographic characteristics, the mean age of the mothers was 42 years, with most mothers in their 40s, and the highest number of mothers had completed high school (817) (67.0%). The gender of the child was almost equal, with 606 (50.6%) boys and 607 (49.4%) girls, and the age of the child ranged from 144 to 152 months, with an average of 146.8 months (see Table 1).

**Table 1:** Subject Characteristics(n= 1,213)

Subject	General Characteristics		N (%)
Mother <sup>a</sup>	Age (year)	20s	5 (0.3)
		30s	583 (48.5)
		40s	617 (50.7)
		50s	8 (0.4)
	Education	Elementary school	5 (0.3)
		Middle school	316 (26.4)
		High school	817 (67.0)
	College, university	75 (6.3)	
Child <sup>b</sup>	Age (month)	144	81 (6.2)
		145	204 (17.0)
		146	302 (24.3)
		147	293 (23.5)
		148	128 (10.9)
		149	86 (6.8)
		150	62 (6.6)
		151	43 (3.3)
		152	14 (1.4)
	Sex	Boy	606 (50.6)
		Girl	607 (49.4)

Note: a: Based on the 10th Panel Study of Korean Child (2017); b: Based on the 13th Panel Study of Korean Child (2020)

### 2.2.2. Child's Overall Well-Being (Subjective Happiness)

To examine the overall well-being of child in late school age, we used the Overall Well-Being (MCS Child Paper Self Completion Questionnaire, 2008) of the emotional development item of the CAPI Child Survey of the 13th Korean Child Panel (PSKC, 2020). The overall well-being questionnaire used in this study has a total of 6 items, each of which is based on a 4-point Likert scale ranging from "not at all well (1)" to "very well (4)," with a higher score indicating a higher level of overall well-being. The internal consistency coefficient (Cronbach's alpha) of the Child's Overall Well-Being question was .777, which is acceptable (see Table 2).

### 2.2.3. Child's Self-Esteem

To examine the self-esteem of elementary school students, we used the self-esteem (Rosenberg's Self-Esteem Scale (RSE)) of the self-development item in the CAPI child questionnaire of the 13th Korean Child Panel (PSKC, 2020). The self-esteem item used in the 13th year was adapted from Rosenberg's (1965) 10-item self-esteem scale by reducing it to 5 items according to the age of the child in the Korean Child Panel. The self-esteem scale used in this study has a

total of 5 items, and each item is a 4-point Likert scale ranging from "not at all true" to "very true," with higher scores indicating higher levels of self-esteem. The internal consistency coefficient (Cronbach's alpha) of the Child Self-Esteem Questionnaire was .896, which was found to be acceptable (see Table 2).

**Table 2:** Reliability Analysis Result

Tool <sup>a</sup>		Cronbach's alpha	N
Mother	Authoritative	.910	27
	Authoritative	.883	20
	Permissive	.624	15
Child	Well-being	.777	6
	Self-esteem	.896	10

Note: a: Authoritative (Mother's Authoritative Parenting practices), Authoritarian (Mother's Authoritarian Parenting practices), Permissive (Mother's Permissive Parenting practices), Self-esteem (Child's Self-esteem), Well-being (Child's Overall Well-Being); Mothers' parenting behaviors are measured in the preschool years(10th , Panel Study of Korean Child data)and child's self-esteem and general well-being are measured in the late school years(13th , Panel Study of Korean Child data).

## 2.3. Data Analysis

This study used SPSS 28.0 (IBM Co., Armonk, NY) and the R statistical analysis program to analyze the data. In the case of the Korean Child Panel data used in this study, the same sample is surveyed every year, so sample attrition may occur when child temporarily stop participating in a particular survey wave or completely leave the panel for reasons such as death, immigration, or strong refusal. Therefore, this study combines the 10th and 13th waves of raw data and applies the 13th wave longitudinal weighting according to the Korean Child Panel guidelines. For the preliminary analysis, a composite sample frequency analysis was conducted to check the general characteristics of the research subjects, and the internal consistency coefficient was calculated to check the reliability of the scale.

The specific analysis methods were as follows. First, a composite sample descriptive statistical analysis was conducted using the SPSS program to check the mean, standard deviation, and normality of the main variables, and a correlation analysis was conducted to check the correlation and multicollinearity among the variables. Second, a confirmatory factor analysis was conducted using the R statistical analysis program to check the validity of the research model established in this study. The  $\chi^2$ (CMIN), TLI, CFI, and RMSEA indices were checked to determine the model fit of the structural equation model. Third, the direct and mediated paths of the structural model were identified.

### 3. Result

#### 3.1. Descriptive Statistics and Correlation Analysis Results of Main Variables

##### 3.1.1. Descriptive Statistics of Main Variables

The results of descriptive statistics and normality of the main variables are shown in Table 3 (see Table 3). Looking at the means of the main variables, the independent variable, mother's parenting practices, has a mean of 3.78 out of 5 (SD=.393), authoritative parenting practices has a mean of 2.46 out of 5 (SD=.450), and permissive parenting practices has a mean of 2.33 out of 5 (SD=.316) with a total of 27 items. The dependent variable, Child's Overall Well-Being, was analyzed with a mean of 2.97 out of 4 (SD=.316), and the parameter, Child's Self-Esteem, was analyzed with a mean of 3.32 out of 4 (SD=.560).

The normality of the main variables was examined, and the skewness values of the main variables ranged from -.662 to .030 and the kurtosis values ranged from -.122 to .457. West, et al. (1995) suggest that the criteria for a normal distribution are  $|skewness| < 3$  and  $|kurtosis| < 8$  (West et al., 1995). The main variables used in this study were also found to be normal, with both skewness and kurtosis values below the absolute value of 1, indicating that the structural equation model was appropriate for use (see Table 3).

**Table 3:** Descriptive Statistics and Correlation Analysis between Key Variables

Variable <sup>a</sup>	1	2	3	4	5
1. Authoritative	1	-.502**	-.471**	.128***	.076**
2. Authoritarian	-.502**	1	.483***	-.060*	-.019
3. Permissive	-.471**	.483***	1	-.134**	-.060
4. Happiness	.128***	-.060*	-.134**	1	.641**
5. Self-Esteem	.076**	-.019	-.060	.641**	1
<b>M</b>	3.78	2.46	2.33	2.97	3.32
<b>SD</b>	.393	.450	.316	.480	.560
<b>Skewness</b>	.030	.025	-.094	-.353	-.662
<b>Kurtosis</b>	.198	-.010	-.122	.457	.454

Note: \*p<.05, \*\*p<.01, \*\*\*p<.001; a: Authoritative (Mother's Authoritative Parenting practices), Authoritarian (Mother's Authoritarian Parenting practices), Permissive (Mother's Permissive Parenting practices), Self-esteem (Child's Self-esteem), Well-Being (Child's Overall Well-Being)

##### 3.1.2. Model Specifications before Styling

The results of the correlation analysis between the key variables are presented in Table 3 (see Table 3). First, mother's authoritative parenting practices were significantly correlated with both child's overall well-being and child's

self-esteem. Mother's Authoritative Parenting Practices was positively correlated with Child's Overall Well-Being at  $r = .128$  ( $p < .001$ ) and Mother's Authoritative Parenting Practices was positively correlated with Child's Self-Esteem at  $r = .076$  ( $p < .01$ ). Second, Mother's Authoritarian Parenting Practices were significantly correlated with Child's Overall Well-Being, but not with Child's Self-Esteem. Mother's Authoritarian Parenting Practices and Child's Overall Well-Being were negatively related at  $r = -.060$  ( $p < .05$ ). Third, mother's permissive parenting practices were significantly related to child's overall well-being, but not to child's self-esteem. Mother's Permissive Parenting Practices and Child's Overall Well-Being were found to be negatively related with  $r = -.134$  ( $p < .05$ ). In addition, Child's Overall Well-Being and Child's Self-Esteem were significantly correlated. The correlation coefficient was  $r = .641$  ( $p < .01$ ), indicating a positive relationship. In general, a correlation coefficient of .08 or higher between variables indicates a risk of multicollinearity, but none of the variables in this study were found to be multicollinear. We also checked whether the VIF of the multiple regression analysis was greater than 10, and the analysis showed that all the measured variables were slightly greater than 1, which was not a problem (all VIF=1.698) (see Table 3).

#### 3.2. Validation of the Structural Model Fit

This study first conducted a confirmatory factor analysis to determine the appropriateness of the structural equation model. The goodness of fit of the research model was determined by  $\chi^2$  (CMIN), IFI, CFI, and RMSEA values. It is known that the  $\chi^2$ (CMIN) test is very sensitive to sample size, and the larger the sample size ( $n > 200$ ), the easier it is to reject the research model, and almost all of them are statistically significant when the sample size is  $n > 400$  (Shi et al., 2019). Therefore, in this study, the IFI, CFI, and RMSEA indices were additionally checked as an alternative to minimize the influence of sample size in the  $\chi^2$ (CMIN) test. For CFI, TLI, NFI, and IFI, a value of .90 or higher is considered a good fit (Bentler & Bonett, 1980), while RMSEA is considered a good fit if it is less than 0.1, a fair fit if it is less than .08, and a good fit if it is less than .05 (Browne, 1993). In this study, the fit of the initial measurement model for mother's parenting practices, child's overall well-being, and child's self-esteem was found to be inadequate with a quadratic fit index of .70, indicating that the model was not appropriate. Therefore, the model fit was rechecked by sequentially removing the variables with a p-value of .05 or greater for the regression weight and the variables with a standardized regression weight of less than 0.5 for the factor loadings. The final model fit was found to be generally satisfactory with  $\chi^2$ (CMIN) = 1094.634 ( $p < .001$ ), TLI = .908, CFI = .916, and RMSE = .049 (see Table 4).

**Table 4:** Result of Structural Model Conformity Verification

	$\chi^2$	df	TLI	CFI	RMSEA
Model	1094.634***	366	0.908	0.916	0.049

Note: For CFI, TLI, etc., a good fit is 0.90 or higher, and RMSEA is adequate if it is less than 0.1, acceptable if it is less than .08, and good if it is less than 0.05.

### 3.3. Structural Equation Model Analysis

To examine the relationship between mothers' parenting practices and child's overall well-being and self-esteem, the direct path of the structural equation model was analyzed (see Table 5 and Figure 2).

As a result of the analysis, no statistically significant

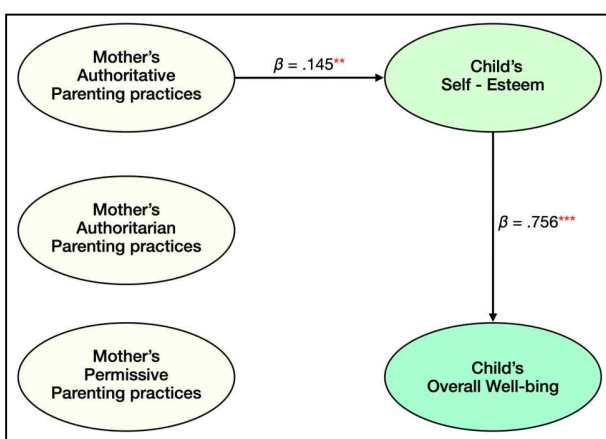
direct paths were identified for mother's authoritarian and permissive parenting practices, but mother's authoritative parenting practices had a positively significant effect on child's self-esteem ( $\beta=.758, p<.01$ ). Child's self-esteem also had a positive and significant effect on child's overall well-being ( $\beta=.756, p<.001$ ) (see Table 5 and Figure 2).

Therefore, we tested the mediating effect of child's self-esteem on the relationship between mother's parenting practices and child's overall well-being (see Table 6 and Figure 3). To test for multiple mediating effects, we conducted a bias-corrected bootstrapping test using phantom variables. The results confirmed a positive mediating effect of child self-esteem on the relationship between mother's authoritative parenting practices and child's overall well-being ( $\beta=.110, p<.01$ ) (see Table 6 and Figure 3).

**Table 5:** Result of Direct Path Analysis

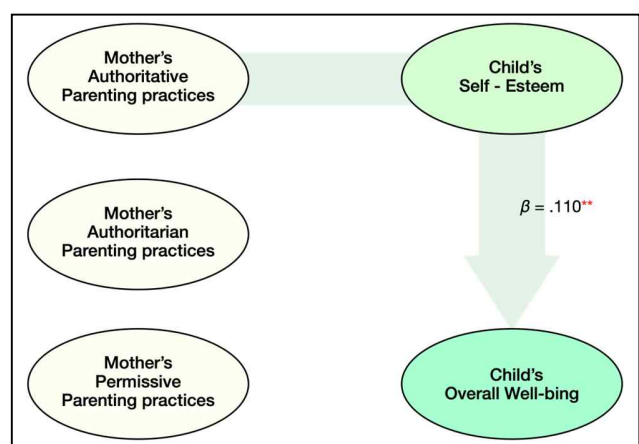
Direct Path <sup>a</sup>		B	$\beta$	S.E	C.R	p-value
Authoritative	→ Self-esteem	0.185**	0.145**	0.070	2.642	0.008
	→ Well-Being	0.044	0.046	0.046	0.958	0.338
Authoritarian	→ Self-esteem	0.097	0.077	0.059	1.659	0.097
	→ Well-Being	0.004	0.004	0.039	0.108	0.914
Permissive	→ Self-esteem	0.017	0.016	0.073	0.228	0.820
	→ Well-Being	-0.062	-0.080	0.048	-1.283	0.200
Self esteem	→ Well-Being	0.567***	0.756***	0.038	15.056	< 0.001

Note: \* $p<.05$ , \*\* $p<.01$ , \*\*\* $p<.001$ ; a: Authoritative (Mother's Authoritative Parenting practices), Authoritarian (Mother's Authoritarian Parenting practices), Permissive (Mother's Permissive Parenting practices), Self-esteem (Child's Self-esteem), Well-Being (Child's Overall Well-Being)



**Figure 2:** Model 1. Direct Path Analysis

Note: \*\* $p<.01$ , \*\*\* $p<.001$ ; The analysis revealed that only authoritative mothers' parenting behaviors had a positive and significant effect on child's self-esteem ( $\beta=.758, p<.01$ ). Child's self-esteem also had a positive and significant effect on child's general well-being ( $\beta=.756, p<.001$ )



**Figure 3:** Model 2. Mediated Path Analysis

Note: \*\* $p<.01$ , \*\*\* $p<.001$ ; Bias Corrected Bootstrapping tests confirmed a positive mediating effect of child self-esteem on the relationship between mother's authoritative parenting behavior and child's overall well-being ( $\beta=.110, p<.01$ ); \*\* $p<.01$

**Table 6:** Result of Mediated Path Analysis

Intermediate Path <sup>a</sup>			B	$\beta$	S.E	C.R	p-value
Authoritative	→ Self-esteem	→ Well-Being	0.105**	0.110**	0.040	2.604	0.009
Authoritarian	→ Self-esteem	→ Well-Being	0.055	0.058	0.033	1.653	0.098
Permissive	→ Self-esteem	→ Well-Being	0.009	0.012	0.042	0.228	0.820

Note: \*p<.05, \*\*p<.01, \*\*\*p<.001; a: Authoritative (Mother’s Authoritative Parenting practices), Authoritarian (Mother’s Authoritarian Parenting practices), Permissive (Mother’s Permissive Parenting practices), Self-esteem (Child’s Self-esteem), Well-Being (Child’s Overall Well-Being)

#### 4. Discussion

Based on the results of this study, the following discussion can be made. First, when we examined the effects of mothers' parenting practices in the preschool years on child's self-esteem and general well-being in the late school years, we found that mothers' authoritative parenting practices in the preschool years had a positive effect on child's self-esteem in the late school years. That is, mothers' authoritative parenting practices with high levels of affection and control positively affect child's self-esteem. This finding is consistent with previous studies that have reported a relationship between parental parenting practices and child's self-esteem. Previous research has also supported this study's assertions, reporting that appropriate parental affection, defined as authoritative parenting, enhances a child's sense of agency, and promotes communication within peer groups, which in turn improves a child's self-esteem (Min, 2020).

Second, child's self-esteem was found to have a direct positive effect on child's overall well-being. When we examine the relationship between child's self-esteem and overall well-being, we find that self-esteem has a positive effect on overall well-being, such that the higher the child's self-esteem, the higher the overall well-being. These findings support research suggesting that child's self-esteem affects overall well-being (Yoo et al., 2015), that child with higher self-esteem have higher well-being (Chun et al., 2014), and that child with higher self-efficacy evaluate themselves positively, which leads to improved well-being, higher self-esteem, and better coping with stress (Park, 2011).

Third, during the preschool years, mothers' authoritative parenting practices influenced child's overall well-being through child's self-esteem. Although we did not find a statistically significant path between mother's authoritative parenting practices and child's overall well-being in the direct path, we did find a significant path through self-esteem, so we can say that child's self-esteem has a direct mediating effect. In other words, the mother's authoritative parenting practices have a positive effect on the child's self-esteem, which can lead to the child's overall well-being. This supports the importance of maternal supportive and

affectionate parenting in promoting child's overall well-being, which in turn positively affects child's self-esteem (Rha et al., 2021).

To summarize our findings, we found that mothers' authoritative parenting practices in the preschool years affect child's self-esteem in the late school years, and child's self-esteem affects child's overall well-being. We also found that child's self-esteem is a direct mediator, and mothers' authoritative parenting practices lead to child's overall well-being. Based on the above discussion, the recommendations of this study are as follows. First, since child self-esteem was identified as a strong influential factor leading to child's overall well-being, we can focus on ways to improve child's self-esteem to promote child's well-being (Lee & Chung, 2018). In addition, among mothers' authoritative, authoritarian, and permissive parenting practices, authoritative parenting practices had a positive effect on child's self-esteem improvement and influenced child's overall well-being through child's self-esteem, so it is necessary for mothers to adopt authoritative parenting practices. The more warm, affectionate, and rational explanatory parenting mothers provide, the more confident child feel in their choices, which leads to self-esteem and self-satisfaction, which positively affects child's well-being.

Although this study was limited by the fact that it was conducted using panel data and did not simultaneously control for other variables, it is significant because it examined longitudinally whether mothers' parenting practices in the preschool years affected child's self-esteem or overall well-being in the late school years, and the analysis confirmed that mothers' authoritative parenting practices affected child's overall well-being through the mediation of child's self-esteem.

#### 5. Conclusions

This study focused on child's overall well-being and analyzed the relationship between mothers' authoritative, authoritarian, and permissive parenting behaviors in the preschool years and child's overall well-being in the late school years, as well as the mediating effect of child's self-esteem. In summary, the results of this study answered the

research questions posed in this study as follows.

First, mothers' parenting practices in the preschool years were not directly related to child's well-being in the late school years but had a direct effect on child's self-esteem. On the other hand, the child's self-esteem had a direct effect on the child's well-being.

Second, authoritative parenting practices had an indirect positive effect on child well-being through the mediating effect of child self-esteem.

Third, the direct mediating effect of child's self-esteem in the path from mother's authoritative parenting practices to child's well-being was confirmed.

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