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**Understanding The Link Between Parent-Child Relationships and Children's Conflict
Responses: An Emotional Security Mediation Analysis**

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Abstract

Parent-child relationships are a pivotal aspect of children's development and a key predictor in developmental outcomes. Autonomy and warmth in parent-child relationships have been associated with children's adaptive regulation during stressful events; however, these effects have not been extensively explored in relation to interparental conflict. Given the explanatory nature of emotional security for children's outcome behavior in the context of conflict, this study examined whether emotional security mediated the relationship between parent-child relationships and children's responses to conflict of varying levels—mild, moderate, and high. Participants were adolescents drawn from a longitudinal study on family relationships ($N = 184$). Path analysis revealed that the link between parent-child relationships and children's responses to mild and moderate conflict was mediated by emotional security, only for parent-child relationships characterized by autonomy. Warm parent-child relationships were not significantly linked to children's conflict response via emotional security, at any conflict level. The results of our study suggest that autonomous parenting may have a positive impact on children's behavior in the aftermath of a conflict and reveal implications for future intervention programs targeted at conflict resolution.

Keywords: autonomy, warmth, interparental conflict, emotional security, children's conflict responses

Understanding The Link Between Parent-Child Relationships and Children's Conflict Responses: An Emotional Security Mediation Analysis

Marital conflict is one of the family processes that has been widely implicated in children's developmental outcomes. While conflict is a natural part of marital relationships, its impact on a child's development is of great significance. Interparental conflict is defined as an interaction between parents that involves a difference in opinion, either positive or negative (Cummings et al., 2003). Generally, we consider conflict to be negative, but research indicates that it is not the presence of conflict that leads to child maladaptation; rather, it is the parents' behavior during conflict. Davies & Cummings (1994) divide marital conflict into two categories: constructive and destructive. A conflict is constructive when parents handle it positively by displaying behaviors such as verbal and physical affection, problem-solving, and support (Goeke-Morey et al., 2003). Conversely, destructive conflicts involve hostility, withdrawal, insults, and verbal or physical aggression (Goeke-Morey et al., 2003). Conflict behaviors are fundamental in understanding marital conflict, but they do not help us understand children's responses to conflict, the familial relationships that predict these responses and the mechanistic pathway through which these responses can be understood.

Parent-child Relationships

The association between different dimensions of the parent-child relationship and conflict has been drawn from several theoretical perspectives, although most of them have not explored the mechanisms involved in this association. A hypothesis that dominates research with an attempt to explain this association is the spillover hypothesis. The spillover hypothesis suggests that emotions and affects generated during marital conflict, transfer into the parent-child relationship (Erel & Burman, 1995). Warmth and love expressed during conflict, spills into the

parent-child relationship and affirms the child's internal representations. This allows parents to engage in positive parenting behaviors such as warmth and providing autonomy for their children (Krishnakumar & Buehler, 2000). However, when expressions of hostility during conflict spill into the parent-child relationship, they create dysfunctional parent-child interactions, such as control, anger, and coldness. Thus, marital conflict may pose some risk for children, given that autonomy and warmth are fundamental developmental tasks that influence adjustment (Noom et al., 2001). Researchers have long studied the effects of autonomy and warmth on childhood development, but few have investigated the impact of warmth and autonomy during conflict and the mechanisms through which they work. Studies have established a mechanism underlying the effects of conflict on children called the emotional security.

Emotional Security

Emotional security theory (EST) has been well-documented in research as the mechanism through which the effects of marital conflict on children can be understood. Emotional security is an emotional regulation process which helps kids adapt to situations that threaten their safety and security within the family. EST posits that children are constantly striving to feel secure in the family unit (Davies & Cumming, 1994). However, destructive marital conflict compromises children's emotional security, thus affecting their adjustment.

According to EST, threats to children's security in the interparental relationship, trigger in 3 different response process: (1) emotional reactivity, (2) excessive regulation, and (3) hostile internal representation (Davies & Cummings, 1994). These processes prime children's goals following a conflict. The emotional reactivity process describes the children's level of physical, psychological, and emotional arousal. The level of arousal determines the resources children

adopt to respond to the conflict and protect their security (Saarni., et al 1998). Regulation process involve expending energy to regulate the effects of exposure to interparental conflict. Some regulation processes may include avoiding the conflict or talking about; intervening or taking responsibility of the conflict and confronting the emotions provoked by the conflict; to regain their emotional security (Cumming & Davies, 1996). Thirdly, internal representations. Representations help children construct meanings about the security in the family following conflict, and provides a framework for other interparental events, besides conflict, that may undermine security (Thompson et al., 1995). Thus, it is important how each of these processes translate into children's behavior and developmental outcomes.

Children's Conflict Responses

One outcome of great interest is children's responses to interparental conflict. Understanding children's responses to conflict, gives us an insight on processes that children use to regulate their emotions following conflict—avoidance, intervention, or autonomy—which in turn, could inform how we structure interventions to promote positive regulatory processes. Additionally, the way children respond to interparental conflict is important for understanding the effects on children's adjustment in other circumstances besides conflict. Research has shown that, children's internal representations about behavioral responses, are established from aspects of the parent-child relationship i.e., autonomy and warmth (Shamir et al., 2001). However, limited research has identified the specific aspects that are linked to children's responses, specifically conflict responses and the mechanisms involved in that association.

The Present Study

Therefore, this research aimed to fill that gap by examining the influence of dimensions of the parent-child relationship—warmth and autonomy—on children's conflict responses. Given

the importance ascribed to these emotional dimensions of the parent-child relationships (Krishnakumar et al., 2003), it is necessary to also investigate the emotional regulatory processes that may underscore children's conflict responses, in relation to the parent-child relationship.

For this study, it was hypothesized that warmth and autonomy are significantly linked to children's conflict responses, through emotional security (as a mediator), despite the level of conflict children are exposed to mild, moderate, and high.

Method

Participants

Participants in the current study were families from a multi-site 6-wave longitudinal project investigating family processes, marital conflict, and children's psychological adjustment in a representative community. Participants were recruited through local school districts and community centers in a Northeastern metropolitan area and a small Midwestern city. Families were included in the project if they met the following eligibility criteria: (a) the primary caregivers had a child in kindergarten; (b) the kindergarten child and two primary caregivers lived together for at least the preceding 3 years; and (c) the primary caregivers and child were fluent in English. Data collection for this study occurred at 6-time points (T1-T6), which were divided into phase 1 (i.e., T1-T3) and phase 2 (i.e., T4-T6). The average age of children at the beginning of phase 1 (T1) was 6.0 years ($SD = .44$; range = 5 to 6 years old), with 55% of the sample consisting of females. The second phase of data collection was 7 years after T1; therefore, the participants were adolescents at T4 - T6. The present study focused on examining data collected from T4 to T6.

The sample consisted of 263 families. Most adolescents identified as White (74%), followed by smaller percentages as African American (17%), multi-racial (8%), and other racial

backgrounds (1%). Approximately 4% of the adolescents identified as Latino. Most adolescents lived with their biological mothers (93%) and fathers (79%), with the remainder living with adoptive parents (2.9% and 3.5%), stepparents (1.1% and 12.5%), or adult guardians (3.3% and 4.8 %). The longitudinal design of the study consisted of three annual measurement occasions. Retention rates across contiguous time points were 92% and 94%. The average age of adolescents at T4 was 12.58 years ($SD = .57$; age range = 11 to 14 years old), with approximately 50% of the sample consisting of girls. The median household income of the families was between \$55,000 and \$74,999 per year. Mothers and fathers reported median education levels of some college education (52.88% mothers, 54.72% fathers). Most parents (85%) were married at the beginning of the study (T1) of the study, only thirty-six couples separated or divorced between T1 and T4 and two fathers passed away during the study.

Measures

Security in the Interparental Subsystem (SIS) Scale

The SIS is a 37 items total (originally 40), assesses the three component processes of the EST (emotional reactivity, regulation of exposure to parental affect, and internal representations of interparental relationships) on 7 factors (Davies et al., 2002). Emotional reactivity is comprised of two factors. The first, emotional reactivity, has 10 items (i.e., "When my parents fight, I feel sad"). Items on this factor can be summed to form an emotional arousal subscale and an emotional dysregulation subscale. Second, behavioral dysregulation has 3 items, "When my parents have an argument I yell at, or say unkind things to, people in my family." Regulation of exposure to parental affect is comprised of 2 factors. First, avoidance has 7 items, "When my parents have an argument I keep really still, almost as if I were frozen." Second, involvement which has 6 items, "When my parents have an argument, I feel sorry for one or both of my

parents. Internal representations of interparental conflicts are also composed of 3 factors. First, constructive family representations which as 4 items, "When my parents have an argument the family is still able to get along with each other." Second, destructive family representations, "When my parents have an argument I worry about my family's future." Third, conflict spillover representations which as 4 items, "When my parents have an argument, I feel caught in the middle." Children were asked to answer items in relation to the past year, scored on a 4-point continuum (1=*not at all true of me* to 4=*very true of me*). Internal consistencies for 6 of the 7 factors was above .70. Behavioral Dysregulation with alphas =.65 and .52 was the only factor below the .70 standard of acceptability (Nunnally, 1978). Smaller scales tend to yield lower internal consistency values. Test-Retest (interval of two-weeks) was above .70 for every scale but behavioral dysregulation $r(90) = .59$. Children filled out this question at T4, T5 and T6. For this sample, internal reliability for the full scale was $\alpha = 0.83$.

Parent Acceptance and Rejection Questionnaire, Child Version (PARQ-C)

PARQ-C is designed to assess four aspects of acceptance/rejection for children typically in the adolescence stage. It assesses youth's perceptions about the way they feel their respective parent(s) treat them. Adolescents completed the PARQ-C at T4-T6, for this study, only data collected at T4 for this measure was used. PARQ-C has 60 items and four scales: 1) warmth/affections with 20 items, 2) hostility/aggression with 15 items, 3) indifference/neglect with 15 items, and 4) undifferentiated rejection with 10 items. Each item is answered on a 4-point scale, ranging from 1=*almost never true* to 4=*almost always true*. For this current study, only the warmth/affection subscale will be used. The perceived warmth subscale consists of items such as "my mother makes me feel wanted and needed." Children reported levels of perceived warmth for both mother and father, and responses were aggregated to create an overall

impression of parental warmth during childhood. Scores on the subscale are summed up so that higher scores indicate higher warmth/affection. Rohner (1990) found Cronbach's alpha was .87 and reliability was .90. PARQ-C has also demonstrated good concurrent validity with a weight management scale [$r(283) = .38, p < .001$] and a body dissatisfaction scale (Cohn et al., 1987, [$r(283) = .42, p < .001$]). The mean test/retest reliability of the Child PARQ across periods ranging from 3 weeks through 10 years is .62. A meta-analysis by Khaleque and Rohner (2002) found the average of unweighted effect sizes (alphas) to be .86 for the Total PARQ and .90 for the warmth/affection subscale. They also found the average of weighted effect sizes (alpha) to be .89 for total PARQ and .91 for the warmth/affection subscale. For the current sample, the average reliability coefficient was 0.94 for the warmth subscale.

Children's Report of Parental Behavior Inventory (CRPBI)

The revised version of the CRPBI is a 90-item self-report measure of children's perceptions of parenting behavior (Raskin et al., 1971). Participants fill out the measure twice, to allow them to rate their mother and father's behavior. There are 90 items in total on the scale. Of the 90 items, 48 items were found, based on factor analysis, to comprise three primary subscales (involvement, negative control, and lax discipline [lack of autonomy]). Involvement reflects an active interest and engagement in a child's experiences and activities (i.e., "listened to my ideas"). Negative Control reflects a parent's attempts to control a child's behavior in psychologically harmful ways (i.e., "said I would be sorry I was bad"). Lax discipline reflects a lack of autonomy, and places emphasis on the children's lack of independence to make their own decisions, (i.e., "keeps a careful check on me to make sure I have the right kind of friends."). For this study, only the 15-item autonomy subscale was used. Items were scored from 1=*never* to 5=*almost always or always true*, with a higher score indicating a high deficiency in autonomy

Reliability for this subscale ranged from .81 to .94 in the Raskin et al. study and was similar in the current study, ranging from .82 to .91.

Audiotaped Conflict Task - Child Interview

In this task, children listened to audiotaped vignettes of simulated marital conflict. The three vignettes depicting marital conflict were presented in order of increasing intensity, with 1 minute of silence between each tape. These tapes came from a six-tape series designed to present specific components of marital conflict (see Margolin et al., 1992, for additional detail). Children were instructed to imagine that the conflict was taking place between their parents. The first vignette presented disagreement, with the mother speaking in a slightly irritated voice (i.e., “mild”). In the second vignette, disagreement was voiced in an increasingly angry manner by both parents (i.e., “moderate”). The third vignette portrayed verbal anger, defensiveness, and passive aggression expressed through sarcasm and name-calling (i.e., “high”). After listening to each audio vignette — mild, moderate, high — the children completed a questionnaire with questions about how often their parents talk like the people in the audio, the similarity between the disagreement in the video and disagreements between their parents, and how they would feel if they were present when their parents were talking like the people in the audio. The scale also measures parents’ behavior during and after the conflict and how behaviors demonstrated during conflict influence children’s emotional and cognitive goals after witnessing interparental conflict. For this study, only items related to the children’s responses after the conflict were used. Items are on a 6-point scale (0= *not at all* to 5= *a whole lot*). The last item on the subscale was reverse coded such that when scores from all three vignettes are summed up, higher scores (out of a total possible score of 24) indicated dysregulated responses to conflict. Reliability in the current sample was mild—T4 $\alpha = 0.87$, moderate T4: $\alpha = 0.89$; and high T4: $\alpha = 0.88$.

Procedure

Participants were recruited by distributing flyers and postcards in the local communities. Recruiters also sent flyers home with children through schools, placed them in daycare agencies, and distributed them via booths at community events. Families attended two visits at each time point of data collection, about a week apart. Each session was approximately 2.5 hours. The mother, father, and child were invited to attend the first visit of each, whereas only the mother and child were requested to attend the second visit. At each session, informed consent and assent were obtained, and monetary compensation was provided for participation. Transportation and childcare were also provided if necessary. At T4, T5, and T6 children completed the SIS, Conflict Response Interview, PARQ, and CRPBI scales. The treatment of participants was in accordance with the ethical standards of the American Psychological Association and all study procedures were approved by the local institutional review boards (IRBs) at the universities.

Debriefing

At the end of the interaction, all children were thoroughly debriefed by the examiner. They were told that conflicts were a common occurrence in normal family life but that constructive conflict resolutions were important and that the one they had listened to be a simulation.

Data Analysis

Before running primary analyses, comparisons of rates of missing data for each variable across three time points were performed on SPSS 27 using the Missing Value Analysis function. Examination of patterns of missingness suggested that missing data on some variables over time were dependent on other observed variables. A separate variance t-test suggested that missing values of age at baseline predicted missing values of children's conflict responses at T6 ($p =$

0.032). Measures of emotional security also predicted patterns of missingness for parental warmth at baseline levels ($p = 0.0019$). Although Little's missing completely at random (MCAR) test was non-significant ($\chi^2(183) = 511, p > 0.05$) which may be considered reasonable support for the data is missing completely at random (MCAR), to account for a high percentage (35%) of missing data on the children's conflict responses measure at T6, data was treated as if it were missing at random (MAR). Therefore, data were handled using full information maximum likelihood (FIML) estimation.

To assess relationships between variables and determine covariates, correlation analysis was performed on each variable across all timepoints. Age and gender were not significantly correlated with the outcome variable across all time points. As a result, they were not considered covariates. The distribution of each of the study variables was plotted using histograms. The observation of histograms suggested that the distribution of warmth was negatively skewed. Skewness statistics for warmth fell between -1.019 and -1.165. The statistic of skewness on autonomy fell between -.008 to .144, visually represented by a histogram with a normal to slight positive skewness. Emotional security and children's conflict responses resembled a normal distribution. However, scatter plots indicated that variables did not move in the expected direction, and assessments of linearity suggested non-linear patterns which lead to the assumption that extreme cases were influencing their distribution, hence the rigorous analysis of outliers. To examine the influence of outliers, leverage points and cook's distance graphs were used. Additionally, studentized points greater than ± 3 was used as a criterion to confirm outliers that need to be removed. Only 6 residuals were found greater than ± 3 and were all removed based on the confirmation of Cook's distance that they were influential cases.

The exclusion of influential points improved linearity when residuals were plotted against predicted values to examine non-linear patterns after excluding outliers.

Path analysis was performed using R to evaluate indirect relationships between parental warmth and autonomy, and children's conflict responses for three different levels of conflict intensity: mild, moderate, and high via emotional insecurity

Results

Descriptive Statistics

Table 1 provides bivariate correlations of all study variables. Autonomy at baseline (T4) was significantly correlated with emotional security and warmth at baseline. Consistent with research, measures of emotional security and children's response to the conflict were significantly correlated across all timepoints. Moreover, only autonomy scales were correlated with age.

For descriptive purposes, Table 2 shows the means, standard deviations, and ranges.

Model 1

The first analysis examined the indirect effect of parental warmth and autonomy, and children's response to mild levels of marital conflict via emotional security. Unstandardized parameter estimates are presented in text. Model results are also depicted in a path diagram; see Figure 1. Warmth was associated with children's responses to mild conflict ($b = -0.008$, $s.e. = 0.036$, $p = .82$) and with emotional security about the interparental relationship ($b = -0.155$, $s.e. = 0.139$, $p = 0.26$). Autonomy was associated with children's responses to mild conflict ($b = -0.071$, $s.e. = 0.04$, $p = .10$) and with emotional security about the interparental relationship ($b = 0.517$, $s.e. = 0.181$, $p = 0.004$). Emotional insecurity, in turn, was associated with children's responses to mild conflict ($b = 0.071$, $s.e. = 0.025$, $p = 0.004$).

Model 2

The second analysis examined the indirect effect of parental warmth and autonomy, and children's response to moderate levels of marital conflict via emotional security. Model results are also depicted in a path diagram; see Figure 2. Warmth was associated with children's responses to mild conflict ($b = -0.008$, $s.e. = 0.031$, $p = .807$) and with emotional security about the interparental relationship ($b = -0.141$, $s.e. = 0.141$, $p = 0.318$). Autonomy was associated with children's responses to mild conflict ($b = -0.075$, $s.e. = 0.037$, $p = 0.043$) and with emotional security about the interparental relationship ($b = 0.453$, $s.e. = 0.183$, $p = 0.013$). Emotional insecurity, in turn, was associated with children's responses to moderate conflict ($b = 0.094$, $s.e. = 0.020$, $p < 0.001$).

Model 3

The third analysis examined the indirect effect of parental warmth and autonomy, and children's response to moderate levels of marital conflict via emotional security. Model results are also depicted in a path diagram; see Figure 3. Warmth was associated with children's responses to mild conflict ($b = 0.034$, $s.e. = 0.053$, $p = 0.523$) and with emotional security about the interparental relationship ($b = -0.168$, $s.e. = 0.140$, $p = 0.228$). Autonomy was associated with children's responses to mild conflict ($b = -0.113$, $s.e. = 0.067$, $p = 0.09$) and with emotional security about the interparental relationship ($b = 0.534$, $s.e. = 0.181$, $p = 0.03$). Emotional insecurity, in turn, was associated with children's responses to moderate conflict ($b = 0.031$, $s.e. = 0.035$, $p = 0.368$).

There was no significant indirect effect of warmth on children's conflict responses varying levels of conflict intensity: mild (95% CI [-0.032, 0.010]), moderate (95% CI [-0.040, 0.013]) or high (95% CI [-0.019, 0.009]). For parental autonomy, there was a significant indirect

effect of autonomy on children's conflict responses varying levels of conflict intensity: mild (95% CI [0.002, 0.072]) and moderate (95% CI [0.006, 0.080]), except for high intensity conflict (95% CI [-0.021, 0.055]), which was not significantly different from zero.

Discussion

This study was designed to test the role of emotional security as a mediator for the relationship between children's responses to different levels of conflict (mild, moderate, and high), and parental warmth and autonomy. It was hypothesized that emotional security would serve as a mediator for autonomy and warmth, and children's conflict responses across all levels of conflict. The results showed that there was a significant indirect effect between autonomy and children's responses to mild and moderate levels of conflict but not high levels of conflict. Adolescents' emotional security fully mediated the effect of autonomy on children's responses to mild conflict and partially mediated the effect of autonomy on children's responses to moderate conflict. However, the results suggested that there was a non-significant indirect effect between warmth and children's responses to mild, moderate, or high conflict.

In accord with our hypotheses, autonomy was indirectly related to children's conflict responses. These findings are consistent with multiple research studies, showing that not only is autonomy a critical component of adolescence, but it is also predictive of children's responses and coping patterns to stressful events such as interparental conflict (Zimmer-Gembeck and Locke, 2007). Autonomy-supportive parents provide a representation of handling negative emotions that arise during a stressful event. This, in turn, grants children the freedom to explore negative emotions and establish strategies that guide their responses to future stressful events (Dunsmore et al., 2009). Liberty to experience emotions as they arise after witnessing interparental conflict, combined with the strategies used to handle those emotions, characterizes

regulated responses to conflict. However, even though autonomy in the parent-child relationship is important for children's regulated responses, based on our results, these findings do not hold for highly intense conflict. This may be because, in the adolescent stage, children are only equipped to handle mild to moderate stressors. Extremely stressful events require sophisticated cognitive and emotional strategies, which most early adolescents do not develop until late adolescence to early adulthood (Gong et al., 2016).

By contrast, warmth does not appear to predict children's response to conflict. Adolescents require less coaching and need greater emotional and behavioral independence, which reduces their receptiveness to methods that work for younger children (Katz & Hunter, 2007). Unlike babies, infants, and pre-adolescents—for example—who require more warmth from their parents, adolescents need acceptance along with support for the ability to deal on their own with emotional difficulties (Yap et al., 2008). Even though warmth has been implicated in the development of adaptive behavior and positive adjustment outcomes, it is not predictive of children's immediate responses to conflict. Parental warmth predicts social competence but not the ability to regulate negative affect (Davidov & Grusec., 2006). Thus, we are less likely to expect children to employ representations of parental warmth as a guiding tool for dealing with stressful events such as interparental conflict, of any level.

Limitations and Future Studies

The implications of findings from this study need to be considered in the context of the following limitations. Firstly, the data used in this study is from a longitudinal study, which means there was some missing data from Time 4 to Time 6. Although the missing data analysis indicated that the data were likely to be missing completely at random, it would be beneficial for this study to be replicated, with more data points than were available for the present analysis.

Secondly, the demography of the dataset predominantly consists of white families in the Midwestern region of the United States. Thus, the results of this study are generalizable to a limited population. Moreover, because this study was one of the first few studies to use the audio-taped conflict task along with children's conflict response measure, its use was specifically customized for the current research design. Regardless of the high validity and reliability of the customized measure, this could make it difficult to replicate. Future research could use the full scale to provide a comprehensive picture of the relations between autonomy and warmth, and children's conflict responses and goals during and after a conflict.

A future study could juxtapose the design of this study with a similar design but with younger children (pre-adolescents) to investigate the different emotional and cognitive representations of the parent-child relationship in children, and how kids use these representations to deal with typical stressors within the family system. This could help us understand how certain elements of the parent-child relationship serve different developmental needs, and how children benefit from these elements considering stress-inducing events such as conflict. Additionally, a large body of research suggests that maternal autonomy support is a critical resource for adolescents to navigate the developmental period (Brenning et al., 2015). It would be worthwhile to investigate whether the findings on autonomy and warmth are parent-specific. This would help us understand how the dynamics of a father-child and mother-child relationship contribute to children's response mechanisms, following exposure to interparental conflict.

Implications and Conclusion

Considering that the adolescent stage is characterized by heightened stress reactivity as indicated in the hypothalamic-pituitary-adrenal (HPA) axis and other neurobiological systems

(Morris et al., 2007). It is beneficial to highlight the relationships in a child's ecological system that profoundly influence how they navigate one of the most stressful developmental stages of their life. One such relationship is the parent-child relationship which has been well documented as a primary predictor of children's outcome behavior. As evidenced by the results of this study, elements of the parent-child relationship such as warmth and autonomy can serve as a template for children's responses to interparental conflict.

As far as intervention design is concerned, the results of this study emphasize the importance of cultivating healthy conflict behaviors in interventions targeted at handling interparental conflict, because healthy conflict behaviors spill over to the parent-child relationship, which in turn informs children's conflict responses. Furthermore, the results of the current study underscore the importance of delivering interparental conflict interventions in conjunction with parent-child interventions, which both contribute to emotional security—a key component of adolescent outcomes regarding conflict.

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Table 1*Bivariate Correlations Among all Study Variables*

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1. Gender	1																		
2.Age	0.002	1																	
3.SIS (T4)	-0.056	-0.104	1																
4.SIS(T5)	-0.004	-0.097	.727**	1															
5.Warmth (T4)	-0.036	-0.091	-0.04	-0.115	1														
6.Warmth (T5)	-0.005	0.031	-.173*	-.284**	.548**	1													
7.Warmth (T6)	-0.037	-0.065	-0.09	-.229**	.399**	.609**	1												
8.Autonomy (T4)	-.178*	-.226**	.221**	0.163	.266**	0.124	0.118	1											
9.Autonomy (T5)	-0.125	-0.035	0.089	.197*	.203**	0.033	0.068	.436**	1										
10.Autonomy (T6)	-0.125	-0.035	0.089	.197*	.203**	0.033	0.068	.436**	1.000**	1									
11.ChildAfterConflictResponseMild(T4)	-0.011	0.036	.459**	.445**	-.178*	-.162*	-.173*	0.144	-0.011	-0.011	1								
12.ChildAfterConflictResponseModerate(T4)	-0.038	-0.033	.482**	.438**	-.228**	-.190*	-0.144	.170*	-0.005	-0.005	.858**	1							
13.ChildAfterConflictResponseHigh(T4)	-0.058	0.065	.273**	.254**	-.180*	-.201*	-0.076	0.048	-0.016	-0.016	.314**	.339**	1						
14.ChildAfterConflictResponseMild(T5)	-0.003	0.033	.427**	.343**	-.181*	-.282**	-.218*	-0.047	-0.089	-0.089	.472**	.521**	.258**	1					
15.ChildAfterConflictResponseModerate(T5)	0.04	-0.025	.436**	.364**	-.205*	-.251**	-0.122	-0.025	-0.107	-0.107	.421**	.411**	.278**	.822**	1				
16.ChildAfterConflictResponseHigh(T5)	0.039	0.099	.220*	0.156	-0.124	-.226**	-0.112	-0.045	-0.011	-0.011	.183*	.188*	.500**	.507**	.569**	1			
17.ChildAfterConflictResponseMild(T6)	-0.085	-0.098	.341**	.508**	-0.096	-.306**	-.269**	-0.038	0.011	0.011	.293**	.286**	.360**	.449**	.344**	.253**	1		
18.ChildAfterConflictResponseModerate(T6)	-0.052	-0.11	.441**	.481**	-0.069	-.180*	-.194*	-0.041	-0.027	-0.027	.187*	.265**	.364**	.474**	.467**	.360**	.693**	1	
19.ChildAfterConflictResponseHigh (T6)	-0.077	0.069	0.155	.193*	-0.049	-0.098	0.021	-0.093	-0.027	-0.027	0.056	0.04	.399**	.337**	.414**	.599**	.428**	.403**	1

* Correlation is significant at the 0.05 level (2-tailed). **Correlation is significant at 0.01(2-tailed)

Table 2*Means, Standard deviations and Ranges*

Variable	N=184	<i>M</i>	<i>SD</i>	Range
1. Age	(T4)	12.58	0.57	3.00
2. Emotional Security(T4)		83.46	19.50	83.00
3. Emotional Security(T5)		84.27	21.14	99.00
4. Parental Warmth(T4)		82.71	12.60	66.00
5. Parental Warmth(T5)		82.62	12.78	64.00
6. Parental Warmth(T6)		80.83	13.91	80.00
7. Parental Autonomy(T4)		40.98	9.64	47.50
8. Parental Autonomy(T5)		38.13	10.49	56.50
9. Parental Autonomy(T6)		38.13	10.49	56.50
10. CR: Mild(T4)		5.49	5.12	23.00
11. CR: Moderate(T4)		5.20	4.96	21.00
12. CR: High(T4)		12.84	7.65	28.00
13. CR: Mild(T5)		5.48	5.49	23.00
14. CR: Moderate(T5)		5.02	4.78	20.00
15. CR: High(T5)		11.77	7.91	28.00
16. CR: Mild(T6)		5.11	4.63	20.00
17. CR: Moderate(T6)		5.24	4.03	18.00
18. CR: High (T6)		11.51	7.76	28.00

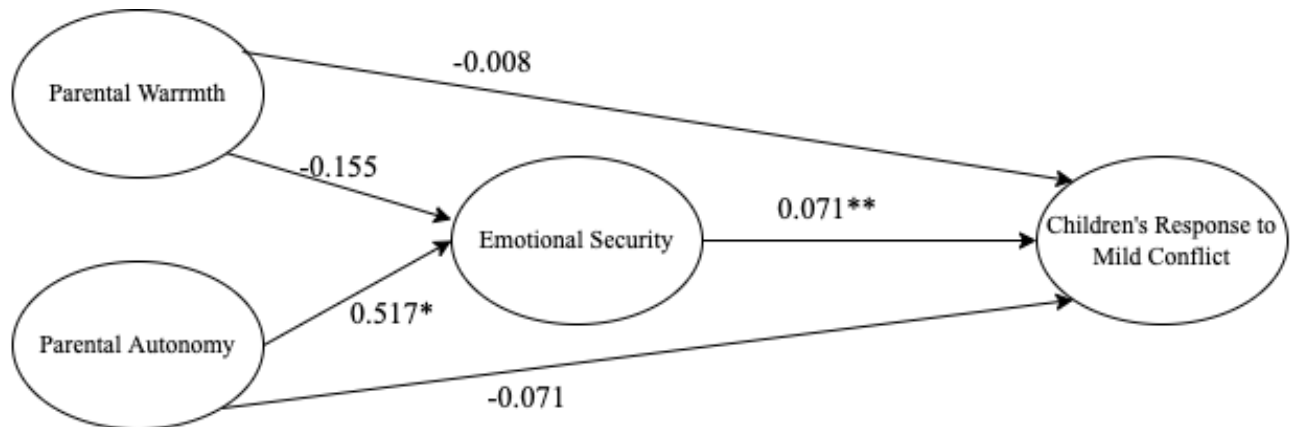
Figure 1

Figure 1. Results for Model 1 examining the indirect effect of parental warmth& autonomy, and children's response to conflict via emotional security. The figure depicts unstandardized regression coefficients. Unstandardized parameter estimate of the indirect effect for warmth: $b = -0.011$, $s.e. = 0.010$, $p = 0.293$; autonomy: $b = 0.037$, $s.e. = 0.018$, $p = 0.04$
* $p < .05$; ** $p < .01$; *** $p < .001$.

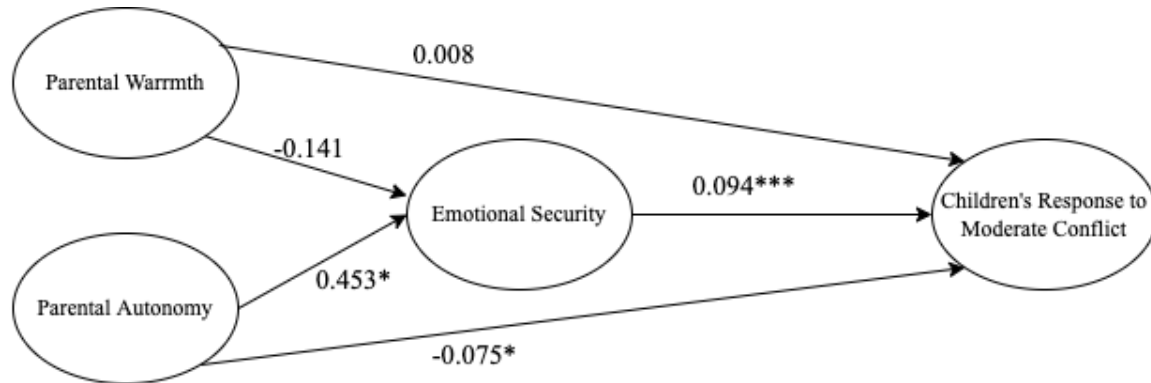
Figure 2

Figure 2. Results for Model 1 examining the indirect effect of parental warmth& autonomy, and children's response to conflict via emotional security. The figure depicts unstandardized regression coefficients. Unstandardized parameter estimate of the indirect effect for warmth: $b = -0.013$, $s.e. = 0.013$, $p = 0.325$; autonomy: $b = 0.043$, $s.e. = 0.019$, $p = 0.024$

* $p < .05$; ** $p < .01$; *** $p < .001$.

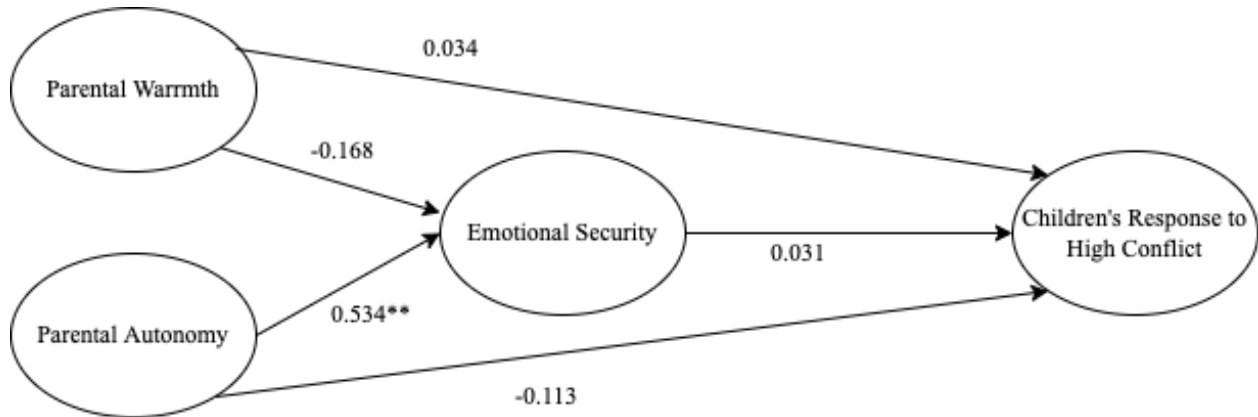
Figure 3

Figure 3. Results for Model 3 examine the indirect effect of warmth & autonomy, and children's response to high-intensity marital conflict via emotional security. The figure depicts unstandardized regression coefficients. Unstandardized parameter estimate of the indirect effect for warmth: $b = -0.005$, $s.e. = 0.007$, $p = 0.457$; autonomy: $b = 0.017$, $s.e. = 0.019$, $p = 0.386$. * $p < .05$; ** $p < .01$; *** $p < .001$.