



Psychosocial Effect of Parental Conflicts on Youngsters' Behavior Growth

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Abstract: *There is no relationship entirely free from conflict and disagreement. Children suffer when their parents fight. When parents argue, children show sadness. Their reactions are fear, anxiety, anger, sadness, and depression, and they are at a high risk of worsening. The main goal was to examine parental conflict and how it hurts the growth of children's behavior in demographic and cultural contexts. The research was done in the urban areas of District Lahore, Punjab, Pakistan. A multistage sampling method was used to get a sample of 400 respondents between the ages of 10 and 19 who had both parents. To find out about the research goals, a well-made questionnaire was made. Data analysis, based on univariate and bivariate (chi-square and gamma test), was used to examine the responses and how they were related to the destructive effect on behavior growth. The results of a quantitative study showed that most people who had a lot of fighting between their parents at home had many bad things happen to them as they grew up. The chi-square value is significant at (0.000). In the sample, insufficient behavior growth was strongly linked to age, family type, number of siblings, the reason for parental conflict, level of parental competition, drug use, and health problems. It is suggested that parents understand that their kids are hurting when they see their parents fighting. A psychologist or counsellor should ensure that fighting between parents doesn't break the kids.*

Introduction

God blesses families with parents. For the sake of their children's character development, they shoulder a tremendous burden. They provide the groundwork for their descendants to enjoy success and happiness. The groundwork must begin in infancy and be meticulously tended to through the early years of puberty. According to the World Health Organization (2015), adolescence is the transitional period between

childhood and adulthood, occurring between the ages of 10 and 19.

Role of Parental Socialization in Youngster Behavior Growth

There are diverse ways of socializing youngsters and bringing up children. These actions encourage either positive or negative thoughts, which helps society grow. Roberts et al. (2001)

said that behavior is affected by the environment at home. Kids from forgiving families are more open-minded and caring than those from strict families. Other research showed that parents and the general home situation are important factors affecting a child's growth and behavior (Avramaki, E., & T. Charalambos, 2011), how a child act is shaped by how the child and parent interact (Nessai et al, 2015). Some explorers also say there is a link between bad parenting (disregarding or ignoring children) and a lack of compassion. Other researchers found that being harsh as a parent is strongly linked to a lack of understanding (Avramaki, E., & T. Charalambos, 2011).

The idea of "mothering" is fundamental from four main points of view: mothering as physical care, as a set of attitudes, as motivation, and as a shared exchange. A mother can change certain environmental factors to help her children grow and stay healthy. It's crucial for a baby to feel close to a mother figure because a strong mother-child relationship is a significant predictor of early interest in other people and can be a crucial precondition for behavior improvement. (Thompson et al, 2008), was also suggested with the idea that the relationship between a mother and her child should play a central role in the development of professional social conduct. (Dawson et al, 2000), Show kids with calm, loving parents, especially mothers, that they are safe, and use that safety to get them to think about other people instead of just themselves.

"Fathering" refers to a man's simple mental and physical role in raising his children. Fathers may have a more significant effect on their kids' bad behavior than on their good ones (Biesanz, et al, 2003), said that kids who do better on behavior tests have a closer relationship with their fathers when they are young. Guardians affect a child's development through the way they raise their children or by creating an active, social environment (Avramaki, E., & T. Charalambos, 2011).

Dimensions of Parental Behavior

There are different styles of child-rearing (Shahzad et al, 2016).

a. Parental warmth

The warmth of the parent, the central estimation, is conceptualized regarding ideas, for example, connection, acknowledgement, antagonistic vibe and dismissal.

b. Parental control

Some ideas for second-order measurement are keeping track, controlling, and telling.

First, there was emotional growth, and then there was a steady improvement in the area of command. Also, it was found that these two parts of raising a child don't need each other. Still, some experts have said that the heat index should be taken into account to encourage growth (Demuth, S., & L.B. Susan, 2004). How friendly and helpful an adult is to a child is what is meant by the level of parental warmth. Moderate and nurturing parents show their children much love and approval but don't criticize, punish, or mean other things. Warm parents care about their teen's happiness and are willing to listen to what they want. People with high ratings of warmth are thought to care for, connect with, and love their children. A parent's actions can show how much they love their child by, for example, caring for them more and teasing them in a fun way. Parental approval can be offered through all kinds of helpful and loving socialization.

Dismissive parents show parental control when they criticize, reject, or ignore their children and limit how much love and approval they offer them. Through their actions, these parents make it clear that they don't like or approve of their children. Used to talk about being hostile. Dismissive parents show their anger through physical contact, like hitting, pushing, or hurting the child, or through verbal communication, like making jokes about or yelling at the child. When these things are done,

it's common for kids to feel rejected or ignored (Cummings, E. M., & T.D. Patrick, 2011).

Significance of the Study

There are five things that every society needs. The home, the church, the state, and the nation are the five pillars. Family is an essential group in society and has the most responsibilities of any group. The family's main jobs are to provide material support, a safe place to live, advice on sexual matters, opportunities for raising children, socialization, affection, protection of interests, spiritual upbringing, academic development, and physical and mental health. When parents fight more and more, children's behaviour worsens. When parents fight, their children's emotional and social development slows down. They didn't get the love and care of their parents, so they didn't learn the morals they would need to live a happy life.

Objectives of the Study

- To study the socio-cultural and demographic characteristics of the respondents
- To assess respondent's attitudes toward the extent and determinants of parental conflict
- To find out the effect of parental conflicts on youngster behavior
- To see the relationship between parental conflicts and youngster behavior growth
- To suggest some measures to minimize the impact of parental conflicts on the youngster's behavioral growth

Hypotheses

Hypothesis 1: An increase in age negatively affects youngster's behavior

Hypothesis 2: Female sex is more affected

Hypothesis 3: Joint family is associated with negative effects on behavior growth in youngsters

Hypothesis 4: Stepfamily is associated with negative effects on behavior growth in youngsters

Hypothesis 5: An increase in the number of siblings is associated with negative effects on behavior growth in youngsters

Hypothesis 6: An increase in the number of family members is associated with negative effects on behavior growth in youngsters

Hypothesis 7: An increase in health problems is associated with negative effects on behavior growth in youngsters

Review of Literature

It has "the flow of ideas in a logical way; prominent and relevant references; proper referencing technique; acceptable use of vocabulary; and a fair and thorough view of earlier research on the issue" (Sameroff, A., [2009](#)).

The Categorization of the Styles of Parenting

The two measurements of child-rearing styles, that is, parental warmth and parental control, yield a grouping of four sorts of child-rearing styles:

Authoritative

Parents teach the child in charge reasonably, focusing on the issues, not just the rules. The parent not only respects their children but also respects themselves. This arrangement should lead to consistently good results. Parents or guardians set reasonable rules for their children and respond to them in a way that considers their needs. Through this discipline, young people can learn to explore their surroundings and improve their skills without fear. Children who grow up in these homes are likelier to take risks, be nice to others, and feel good about themselves. They don't get scared quickly and want to do well in school very much. Researchers have found that the authoritative parenting style continues to predict high levels of competence through middle childhood and adolescence. A well-known study

found that children with authoritarian parents who were warm, responsive, and good communicators did well in school, with friends, and in their emotional lives. (Bilal, H.A et al, [2013](#)).

Authoritarian

Authoritarian parents have high expectations for their kids but don't give them much constructive criticism or praise. They value conformity and traditionalism so much that they don't care when their kids show how they feel. The authoritarian parent tries to shape, direct, and judge their child's actions based on rules that cover everything. This kind of parent would never let their child disagree with what they wanted. Children from these homes learn less about how to get along with others than children from other backgrounds. This leads to a loss of pride. Some kids may act like they don't want to be around other people, while others may act crazy or use a lot of force (Biesanz, et al, [2000](#)).

Studies (Ochsner, T.J., [2012](#)), show that teens from authoritative homes do better in school than their peers from authoritarian homes. A previous study found that children with traditional parents were likelier to be distant and unhappy at age 4. These kids were shy and nervous around their peers, and they were very mean when they got angry. Girls and boys who grew up in homes with strong leaders can respond differently to the exact situations. Boys are more likely to show anger and defiance, while girls are more likely to be dependent and less likely to want to explore and achieve (Avramaki, E., & T. Charalambos, [2011](#)). Authoritarian, power-assertive discipline is also linked to low self-esteem and not understanding why moral rules are essential (Biesanz, et al, [2000](#)).

Permissive

In contrast to strict parents, lenient ones offer encouragement, information, and tolerance without ever imposing their authority or stifling individual freedom. They have a lot of patience

and usually give their kids space. These parents include their kids in family decisions, explain why rules are in place and don't expect much from their kids regarding doing their chores. Parents who are too accepting or easygoing can be bad for their kids. As preteens, they do a little worse in school and act more aggressively when they are with their peers. They have less freedom and are less willing to take chances. (Biesanz, et al, [2000](#)). Researchers found that kids whose parents were too easy on them had difficulty controlling their impulses. They depend on adults too much and ask them for things that aren't fair. They don't care as much about the school as kids whose parents are stricter. If these kids are forced to do something they don't want to, they become openly defiant and unstable. More research shows that the link between being a soft parent and being lazy only holds for women.

Neglecting

Research shows that depressed, emotionally distant, and uninterested mothers who don't care about their babies have children who have problems in almost every area of psychological functioning by the time they are two years old. These problems include a significant drop in intelligence, difficulties with attachment, not wanting to play or eat with the child, and increased angry, non-complaining, and dependent behavior (Audrain-McGovern et al, [2012](#)). Loss of parental involvement is linked to babies' relationship problems and hostility, rebellion, and low self-esteem in older children and teens. Some studies have shown that kids kicked out or separated from their friends tend to act like children in social situations. Unlike popular and average kids, rejected kids often misinterpret social situations, thinking that a nice thing someone did was mean. This is especially true when they feel uncomfortable, making sharing and working hard. Kids whose parents ignore them are likelier to misbehave as teenagers and be much less driven to do well in school (Biesanz, et al, [2000](#)).

Behavior Growth

When studying human behavior, two main things are examined: One understands the subtleties of certain personality traits, such as being friendly or mean. The second is seeing how all of a man's parts work together. Individuality development is nurturing and growing each person's unique habits and personality traits. Conversations about attitude, personality, and health that go on for a long time can change how people act. Large networks make it easier for people to find their own identities. The development of a child's social and emotional skills, including how they see themselves with the rest of the world (Avramaki, E., & T. Charalambos, [2011](#)). Behavior is a set of traits that come from a person's genes and affect how a child interacts with the world and what questions they ask. A child's unique environment also sets the stage for a second part of identity: the ability to recognize examples that can be changed. Researchers have concluded that a man's development is mainly shaped by his upbringing and genes. Nature is a person's personality, not based on their genes. Nurture is how they were raised in a specific environment.

When parents notice a change in their children's behavior, they may worry about possible dangers. They can take care of the child. They can sometimes prepare the child for the situation, which can help them avoid something that could be hard. Parental guidance and the healthy growth of a child's character are greatly relieved when parents know how to change their child's behavior using nurturing techniques. Lastly, a person's character is a part of who they are. The sum of their energy, psychological, and behavioral experiences shapes their thoughts, feelings, and actions. Even though a man's personality is mainly set at birth and in his early years, it continues to change throughout his life. How a man's morals change could similarly affect his personality (Avramaki, E., & T. Charalambos, [2011](#)).

Researchers (Farhadi, V et al [2015](#)), gave an insightful breakdown of the eight stages of a man's socialization process. The person must understand a "psychosocial crisis" between each step to move on to the next stage. Parents are the best people to help their young children grow and learn how to get along with others. Every child will go through the same sets of social development. Children learn about right and wrong by watching their parents and other relatives. When a child sees their father being biased toward members of a minority group or thinks such behavior is okay, they are more likely to internalize that bias. A child's ability to learn and grow is helped by having loving relationships at home. How young children learn is based on how they interact with their parents. Parents who are emotionally available and give their kids the structure they need at home teach them the skills they'll need to succeed. Parents' involvement in their kids' lives from a young age dramatically affects their mental health (Davies, P.T., & E.M. Cummings, [1994](#)). Five stages happen during infancy, childhood, and adolescence, significantly impacting how a person sees.

Infancy

The first two years of a baby's life are called the "primary stage." This is the first stage of development (trust). When a baby is cared for and loved no matter what, it grows to feel safe and hopeful. The baby gets so much attention that it becomes unreliable and learns "basic mistrust." Babies around domestic violence often show signs of being weak, not getting enough rest, and crying a lot. Some research (Cummings, E. M., & T.D. Patrick, [2011](#)), shows that when parents meet the attachment needs of their babies, this can have significant unintended consequences.

School-age

The fourth phase, learning the business or mediocrity (capability), occurs amid school age, equal to and probably together with middle school. The youngster figures out how to use

additional proper abilities (Davies, P.T., & E.M. Cummings, 1994),

- Connecting employing associates as indicated by tenets
- Moving ahead as of free play to play, specifically organized engaging guidelines along with requires collaboration (group activities)
- Knowledge essential scholarly abilities (reading, mathematics)

In this stage, the amount of needed self-control grows as time goes on. The child with a strong start because they believe in something is self-controlled and very active will learn to be creative quickly. If a child doesn't know what's happening, they might worry about the future and feel bad about themselves. They fight with each other, don't like people in charge, and won't work with professionals.

Impact of Family Relationships Upon Youngsters

When a person is growing up, family ties stay strong. Parents still have a significant effect on the lives of their children. A child's home life can either slow down or help their growth and adaptation. Part of how a child thinks about home and family is shaped by how they get along with their parents and siblings. The family is the most important social institution for developing a sense of morality and ethics (Audrain-McGovern et al, [2012](#)). A person's family is an essential part of their life from when they are young children until they are adults. At this point in a child's life, what their parents think and do is the most important thing. When their parents are upset or at odds, it hurts the kids. Teens living in messy homes are likelier to do bad things like fight and steal.

Parents' overprotectiveness, a clear preference for one child over another, inability to recognize some of their children's adjustment problems and unwanted attitudes or actions can make it harder for young people to adjust. During the early stages of adolescence, when relationships with family members are at their

weakest, it is common for teens to act immaturely with other people. Teenage boys and girls depend on their families for support and stability, so strained family relationships can harm their mental health. Children also need guidance and help to reach their full potential. Disagreements in the family can make it hard for kids to learn how to be responsible adults and can slow down the development of some feelings. If a child's family doesn't care about them, that child is more likely to grow up with poor social skills. Disagreements with family members are most common in early and late adolescence, and they happen more often to girls than to boys. Most kids have tense relationships with their parents, which usually get worse in the early teen years, level off in the later years of puberty, and then get better by the time the child is 18. If no father is in the house, the mother and her sons growing up too fast are more likely to fight. The trouble at home affected the child's schoolwork and relationships with other kids. Girls are more likely than boys to have less trouble with their families when they are young and older. Most kids have problems with their parents all through childhood and adolescence. These problems worsen in early adolescence, stay about the same in the middle years, and go away when the child is 18. Mothers and their sons growing up too fast are more likely to fight if they don't have a father. The child's schoolwork and interactions with other kids showed trouble at home. When problems at home affect a child's emotional health, they are less likely to engage in their schoolwork fully and have less energy. Children and teens with this kind of mental illness need to see a therapist to help ease their symptoms and maybe even get better. (Audrain-McGovern et al, [2012](#)).

How a child's parents act or talk can significantly affect their unique personality. When parents are too anxious or unstable in their relationships, their kids are more likely to be nervous, shy, and try to control their instincts. Children whose parents work often feel anxious

and stressed out because they think their parents don't care about them. Children whose parents are divorced or living apart face unique problems, such as learning to live with a new stepparent or in a new place. Kids who grow up in homes that aren't stable are more likely to get into trouble. Young people who grow up in homes with a lot of tension, anger, boredom and discontent are likelier to get into trouble. A child can suffer a lot when there isn't enough love around. A broken family is not the only or even the leading cause of juvenile delinquency. Still, it creates a unique home environment that is likely to slow down a child's development of enthusiasm (Davies, P.T., & E.M. Cummings, [1994](#)).

If the child comes home to find the house broken because their parents were fighting, they will be affected not only by the trauma of the damage but also by the tension between the parents that caused it. Even though broken homes are not the only or even the leading cause of juvenile delinquency, they do create an abnormal home environment that is likely to affect a young person's emotional development. If their parents are fighting, the child will feel the effects of the breakup and the fights that led to it. The personality traits of one or both of an adolescent's parents are a vital factor in whether or not that adolescent will commit a crime, even if those traits cause marital problems or lead to a divorce. Almost everyone in authority thinks that delinquent results from bad parenting and not learning age-appropriate social skills when they were young (Davies, P.T., & E.M. Cummings, [1994](#)).

Several studies show that at least some juvenile crime cases can be traced back to problems in the family. Teen delinquency has been linked to severe emotional disorders and problems fitting in as a child. People have also said that hostile environments, rejection, harsh control, and other problems in the family can lead to criminal behavior. If young people don't see good examples of adult behavior, they may be more likely to misbehave. Because the family is

so crucial in shaping its members, it has a lot of power over a child's development and, by extension, can keep them from doing anything wrong. Broken homes, fights in the family, parents who don't care about their kids, and money problems are all examples of dysfunction often cited as causes of juvenile crime. Several studies have shown that children from families that don't work well are likelier to misbehave. Yet, it is not the dysfunctional family unit per se that leads to antisocial behavior, but rather a complex web of circumstances. Several studies show that family conflict is common in whole and broken families (Davies, P.T., and E.M. Cummings, [1994](#)).

Methodology

This study looked at how parental conflict affects children's behavior development in a scientific way. Researchers used numbers to find out how much parental disagreement affects how children act as they grow up. This study will be done in the Faisalabad District. To choose the Faisalabad District, a simple random method was used. Researchers went to the four big cities that make up Faisalabad. The study occurred in a few union councils of urban towns in the District of Faisalabad. These particular city centers were chosen to show how many different things could happen. Multistage sampling was used to select 400 respondents who represent the whole (young people) well. Four cities were picked at random at first. The second point is that four people from each city's union council were randomly chosen. Third, 25 respondents (young people between the ages of 10 and 19 with two parents) were randomly selected from each union council to learn more about the research goals. All of the information that was looked at was gathered with the help of a questionnaire. SPSS was used for univariate and bivariate analysis (Statistical Program for the Social Sciences). Univariate analysis used descriptive statistics to determine what the data meant. For bivariate analysis, we used the chi-square test with a significance level

of 5% to look for links between different variables. The gamma test proved that the variables were positively and negatively linked. The dependent variable is the degree to which

people disagree with what is being said. Responses can be put into "low," "medium," or "high" categories.

Results

Table 1

Association between demographic variables and bad behavior growth

*Dependent Variable: Bad behavior growth				
Independent Variables (Demographic)	Chi-square statistics		Gamma statistics	
	Value	Sig. Level	Value	Sig. Level
Age (10-14, 15-19)	19.531	0.000	0.447	0.000
Family type (nuclear, joint)	43.812	0.000	0.520	0.000
Sibling size (up to 3, 4-6, 7 or above, not at all)	21.928	0.001	0.290	0.000

The researcher used a way to look at the data that looked at the relationship between two variables simultaneously. Statistical tests were done to find a link between a dependent variable (the occurrence of bad behavior) and demographic variables (such as age, family composition, and the number of siblings). We used the chi-square and gamma tests of significance to look for any connections or hypotheses in the data.

Chi-square (19.531) and gamma (0.447) values showed a strong link between the respondent's age and a negative effect on behavior growth. This supports the idea that getting older harms a person's ability to change their behavior for the better. Children who had problems on the inside and outside because their parents were fighting. Chi-square (43.812) and

gamma (0.520) values showed that living in a combined family and developing bad traits are linked in a significant way. The data supports the idea that some families are more likely to affect their children's behavior negatively. Even though joint families are typical in Pakistan, studies have shown that children's emotional and behavioral development is better when raised in nuclear families. Chi-square analysis (21.928) showed that having a lot of siblings is linked to bad behavior development. A high gamma value (0.290) shows the factors are related well. This indicates that having many brothers and sisters hurt those responders' growth. Emotional skills and behavior problems in the family have been lessened by having more than one sibling. So, the idea that having more siblings is terrible for a person's development is accepted.

Table 2

Regression Analysis (n=400).

Variables	Model 1 B	R²	F	ΔR²	ΔF
Aggression					
Inter-parental Conflict	.397*** (.000)	.155	57.88*** (.000)	.158	57.88*** (.000)

Note. ***p<0.001

Table 2. Specified that inter-parental conflict is a significant predictor of aggression among university students. As the value of R² indicated

that 15 % of the variation in charge is due to inter-parental conflicts (p<.001).

Table 3*One-way ANOVA analysis (n=400)*

Variable s	Parents		Step Parents		M	SD	F	p- value
	M	SD	M	SD				
IPC	86.7	13.9	87.38	13.0	87.00	16.39	.014	.986
AGG	84.7	16.0	82.50	19.7	80.0	21.40	.593	.553

Note. IPC=perceived inter-parental conflict; AGG=aggression

Table 3. One-way ANOVA was applied to check the mean difference between inter-parental conflict and aggression concerning the participant's biological and stepparents. Findings displayed an insignificant difference in inter-

parental conflict and aggression concerning biological and stepparents as the values $F(2,308) = 0.014$, $p > .05$, $F(2, 308) = 0.593$, $p > .05$ specified no statistical significant difference.

Table 4*Association between cultural variables of parental conflict and bad behavior growth*

Dependent Variable: Bad behavior growth				
Independent Variables (Cultural)	Chi-square statistics		Gamma statistics	
	Value	Sig. Level	Value	Sig. Level
Reasons for conflict (financial problem, dowry, relatives or in-laws, demand for baby boy, inheritance, just had a bad day, not happy together, children, joint family system, psychological disorder, misunderstanding, father spent most of the time outside the home, infertility)	46.419	0.000	0.367	0.000
The extent of inter-parental conflict (Get mad when to argue, usually work it out when arguing, stay mad at each other when stop arguing, parents discuss their disagreements quietly, parents say mean things to each other, parents break or throw something, parents pushed or shoved each other, parents have smooth communication)	38.754	0.000	0.461	0.000
Drug addiction (Ghutka, naswar, sleeping pills, heroin, hookah or shisha, cigarette, alcohol, pan, supari)	60.764	0.000	0.478	0.000
Health problems (skin disease, obesity, body pain, depression, headache, fever, asthma, whooping cough, underweight, shivering in body, psychological disorder, physical disability, dizziness, sexual health problem, speech disorder)	33.543	0.000	0.416	0.000

Conclusion

The survey found that children who saw their parents fighting were likelier to misbehave. People in developing countries like Pakistan tend to think family problems aren't as big of a deal. Every family has a similar history. Every family is different because of its culture and way of life. In Pakistan, everyone knows and respects the family's ability to have children, raise them, and help them make friends. There is a clear order of things. Failure to talk to or confront the head person in the joint family led to disappointment and passive hostility, which made it hard to run the family and make decisions. Children from mixed families are more likely to deal with conflict and compromise because they come from lower-income families. As a family grows, parents have less time, money, energy, etc., to care for their children. Parental conflict leads to less parental involvement, harsher methods of discipline, a lack of praise and appreciation, and more fights between parents and children. When parents fight with each other, it affects their ability to be good parents and how they act as parents. Parents fighting constantly hurt their mental health and their bond with their children. Children pick up on their parents' ideas and ways of doing things. When parents' tense relationships make them bad parents, their kids may feel anxious, ashamed, depressed, and have other bad feelings. Stress hormones have the destructive effect of making addiction worse because they affect the parts of the brain that make the body want more drugs. As children are exposed to more and more conflict, they become more aware of its harmful effects. The more bad things that happen to a child when their parents fight, the worse it is for their development and behavior.

Recommendations

Based on the findings of the research, it is recommended that the following:

1. The state should ensure youngsters' rights (e.g., well-being facilities) are respected,

secured, and fulfilled. This incorporates helping families ensure youngster rights and create a situation where children can develop to their maximum capacity.

2. There should be a psychologist or counsellor to secure children's behavior from the harmful effects of parental conflicts.
3. Parents should realize that their youngsters are hurt less by divorce than by experiencing severe conflict, whether their families are intact, dissolving, or wrecked.
4. Never reprimand youngster for whining, crying or staying aloof. Parents should try to find out the reason behind the unnatural behavior.

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