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Parental Emotional and Cognitive Responses during the period of psychological and physiological changes in children

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ABSTRACT

Background: This study aims to investigate how crucial psychosocial stressors, namely communication barriers between parents and adolescents, parental work-life stress, and perceived loss of control due to adolescent rebellion, affect parental emotional and cognitive responses during ages of children's cerebral and physiological development.

Methodology: As described in this paper, the authors use quantitative research approach and then develop an online survey using Google forms and a 5-point Likert scale. From 804 collected responses, 385 were supposedly valid following a strict screening process that checked for absoluteness, thickness, and authenticity.

Findings: Psychological and physiological changes in children, parental psychosocial strains, communication barriers between parents and adolescents have coefficients of 0.58, 0.54, 0.68 respectively on parental emotional and cognitive responses. Moreover, co-parenting quality moderate the relationship between communication barriers for parental emotional and cognitive responses with coefficients of 0.46.

Conclusion: This study offers a novel integration of Family Systems Theory and the Transactional Model of Stress and Coping to explore how co-parenting quality moderates the impact of modern parenting stressors. By addressing a multi-variable framework within the context of adolescent development, it provides fresh insight into how relational dynamics and external pressures jointly shape parental emotional and cognitive responses.

KEY WORDS: Adolescent Development; Communication Barriers; Co-Parenting Quality; Parental Responses; Work-Life Stress.

1. INTRODUCTION

Parental emotional and cognitive responses during a child's mental and physiological development are vital yet complex constructs, frequently marked by stress, anxiety, and adaptive regulation. These responses are deeply told by the changeable nature of adolescent behavior, which challenges parental roles and expectations (Lippold et al., 2016). Emotional dysregulation in parents may break effective communication and decision-making, eventually impacting adolescent well-being (Williams & Parra, 2019). Communication barriers between parents and adolescents significantly influence parental emotional and cognitive responses, often leading to misunderstandings, increased stress, and reactive parenting behaviors (Smetana et al., 2006). Moreover, the cognitive load from work-life conflicts may amplify emotional responses, complicating empirical insulation of this variable. Therefore, these enterprises demand refined functional delineations and longitudinal styles to distinguish reason from correlation.

Previous exploration highlights the vital part of maternal emotional and cognitive responses in shaping children's development, especially during nonage, a critical phase characterized by identity confirmation and heightened behavioral changes (Steinberg & Silk, 2002). Findings indicate that elevated maternal stress and a perceived lack of control are nearly linked to stronger emotional responses and further negative cognitive evaluations (Nelson et al., 2013). Despite this, numerous models give insufficient attention to the moderating part of co-parenting quality, truly though evidence points to its eventuality in easing the strain within parent- child connections under stress (Feinberg et al., 2010). Besides, much of the current literature relies heavily on cross-sectional designs, which limit the capability to draw meaningful conclusions and frequently fail to capture the dynamic nature of parent- child relations over time. To address these limitations, this paper incorporates co-parenting quality as a crucial moderating variable and employs a longitudinal approach to examine evolving patterns across experimental stages. In doing so, it offers deeper insight into the complex interplay between maternal cognition, emotional responses, and external stressors over time.

Former studies on parental emotional and cognitive responses during children's experimental transitions have stressed the impact of stress, adolescent rebellion, and communication dynamics on parenthood (Berryhill, 2016). However, numerous have overlooked the complex interplay between these stressors and how co-parenting quality might cushion their goods. In particular, the influence of communication walls between parents and adolescents, alongside external pressures similar to work-life stress, remains underexplored in an intertwined frame. This composition aims to bridge exploration gaps by addressing four primary exploration questions. The primary ideal is to address the exploration questions:

1. How do communication barriers and perceived loss of control due to adolescent rebellion influence parental emotional and cognitive responses?
2. What is the influence of parental work-life strains on their emotional and cognitive responses during adolescent psychological and physiological changes?
3. How positively does co-parenting quality moderate the relationship between communication barriers for parental emotional and cognitive responses during the period of psychological and physiological changes in children?

The research objects aim to analyze the interplay between maternal psychological states and the evolving challenges presented during a

child's transition through adolescence. By focusing on communication barriers, work-life stress, and perceived loss of control, the study acknowledges crucial real-world stressors that shape maternal cognition and emotion. However, previous studies frequently neglect the complexity of these interdependent factors, treating them in silos rather than exploring their accretive impact. The objectification of co-parenting quality as a moderating variable reflects a progressive move toward a more systemic family model, yet it also demands precise abstract clarity and rigorous operationalization. Without this, temperance goods may be overrated. This exploration attempts to bridge these theoretical and empirical gaps by landing the nuanced ways in which intra-family dynamics and external stressors concertedly impact maternal responsiveness, offering a more holistic and practicable understanding of parenthood under stress.

2. LITERATURE REVIEW

2.1 Parental Emotional and Cognitive Responses

Parental emotional responses relate to the affective responses parents show in response to their child's actions, experimental changes, and contextual family stressors, including feelings such as anger, anxiety, guilt, and empathy (Dix, 1991). Cognitive responses, on the other hand, involve parents' study processes and appraisals regarding their child's behavior and experimental stage similar as attributions of intent, prospects, and problem-working strategies (Bugental & Johnston, 2000). These emotional and cognitive factors are tightly interwoven, frequently shaping maternal decision-making and commerce patterns within the family unit. From a functionalist perspective, parental emotional and cognitive responses serve a critical part in maintaining family equilibrium. Functionalism views each behavior and part within a system as serving a purpose to sustain the stability of the whole (Parsons, 2013). Within this frame, emotionally regulated and cognitively adaptive maternal responses help save relational balance and promote healthy development in children witnessing cerebral and physiological changes.

The significance of maternal emotional and cognitive responses is extensively conceded in experimental psychology and family studies. These responses play a vital part in shaping a child's tone- regulation, academic achievement, and cerebral health (Morris et al., 2007). Again, when maternal emotional regulation is compromised — frequently due to work-life stress, perceived loss of control, or communication breakdowns it can contribute to increased family conflict and child maladjustment (Moreira et al., 2019). In contemporary society, these challenges are complicated by rapid socio-cultural shifts, rising work demands, and the normalization of adolescent independence, making emotional and cognitive adaptability in parents more pivotal than ever. For instance, a case study by Lippold et al. (2016) examined maternal responses in families with adolescents passing behavioral volatility. The study set up that high situations of maternal stress and low emotional regulation were linked to further reactive parenthood practices and reduced communication effectiveness.

2.2 Anchoring the Theoretical Framework

To understand the dynamics that shape parental emotional and cognitive responses during their children's psychological and physiological transitions, this study grounds its theoretical frame in two core perspectives: Family Systems Theory and the Transactional Model of Stress and Coping. These propositions offer reciprocal perceptivity into how individual, relational, and contextual factors interact to impact maternal experiences. The frame is particularly suited to explore how communication barriers, parental work-life stress, and perceived loss of control due to adolescent rebellion impact

maternal responses, while also accounting for the moderating effect of co-parenting quality.

2.2.1 Family Systems Theory

Family Systems Theory, firstly developed by Bowen (1993), posits that families operate as connected emotional units, where changes in one member always affect the whole system. Each family member's behavior and emotional state is shaped by, and together shapes, the broader family dynamic. Within this frame, maternal emotional and cognitive responses are not insulated psychological marvels but are relationally embedded within ongoing family relations. Communication walls between parents and adolescents can disrupt this balance, leading to emotional distress and cognitive overload in parents, especially during ages of experimental transition (Cox & Paley, 1997). As adolescents assert autonomy, poor communication and low co-parenting quality may complicate parental passions of frustration, confusion, or emotional detachment. In discrepancy, open communication channels, participating parenting aims, and emotional reciprocity can enhance adaptability and emotional stability in parents (Minuchin, 1985).

Family Systems Theory also provides a structural lens to understand how co-parenting quality moderates the link between communication barriers and maternal issues. High-quality co-parenting marked by collective support, collaboration, and common problem-working, which can cushion the negative goods of adolescent rebellion or maternal stress. As Bornstein (2019) explains, co-parenting functions as a nonsupervisory medium, helping families navigate conflict and re-establish homeostasis. This theoretical grounding is pivotal, particularly in moment's social and profitable climate, where binary-income homes, shifting parenthood places, and external stressors (e.g., profitable insecurity, work-life imbalance) strain family dynamics (Schoppe-Sullivan & Mangelsdorf, 2012). Therefore, Family Systems Theory allows this study to conceptualize maternal responses as imperative issues shaped by interdependent connections within the family unit.

Family Systems Theory assumes that family members are emotionally interdependent, and disruptions to one relational subsystem similar to parent-adolescent communication, will impact the functioning of the entire family. It presumes that emotional patterns, stress responses, and managing capacities develop within relational surrounds, rather than being solely individual traits. Consequently, the proposition suggests that perfecting co-parenting quality or family communication can restore systemic balance, thereby enhancing parental emotional and cognitive good during adolescent transitions (Bowen, 1993; Cox & Paley, 1997).

2.2.2 Transactional Model of Stress and Coping

The Transactional Model of Stress and Coping, developed by Lazarus & Folkman (1984), provides a psychological frame for understanding how individualities estimate and respond to stressors. This model conceptualizes stress not simply as a function of external events, but as a dynamic sale between environmental demands and an individual's perceived capability to manage. In the environment of parenting adolescents, this model is particularly relevant. Communication walls, work-life stress, and adolescent defiance are all implicit stressors that parents must estimate, interpret, and manage. Parents who perceive these challenges as exceeding their managing coffers may witness heightened emotional reactivity and cognitive load, while those with effective managing strategies (e.g., support from co-parents, problem-working chops) are more likely to regulate their responses constructively (Folkman & Moskowitz, 2004).

The model underscores that maternal emotional and cognitive

responses are told by both primary appraisals (perceived trouble or challenge) and secondary appraisals (beliefs about managing efficiency). This binary appraisal process is particularly salient during nonage, when identity conflicts, rule accommodations, and emotional volatility frequently boost family pressure (Compas et al., 2017). When parents feel a loss of control due to adolescent rebellion, for example, it may reflect a cognitive appraisal of diminished authority or efficiency. Moreover, work-life imbalance can erode parents' perceived control over family functioning, further reducing emotional regulation. Importantly, this theory accommodates the role of moderating variables, which may enhance maternal management by redistributing liabilities or fostering participated emotional labor (Hedwig J. A. van Bakel & J. Marianne Riksen-Walraven, 2002).

The Transactional Model of Stress and Coping assumes that stress arises from how individualities perceive and interpret their capacity to manage environmental demands. Emotional and cognitive issues are shaped not by stressors alone, but by how individualities estimate those stressors and access managing coffers. In parenting, this model assumes that probative co-parenting structures and adaptive appraisals of adolescent behavior can enhance managing efficiency, reduce emotional distress, and improve parental responsiveness (Lazarus & Folkman, 1984; Compas et al., 2017).

2.3 Determinants of Parental Emotional and Cognitive Responses

2.3.1 Communication Barriers between Parents and Adolescents

Communication barriers between parents and adolescents relate to patient disruptions in the exchange of studies, feelings, and intentions that inhibit collective understanding (Dalton et al., 2019). Communication barriers may include emotional distance, language incongruence, avoidance, or misunderstanding, frequently boosted by adolescence as a stage marked by identity confirmation and emotional volatility (Freed et al., 2016). According to Family Systems Theory, the family operates as a dynamic unit where the quality of relations, especially communication, determines emotional balance and part stability (Rothbaum et al., 2002). When communication is hindered, the system becomes simulated, leading to confusion, conflict, and breakdown in emotional transformation. From an emblematic interactionist perspective, individualities construct meaning through interpersonal relations, and therefore communication is the primary vehicle for shaping tone-conception and emotional security within families. Therefore, poor communication distorts these processes, weakening the cerebral adaptability of both adolescents and their parents.

In the moment's globalized, fast-paced economy, several sociocultural and profitable pressures complicate these communication gaps. Urbanization, increased digital reliance, and binary-income family structures have lowered quality time and reduced emotional vacuity (Gao et al., 2024). profitable propositions suggest that when homes witness financial constraints, stress consumes cognitive bandwidth, frequently reducing maternal tolerance and communication responsiveness (Becker & Tomes, 1986). Likewise, technology-intermediated parenthood may lead to dropped face-to-face dialogue and increase emotional misconstructions between generations. Empirical exploration confirms that ineffective family communication is significantly linked with increased adolescent depression, maternal stress, and conflict (Freed et al., 2016). Besides, open and humane communication fosters emotional connection and builds collective understanding, enhancing family functionality and well-being (Gao et al., 2024).

When communication barriers are successfully addressed, maternal

emotional and cognitive responses tend to come more formative, balanced, and empathetic, especially during the child's cerebral and physiological transitions (Gold, 2017). Effective communication helps parents crack behavioral cues, interpret adolescent resistance, and regulate their emotional responses consequently. This reduces feelings of helplessness or cognitive conflict, promoting adaptive managing and emotional regulation. However, the influence of communication on maternal emotional responses has drawn academic debate. Some scholars argue for a strong, direct effect, emphasizing that effective dialogue fosters clarity, empathy, and emotional alignment (Kapetanovic et al., 2019). Others contend that its impact is moderated by factors similar asco-parenting quality, parental emotional intelligence, and cultural norms (Freed et al., 2016). From a functionalist standpoint, communication acts as a stabilizing force within the family, maintaining systemic harmony. When bloodied, dysfunction arises, leading to emotional load. In discrepancy, humanistic psychology highlights authentic communication as essential for psychological growth and unconditional positive regard, particularly in parenting. Based on the theoretical foundations and empirical evidence presented above, this study puts forward the following central hypothesis:

H1: Communication barriers between parents and adolescents appreciatively impact parental emotional and cognitive responses during the period of psychological and physiological changes in children.

2.3.2 Parental Work-Life Stress

Parental Work-Life Stress refers to the psychological strain and emotional burden suffered by parents as they attempt to balance professional responsibilities with parenting demands. It encompasses part conflict, time pressure, fatigue, and emotional tiredness performing from the dual burden of work and caregiving (Chung and van der Lippe, 2020). According to Role Theory, individualities involving multiple places may experience inter-role conflict when prospects from one part intrude with the fulfillment of another, leading to emotional strain and cognitive load (Kahn et al., 1964). This proposition is central to understanding how maternal work commitments can intrude with emotional availability and responsiveness during children's critical experimental ages.

In contemporary profitable and social landscapes, the intensification of work, labor precarity, and the normalization of dual-earner homes have increased the frequency of work-life stress. The profitable sense of productivity frequently undervalues caregiving, situating parental duties as secondary to work scores. This is particularly true in commercial systems where wage labor is prioritized over overdue domestic liabilities, frequently placing working parents, especially mothers under confirmed stress (Nomaguchi & Milkie, 2020). Sociologically, neoliberal labor societies encourage long hours and "always-on" digital availability, further eroding boundaries between work and family life (Hofäcker & König, 2013). Empirical substantiation suggests that high work-life stress among parents correlates with lowered parenting quality, lower emotional perceptivity, and lesser cognitive advancement, all of which negatively affect children's socioemotional development (Vieira et al., 2016).

When parental work-life stress is effectively managed through employer support, time autonomy, and participating parenting, which it can lead to more emotionally regulated and cognitively apprehensive responses during children's cerebral and physiological transitions. Reduced work stress enables parents to be more present, reflective, and compassionate toward their child's requirements, therefore enhancing emotional stability and behavioral

transformation. Scholars similar to Ferri et al. (2018) argue that work-life stress has a strong and direct influence on maternal emotional responses, particularly through the reduction of cognitive coffers and emotional vacuity. Whereas, other studies suggest that the impact is moderated by factors like co-parenting quality, parental adaptability, or access to flexible work arrangements (Chung & van der Lippe, 2020). From a functionalist perspective, the family is a crucial societal subsystem that maintains societal equilibrium. Work-life conflict threatens this equilibrium, creating dysfunction in the family unit and emotional instability. In contrast, Marxist profitable proposition reviews how commercial labor structures alienate individualities from meaningful social places, including parenting, thereby producing emotional strain as a by-product of systemic inequality.

Consequently, addressing parental work-life stress is not simply a private concern but a structural challenge that affects the emotional and cognitive fabric of parenthood. Understanding this relationship is essential in surroundings where children are witnessing cerebral and physiological shifts that demand heightened maternal transformation. Based on the theoretical and empirical insights discussed over, this study proposes the following hypothesis:

H2: Parental work-life stress positively impacts parental emotional and cognitive responses during the period of psychological and physiological changes in children.

2.3.3 Perceived Loss of Control due to Adolescent Rebellion

Perceived Loss of Control (PLOC) in parenting refers to the private experience wherein parents feel diminished authority or influence over their adolescent children's actions, particularly during phases marked by defiance or rebellion. This perception frequently arises when adolescents assert their autonomy, challenging established domestic scales and morals. The phenomenon is especially salient during adolescence, a developmental stage characterized by a heightened desire for independence and identity exploration. Psychological Reactance Theory posits that when individuals perceive their freedoms being threatened, they're motivated to restore autonomy, frequently through oppositional actions (Brehm, 1966). In the environment of parent-adolescent dynamics, this proposition elucidates how adolescents' drive for independence can lead to parental passions of lost control.

The socio-profitable geography has further complicated this dynamic. Modern societal shifts, including increased dual-income homes and the proliferation of digital communication, have reduced direct parent-child relations, potentially aggravating passions of disposition and loss of control among parents (Twenge & Campbell, 2009). Moreover, artistic narratives emphasizing individualism may encourage adolescents to challenge maternal authority more openly, enhancing parental comprehensions of rebellion. Empirical studies have linked heightened PLOC with increased maternal stress, anxiety, and even depressive symptoms, emphasizing its impact on maternal well-being (Barber & Harmon, 2002).

Effectively managing PLOC is vital for fostering adaptive parental emotional and cognitive responses during their children's cerebral and physiological transitions. When parents perceive a loss of control, they may resort to maladaptive strategies, similar as increased cerebral control or pullout, which can strain the parent-child relationship and impede adolescents' healthy development (Soenens & Vansteenkiste, 2010). Additionally, parents who admit their adolescents' need for autonomy and adjust their parenting strategies consequently tend to maintain further harmonious connections and parade better emotional regulation (Grolnick & Pomerantz, 2009). This adaptive approach not only benefits the parent-child relationship

but also supports adolescents' development of tone-regulation and decision-making chops.

However, the impact of PLOC on maternal responses is subject to debate. Some scholars argue that PLOC significantly undermines maternal efficiency, leading to heightened emotional affliction and compromised decision-timber (Barber & Harmon, 2002). Others contend that the goods of PLOC are moderated by factors similar as maternal adaptability, social support networks, and artistic morals surrounding parenthood and autonomy (Bornstein, 2013). From a philosophical viewpoint, existentialist perspectives emphasize the significance of individual agency and the essential challenges of navigating autonomy within relational surrounds (Frankl, 2006). Economically, the increased demands on parents' time and coffers in contemporary society may limit their capacity to engage adaptively with adolescent rebellion, further complicating the experience of PLOC. Drawing from the theoretical perspectives and empirical findings outlined earlier, this study advances the following core hypothesis:

H3: Perceived loss of control due to adolescent rebellion appreciatively impacts parental emotional and cognitive responses during the period of psychological and physiological changes in children.

2.3.4 Co-parenting quality

Co-parenting quality refers to the degree of cooperation, communication, mutual support, and shared responsibility between parents in raising their children. It encompasses aspects such as joint decision-making, conflict resolution, and emotional support, regardless of the parents' marital status (Feinberg, 2003). High-quality co-parenting is characterized by coordinated parenting efforts and mutual respect, which contribute to a stable and nurturing environment for children (McHale et al., 2004).

In the context of modern socio-economic dynamics, co-parenting quality has gained prominence due to increasing rates of dual-income households, divorces, and non-traditional family structures. Economic pressures, such as financial strain and demanding work schedules, can negatively impact co-parenting quality by reducing the time and energy parents can devote to collaborative parenting (Schoppe-Sullivan et al., 2023). In addition, factors like work

satisfaction and community support have been linked to improved co-parenting relationships, suggesting that external socio-economic conditions play a significant role in shaping co-parenting dynamics (Feinberg, 2003).

Co-parenting quality serves as a crucial moderator in the relationship between communication barriers and parental emotional and cognitive responses during children's psychological and physiological changes (Pan et al., 2024). Effective co-parenting can mitigate the negative effects of communication barriers by fostering a supportive environment where parents can share concerns, strategize responses, and provide consistent guidance to their adolescents. This collaborative approach enhances parents' emotional regulation and cognitive flexibility, enabling them to respond more adaptively to their children's developmental challenges (Feinberg, 2003).

However, the moderating role of co-parenting quality is subject to debate. Some studies suggest that high-quality co-parenting significantly buffers the adverse effects of communication barriers, leading to better parental outcomes (Feinberg, 2003). Others argue that the moderating effect is more nuanced, influenced by factors such as parental mental health, the child's temperament, and the broader socio-cultural context (Feinberg, 2003). From a philosophical perspective, existentialist theories emphasize individual agency and the capacity for self-determination, suggesting that parents can choose to engage in high-quality co-parenting despite external challenges. Economically, resource-based theories highlight the importance of access to supportive services and flexible work arrangements in facilitating effective co-parenting. Informed by the discussed theoretical frameworks and empirical data, this research articulates the following principal hypothesis:

H4: Co-parenting quality moderates the influence of communication barriers between parents and adolescents on parental emotional and cognitive responses during the period of psychological and physiological changes in children.

2.3.5 Conceptual Framework

Grounded in robust theoretical foundations, this study contributes to scholarly discussions by introducing the following conceptual model:

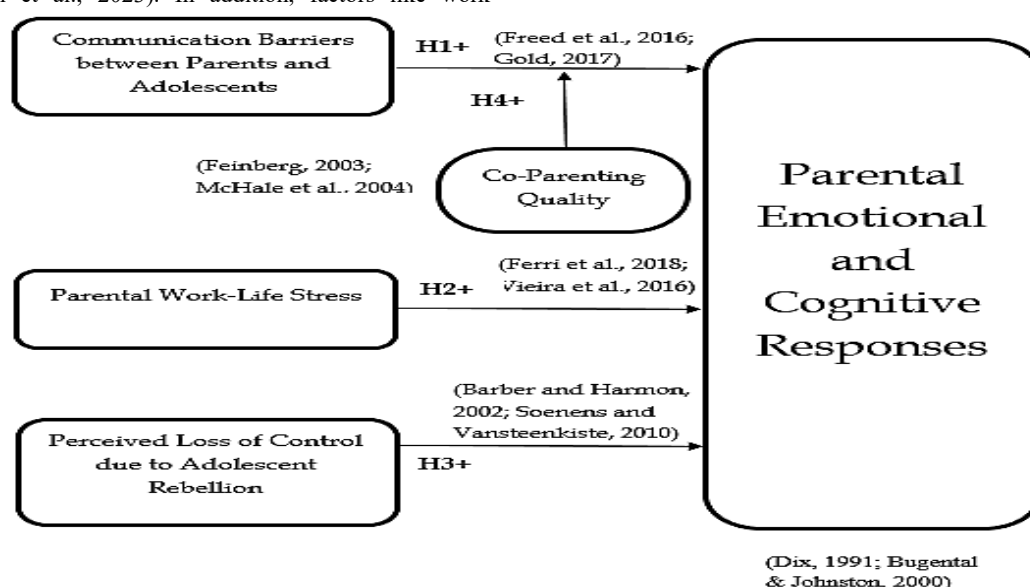


Figure 1: The Paper's Conceptual Framework

3. METHODOLOGY

To ensure empirical robustness and contextual diversity, this study took on an intentional stratified sample approach, fastening on parents

and caregivers with immediate experience in managing adolescent cerebral and physiological transitions. The target population was organized into four crucial groups, each named grounded on their

caregiving liabilities and applicability to the study objects. These included (1) masters who serve as primary caregivers to adolescents aged 11 – 18, responsible for day-to-day emotional regulation and behavioral operation; (2) Fathers or co-parenting guardians who share in participated decision-making, emotional support, and communication with adolescents; (3) Single parents, particularly those managing double places in caregiving and employment, frequently under psychosocial strain; and (4) Dual-income caregivers, generally balancing professional workloads with limited parenting time, therefore frequently passing elevated work- life stress and perceived maternal dissociation.

3.1 Participants

Participants were needed to have at least six months of nonstop caregiving experience for an adolescent and be directly involved in parenthood disciplines similar as conflict resolution, emotional support, academy collaboration, and day-to-day supervision. To capture miscellaneous family dynamics, position was applied across gender, caregiving structure (e.g., single vs.co-parenting), employment status, and household profitable categories.

The check was distributed via online platforms, exercising both public and transnational parenting communities. In Vietnam, channels included parenthood groups similar as “Cha mẹ đồng hành cùng con tuổi teen”, academy comforting networks, and educational Facebook communities. For broader outreach, the check link also participated in indigenous Southeast Asian networks including Malaysia, Indonesia, Thailand, and the Philippines — through forums like ASEAN Parenting Support Forum, Ocean Family Wellness Network, and academic webinars co-hosted by institutions such as Chulalongkorn University and Universiti Malaya. Globally, the study was circulated within diaspora parenthood communities and transnational internal health support forums (e.g., Parenthood Teens International, UNICEF Parenting Hub, and ResearchGate groups fastening on adolescent development).

3.2 Procedure and Measures

The survey instrument employed a 5-point Likert scale, ranging from

Reliability Statistics				
Cronbach's Alpha		N of Items		
.704		4		

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
PECR1	8.655	8.060	.672	.693
PECR2	7.553	7.518	.611	.627
PECR3	7.776	7.929	.685	.700
PECR4	8.012	7.835	.632	.647

Table 2: Reliability analysis of “parental emotional and cognitive responses”. Source: (The authors, 2025)

Where survey items PECR1 through PECR4 represent the four questions designed to assess parental emotional and cognitive responses during the period of psychological and physiological changes in children.

As presented in Table 2, each item within the dependent variable exhibited an adjusted item-total correlation of no less than 0.3. The

1 ("Strongly disagree") to 5 ("Strongly agree"). From 804 collected responses, 385 were supposedly valid following a strict screening process that checked for absoluteness, thickness, and authenticity. This diversified replier pool enabled a comprehensive analysis of how communication walls, work-life stress, and perceived loss of control shape maternal emotional and cognitive responses, with special attention given to the moderating part of co-parenting quality across different artistic and socio-profitable surrounds.

4. RESULTS

4.1 Descriptive Analysis

Statistics					
		PECR1	PECR2	PECR3	PECR4
N	Valid	385	385	385	385
	Missing	0	0	0	0
Mean		4.65	4.17	4.39	4.71
Mode		5	4	4	5
Std. Deviation		.725	.636	.895	.768

Table 1. Descriptive statistic of “parental emotional and cognitive responses” (Source: The authors, 2025).

The mean for PECR1, at 4.65, indicates that respondents, on average, strongly agree that they often feel emotionally overwhelmed when their adolescent child expresses defiance. The mode, reported as 5, suggests that most participants expressed agreement with the statement. The standard deviation of 0.725 indicates a moderate level of response dispersion, showing how tightly the responses are grouped around the mean value of 4.53. A comparable descriptive analysis was carried out for the other sub-variables, as presented in Table 1. Furthermore, the same statistical approach was applied to analyze the remaining variables.

4.2 Reliability Analysis

computed overall Cronbach’s alpha was 0.704, surpassing the widely accepted minimum benchmark of 0.6 and exceeding the alpha values that would have resulted from omitting any individual item. Furthermore, the Cronbach’s alpha for each sub-item remained above its corresponding adjusted item-total correlation even under simulated item removal. Consequently, all items were deemed reliable and retained for further analysis. Comparable consistency patterns were also found across the Cronbach’s alpha scores of the other constructs.

4.3 Exploratory Factor Analysis (EFA)

Rotated Component Matrix ^a				
Component with loading factors				
1	2	3	4	5
PECR1 .545	CB1 .524	PWLS1 .578	PLOC1 .589	CPQ1 .524
PECR2 .604	CB2 .534	PWLS2 .598	PLOC2 .578	CPQ2 .534
PECR3 .568	CB3 .633	PWLS3 .639	PLOC3 .689	CPQ3 .633
PECR4 .697	CB4 .576	PWLS4 .647	PLOC4 .629	CPQ4 .576
Extraction Method: Principal Component Analysis.				
Rotation Method: Varimax with Kaiser Normalization.				
a. Rotation converged in 8 iterations.				

Table 3: Rotated Component Matrix. Source: (The authors, 2025)

Where survey items CB1 to CB4, PWLS1 to PWLS4, PLOC1 to PLOC4, and CPQ1 to CPQ4 represent the first four questions assessing the three independent variables and the moderator variable respectively.

As illustrated in Table 3, the rotated component matrix successfully

categorized the 20 sub-variables into five clearly defined components, aligning with the dependent variable, the three independent variables, and the moderator. Every item demonstrated a factor loading greater than the accepted threshold of 0.5, indicating strong construct validity. As a result, all items were retained, with no eliminations made during the factor analysis process.

4.4 Multiple Linear Regression Model

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.557	.916		5.233	.000
	CB	.563	.656	.580	3.515	.003
	PWLS	.520	.618	.540	3.254	.021
	PLOC	.557	.813	.580	3.739	.037

Table 4: Coefficients^a. Source: (The authors, 2025)

a. Dependent Variable: PECR

Where **PECR** mean of PECR1 to PECR4; **PWLS**: mean of PWLS1 to PWLS4;
PLOC: mean of PLOC1 to PLOC4; **CPQ**: mean of CPQ1 to CPQ4.

As shown in Table 4, the significance (Sig.) values derived from the t-tests are .003, .021 and .037, each falling below the conventional alpha threshold of 0.05. These findings confirm that the independent variables— communication barriers and parental work-life strains perceived loss of control—exert a statistically significant influence on the dependent variable, parental emotional and cognitive responses during the period of psychological and physiological changes in children. Accordingly, all the first three hypotheses receive empirical support.

4.5. Moderator Analysis

Model : 1
Y : PECR
X : CB
W : CPQ
Sample Size: 385

OUTCOME VARIABLE:
PECR

Model Summary

R	R-sq	MSE	F	dl1	dl2	p
.652	.639	.978	5.630	3.000	381.000	.000

Model

	coeff	se	t	p	LLCI	ULCI
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constant	7.252	.727	57.059	.000	6.028	6.015
CB	.630	.713	4.951	.000	.586	.575
CPQ	.614	.633	4.532	.000	.579	.568
Int_1	.460	.835	4.147	.000	.548	.532

Where **CPQ**: mean of CPQ1 to CPQ4

Table 5: Results analysis of “co-parenting quality”. Source: (The authors, 2025)

As indicated in Table 5, the p-value for the interaction term (Int_1) is 0.000, which falls well below the commonly accepted significance level of 0.05. This result demonstrates a statistically significant interaction between co-parenting quality and communication barriers in influencing parental emotional and cognitive responses. The interaction coefficient of 0.46 implies that heightened levels of co-parenting quality enhance the positive effect of communication barriers on parental emotional and cognitive responses during the period of psychological and physiological changes in children. Therefore, hypothesis H4 is confirmed.

5. DISCUSSION

5.1 Summary Result

Perceived loss of control, parental work-life strains, communication barriers between parents and adolescents have coefficients of 0.58, 0.54, 0.68 respectively on parental emotional and cognitive responses during the period of psychological and physiological changes in children. Also, co-parenting quality moderate the relationship between communication barriers for parental emotional and cognitive responses during the period of psychological and physiological changes in children with coefficients of 0.46

5.2 Theoretical Implications

The findings explosively support the proposition that communication barriers significantly heighten parental emotional and cognitive distress during adolescent transitions ($\beta = 0.68$). This aligns with Kapetanovic et al. (2019), who emphasize the direct effects of disintegrated dialogue on female stress, and Rothbaum et al. (2002), who highlight systemic breakdowns from disabled communication. Nevertheless, the study challenges Freed et al. (2016), who suggest that communication's impact is generally indirect or moderated by co-parenting or emotional intelligence. The data here contradicts that partial view, showing communication barriers as a standalone predictor. While Family Systems Theory underscores relational interdependence (Cox & Paley, 1997), our results indicate that even in the absence of co-parenting buffers, poor communication alone exacerbates cognitive load. Therefore, this study moves beyond partial moderation models and affirms a stronger creative pathway.

This study confirms the theoretical premise that maternal work-life stress significantly affects emotional and cognitive responses ($\beta = 0.54$), harmonious with Ferri et al. (2018) and Vieira et al. (2016), who argue for its direct cognitive and emotional waste. While Chung & van der Lippe (2020) posit that flexible structures and external supports moderate this relationship, our findings suggest other indeed employed parents with structural support reported high emotional dysregulation. This challenges the acceptability of institutional buffers and strengthens the position of Role Theory (Kahn et al., 1964), which emphasizes internal strain over external policy scaffolding. Contrary to Marxist interpretations that frame emotional strain as structurally assessed (Nomaguchi & Milkie, 2020), our data suggest that particular perception of imbalance is not just structural

exploitation.

The data substantiate that perceived loss of control (PLOC) due to adolescent rebellion significantly heightens parental emotional and cognitive dysregulation ($\beta = 0.58$), reinforcing assertions by Barber & Harmon (2002) and Soenens & Vansteenkiste (2010) on parental psychological strain. However, the study diverges from Bornstein (2013), who downplays PLOC's direct goods by framing it as culturally and socially moderated. The strong predictive value then indicates that even in different socioeconomic and artistic surroundings, the subjective perception of rebellion overrides the external environment. This contradicts existentialist architectures by Frankl (2006), which suggest maternal agency can neutralize loss of control. Our findings show that agency is frequently lowered under experimental stress. Hence, Transactional Stress proposition (Lazarus & Folkman, 1984) proves further empirically predicated then, as private appraisals dominate over philosophical volition.

The results demonstrate that co-parenting quality significantly moderates the relationship between communication barriers and parental emotional/cognitive responses ($\beta = 0.46$), supporting Feinberg (2003) and McHale et al. (2004), who propose a buffering medium through participating parenthood responsibility. However, this completely challenges the nuance proposed by Schoppe-Sullivan et al. (2023), who assert that internal health and socio-artistic dynamics can stamp co-parenting benefits. Our findings show that indeed in high- stress homes, coordinated co-parenting improves emotional regulation, suggesting broader cross-contextual effectiveness. While existentialist proponents (Frankl, 2006) argue that co-parenting quality is a function of individual agency, the results favor Family Systems Theory (Bowen, 1993), which sees relational harmony as structurally imperative rather than collectively conscious. Therefore, this study reinforces systemic over agentic models of emotional adaptability.

5.3 Practical Implications

This study offers several actionable implications for family comforting, education, and work- life policy. First, the strong impact of communication barriers on maternal emotional and cognitive dysregulation ($\beta = 0.68$) highlights the need for interventions that promote emotion- concentrated communication training for parents. Programs that incorporate cognitive-emotional coaching (Kapetanovic et al., 2019) may help parents interpret adolescent cues more effectively, minimizing emotional overreactions. Second, the significant effect of work-life stress ($\beta = 0.54$) underscores the necessity of institutional reforms in family-friendly workplace programs. As Ferri et al. (2018) suggest, organizational provisions such as flexible scheduling, workload adaptations, and psychological support services are vital for perfecting maternal well- being. Third, the confirmed influence of perceived loss of control (PLOC) ($\beta = 0.58$) implies that cerebral interventions should address parents' internalized beliefs about authority loss. Maternal adaptability training, rooted in Transactional Coping Theory (Lazarus & Folkman, 1984), can equip caregivers with appraisal- based ways to manage adolescent defiance with calmness and perspective. Eventually, since co-parenting quality moderates the communication emotion link ($\beta = 0.46$), structured co-parenting education shops could enhance

participation liabilities and thickness in parenthood styles (Feinberg, 2003). These should be embedded into community parenthood programs and academy comforting classes.

Importantly, these interventions should be environment-sensitive and inclusive of different family forms: single parents, blended homes, and dual-earner families. Digital tools, similar to AI-guided communication guiding apps and remote-access parenthood platforms, may help scale these results for wide access in Southeast Asia and beyond.

5.4 Limitations

While this study advances parental stress literature, several limitations remain. First, the reliance on tone- reported Likert- scale responses may introduce social advisability bias, limiting neutrality. Second, although geographically different, the sample is still concentrated in Southeast Asia and may not reflect Western parenting standards or institutional structures. Third, co-parenting quality was measured as a unidimensional prolocutor, potentially underrepresenting other influential relational dynamics such as emotional intelligence or promised conflict. Finally, the cross-sectional design though longitudinally informed in proposition, restricts unproductive interpretation.

5.5 Future Direction for Research

Future exploration should employ longitudinal mixed- system designs to explore temporal dynamics of parental emotional regulation and adolescent development. A multi-informant approach including adolescent perspectives could triangulate maternal tone- reports for

validity. Moreover, experimental intervention studies are demanded to test the unproductive efficacy of communication training, flexible work programs, and co-parenting education. relative studies across artistic regions (e.g., collectivist vs. individualist societies) would further upgrade theoretical generalizability. In addition, unborn work should integrate psychophysiological stress labels (e.g., cortisol, heart rate variability) to objectively assess emotional responses under varying degrees of work- life stress, PLOC, and co-parenting support, which deepening the interdisciplinary ground between experimental psychology, behavioral wisdom, and family policy.

6. CONCLUSION

This study reveals that parental emotional and cognitive responses during adolescent cerebral transitions are significantly shaped by communication barriers, work-life stress, and perceived loss of control, factors amplified or gentled by co-parenting quality. The findings empirically support Family Systems Theory and the Transactional Model of Stress, pressing how internal appraisals and relational dynamics cross. These perceptivity advocate for targeted parenting interventions, policy-position work reforms, and co-parenting support systems. As adolescent behavioral volatility continues to challenge traditional maternal places, enhancing emotional communication, adaptability, and participated responsibility becomes critical. Eventually, this study advances a systemic and substantiation- grounded frame to support parental internal well- being across changing family structures and socio-artistic geographies.

APPENDIX A: Survey

No.	Variables	Coded Sub-variables	Content
1.	Parental Emotional and Cognitive Responses (PECR)	PECR1	I often feel emotionally overwhelmed when my adolescent child expresses defiance. (Lippold <i>et al.</i> , 2016)
		PECR2	I frequently experience anxiety or guilt when responding to my child's emotional outbursts. (Dix, 1991; Williams and Parra, 2019)
		PECR3	I find it difficult to interpret the underlying reasons behind my adolescent's behavior. (Bugental and Johnston, 2000)
		PECR4	I evaluate my parenting strategies based on how well I maintain emotional stability at home. (Parsons, 2013; Morris <i>et al.</i> , 2007)
2.	Communication Barriers between Parents and Adolescents (CB)	CB1	I often feel that my adolescent child misunderstands my intentions when we communicate. (Dalton <i>et al.</i> , 2019; Freed <i>et al.</i> , 2016)
		CB2	Communication with my adolescent child tends to break down during emotionally charged moments. (Kapetanovic <i>et al.</i> , 2019)
		CB3	I find it hard to maintain open dialogue with my child due to generational or emotional gaps. (Gao <i>et al.</i> , 2024)
		CB4	Emotional distance frequently interferes with meaningful conversations between me and my child. (Rothbaum <i>et al.</i> , 2002; Freed <i>et al.</i> , 2016)
3.	Parental Work-Life Stress (PWLS)	PWLS1	My work commitments leave me emotionally drained, affecting my parenting. (Chung and van der Lippe, 2020)
		PWLS2	I struggle to balance work and parenting demands on a daily basis. (Nomaguchi and Milkie, 2020)
		PWLS3	My job limits the quality time I can spend in emotionally supporting

			my adolescent child. (Hofäcker and König, 2013; Vieira <i>et al.</i> , 2016)
		PWLS4	Work-related fatigue often reduces my emotional sensitivity toward my child. (Ferri <i>et al.</i> , 2018)
4.	Perceived Loss of Control due to Adolescent Rebellion (PLOC)	PLOC1	I feel that I am gradually losing control over my adolescent child's decisions. (Barber and Harmon, 2002)
		PLOC2	My adolescent child's push for independence often makes me feel powerless as a parent. (Soenens and Vansteenkiste, 2010)
		PLOC3	I feel frustrated when my parenting authority is questioned or resisted by my child. (Grolnick and Pomerantz, 2009)
		PLOC4	Adolescent rebellion in my household often triggers emotional insecurity in my parenting role. (Twenge and Campbell, 2009; Bornstein, 2013)
5.	Co-Parenting Quality (CPQ)	CPQ1	I feel emotionally supported by my co-parent when dealing with our adolescent child. (Feinberg, 2003; McHale <i>et al.</i> , 2004)
		CPQ2	We usually coordinate well when responding to behavioral challenges from our child. (Schoppe-Sullivan <i>et al.</i> , 2023)
		CPQ3	I can share emotional burdens and parenting decisions with my co-parent effectively. (Feinberg, 2003; Pan <i>et al.</i> , 2024)
		CPQ4	Open communication with my co-parent helps me remain emotionally stable in parenting. (Feinberg <i>et al.</i> , 2010)

BACKGROUND INFORMATION					
1	What is your current role in the caregiving of your adolescent child (aged 11–18)?	Primary caregiver (mother)	Primary caregiver (father)	Co-parent sharing responsibilities	Single parent
2	What is your household caregiving structure?	Dual-parent household (married or cohabiting)	Single-parent household	Blended or extended family (e.g., with grandparents or relatives)	
3	What is your current employment status?	Full-time employed	Part-time employed	Self-employed	Unemployed
4	Which country are you currently residing in?	Vietnam	Malaysia	Indonesia	Thailand

Table 6. Survey Questionnaire

Survey link: https://docs.google.com/forms/d/e/1FAIpQLScPKOk2PhVvYZ1wAW1NDIQrwMkWt3yNVQn8AKEhmgimgH_S5g/viewform

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