Children Perception of Inter-Parental Conflicts and Their Cognitive Emotion Regulation

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Abstract: Basic aim of the present study is to explore the effect of inter-parental conflicts on the cognitive emotion regulation of children, based upon their own perception of these conflicts. Convenient sampling has been used to collect data from children age 9-12 years (50 boys and 50 girls) from different areas of Lahore city. For this study, two scales (CPIC and CERQ-k) are used. These scales are translated into Urdu by the researchers themselves. The results of this study suggest that cognitive emotional regulation emerges as significant predictor, $\beta = .35$, $t = .19$, $p < .00$. The outcomes of the study also indicate that gender and SES have significant effect $F(2, 99) = 8.38$, $p < .00$ on CERQ-k. It has been observed that girls have no significant effect on children perception of inter-parental conflicts as $p > .06$ and R^2 is .06, whereas boys have significant effect as $p < .00$. The results also indicate that there is significant effect of CERQ-k $t(98) = 2.69$, $p < .00$. It has been illustrated that high level of interpersonal conflicts among parents may also lead their children and people related to them towards clinical pathologies that may be dangerous for their future lives. Furthermore, the study concludes that socio-economic statuses also have significant effect on the perception of children during conflicts. The results are discussed in the particular cultural context of Pakistan.

Key words: Inter-parental conflicts · CPIC · CER · Children Perception

INTRODUCTION

Intra family conflicts are present in all societies across the globe. The conflicts between husband and wife potentially affect the children in many ways. Children's presence significantly contributes to psychological effects of such conflicts. It can be deleterious for adjustment of a child in such a family structure. This can lead to parental rejection and ignorance which in turn may lead to emotional and behavioral problems in children [1].

Marital conflicts have been observed to predict lower quality interactions between parents and children and these interactions predicted greater aggressiveness in children [2]. The relationship between matrimonial conflict and child aggression is mainly problematic because aggression is associated with rejection by peers [3].

Disagreement and conflicts at home can be destructive for a child. It has a very profound impact on how they will conduct their relationships at school and how they will continue to develop associations in the future. It is an established fact that children learn from their parents. Therefore, when they observe such kind of negative behaviors they may misinterpret differently. They are very likely to replicate the same mistakes they grew up watching in their own adult relationships and continue the pattern of teaching their children detrimental communication styles as well [2].

Marital conflicts may also lead towards serious problems. Although it may affect the partners and have influence on parenting also but some other side effects may also be there. When marital conflicts occur, many other side effects have also been noticed like a depressed mood [4]. Similarly, relation is also noted for physical and

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psychosomatic abuse of partners [5]. Marital transactions studies also relate to alterations in immunological [6, 7], endocrine [7, 8] and cardiovascular [9] functioning. Thus, marital conflict is linked with many other side effects also.

According to strain theory, inter-parental conflicts affect children development as to how they react to everyday situations. Children coming from a non-intact family, where only single parent is present whether mother or father, show high level of deviance behaviors [10].

Emotions are crown jewel of non verbal behavior and have a survival value. Regulation of emotion plays a vital role in the adaptation of individuals and their psychological adjustment. Emotions are an essential and often an adaptive component of social behavior [11]. Emotions do not only color people's lives, but are absolutely essential to their survival and adaptation [12]. Emotionally competent individuals know how and when to regulate their emotions in order to achieve their goals [13].

Emotions also play a major role in enthusiasm, inspiration, awareness, cognition, cope, creativeness, concentration, preparation, analysis, knowledge, remembrance and decision making. Emotions are fluid and complex. For instance, emotions facilitate the detection of threatening stimuli [14], prepare the organism for specific behavioral responses [15], enhance memory for significant events [16, 17], increase the speed and accuracy of decision-making processes [18] and guide social interactions [19].

Emotion regulation is a slippery process and an agreed upon definition is not available. However, different researches have expanded different definitions to elaborate the concept. Emotion regulation is described as a process during which individuals change and try to regulate their specific emotions in the particular event (either intentionally or unintentionally) to attain a desired characteristics of their irregular emotion state [20]. Emotion regulation refers to change in emotions state according to the environment. This comprises of change in the emotion itself or in other mental process to become regulated in the proper way (e.g. memory, social interaction) [21].

Emotion regulation is a process alteration in the system that generates emotion or its demonstration. The processes that alter emotions come from the same set of processes as the ones that are concerned in emotion in the first place [22]. Emotion regulation: an individual's attempts to influence which emotions they have, when they have them and how they experience and express these emotions [13].

Literature Review: Marital conflicts can be a result of less effective parenting styles [23], adjustment problems in childhood [24], attachment problems with parents [25], increased conflict between parent/s and child [26] and conflict between siblings [27]. Marital problems can have a negative effect on children and can lead to different conflicts [28, 29]. Many researchers gave attention to the marital conflicts and children outcomes within a broader systematic perspective [30, 31].

Parents who slot in marital aggression are also more likely to use aversive methods, such as physical punishment, in dealing with their children [32]. Recent evidence also suggests that children in these families are more likely to be victims of physical abuse [33, 34]. In families where parents are disengaged, inattentive, or insensitive to typical communicative signals, children's aversive or aggressive behavior may prove quite reinforcing in that the parents' concentration is redirected to the child [35].

Researchers found that children from the families parents are not happily married have higher levels of stress-related urinary hormones (catecholamine's) and engage in more parallel and less joint play with peers, probably in the service of avoiding interpersonal conflict [36]. It is also found that these same children have more difficulty recovering from the physiological arousal associated with making angry facial expressions. Children from conflict-ridden homes may also have lower levels of psychological coping resources or less-effective coping styles [37].

Studies suggest that parental conflict is associated with an increase in child's aversive behavior because parents become absorbed in their own conflicts and are less consistent or effective in their children's discipline practices [38]. Inconsistent discipline is related with marital conflict and child behavior problems [39, 40].

Factors related to parenting may also help to explain the negative relation between marital conflict and children's ability to form positive peer relationships. Rejection by peers has also been shown to be more common among children whose parents have recently separated or divorced than children who never had these experiences [41]. Several factors may help to explain these findings. First, parents may influence their child's social competence through the quality of the parent-child relationship [2]. Substantial research indicates that marital conflict is related to more negative and less positive parent-child interactions.

Actions of parenting and children's social functioning have been noted in thousands of available studies directly. Frequently, significant relations have been reported between parents' warmth or negativity, control or progressiveness and style of parenting (e.g. authoritative vs. authoritarian) and measures of children's social and emotional adjustment. [42].

Rationale of the Study: The goal of the present study is to empirically determine the children's perception of inter-parental conflict and its effect on the cognitive emotion regulation. Parental conflicts affect children because the experience is very stressful. An history of observing conflict in the family is related to better emotional and behavioral reactivity in response to marital conflict such as increased fear, distress, hyper vigilance and covert hostility [43].

This study examines that if parents have conflicts then what is their impact on child's personality and psychological adjustment with reference to their emotion regulation.

When marital conflicts (like supremacy, barriers of race, temperamental differences, poor communication, infertility, in-laws adjustment, conciliation, violent behavior, avoidance and offence) occurred among partners, they have different effects on themselves as well as on their children. And in this way, it may have little or vast effect on their emotion regulation and personality too when they witness such disputes among their parents and the consequent unpleasant happenings in their families.

Parental conflicts are associated closely with the socio-political system of a country. Besides that, culture is an important contributory factor in structuring such conflicts among partners. Thus, different countries and different ethnic groups have their own issues related to the conflicts. It depends on the differences in ethnicity, cultures and beliefs within this multicultural society [44]. Firstly, we will see that conflicts in families have certain effects on the personality of children and their emotion regulation. Secondly, we will relate to potential gender differences in emotion regulation. We will find the emotion regulation and expressions among children. Researchers suggest that girls are emotionally more aware than boys [45]. It is also found the presence of gender differences while investigating cognitive emotion regulation [46]. Furthermore, a Meta-analysis of gender differences in temperament indicates that boys show more inappropriate behavioral responses as compared to girls [47].

Girls report better emotional awareness and small difficulty in controlling their behaviors when any negative happening occurs in their life, but it is also seen that they accept more emotions (in the form of secondary emotional responses to negative emotions) and less access to emotion regulation strategies perceived as effective. In some studies it has also seen that boys report minor level of emotion consciousness than girls [48]. Although past studies have found that girls rather than boys usually are better at inhibiting inappropriate behavioral responses [47].

Cognitive emotion regulation strategies explain more about the discrepancy in internalizing than externalizing problems. Thirdly, we explained the role of socioeconomic status in emotion regulation and CPIC [49]. We see the concurrent strength of emotion regulation score by considering the different socio economic statuses between ER and CPIC.

Objectives:

- To explore the difference in perception of inter-parental conflicts of girls and boys.
- To find the cause and effect relationship of child perception of inter-parental conflicts on emotion regulation.
- To find the cause and effect relationship of child perception of inter-parental conflicts on emotion regulation of girls.
- To find the cause and effect relationship of child perception of inter-parental conflicts on emotion regulation of boys.
- To track the role of socioeconomic statuses in emotion regulation and child perception of inter-parental conflicts.

Hypotheses:

- Perception of girls regarding inter-parental conflicts is better as compared to boys.
- Girls show high level of emotional awareness than boys.
- Boys are not able at inhibiting inappropriate behavioral responses as compared to girls.
- Marital conflicts would be negatively related to emotion regulation of children.
- Demographic variables like age are important determinants in the ability to regulate emotions and parental conflicts.

MATERIALS AND METHODS

Participants: A convenient sample of 100 children (50 boys and 50 girls) was drawn from various academies (private studies coaching centers) in different areas of Lahore city (Samanabad, Ravi Road, Dharampura). The respondents' ages ranged from 9 to 12 years for the correlation study.

Measures

Bio Data Form: A bio data form was used for the children to record the essential demographic information i.e. age, gender, socio economic statuses.

Semi Structured Interview: A semi structured interview method was used to gather the desired information and developing rapport.

Children Perception of Inter-parental Conflicts (CPIC): The CPIC [50], a 48-item child-completed questionnaire was translated in Urdu by researchers themselves. The questionnaire measures the 10 dimensions of inter-parental conflicts like frequency, intensity, content, resolution, threat, coping efficacy, content, triangulation, stability and self-blame. Children response in three different ways that is true, sort of true and false. Scoring is done on the basis of 1 to 3, with 3 reflecting more negative forms of conflict and its appraisal. The CPIC has demonstrated adequate internal consistency and test-retest reliability as well as concurrent and criterion validity. Participants from intact families were instructed to respond with reference to conflict between their biological parents. These questionnaires can be applicable to divorced, separated or single parent families as well.

Cognitive Emotion Regulation Questionnaire Kids (CERQ-k): To measure the specific cognitive emotion regulation strategies participants used in response to the experience of threatening or stressful life events, the cognitive emotion regulation questionnaire was used. The CERQ-k is a 36-item questionnaire consisting of the following nine conceptually distinct subscales, each consisting of four items and each referring to what someone thinks after the experience of threatening or stressful life events: self-blame, other blame, rumination, catastrophizing, putting into perspective, positive refocusing, positive reappraisal, acceptance and planning. Cognitive emotion regulation strategies were calculated on a 5-point Likert scale ranging from 1 (almost never) to 5 (almost always). Individual subscale scores were obtaining by summing the scores belonging to the particular subscale (ranging from 4 to 20). Previous research on cognitive emotion regulation strategy has shown that all subscales have good internal consistencies ranging from 0.68 to 0.86 [51].

Procedure: Data were collected from the 9 to 12 years old children from various academies in different areas of Lahore (Samanabad, Ravi Road, Dharampura). Data were collected after obtaining their informed consent forms. The data was collected during the summer vacation of children; therefore, in these days many students refused to participate, but most were very cooperative. Measures were administered in groups using standardized procedures. Participants were given brief description regarding the purpose of study and were given the basic instructions on how to fill up the questionnaires. Participants were required to fill the informed consent form that described the purpose of the study and also assured the confidentiality of participant's information and allowed the participant to withdraw if they didn't want to fill the questionnaires at any time of the study. Participants were assured that the information given by them would be confidential. Demographics form was also requested to fill. It gave information about each participant's personal demographic details such as name, age, gender, education and social economic status. This was followed by the administration of two main tools; children perception of inter-parental conflicts that measures children perceptions about their parent's conflicts and disputes and situation at their home and Cognitive emotional regulation that measured individuals emotional regulated.

Because of translated Questionnaires, the children were able to understand the questions easily. Some statements did need interpretation. Girls were usually aware of their home environment and of course about parents' relation also; whereas boys showed no interest in these kinds of disputes. A few children were very excited and wanted to know about the results of their questions. Some children felt a bit insecure and later they became relaxed and easily gave responses. There were some difficulties in collecting the data due to the summer vacation. Overall, it was a good experience while collecting data and interacting with the students of different classes. The debriefing sessions were conducted with the participants after they accomplished the task.

They were asked to respond whether the present study was boring or interesting, or if they found something frightening or threatening in the task. They also received briefing about the outcome of the study.

RESULTS

Data collected for the present study was analyzed by using PASW (Predictive Analytics Soft Ware) Statistics 18 (Release 18.0.0) was used for data analysis. Main effects, interaction, differences and comparisons were determined by applying regression analysis, ANOVA, MANOVA, T-tests, Correlation.

depth analyses of data, while computing Cronbach's alpha it was satisfactory (α =.67). The reliability of CERQ-k Task was determined before in depth analyses of data, while computing Cronbach's alpha it was satisfactory (α =.87)

The table indicates that gender shows a positive correlation with total scores of CERQ-k and self blame and catastrophizing. Table also indicates that SES shows negative correlation with total scores on CERQ-k and has negative correlation with subscale of CERQ-k self blame, rumination, acceptance and catastrophizing. Total CPIC is positively correlated with total scores of CERQ-k, its subscale self blame, rumination and catastrophizing.

Total scores of CERQ-k are positively correlated with all their subscales, i.e. self blame, rumination, acceptance, positive reappraisal and catastrophizing. Subscales of CERQ-k are also correlated with each other. Table indicates that self blame is correlated with rumination, acceptance, positive reappraisal and catastrophizing. Table also shows that acceptance is further correlated with rumination, positive reappraisal and catastrophizing and has a positive correlation of rumination with positive reappraisal and catastrophizing. Table also shows positive correlation of positive reappraisal with catastrophizing.

Regression analysis was carried out to find the effect of total score of CPIC on total score of CERQ-k among Children.

The results in Table 2 indicate that cognitive emotional regulation emerged as significant predictor, β =.35, t =.19, p =.00. The value of R^2 (.12) indicated that 12 percent of the variance in the total score on CERQ-k was accounted for by the total score on CPIC. The value of R (.35) indicated that both variables had a good correlation.

The Table 3 indicates that gender and SES have significant effect, $F (2, 99) = 8.38$, $p >.00$, on CERQ-k.

The Table 4 indicates that girls have no significant effect on CPIC $p >.06$ and R^2 I.06.

Table 1: Correlation Matrices for the Sample (N=100) was explored for different demographic variables.

	2	3	4	5	6	7	8	9
1.Gender	.160	-.09	.26**	-.29**	-.17	-.09	-.10	-.28**
2. SES	Nil	-.19	-.31**	-.20*	-.29**	-.34**	-.09	-.30**
3. Total CPIC	Nil	nil	.35**	.39**	.15	.32**	-.07	.38**
4. Total CERQ-k	Nil	nil	nil	.69**	.69**	.68**	.57**	.73**
5. Self blame	Nil	nil	nil	Nil	.30**	.29**	.21*	.46**
6.Acceptance	Nil	nil	nil	Nil	Nil	.39**	.35**	.52**
7. Rumination	Nil	nil	nil	Nil	Nil	nil	.39**	.51**
8.Positive Reappraisal	Nil	nil	nil	Nil	Nil	nil	Nil	.27**
9. Catastrophizing	Nil	nil	nil	Nil	Nil	nil	nil	nil

*p <.05. ** p <.001.

** Co relational is significant at the 0.01 level (2-tailed)

* Co relational is significant at the 0.05 level (2-tailed)

Table 2: Simple Linear Regression Analyses for the effect of CERQ-k on CPIC.

Model	R	R^2	B	SE	β	t	p
Total CERQ-k	.35	.12	.73	3.70	.35	.19	.00

$F (1, 99) =13.75. p,>.00$

Table 3:Simple linear Regression Analyses for demographical variables for the effect on CERQ-k.

Model	R	R^2	B	SE	β	T	p
Gender	.38	.14	-8.33	3.64	-.217	-2.28	.02
SES			-8.70	2.9	-.284	-2.98	.00

$F (2, 99) =8.38, p >.00$

Table 4: Linear Regression Analyses for the girls on CPIC

Model	R	R²	B	SE	β	t	p
Total CPIC	.26	.06	.56	.30	.26	1.86	.06

Table 5: Linear Regression Analyses for the boys on CPIC

Model	R	R²	B	SE	β	t	P
Total CPIC	.43	.19	.81	.24	.43	3.38	.00

Table 6: MANOVA for the effect of demographic variables on the total scores of CPIC and CERQ-k.

Source	Dependent Variables	SS	Df	MS	F	P
Gender	Total CPIC	249.22	2	124.61	1.54	.22
	Total CERQ	513.07	2	256.53	.83	.43
SES	Total CPIC	570.63	2	285.31	3.52	.03
	Total CERQ	4006.68	2	2003.34	6.54	.00
Gender*SES	Total CPIC	459.06	2	229.530	2.83	.06
	Total CERQ	2421.01	2	1210.50	3.96	.02
Error	Total CPIC	7525.76	93	80.92		
	Total CERQ	28429.02	93	305.68		
Total	Total CPIC	160708.00	100			
	Total CERQ	734400.00	100			
Corrected total	Total CPIC	8451.96	99			
	Total CERQ	36840.96	99			

Note: All the non-significant interactions have been omitted

Table 7: Univariate Analysis for demographic variables and for score on CPIC (N=100)

Source	Dependent Variables	SS	Df	MS	F	p
Gender	Total CPIC	249.22	2	124.61	1.540	.22
SES	Total CPIC	570.63	2	285.31	3.526	.03
Gender*SES	Total CPIC	459.06	2	229.53	2.836	.06
Error	Total CPIC	7525.76	93	80.92		
Total	Total CPIC	160708.00	100			

Table 8: Univariate Analysis for demographic variables and for score on CERQ-k total (N=100)

Source	Dependent Variables	SS	df	MS	F	P
Gender	Total CERQ	513.07	2	256.538	.83	.43
SES	Total CERQ	4006.68	2	2003.34	6.54	.00
Gender*SES	Total CERQ	2421.01	2	1210.50	3.96	.02
Error	Total CERQ	28429.02	93	305.68		
Total	Total CERQ	734400.00	100			

Table 9: ONE WAY ANOVA for the effect of CPIC and CERQ-k (N=100)

Sources		SS	df	MS	F	p
CPIC	Between Group	330.10	2	165.05	1.97	.14
	Within Group	8121.85	97	83.73		
Total		8451.96	99			
	CERQ					
	Between Group	4207.05	2	2103.52	6.25	.00
	Within Group	32633.90	97	336.43		
Total	36840.96		99			

Table 10: Differences between boys (n=50) and girls (n=50)for scores on CPIC and CERQ-k.

Sources	Boys *M(SD)*	girls *M(SD)*	*T*	*p*
CPIC	39.90(9.08)	38.14(9.40)	.95	.34
CERQ-k	88.56(16.94)	78.48(20.31)	2.69	.00

df =98

Table 11: Difference between genders on CERQ-k subscales are indicated in the table below (N=100)

Sources	Boys *M(SD)*	girls *M(SD)*	*T*	*P*
Self blame	9.36(3.35)	7.40(3.16)	3.00	.00
Acceptance	9.68(2.74)	8.62(3.20)	1.77	.07
Rumination	9.64(2.98)	9.08(2.73)	.97	.33
Positive reappraisal	9.82 (2.73)	9.20(3.42)	.99	.32
Catastrophizing	9.64(3.68)	7.62(3.23)	2.91	.00

df =98

The Table 5 indicates that boys have significant effect of CPIC as *p* >.00.

Multivariate analysis of variance was conducted to explore the effect of demographic variables and their interactions with scores on both measures. MANOVA was conducted. The results are presented below in the Table 3.6

Multivariate analysis indicates a significant main effect of the SES on the cognitive emotion regulation $F(2,93) = 6.54, p = .00$ and effect of SES was also significant for scores on cognitive emotion regulation on CPIC $F(2,93)=3.52, p=.03$ and gender*SES was also significant for the cognitive emotion regulation $F(2,93)=3.960, p=.022$, whereas all other gender shows non-significant effect $(F(2,93)1.54, p=.22)$ on children perception of inter-parental conflicts as well as $(F(2,93).83, p=.43)$ on cognitive emotional regulation.

Univariate analysis was conducted to investigate the combined effect of demographic variables on the total score of CPIC.

Univariate analysis indicates that main effect of SES, $F (2, 93) 3.52= p <.03$ was highly significant for the children perception of inter-parental conflicts. The table indicates that main effect of gender $F (2, 93) = 1.54, p =.22$ was not significant for the children perception of inter-parental conflicts. Table indicates that gender*SES also demonstrated main significant effect $F (2, 93) = 2.83, p =.06$.

Univariate analysis was conducted to investigate the combined effect of demographic variables on the total score of CERQ-k.

Univariate analysis indicated that main effect of SES, $F (2, 93) 6.54= p, .00$, was highly significant for the cognitive emotion regulation of children. The table indicates that main effect of gender $F (2, 93) =.83, p =.43$ is not significant for the children cognitive emotion regulation. Table 8 indicates that gender*SES also shows main significant effect $F (2, 93) = 3.96, p =.02$.

One way analysis of variance indicates a significant main effect of SES on CERQ-k, $F (2, 97) =6.25 = p <.00$ in between and within groups. Means further indicates this fact, whereas on CPIC the effect was non-significant, $F (2, 97) = 1.97= p = ns$. The results indicate that overall effect of total scores of CPIC was significant on total scores of CERQ-k.

The Table 10 indicates that there is no significant effect of CPIC $t (98) =.95, p = ns$. Means of boys (*M*= 39.90, *SD* = 9.08) and girls (M =38.14, SD =9.40) also indicate that their effect on CPIC is not significant. Table indicates that there is significant effect of CERQ-k $t (98) =2.69, p <.00$.Means of boys (*M* =88.56, SD= 16.94) = *p* <.00 on CERQ-k among boys and girls, whereas Means of girls (M = 78.48, SD = 20.31). These results indicate that overall effect of total scores on CPIC on the total scores of CERQ-k is significant.

(*M*=9.36, *SD*=3.355), p <.00 and girls (*M*=7.40, *SD*=3.162), p <.00 significantly effect on CERQ-k and catastrophizing on boys (*M*=9.64, *SD*=3.680), p <. 00 and on girls (*M*=7.62,*SD*=3.23), p <.00 has significant effect on CERQ. Table also indicates that boys (M=9.68, SD=2.74), p <.07 and girls (M=8.62, SD= 3.20), p <.07 show no significant effect on acceptance. Table also indicates that boys (M= 9.64, SD=2.98), p = ns and girls (M=9.08, SD=2.73), p = ns, show no significant effect on rumination. Table also indicates that boys (M =9.82, SD =2.73), p = ns and girls (M=9.20, SD=3.42), p = ns also shows no significant effect on positive reappraisal.

DISCUSSION

The present study aims to explore differences in the ability to check the effect of cognitive emotion regulation on children perception of inter-parental conflicts through CPIC and CERQ-k. Several findings of this study confirm the usefulness of the CPIC along with their integration, competencies and self esteem. Here we will discuss that if children perceive greater stress among parents, their cognitive emotion regulation becomes low. As a result, when less parental conflicts are observed by children, their cognitive emotion regulation will also be effected in

that way. Several theoretical approaches suggest that the children, even when they grow up in same environment, behave and react differently and perceive different behaviors. [52, 53, 54]. More specifically, it is also seen that younger children blame themselves more during marital disruption rather than older children. However, researchers suggest cognitive-contextual framework that clearly shows some developmental differences and proposes that children's responses to Inter Parental Conflicts are mediated by two different stages of appraisal, a primarily affective response and attempts to understand why the conflict is occurring and to decide how to respond. It is also suggested that those children who respond to conflicts are mostly emotion focused, reflecting primary processing. However, as children grow older and mature cognitively, their ability to understand the threats posed by marital conflict and about potential outcomes increases and changes with time, thereby permitting more problem-focused responses to IPC [24].

This study also aims to find the difference in the cognitive emotion regulation of boys and girls. Boys and girls age criteria is from 9-12, this is the specific. Moreover, another purpose is to check the predictor, that whether CPIC is the predictor of CERQ-k. The interactions and associations etc of different demographic variables with other variables have also been taken into account. The main objective of the study is to find out the effect of parental conflicts on cognitive emotion regulation of children. Study also compared the differences in the cognitive emotion regulation of boys and girls on the basis of their perception about parental conflicts.

The first objective of the study is to determine the effect of parental conflicts on cognitive emotion regulation of children. The results of between-within ANOVA indicate significant differences for cognitive emotion regulation of children who experienced parental conflicts in their families. There is a significant main effect of cognitive emotion regulation for boys and girls when we compare these genders. Study indicates a highly significant main effect for the types of cognitive emotion regulation on self blame and catastrophizing of girls and boys. It is also significant suggesting that different types of emotions are perceived in a different way among boys and girls even when they are from the same family. This suggests that boys and girls have different kinds of emotion when they perceive parental conflicts. Further analysis revealed that perception of parental conflicts and cognitive emotion regulation has significant main effect on socio-economic status as well as on gender. Thus it

might imply that it is most likely that cognitive emotion regulation is the cause of parental conflicts but there is a possibility that it may be, partially and even altogether, a result of some other socio-cultural factors which will be discussed hereinafter.

The second objective is to compare the differences in cognitive emotion regulation of children (boys and girls). The results of the study are not consistent with our hypothesis that the girls are high in cognitive emotion regulation as compared to boys. The overall results suggest a highly significant difference among boys and show no significant difference in girls. However, the means clearly reveal that, contrary to the hypothesis, the effect of cognitive emotion regulation on girls is not significant, but boys have significant differences n their cognitive emotion regulation when they perceive parental conflicts. Further analysis has been carried out while using t-tests for accuracy scores (indicating the cognitive emotion regulation) of boys and girls, total score on CERQ-k, self blame and catastrophizing which confirms that both boys and girls have significant differences on all the accuracy scores except on score of acceptance, rumination and reappraisal. The means indicate that boys and girls significantly consider themselves self blame and catastrophizing. One possible explanation for these results is that cognitive emotion regulation is not specific but general and the children who face less parental conflicts has better cognitive emotion regulation. A number of studies which provide the basis of this hypothesis however do not support the notion. Therefore, the results of our study are contrary to the results of many studies which laid down the foundations of this hypothesis e.g. findings that boys reported lower level of emotional awareness than girls [48].

Although many past studies have found that girls rather than boys are better at inhibit inappropriate behavioral responses [47].

It has also shown that girls' propensity to talk about emotion shows up early in childhood [55, 56].

It has been seen that those girls who are liked enough by others and are the ideal usually for others and are well able to express themselves in front of others verbally, to understand group dynamics, to be less aggressive. They have a strong position in social environment, especially with boys [57- 60].

These results are thus inconclusive. Contrary to these results there are a number of studies indicating that marital conflicts may affect the partners and have influence on parenting but some other side effects may

also be seen. Increase in depression rate greatly occurs [4]. Psychological and physical torture among partners also occurs [5]. Health is also effected very badly when there must be conflicts among parents [61, 7] and many problems occur as a result such as depression, cancer, cardiac diseases and chronic pain [62]. On the other hand, our finding is consistent with a number of studies e.g. many researchers have argued that girls and boys internalize and experience different kinds of early family relationships because both sexes are parented primarily by women [63-65]. As a result, their emotional functioning develops differently. All these studies advocate that parental conflicts have overall effect on children. Boys and girls perceive these effects differently whereas it may also affect the partners and have some psychological side effects on them.

The present study tries to gather information from the Pakistani children regarding their views about the importance and beneficial effects of cognitive Emotional regulation on their perception about unpleasant family happenings. The study specifically focuses on parental conflicts and its effect on cognitive emotion regulation. The data is collected from students with the aim that find out the relation between their perception of parental disputes and emotional regulation. The scale of CPIC and Cognitive emotional regulation questionnaire is used for this purpose.The scales are translated in Urdu for better result.

Moreover, another purpose of the present study is to compare the level of socioeconomic statuses, children views about parental conflicts in this context and cognitive emotional regulation. The interactions and associations etc of different demographic variables with other variables are taken into account.

The frequency and percentage of gender and social economic status have been used in the study. It also shows the mean and standard deviation of age, gender and social economic status. The age of the participants ranges between 9 to 12 years and socioeconomic levels are divided into three categories: lower, middle or above.

Univariate Analysis of demographic variables on CPIC total and CERQ-k has also been conducted. The result reveal that the socioeconomic statuses and gender*SES has an influence on the cognitive emotional regulation which is very close to being significant whereas all the other demographical variables show no significant influence on children perception of inter-parental conflicts and cognitive emotional regulation and

the results are the same on both MANOVA and univariate analysis. This test has been applied to attain more accuracy.

The next objective of the study is to find out the difference among social economic status on CPIC and CERQ-k and their subscales. The t-test results show there is no significant difference of social economic status on CPIC but gender (boys and girls) shows significant difference whereas the analysis reveals that the sub scale of CERQ-k self blame and catastrophizing has positive significant effect on cognitive emotion regulation of gender. In our culture the individual who belong to the middle socio-economic status are more on familial disputes. The mean indicates the CERQ higher on individuals who belong to the middle socio-economic status in comparison with those who have low socio-economic status.

The next objective of the study is to investigate inter correlation of demographical variables on the total score of CPIC and CERQ-k. Genders are positively correlated on social economic status and on total score of CERQ-k. The further analysis reveals that the all other demographical variables like gender and socio-economic status and the total score of CERQ-k and CPIC are negatively correlated on each other. In the study, the correlation between total and subscales of CERQ-k and CPIC has also been investigated. It reveals that the total score of CERQ-k is positively correlated with their subscales. The results also indicate that the total score of CERQ-k self blame and Catastrophizing shows more significant effect.

The last objective is to find the impact of CPIC, CERQ-k on demographical variables. Linear regression analysis is carried out for finding the best predictors of the children perception of inter-parental conflicts scale and cognitive emotional regulation questionnaire on demographical variables. The demographical variables gender and socio-economic status are included and after applying the regression, the results indicate that there are significant impacts gender on CERQ-k whereas all the others variables were excluded. The results reveal that gender and socio-economic status are the only predictors of CERQ-k.

The last objective of the study is to compare the effect of CERQ-k on CPIC and the analysis is used to find out the predictor variables for CERQ-k on CPIC and the simple regression results reveal that CERQ-k is the predictor of CPIC. The result supports our hypothesis that CERQ-k is the predictor of CPIC on overall scores of the study.

CONCLUSION

After conducting this whole research and looking at the factors that are influencing children's emotional regulations, we can conclude few points that are integrating parental conflicts and its impact on children's emotional regulation.

Firstly, self blame and catastrophic personalities are the most occurring types of emotional regulations in children due to interpersonal conflicts among their parents. We can say that if we somehow reduce the level of interpersonal conflicts among parents, it will lead their children towards a positive personality. Secondly, we have seen a significant difference between gender when we talk about CERQ-k ; therefore, we need to deal differently with girls and boys when it is about interventions for impacts of cognitive emotional regulations.

Thirdly, children who face less parental conflicts have less cognitive emotion regulation.

Fourthly, as gender has been significantly differentiated, it suggests that those girls who face less parental conflicts in their families are well able to express themselves in front of others verbally, to understand group dynamics, to be less aggressive; they have a strong position in social environment. Fifthly, high level of interpersonal conflicts among parents may also lead their children and people related to them, towards clinical pathologies that may be dangerous for their future lives. Cutting the long story short, we should devise new interventions to make these interpersonal conflicts less affecting towards their children because children can only work efficiently and make their lives better if their parents are supportive and less indulged in their own conflicts and interpersonal issues.

Limitation and Suggestion of the Study:

- The sample is restricted to Lahore areas only. The data may be collected from the whole country for the sake of generalization of the findings.
- The sample size is limited reducing the chance for generalization of the study.
- Qualitative analysis should be incorporated because of the subjectivity of many factors is involved.
- Sample is limited to children only. The results of the study may be different for the different age ranges.
- Role of father and mother or siblings is not taken into account in this study.
- Norms of the measures (CPIC and CERQ-k) are not available.

Implications: The study has been conducted to help the social psychologists and educational psychologists in their respective fields of operation. In the field of social psychology, the study explores the dynamics of parent child relationship that how the personality of one (parent) affects the development of the other. The study will yield important suggestions for the family counselors especially in patriarchal societies.

The study is especially relevant in the context of Pakistani society. Pakistani society is the one with a very strong family set-up where the children remain reliant upon their parents economically and socially. In this kind of society, the personality of parents becomes a very determining factor for the growth of the child. This study focuses on the condition wherein parents have conflicts or child may perceive some sort of negative happenings in their surroundings that consequently has very vast impact on their cognitive emotion regulation. This phenomenon is very common in a large section of Pakistani society i.e. rural areas and less developed cities. So the study is applicable to a very limited portion of Pakistani society. The study focuses the impact of inter-parental conflicts and children perception on the cognitive emotion regulation among the children (boys and girls). This again makes the study particularly relevant in the context of Pakistan where children witness such kinds of disputes in their families. So, it is very relevant to study what are the determining factors for the perception of children in inter-parental conflicts. Thus the study hits upon two most important behaviors as its subject.

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