

**TRIANGULATION AND BEHAVIORAL PROBLEMS:THE ROLE OF
EMOTIONAL REACTIVITY AND POSITIVE PARENTING**



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Dedicated to

MY SWEET FAMILY

AMMI G & ABBU G

MY HUSBAND

MY BROTHERS, SISTERS & HINA

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List of Abbreviation

ATS	Adolescent's Triangulation Scale
PERS-S	Perth Emotional Reactivity Scale Short Form
MAPS	Multidimensional Assessment Of Parenting Scale
YSR	Youth Self Report
IBP	Internalizing Behavioral Problems
AD	Anxiety/Depressed
SC	Somatic Complaints
WD	Withdrawal/Depressed
EBP	Externalizing Behavioral Problems
AGG	Aggression
RBB	Rule Breaking Behavior
POSPAR	Positive Parenting
PROPAR	Proactive Parenting
WAR	Warmth
SUPP	Supportiveness
POSREI	Positive Reinforcement
LC	Lax Control
HOS	Hostility
PC	Physical Control
PO	Pushed-Out Triangulation
PI	Pulled-In Triangulation
MED	Mediator Triangulation
BAL	Balanced Triangulation
GPER	General Positive Emotional Reactivity
GNER	General Negative Emotional Reactivity
ANOVA	Analysis of Variance
AMOS	Analysis of a Moment Structures
EFA	Exploratory Factor Analysis
CFA	Confirmatory Factor Analysis
EST	Emotional Security Theory
BCCI	Biased Corrected Confidence Interval

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ABSTRACT

The study undertaken was designed to determine the role of triangulation on behavioral problems through emotional reactivity, with the moderating role of positive parenting and gender among adolescents in Pakistan. Cross sectional research design was employed in present study. Adolescent Triangulation Scale (ATS; Riaz & Iqbal), Perth Emotional Reactivity Scale- Short Form (PERS-S; Becerra, et al., 2017), Broadband Positive Parenting domain of Multidimensional Assessment of Parenting Scale (MAPS; Parent & Forehand 2017) and Youth Self Report (YSR; Achenbach & Rescola, 2001, translated and validated on Pakistani sample by Khan & Avan, 2014) were used to measure the present study constructs. The present research employs a mixed-method design encompassing five study phases. Study I established indigenous exploration of the construct of triangulation through focused group discussions. Data obtained from the focused group discussions were analyzed through content analysis, which along with the literature review provided the foundation for the development of item pools for ATS. The items generated were administered on a purposive sample of adolescents ($N=494$, Boys = 230, Girls = 264). Exploratory factor analyses revealed a theoretically meaningful, coherent, and interpretable 4-factor solution of ATS (pushed-out, pulled-in, mediator & balanced). Overall triangulation scores were obtained by reverse scoring of balanced triangulation. MAPS and PERS-S were translated in Study II. Construct validity of study instruments was established through first and second order CFA on an independent sample ($N = 493$, Boys = 229, Girls = 264) in Study III. Study IV consisted of empirical estimation of psychometric indices of all the measures and confirmation of measurement models on an independent sample ($N = 200$, Boys = 88 Girls = 112) of adolescents. Results showed that all the measures were reliable instruments for the related constructs of the study. Study V involved hypotheses and

model testing on sample of adolescents ($N = 942$, boys = 440 and girls = 502). Results showed that pushed-out, pulled-in, mediator, overall triangulation and general negative emotional reactivity positively predicted internalizing (anxiety/depressed, somatic complaints, withdrawal/depressed) and externalizing (aggression & rule breaking behavior) behavioral problems. Balanced triangulation and general positive emotional reactivity negatively predicted (anxiety/depressed, somatic complaints, withdrawal/depressed) and externalizing (aggression & rule breaking behavior) behavioral problems. General positive emotional reactivity and general negative emotional reactivity has shown significant independent mediation between triangulation (pushed-out, pulled-in, mediator & balanced) and internalizing (anxiety/depressed, somatic complaints, withdrawal/depressed) and externalizing (aggression & rule breaking behavior) behavioral problems. Path models were generated which distinctively highlighted the similarities as well as differences in the interactions of major constructs which function jointly. Findings also revealed that positive parenting significantly moderated most of the direct and indirect paths triangulation and emotional and internalizing and externalizing behavioral problems through emotional reactivity. Moreover, result also suggested significant moderating role of gender in association between triangulation and behavioral problems. Results showed significant group differences in terms of gender, family type, age and birth order in the study variables. Theoretical and practical implications of the present study for adolescents and future recommendations were also discussed.

Keywords: Adolescent's Triangulation, Pushed-Out, Pulled-In, Mediator, Balanced, Emotional Reactivity, Behavioral Problems, Positive Parenting

INTRODUCTION

Chapter I

Introduction

The adolescent does not develop in separateness inside the family. Interactions between and within family subsystems impact the functioning and well-being of family members. These interactions involve marital association, parent-child relationships as well as interactions with grandparents and other family members. Boundaries, or divisions within and across family subsystems, allow family members to enjoy close yet acceptable connection while still retaining uniqueness. Generally, in stressful situations such as disagreements, firm but not inflexible limits help families to respond efficiently.

However, triangulation occurs under stressful situations when boundaries are not well-defined. Triangulation resulted when parents attempted to draw children into inter-parental conflict. When the boundaries between family members are not properly set and maintained, children become involved in inter-parental disputes. Weak boundaries increase the probability of children becoming entangled in inter-parental disputes that are more likely to be restricted to the marital dyad (Minuchin, 1974), subsequently having potentially negative repercussions for child development (Kerig & Swanson, 2010). Furthermore, when triangulation occurs, intergenerational boundaries are warped and blurred, which is typically represented in exclusion or alliance development with the other parent.

Likewise, adolescents are more likely to be drawn into marital subsystem conflict because they are old enough to understand and participate in inter-parental problems but too young to completely withdraw from the inter-parental dispute or avoid parental inspiration (Margolin, Gordis & John, 2001; Shelton & Harold, 2008). Parents may be more likely to triangulate adolescents than younger children because

adolescents have the emotional and linguistic skills required to form a successful parent-child alliance (Davies & Forman, 2002). Early adolescence is thus an important developmental stage for studying the impact of triangulation on child adjustment difficulties.

A family process model of triangulation was investigated in the current study. It was found that adolescents' triangulation into their parents' marital conflicts is connected with increased internalizing and externalizing behavioral difficulties (Buehler & Welsh; 2009). Furthermore, this connection between triangulation and adolescent internalizing and externalizing difficulties was mediated by adolescents' emotional reactivity to parental disputes (Machado & Mosmann; 2020). Moreover, various individual and family characteristics that create the environment of family interaction processes effect both the direct and indirect pathways. Among individual factors gender was investigated as moderating variable while among family factor positive parenting was investigated as moderating variable (Davis-Kean; 2005).

Triangulation

The concept of triangulation fundamentally refers to process of taking part of a third person in the association of two others. The third person may be children, father, mother, grandparents, therapists, friends, fantasized relationship, neighbor, or pets (Kerr & Bowen, 1988). The concept of triangulation received a remarkable consideration by the early followers of family system theories. The American Association for Marriage and Family Therapy (AAMFT) defined triangulation as the involvement of third person into a dyadic relationship in order to provide stability in the system or to balance either excessive conflict, distance or intimacy (Evert, Sears, Martin & Payne, 2018). Triangulation refers to involving a child in the conflicts between two parents, and it is associated with psychological challenges in adolescents.

Despite its negative impact, families may resort to triangulation as it creates a divergence in perceptions, where adolescents become more aware of inter-parental conflicts, while parents are diverted from tension within their own relationship (McCauley, Sloan, Xia & Fosco, 2021).

This concept of triangulation is associated with Bowen (1978) who defined it as an approach to lessen anxiety in a dyadic relationship. Different therapies used the term triangulation with a slight difference of definition. The Strategic Therapy used the term ‘perverse triangle’ (Haley, 1967) structural therapy referred, triangulation as ‘rigid triads’ (Minuchin, 2022); and Intergenerational Family Therapy used the term ‘interlocking triangles’ (Kerr & Bowen, 1988). Bresin (2017) used the term triangular relationship. Triangulation and triangling was one of eight fundamental concepts to Bowen theory and therapy. Although different in perspectives, they all share the same grounds of a third person being involved into a relationship.

Triangulation is a systems-level process that may be exist in the nuclear family (father-child-mother) or it may be present within extended families. In addition to this it may be present in nonfamily members such as therapist, friends and peers. Basically in relationship between two individuals the third individual is involved in order to dispense and spread out the stress and anxiety, and also the power among three persons instead of two. (Kerr, 2019; Lum, 2002; Haley et al., 1987; Satir & Baldwin, 1983).

Triangle is defined by Kerr and Brown (1988) as the fundamental unit of an emotional system. It is considered as the smallest stable unit in relationship. Furthermore, the concept of triangles was the adhesive that combined the concepts into a single theory. The concept of emotional triangle present by Bowen is very much different from psychoanalytic concept of oedipal triangle. Basically the oedipal triangles are related to sexual issues between child and parents however Bowen’s

emotional triangles is more elaborative and explains a much broader emotional process. Rather than explaining why the emotional triangle what, how, when and where a relationship is.

The concept of triangles suggests that, a dyadic relationship is stable only during emotional calmness. However, a triadic relationship is stable not only during the time of calmness, but also in times of tension because the stress and anxiety disperse over the three corners of the triangle. Bowen further elaborate that emotional triangle explains the relationship between three people in the family (Guerin, Fay & Burden, 2018; Dallos & Vetere, 2012).

Interlocking Triangles. In a single family there may be more than one triangles. If more than one triangle exist these are referred to as “interlocking triangles”. Mostly interlocking triangles exists when family has more than three family members. For instant, if in a nuclear family, a father is in a conflict with his son and daughter, the tension may spread out indirectly to the mother. In this situation, the father-son-daughter triangle becomes passive, while the mother-son-daughter triangle take the active role in the system. Kerr (2019) stated that during calmness a fundamental triangle can be sufficient to handle the anxiety within the family, however when the anxiety strengthen the fundamental triangle interact with other family triangles or more broadly with triangles at society level (Nichols & Davis 2021).

Titelman (2012) stated that, interlocking triangles are formed in order to decrease the tension in the fundamental triangle. The concept of triangle is not only limited to family system. Triangles may exist in any relationship such as in, workplace, schools, hospitals, and society. Bowen furthermore added that they can be found even in “animal societies” as well. They clarify it by giving the example of the association among two monkeys to struggle with a third monkey in terms of territory and matting.

Moreover, triangles are not just a momentary relationship; in contrast they exist forever. The process of triangulation is more enduring than the people who shape the triangles. To exemplify this concept, they use dramatic language, stating that “the actors come and go, but the play lives on through the generations”. Whenever a triangle loses one of the three members someone else will fill in the gap. These triangles move from generation to generations while replacing individuals.

It was stressed that triangles have an important role in handling the equilibrium and emotional stability within the family system. Basically triangles involve two parties, firstly two people called insiders or twosome and secondly an outsider. During lower level of anxiety insiders have potentials for togetherness whereas an outsider level of comfort is lesser. During higher level of anxiety, the situation is reserved (Vetere & Dallos, 2018).

Characteristics of Triangles

There are several facts about triangles. Firstly, Kerr and Bowen (1988) stated that the third point of a triangle is exchangeable and can be subhuman, human, pets, or even some activity. Secondly, a balanced dyadic relationship can become unbalanced by removing or adding a third person and vice versa. This recommends a two-way procedure in which the removal or addition of a third person can have either a harmful or useful effect on the relationship. Thirdly, the triangles are flexible because the triangular dynamic shifts during calmness and tension. Finally, according to Hall (1981) triangles can fluctuate. Triangular fluctuation may occur both during times of tension or times of calmness. During calmness the dyad is more relaxed than the individual being triangulated. However, during tension and stress the triangulated individual is more relaxed than the dyad.

Conceptualization of Triangulation

It was proposed by Bowen (1978) that triangulation develops as a symptom of family distress as a result of one of three system-level processes or interactions. First process is inter-parental conflict both overt and covert. In triangulation comparatively more focus is on covert inter-parental conflict. Parents use triangulation as a mean of involving a child into the parental dyad to resolve their conflict (Bradford, Simunek, Bettahar, Van Genuchten & Yates 2019). Lack of differentiation of self or family fusion is considered as second system level process that leads to triangulation. It is mostly assessed using the emotional cutoff and emotional reactivity (Knauth & Skowron, 2006; Skowron, Wester & Azen, 2004). Finally, parent-child alliances are considered as a system-level process that leads to triangulation. A parent-child alliance, which is sometimes viewed as a power struggle, arises when one spouse be unsuccessful in forming a healthy relationship, resulting in an alliance between the child and the other spouse (Knauth, Skowron & Escobar, 2006). This alliance occurs when instead of seeking emotional intimacy within the marital dyad, it was demanded from others such as their own parents or children (Franck & Buehler, 2007). All three features of triangulation are thoroughly examined here;

Inter-parental Conflict

Inter-parental conflict (IPC) have harmful effect on children especially when the conflict is expressed overtly, e.g. slapping, screaming, threatening and hitting the spouse (Krishnakumar & Buehler, 2003). It is extensively reported that when children observe overt conflict among parents, harmful effects on children occurs such as externalizing-internalizing behavior problems (Feinberg, Kan & Goslin, 2007; Baril, et al., 2007; O'Leary & Vidair, 2005; Bradford et al., 2003; Wang & Crane, 2001; Krishnakumar & Buehler, 2000).

In situations where parents are better educated about the adverse effect of overt inter-parental conflicts, they try not to outburst and also avoid other types of disputations and disagreements. Avoiding overt inter-parental conflicts is not an ultimate lasting and healthy solution. Instead when parent resist overt conflicts they move towards covert tactics such as arguing about topics such as division of labor and parenting responsibilities. Covert inter-parental conflict refers to the process when parents use passive aggression to manage their conflicts (Grych & Fincham, 2017). The participation of children in an argument in order to punish or injure the other spouse is one of the most typical types of covert inter-parental conflict. In this way parents used emotional asserts to triangulate children into their conflicts. For example, one among the parents try to get child on his side, scapegoating the offspring, used youngster to get evidence about spouse, using child to bring message to the other spouse, and in-front of the triangulated child demean and blame the absent parent.

In contrast to the studies stating that children are not suffered when overt inter-parental conflicts are absence, studies have reported that covert inter-parental conflicts are as harmful as overt inter-parental conflicts. Bell et al., (2001) reported that when parents were not able to cope with interpersonal conflicts they tried to triangulate their children, girls were brought into parent-child alliance whereas boys were scapegoated. Furthermore, according to Wang and Crane (2001), the association between marital dissatisfaction and triangulation leads to depression in children.

Family Fusion

Bowen (1978) defined family fusion as the process by which two or more persons form a united sense of existence, primarily at the cost of their sense of separate selves. Individuality suffers as a result of this united sense of being. Furthermore, it causes emotional strain and worry in one or both of the persons concerned. In order to

reclaim individuality, they use different maladaptive behaviors such as marital dissatisfaction, emotional distance and malfunctioning of one or both individuals. Basically low level of differentiation of self leads to family fusion. Furthermore, Bowen (1978) reported that the lesser the amount of self-differentiation, the higher the probability of fusion, and vice versa. Moreover, this process resulted in an, “undifferentiated family ego mass”. Triangulation is one of the symptomatic behavioral product of this process. Triangles, arises when a third person is needed by a fused dyad to spread the tension that is produced in the dyadic relationship (Papero, 2014).

The Bowenian concept of scapegoating is the most familiar type of triangulation consequential from family fusion. Bowen (1988) reported that the individual being scapegoated tolerate the liability of the family’s stress and tension in order to bring harmony for other family members. Anderson and Fleming, (1986) reported that scapegoating triangulation have the amplified risk of harm to adolescents. It happened so by not allowing adolescent self-exploration, or by assigning unsuitably adult-like duties. Though the terms fusion and triangulation are not exchangeable, the progression of fusion generates an intolerable burden which is then released by triangulation. It has been reported that potential outcome among adolescents who experience triangulation due to enmeshed family is externalized behaviors such as antisocial behavior, delinquency, and substance abuse (Yahav & Sharlin, 2000; Schindler et al., 2007).

Parent-Child Alliances

According to Minuchin (1974) parent-child alliances is a family structure-based power struggle between parent and children. This parent-child alliance concept is viewed as triangulation by Bowen (1978). Actually, the existence of parent-child alliances indicates that triangulation exists within a family. Fused relationship between parent and child leads to parent-child alliances. Generally, it happened when one of the

parent (often the father) is so engaged with different responsibilities and consequently ignore his marriage. The parent being neglected brought a third party into an emotional alliance. Subsequently, the individual being triangulated such as lover, child or friend turn out to be a surrogated spouse. If in this process children are triangulated individuals than they frequently considered themselves peer or an adult with their parents. Subsequently, during inter-parental conflict this phenomenon creates misunderstanding or discomfort. This type of triangulation resulted in different difficulties and problems, such as a damaged affiliation with one of the parent (Grych, et al., 2004), adapting the role of parents to other siblings, internalizing problem behaviors (Wang & Crane 2001; Koerner & Fitzpatrick, 2002; Gehart, 2017).

Types of Triangulation

Theorists have recognized various types of triangulation. Minuchin (1974) distinguished two forms of triangulation: detouring and cross-generational coalitions. He stated that, detouring arises when parents, instead of directing criticism or anger toward each other, emphasis the negativity on the child. Thus the tension in the marital subsystem is distracted by the parent-child conflict. Detouring is sometimes also referred to as Scapegoating, because to avoid marital conflict the well-being of the child may be sacrificed. Cross-generational coalitions form when one or both parents attempt to earn the support of a triangulated child over the other parent. It can also occur when one parent devotes extra time and attention to the needs child while the other parent becomes less receptive.

More recently Bell, et al., (2001) categorized triangles in terms of nuclear family system. They classify triangles considering father, mother and adolescent triad. However, this classification can be applied to any type of triad. These four types are as follow;

Balanced Triangulation. It refers to somewhat reserved and an identical pattern of relationship between father, mother and adolescent. In terms of relative distance, all of the participants are equal. The parents resolve their own relationship troubles and react to the adolescents properly. The balanced triangle indicated a healthy and functional connection, in which the parent takes their own responsibility of relationship without involving adolescents.

Mediator Triangulation. The concept of triangulation within family systems theory introduces a distinct family dynamic known as the "mediator triangle," which underscores a significant role adolescent can play within familial interactions (Minuchin, 1974). This triangular configuration arises when adolescents perceive themselves positioned between their parents, forming a closer emotional connection with one parent while experiencing a relative distance from the other. This dynamic is characterized by the efforts of each parent to pull the adolescent closer to their side, effectively creating a relational triangle. The adolescent, in this role, becomes a mediating figure who bridges the parental divide (Kerr & Bowen, 1988).

This mediator triangle holds crucial implications for both family dynamics and individual development. By assuming the role of a mediator between parents, adolescents contribute to the dissolution of intergenerational boundaries that typically exist between parents and children (Minuchin, 1974). Instead of relying on their spouse for support and emotional fulfillment, parents may inadvertently turn to the adolescent for these needs, leading to a shift in the family system. This phenomenon can result in parent-child role reversals, where the adolescent is expected to provide emotional support to the parent—a role more suited for adult relationships (Fullinwider-Bush & Jacobvitz, 1993).

Moreover, the mediator triangle raises developmental concerns for adolescents. This dynamic places adolescent in a challenging position where they may divert their own developmental tasks to address the emotional needs of their parents (Rollins, Lord, Walsh, & Weil, 1973). This interference with normative development can impede the formation of the adolescent's identity and autonomy. Additionally, focusing on the parents' needs rather than the adolescent's own can adversely impact their emotional well-being and hinder their personal growth.

In conclusion, the mediator triangle in triangulation underscores the intricate interplay of family relationships. It accentuates how an adolescent's involvement in parental conflicts can blur boundaries, disrupt normative development, and affect overall family functioning. Understanding the implications of the mediator triangle is essential for comprehending the complexities of family dynamics and their influence on individual well-being and growth.

Cross-Generational Coalition Triangulation (Pulled-In). It refers to taking sides or alliances between three and feeling emotionally distant against one parent. The adolescent in the cross-generational coalition supports either the mother or the father (Bell et al., 2001). A cross-generational coalition can help to stabilize a family by lowering conflicts between parents, allowing the marriage to continue. The adolescents are drawn into a cross-generational coalition to take side of one parent against the other (a coalition of adolescent - father or adolescent - mother). The pathogenic parenting practices of the associated parent have built a cross-generational coalition with their child against the other parent (the targeted parent), who is an average and affectionally accessible parent.

A cross-generational coalition's role is to direct the allied parent's marital resentment against the other spouse through the kid by leveraging the child's

relationship with the other parent to inflict conflict and misery on the other parent. The child is encouraged by the cross-generational alliance to exhibit hatred and/or rejection of the other parent for alleged parental shortcomings and failings (the child is evaluating the parent). Within family systems, a conventional and well-defined kind of family pathology The triangulation of the children into the marital conflict is achieved by the establishment of a cross-generational coalition with one parent against the other parent, and the consequent typical inverted parent-child hierarchy with the child sitting in judgement of the targeted parent.

Scapegoating Triangulation (Pushed-Out). In contrast to first three forms, in the ‘scapegoating’ triangle, adolescent is pushed-out. It is often referred to as pushed-out triangulation. Parents tend to focus on the adolescent's unique behaviors, qualities, or elements rather than the concern in their own relationship. To safeguard their connection by avoiding worry or conflict, the mother and father remove themselves from the teenager and focus on a single feature of the adolescent, such as an illness or a special gift or skill.

An adolescent may be "Pushed-Out " when parents avoid dealing with their disagreement or stress by concentrating on a son's particular needs or skill, or a daughter's scholastic troubles. The parents maintain a tenuous bond by concentrating on their daughter's (or their "problem daughter," as the case may be) difficulties. The adolescent is used as a scapegoat in the "Pushed-Out " pattern (Vogel & Bell, 1968). Parents can postpone dealing with their own difficulties as long as they focus on the teenager. Such parents frequently deny any genuine differences or arguments between them; there is a professed closeness without a genuine sensation of warmth—a pseudo-closeness. The couple often presents a united front in the "pushing out" type of triangulation, not looking at each other or their anxieties, but rather looking outward

together towards the common problem, creating a false sense of closeness and avoiding relationship tension or difficulties (Ford & Harrick, 1974; Vuchinich et al., 1994). The child is put in a situation in which she must have a problem in order for her parents' relationship to survive.

Theories of Triangulation

One of the most durable theoretical conceptions that has evolved in efforts to characterize family dynamics that surpass beyond the dyadic level is the concept of triangulation or triangles within the family. Triangulation can take many forms, but it always entails a pair of family members accepting or rejecting a third family member. According to the idea of triangulation, what happens in a meaningful relationship between two people in a family may have a tremendous influence on a third family member in mutually reinforcing ways, and vice versa. It was noticed by early systemic practitioners such as Bowen (1971), Weakland (1976), and Minuchin (1974, 1978) that families might participate in a range of triangular progressions which resulted in durable coalitions or fluctuating alliances. Present study is based on the concept of triangulation put forward by structural and systemic family theories. However, the psychoanalytic theory also tends to explain the concept of triangulation to some extent.

Psychoanalytic Theory of Triangulation

Psychoanalytic theorist considered triangulations as an essential step during children development. They argue that triangulation occur when a dyadic relationship is extended by a third member to develop a new form of association. The concept was presented by Abelin, in 1971. He introduced the concept of early triangulation, in order to describe the shifts in psychoanalytic object relations theory and parent-child association at the age of 18 months. He argues that the mother is the primary caregiver

having symbiotic relationship with the child, and the father serve as appeal to the external domain. Therefore, father serve as a third party in mother-child dyadic relationship. Furthermore, he proposed an organizer and triangulation model, in which he explained the human psychic and mental development in the context of triangulation.

Systemic Family Theory

In contrast to psychoanalytic triangulation Bowen introduced the concept of emotional triangles (Friedman, 1991). According to Bowen triangles develop in all relationships including families as well as social groups (Hoffman, 1981). Brownian triangles are considered as fluid rather than static. They are static in the sense that depending on the varying demand for autonomy and connectedness the two-person association go through cycle of distance and closeness. Therefore, in order to stabilize the two-person relationship there is a strong need for the involvement of third person. Bowen argue that triangles are mostly develop when a dyad is undergoing through some stressful situation (Nichols & Schwartz, 1995). In the family life-cycle during stressful situation the triangulating patterns become extensively rigid whereas during peaceful and relax situation (Hoffman, 1981). When two family members are in stressful or conflictual situation, on one expiring more discomfort tend to triangulate a third person either directly or indirectly. This development of a triangle might be soothing at the time of stress for the dyad but leads to problem for all the three members in long term.

Structural Family Theory

Minuchin (1974) is considered as founder of the structural school of family therapy. The organized arrangements for the interaction of family members are characterized as family structure. When a specific structure or order of interactions are repeated, unconscious rules and permanent patterns may emerge that dictate when,

how, and with whom family members associate. (Nicholas & Schwartz, 1995). Individuals relate to form dyads or larger groups which are collectively termed as subsystem. Individuals as well as subsystems are determined by inter-personal boundaries. These boundaries are indistinguishable barriers that surround persons and subsystems and are intended to govern the quantity and type of interaction with others. Boundaries vary from diffuse to strict and play an important role in regulating hierarchy within the family.

Minuchin presented three scenarios that resulted in triangulation. To begin with, when the parents' relationship suffers from misinterpreted and repressed unhappiness, both or one of them experiences anxiety. According to Minuchin, such anxiety required an outlet or concentration. In this setting, the children tend to act in a way that attracts the attention of both parents. The child learnt that both parents collaborated and were unified in their worry, which encouraged the child's behavior and so gave birth to a 'problem' behavior. This notion is based on the developmental premise that children observe and monitor their parents' personal and interpersonal well-being. Winnicott (1964) discussed supporting families in untangling the developmental knot generated by a child's observation of their parents' relationship issues. As a possible explanation for certain childhood emotional and behavioral difficulties, it neither blames the child nor the parents, but strives to explain how individuals become caught up in the ironic consequences of their own and others' behaviors and intentions, frequently in an attempt to make things better.

Byng Hall (2008) explained children's function in distance regulation or affect regulation in a parent-child relationship as follows: two parents are discussing an anxious issue, and one or both begin to show signs of discomfort. The small child who is playing in the room stands up and toddles up to one of the parents, who reaches down,

picks up the child, lays them on their knee, and pats them on the back, and so on. Thus, the unpleasant adult discussion is interrupted, harmful enthusiasm is tempered by the process of reacting to and calming the child, and the child learns how to be 'useful' to their parents before they can even speak. If this approach is repeated and positively reinforced, it may become established as a pattern or set of expectations for how to deal with detrimental arousal.

Cross-generational coalition, a second process of triangulation resulted when unhappiness and discontent arouse in the marital relationship of parents, which was not resolved constructively but was open. Such conflicts resulted in each parent attempt to persuade the child to take side with them in contradiction of the other. The issue for the children in this situations is that pleasing one means displeasing the other parent. Blow and Daniel (2002), have established that children's experiences of split loyalties in these settings have immediate and long-term negative social and psychological implications. So, when children live in such circumstances, it is hard to cope with the stress of listening one parent speak poorly for the parent, the child might adore. Moreover, it is also difficult for the children to understand that they are not allowed to speak positively about one parent with the other parent. This is because of the fear of igniting the wrath of the other parent.

In Minuchin's third triangulation process, when there is misunderstood marital dissatisfaction of parents, one of them tends to seeks warmth and affection by having extra marital affair or by finding all leisure events outside the family (a more disengaged type of association). On the contrary, parents may rely on one of their children for practical and emotional assistance, which is beyond the child's emotional capacity. Within the restrictions of cultural expectations, it is more difficult for children to take up their developmental place among their peers. (a more enmeshed type of association).

This emphasis on triangles is possibly a link between systemic and attachment perspectives, as well as a higher order context marker for interconnected attachment interactions in a family system. It allows us to see a child's development and functioning in both direct dyadic relationships with both parents and in their relationship (Pallazoli, 1989). As a result, the child may be observed creating attachment strategies with each parent while similar tactics are also used to support the emotional needs of the parents in their relationship without the child's knowledge.

In the nutshell multigenerational family systems theory suggested that triangulation places adolescents and children at heightened risk for social emotional and psychological problems (Kerr & Bowen, 1988). In the present study, researcher focused on one central aspect of triangulation in families i.e. adolescent' involvement in inter-parental conflicts and tensions. Theoretically, triangulation into inter-parental conflicts adversely affect adolescent's mental health and subsequently destroy their social relationships with friends and romantic partners in future (Benson et al., 1993). Specifically, triangulation results in relational issues among adolescents. This is so because triangulation placed adolescent in confusing and unsustainable family relationship. When adolescents are triangulated during parent's disagreements, they experienced elevated levels of parental irritation, anxiety and hostility. In other words, we can say that they are actually involved in inter-parental conflicts specifically as mediator or associates. In theory, once the involvement of adolescent aids in reduction of parental anxiety, stress and tension it will results to continual triangulation in future as well (Bowen, 1978).

Contemporary Views About Triangulation

Despite the importance of triangulation as a major aspect of systemic theory and practice, it is difficult to locate current systemic research that investigates how this process works and the various results. Here are some important line of investigation.

Firstly, many researchers reported that how inter-parental conflict influenced children (Davies et al, 2002; Vetere & Cooper, 2005; Amato and Afifi, 2006; Buehler and Welsh, 2009; Shahinuzzaman, Saha & Akhtar, 2016; Hess, S. (2022). The accumulation of this data confirmed clinical expectations that inter-parental conflict, that might vary from the persistent imaginary fear of somewhat horrible happening to actual marital violence, has a negative impact on mental health of the child (Cook, (2011; Khaemba, 2014; Bhattacharjee, 2022). This collection of research has largely used inventories from parents and children, as well as measurements of children's well-being, to determine the intensity and frequency of inter-parental conflict. Children experiencing such circumstances exhibited symptoms of internalizing behavioral problems such as anxiety, sadness, low self-esteem, drug abuse, and self-harm (Ansari & Fatima, 2023; Davies et al, 2002). Subsequently, the child considered disagreements between their parents stressful, with the effects being amplified when their parents drag them into the conflict to take sides (Davies, Coe, Martin, Sturge-Apple & Cummings, 2015). This collection of research also implies that children use two types of techniques to prevent disagreements between their parents: one is to escape, isolating in one's room, remained away from the house as much as conceivable, and become emotionally detached. The second alternative is to intervene, for example, to keep the peace, urge their parents to stop, to be very kind and charming, and so on. It also appears that some children may 'intervene' with their internal arousal control problems by externalizing symptoms such as shouting at their parents, being angry, and getting into trouble. These

can be even more successful means of diverting their parents' attention away from the child and away from their parents' relationship.

Second line of investigation found some parallels with the Bateson group's (1972) views on the double bind. The practice of triangulation, or parental encouragement to take sides, makes the withdrawal strategy exceedingly difficult, making exiting the relational field essentially impossible (Friesl, Garreau, & Heracleous, 2019). Even if adolescents can think reflexively about these processes, it is not safe for them to provide commentary on what is going on. As a result, there is no third alternative or way out of the issue, and the kid, of course, requires the link with the parents to thrive. Remarkably, Weakland (1976) prolonged double bind theory to a three-person situation, pointing out how misleading communications may occur as a result of each parent being aware that what they said to the kid would be undermined by the other (O'Shea, 2021). Similarly, Miralles, Godoy and Hidalgo (2023) discuss analogous experiences in the context of hostile parental divorce procedures for children.

Behavioral Problems: An Outcome of Triangulation

The phenomenon of adolescent triangulation into inter-parental conflicts stands as a pivotal area of inquiry within the broader realm of family dynamics and developmental psychology. This intricate process involves adolescents becoming entangled in their parents' conflicts, assuming roles or positions that mediate or exacerbate the discord between the marital partners. While the existing literature has extensively explored the patterns and dynamics of triangulation, there is a notable gap in understanding the specific consequences this phenomenon holds for adolescent development, particularly concerning the emergence of behavioral problems. This critical juncture in research delves into the aftermath of adolescent triangulation, aiming to unravel the intricate links between this familial dynamic and the subsequent

manifestation of behavioral issues. By investigating both internalizing and externalizing behavioral problems, this study seeks to contribute nuanced insights into the developmental trajectories impacted by the complex interplay of adolescents navigating their roles amid inter-parental conflicts. Understanding these consequences is fundamental for crafting effective interventions and support systems tailored to the unique needs of adolescents facing the challenges of triangulation within their family environments.

Behavioral Problems

Lerner and Steinberg (2004), reported that the developmental phase of adolescents is noticeable for increase in numerous behaviors that are risky including conduct disorder and substance use as well as psychological problems including adjustment-related issues, anxiousness, irritability and depressed mood. Furthermore, they claimed that the numerous disorders of adult populations have their origin in adolescence. That's why, adolescence is reflected as the most susceptible time for developing mental health problems (Kessler et al., 2005). Among adolescents, psychological maladjustments manifest themselves as behavioral problems. O'Brien (2003) defined, behavioral problem as an act of an individual which results in substantial risk to the safety and/or health of others or oneself and furthermore, applies significant negative influence on the ones own as well as other's quality of life. Adolescents with behavioral problems are at risk for several problems in the social, academic, and daily life functioning (Loeber & Farrington, 1999).

Different terms are used as synonymous for behavioral problems in literature such as emotional disturbance, maladjustment, behavioral, emotional and social, problems, behavioral disorders, disturbing-disruptive and challenging behavior. Behavioral problems among adolescents, as a clinically relevant concept is described

along the dual dimension such as: aggression versus inhibition (Miller, 1967). Under controlled versus over controlled (Achenbach & Edelbrock, 1978) and recently as externalizing versus internalizing problems (Achenbach, 2007). Present study focused on latest categorization of behavioral problems i.e. internalizing versus externalizing.

History of Internalizing and Externalizing Dimensions

Achenbach and Edelbrock (1987), suggested an empirical classification system for psychopathology among children. This system categorized child psychopathology into two broader dimension i.e. internalizing and externalizing behavioral problems. They on the basis of data obtained from child, parent and teacher revealed broader behavioral dimension i.e. over controlled behaviors, which involved anxiety, shyness, inhibition and personality disorders and under controlled behaviors, which involved conduct problems and aggression. They proposed that a child can be classified as “internalizer” if he/she displayed 60% or more symptoms of over controlled dimension and the child as labeled as “externalizer” if he/she exhibits 60% or more of under controlled symptoms. Both internalizing and externalizing dimensions of behavioral problems are distinct.

Furthermore, they proposed that the child with internalizing behavioral problems i.e. over controlled child is more socially competent, has fewer open conflicts and is considered appropriate for traditional mental health treatment as compared to under controlled externalizing child (Achenbach & Edelbrock 1978). Many researchers such as Eisenberg et al. (2001) supported these two broader dimensions. Subsequently, this categorization is extensively accepted and approved by the researches in the field of child and youth psychopathology and used as a principal source of categorizing behavior problems among youth as well.

Externalizing Behavioral Problems

Guttmanova et al. (2008) defined externalizing behavior problems as “an under-control of emotions” i.e. problems with interpersonal intimacy, delinquency and exhibitions of aggression. Externalizing behavior problems are categorized by scarcity of emotional control and subsequently results in difficulties in interpersonal relationships, rule defiance, exhibitions of hostility and bad temper (Hinshaw, 1992). Externalizing behavior problems includes numerous antisocial acts such as actions that are against social norms and/or results in some type of harm to others. Furthermore, externalizing behavior problems include acts which aimed to target other people e.g., hostility and aggression, as well as behaviors that might be thought of victimless e.g., substance use. Other examples of externalizing behavior include delinquency, hyperactivity, off task behavior rule breaking, lying, arguing and physical fighting (Arthur & Achenbach, 2002).

However, many disorders in the Diagnostic and Statistical Manual, 5th Edition (DSM-5), have predominant externalizing characteristics. These disorders include oppositional defiant disorder, attention deficit/hyperactivity disorder, conduct disorder, and intermittent explosive disorder. Conversely, externalizing behaviors might also be present in individuals experiencing other mental health difficulties. Particularly, externalizing behaviors repeatedly co-occur with other disorders, including internalizing behavioral problems and substance abuse disorders (Chen et al., 2021).

Externalizing behavioral difficulties are sometimes defined as behavioral problems that established in child’s noticeable and observable behavior and are imitated by the child acting negatively on his/her surroundings (Eisenberg et al., 2001). According to Liu (2004), the externalizing behavioral problems includes; disruptive, aggressive and hyperactive behaviors. Most often externalizing problems are

mentioned as “emotional distress”. This emotional distress is focused from individual to the external social environment and took the form of hyperactivity, delinquency and aggression (Walker et al., 2004).

Externalizing behavioral problems are considered as a major risk factor for the development of numerous disordered behavioral pattern such as violence, delinquency and ultimately adult crime that occur later in the life of an adolescent (Keil & Price, 2006). Most often the children as well as adolescents are referred to mental health for treatment of externalizing behavior (Splett et al., 2019). Generally, the externalizing behavioral problems developed during childhood are expected to continue into adolescence (Bongers et al., 2004).

Forms of Externalizing Behavioral Problems

There are three common problems related to externalizing behavior i.e. aggression, delinquency and hyperactivity. all forms are discussed briefly as below:

Aggression

In general communication, aggression is considered as an element of conduct disorder. Aggression, according to the American Psychological Association, consists of verbal or physical behaviors that damage or frighten others, such as adults, children, and even animals. (DeWall & Anderson, 2011). Furthermore, Ballan and Freyer (2012) suggested that aggression is sometimes considered as self-protective and appropriate and sometimes it is considered as destructive to both the self and/or others. Aggression is a construct of special significance in childhood because literature suggested that childhood aggression leads to adult violence and crimes (Farrington, 2001). Furthermore, Farrington et al., (2001) reported that early initiation of antisocial and violent behavior is seen to be the best predictor of future attitudes and beliefs.

Aggression is a most observed behavioral issue in Pakistani society. Mushtaq and Kiyani (2013) stated that almost 73% of Pakistani youth displayed hostile aggression. Furthermore, they reported that 67% of Pakistani youth observed incidents of aggression in their surroundings. 57% of Pakistani youth reported that they face instrumental aggression in their lifetime. Therefore, it is of great significance to study aggression among Pakistani youth in present time.

Literature revealed that aggression is more common among boys than girls. Girls are mostly engage in relational aggression for example exclusion of others from their social group and defamation or manipulating relationships. Girls often exhibit verbal aggression such as shouting, name-calling and accusing. On the other hand, boys most often exhibit physical aggression such as kicking, hitting, pushing, biting, scratching, punching throwing objects, grabbing, stabbing and cutting (Hadley, 2003).

Types of Aggression. Theoretical viewpoints suggested various functional subtypes of aggression. It is imperative to study the multidimensional nature of aggression. Studies showed that different types of mental and physiological processes combine with different forms of stimuli to produce separate type of aggression. Though various classification systems for aggression have been suggested and these classifications somewhat overlay. One prominent and influential perspective for subtyping aggression is the difference between hostile and instrumental aggression (Albert, 2017; Yakeley & Meloy 2012).

Hostile aggression is a type of aggression that occurs as a result of perceived insult or threat. It is basically reactionary, unplanned, impulsive, and powered by strong sentiment in contrast to wish to accomplish some goal. During hostile aggression, the aggressors mostly experience physiological hyper-arousal and have a sense of a loss of control. Hostile aggression results in pain or injury to the target with slight or no benefit

to the attacker. Interchangeably the terms reactive, affective, defensive, hot-blooded and impulsive aggression can be used instead of hostile aggression (McEllistrem, 2004).

On the other hand, instrumental aggression is planned, cold, calculating and intentional as well as is more cognitive than emotional. Instrumental aggression is intended to harm others in order to achieve something such as temporary incentive, attention, or political power. Instrumental aggression is more predatory, proactive, attack or cold-blooded in nature. (Hoffer et al., 2018).

Factors Leading to Aggression. A multifactorial integrative approach stated that both social/environmental and biological/genetic factors play an important role in the development of aggression (Eley et. al 1999). The most common contributory factors of aggression includes imitation, social learning, child abuse, family violence, neglect, aggression in educational institutes, violence viewed on media, malnutrition, structural as well as functional brain defects, hormonal imbalance (e.g., testosterone), and imbalance of neurotransmitters (e.g., serotonin) (Campbel et. al 2000; Fishbein, 2001; Little & Kantor, 2002; Lutenbacher, 2000; Preski & Shelton, 2001; Raine, 2002).

Delinquency

Ullah and Khan (2021) in a study reported that the ratio of delinquency in Pakistan Youth is almost 33% which means that three out of every eight adolescents are delinquent. The majority of adolescents reported as delinquents had gang association, used bad language to their parents, fight with others at academic workplace, beaten up someone, using public transport without paying ticket, cheat in exams, do sexual activities.

Delinquency is an extensive and multidimensional concept. Mendel (2000) stated that it reveals different antisocial actions for example burglary, theft, robbery, substance use, destruction, violence and inhumanity. Theoretically, “juvenile delinquency” refers to a legal notion that includes teen-agers violating the law and order. However most delinquent behaviors are not noticed, and therefore the “delinquency” is considered almost identical to antisocial acts. In the present study delinquency is described as type of antisocial behaviors which is explained by the Youth Self Report (YSR) (Achenbach, 1991), for instance stealing, theft, cheating, lying and exhibiting antisocial behavior with immoral mates. Furthermore, the delinquent behavior i.e. is focus of present study do not involve violent behavior.

Broidy et al., (2003) suggested two types of delinquent behavioral patterns. The first one is course persistent pattern which is consist of an early onset of delinquent behavior and has persistent stability through time and situation. The second one is adolescent limited pattern which is characterized by both the onset and persistence only limited to adolescent period. Literature suggested a significant gender difference in the prevalence and incidences of serious antisocial and delinquent acts. Douma et al., (2007) reported that boys are engaged more in delinquent and antisocial behavior than girls. Same is the case with Pakistani adolescents as reported by Ullah and Khan (2021).

Loeber et al., (2000) suggested three pathways for the development of delinquency among adolescents. The first one is overt pathway which includes directly aggressive behavior and aimed to involve violence and physical fighting. The second is the covert pathway which includes more hidden and less openly aggressive behaviors such as lying, theft, stealing and destruction to property. The third one is authority conflict pathway which involves acts such as disobedience, defiance, truancy and run away behavior.

Factors Leading to Delinquent Behavior. Shahinfar, et al., (2001) proposed that both environmental as well as psychosocial facts play an important role in the development of delinquent behavior. However, Clinard and Meier (2015) reported that delinquent behavior are basically learned behavior. Furthermore, exposure both direct and indirect to physical, verbal and sexual abuse contributed to development of antisocial behavior among adolescents. It is also reported that a complex interplay among parental stress, parental receptiveness, parenting dimensions and styles, and individual temper also serve a contributory role in the development of delinquent behaviors (Kochanska & Aksan, 2005). The significantly important role of genetics in the development of antisocial behavioral problems among adolescents was highlighted by Slutske, (2001).

Internalizing Behavioral Problems

Adolescents often develop internalizing behavioral problems. Basically these are the internal emotional and psychological behaviors as well as thoughts of adolescents. Perle et al. (2013) defined internalizing behavior problems as “an over-control of emotions” which is displayed in the form of anxiety, withdrawal, dependency, depression, and feelings of inferiority and worthlessness. Similarly, McIntosh et al. (2013) considered behavioral demonstration accompanying symptoms of social withdrawal, somatic complaints, anxiety and depression. Basically internalizing behavior problems are considered as an outcome of too much control of affect and emotions, thoughts of inadequacy or triviality, attention seeking, and dependency (McCulloch & Shaffer, 2014).

Internalizing disorders are defined as difficulties that are based on over-controlled symptoms (Levitt & Merrell, 2007). The term "over-controlled" refers to how these issues manifest when people attempt to maintain maladaptive and improper

regulation or control of their own emotional and cognitive states. The term "internalizing" also implies that these issues are created and sustained to a large part within the individual. Internalizing disorders have thus been dubbed "secret illnesses" (Miller & Jome, 2008), implying that they are difficult to identify by external monitoring.

Internalizing behaviors are usually related to different anxiety and mood disorders. The Diagnostic and Statistical Manual of Mental Disorders – Fifth Edition reported internalizing behavioral problems as anxiety and depressive disorders. Historically, internalizing behavioral problems include major depressive disorder, dysthymia (persistent depressive disorder), separation anxiety disorder, generalized anxiety disorder, specific phobia, social phobia (social anxiety disorder), panic disorder, selective mutism, obsessive-compulsive disorder, posttraumatic stress disorder (Zeigler-Hill et al., 2016).

As internalizing behavioral problems go unidentified and untreated serve as the source of substantial impairment and distress. Internalizing problems instead of affecting outside world tend to influence adolescents' internal emotional and psychological world. The synonymous terms in literature for internalizing problems include over control and neurotic (Eisenberg et al., 2001). Internalizing behavioral problems among adolescents leads to variety of difficulties such as failure to achieve academic goals, problematic social skills and learning deficiency (Rapport et al., 2001)

Literature reported a significant difference in internalizing behavioral problems among girls and boys. During the transitional period of adolescent girls display more frequent and sever internalizing problems as compared to boys (Keiley et al., 2003). Furthermore, socioeconomic status is one of the most important environmental factor

that contributed to the development of internalizing behavioral problems (Duhig et al., 2000).

Forms of Internalizing Behavioral problems

Anxiety

American Psychological Association (2013) defined anxiety as the physiological, behavioral and cognitive experience connected to the expectation of and preparation to cope with upcoming threat, which may be perceived or actual. In literature pain, worry and fear may be used as a synonymous for anxiety. Basically anxiety is a mood state that is future oriented. During anxiety an individual is or becomes prepared to manage with perceived or actual upcoming adverse and negative circumstances. Main difference between anxiety is fear and panic is that both lateral constructs are present oriented and a response to immediate perceived or actual harm (Khan et al., 2016).

The individual experience of anxiety is usually divided three modules i.e. physiological, cognitive and motivational responses (Matthews et al., 2002). Worry is the cognitive response to anxiety. In situations of actual or perceived threat cognitive resources are assigned to scan, evaluate, and respond accordingly. The aim of the cognitive response is to make sure that the person remains attentive on the present or upcoming threat instead of focusing on extraneous considerations. Restlessness, muscle tension and sleep difficulties are some of the physiological responses to anxiety. Physiological responses are the result of increased arousal level. This elevated arousal is necessary to prepare body for fight – freeze-flight responses. Furthermore, anxiety is usually complemented by motivational changes to get the individual ready to handle the upcoming actual or perceived threat (Norton, 2012).

Anxiety is characteristically hypothesized either as a state or a trait. Trait anxiety is defined as individual difference in the desire or preference to experience anxiety as emotional response that may become stable over time (Osborne et al., 2005). Trait anxiety range from low intensity (occasionally worried or anxious) to high intensity (recurrently worried or anxious).

However, state anxiety is defined as a person's present feelings of anxiety. State anxiety may be a function of general trait anxiety or is experienced due to upcoming expected harm. State anxiety is a common human behavior, which helps them to identify possible danger (cognitive response) get them ready for upcoming or present danger (motivational response), and enable them to handle the danger (physiological response). It is normally a short-term experience, that is fixed after dealing with possible danger (Sirois & Pychyl, 2013).

According to the Diagnostic and Statistical Manual of Mental Disorders (5th edition; DSM-5) seven anxiety disorders are diagnosed among children i.e. social anxiety, generalized anxiety, separation anxiety, agoraphobia, panic disorder, selective mutism and specific phobia. However according to primary care providers three common types of anxieties among adolescents include separation anxiety, generalized anxiety disorder (GAD) and social anxiety disorder (SAD) (Garcia & Neil; 2021). According to American Psychological Association (2013), anxiety disorders, predominantly generalized anxiety disorder, resulted when the worries and anxiety are considerably inconsistent to the genuine extent of danger. Anxiety disorders resulting from the chronic anxiety leads to remarkable level of interference and involvement in an individual's daily life which is considered as distressing (Bandelow, 2022).

Depression

Undoubtedly both among adults and children, the best understood and most familiar internalizing problems is depression. It is predominantly characterized by the persistent presence of excessive sadness, depressed mood, lack of interest in daily life activities, sleeping difficulties (either sleeping not enough or too much), feelings of worthlessness, decreased physical movement, psychomotor retardation, physical agitation, fatigue, loss of energy, excessive guilt feeling; thinking difficulties, difficulties in decisions making, unable to concentrate and an over concern about death. Weight loss is one of the major symptom of depression among adults however among children and adolescents this symptom is often manifested as failure to gain appropriate weight. Among adolescents and children two supplementary symptoms frequently characterize the presence of depression i.e. irritability and complaints about physical problems such as headaches, stomach aches etc. (Velikova, 2021).

Social Withdrawal

Morese et al., (2020), defined social withdrawal as intentional isolation that is extended in time period and includes the termination of contact with other people and any form of social relationship. Social withdrawal is also considered as uninterrupted expression of a range of self-contained behaviors through social settings where an individual need to interact with others who are either familiar or unfamiliar to them. Social withdrawal is an umbrella word describing a person's purposeful self-isolation from familiar or unfamiliar persons. It is caused by the consistent display of inhibitory behaviors such as being alone the most of the time, shyness, and avoiding peer contacts and conversation (Rubin & Chronis-Tuscano, 2021).

Social withdrawal is not considered mostly a particular type of internalizing disorder or problem. It is mostly regarded something that accompanies other

internalizing behavioral problem such as depression and anxiety. Social withdrawal is characterized by social inhibition, actively avoiding the friendship of others, lack responsiveness to the social commencements by other, inability to develop and maintain healthy intimate relationship. Social withdrawal is either a momentary or long-term trait. For instance, an adolescent with an earlier pattern of numerous social contacts may move away from the friendship during a time of depressive episode and comes back to normal social relations afterward. On the other hands an adolescent can have a long-lasting social withdrawal concern because of too much social immaturity and shyness. Despite having good social skills, adolescents avoid social interaction just because of being anxious about their social capabilities and unrealistic negative view about themselves (Barzeva et al., 2019).

Somatic Problems

Somatic problems are defined as complaints about illness, physical discomfort or pain without any known organic, physical or medical origin. These complaints are supposed to be an outcome of emotional distress and instead of physical or physiological origins they are result of some psychological issue. Lacking the known physical or medical cause does not mean that these complaints have no discomfort for the victims. These symptoms are as painful as real problems are to the sufferer. Somatic complaints like social withdrawal are mostly considered as a subsidiary part of internalizing problems such as anxiety and depression rather than an isolated internalizing problem. As somatic complaints are not considered as distinct disorder, rigorous information regarding its prevalence is hard to report (Tavel, 2015).

Yet, it is generally assumed that somatic complaints tremendously occur among adolescents and children. Frequently reported forms of somatic complaints among children and adolescents are headache; stomachaches, or nausea; pain in the joints or

extremities; pain in the eyes; skin itching or rashes; numbness or tingling sensations in the limbs; and breathing issues (asthma-type symptoms, shortness of breath, or hyperventilation). Often children or adolescents reported feeling dizzy or faint. Somatic problems may be troublesome and painful but not devastating for some victims. However, for others somatic complaints may result in major hurdles to life adaptive functioning. Researchers have reported that predisposition of go through stress and consequent somatic complaints are higher for women in contrast to men (Vianen et al., 2022).

Co-Occurrence of Internalizing and Externalizing Behavioral Problems

Although externalizing and internalizing behavioral problem are dissimilar, numerous researchers reported that they are interconnected and commonly co-occur (Overbeek et al., 2006; Oland & Shaw 2005; Gilliom & Shaw 2004; Lilienfeld, 2003). Children showing antisocial behaviors are also a danger for depressive symptoms, and vice versa (Loeber & Burke, 2011; Cosgrove et al., 2011; Ybrandt, 2008; Sheidow et al., 2008). In a study conducted by Lee and Stone (2012) on 2844 Korean children and reported that externalizing and internalizing behavioral problems are accompanying and usually co-occur. Results indorse that externalizing and internalizing behavioral problems were similarly strengthening, each forecasting the upsurges in the other. Furthermore, they noted that there is diverse literature regarding the private and shared risk processes in the development of both aspects of behavioral problems.

Theories of Behavioral Problems

Adolescence is a time of transition, with changes in hormones and the body, the brain and cognition, and the social environment. Although most young people develop into healthy adults, adolescence are considered as most vulnerability to behavioral problems such as anxiety, depression, eating disorders, hostility, social isolation etc.

Behavioral problems mostly start during adolescence and continue throughout adult life, resulting in an enduring morbidity and a considerable problem for society. There are different models which explain mechanisms behind behavioral problems in adolescents i.e.

Biophysical Model

Many behavioral problems are caused due to genetic factors and family patterns which predict behavioral problems in adolescents. This model asserts that behavioral problems result from relationship between a specific behavioral problem and its underlying disturbance in physiological functioning (Roberts et al., 2019). Modern biological models of behavioral and psychological problems are based on Kraepelin's framework (1897). Recently, biophysical models have given more importance due to its impact on different psychological disturbances. It gives explanation of behavioral problems in terms of biochemical, genetic, and neuroanatomical conceptualization (Lohmus, 2018; Kim & Park, 2019).

Psychoeducational Model

This model is extended from psychoeducational model rely on psychoanalysis and other psychodynamic theories for most of the explanations (Cullinan et al., 1991). According to this model psychological problems and disturbances are important while considering behavioral disorders and other maladaptive patterns of behavior. Moreover, personality is developed according to set pattern of stages that occur according to timetable. Conflicts at different stages result in various types of mental disturbances and usually the children are not aware of this. As a result, a behavioral disorder is seen as the outward manifestation and symptom of an underlying mental-emotional problem. The founders of the psychoeducational approach departed from the rest of the

psychodynamic frameworks in two respects. First, educational specialists rationalize theory and treatment for daily application, and second, by emphasizing the notion of developing the student's ego strengths such as perception and cognition, which will assist to create self-control over emotional and behavioral difficulties. (Gerdner et al., 2002).

Behavioral Model

The behavioral viewpoint includes a variety of ideas and points of view on human behavior issues (Bornstein & Van-Den-Pol, 1985). Regardless of the differences in emphasis among different views, the behavioral perspective is explained by two key and common principles. To begin, all behavioral views presume that normal and deviant behaviors are learned and governed by some empirically recognized principle of learning. Second, all behaviors and behavioral changes may be objectively and scientifically researched (Cohen-Mansfield, 2000). The most common application of operant conditioning is to explain behavioral issues. Adolescent behavioral issues are formed by their consequences. Instead of focusing on extensive chains of events that occurred months or years earlier, behavioral models focus on events that occur immediately before or after the behavior of interest (Volpe et al., 2010).

Furthermore, problematic behaviors are considered to be developed in the same way as normal behaviors acquired. Behaviors are basically learned and maintained by an individual's interaction with immediate environment. Instead of denying influence of genetic and emotions the operant psychologist emphasized a little more on environmental consequences in explaining behavioral disorders. If the problematic behavior is reinforced positively by environment there are greater chances that maladaptive behavior will be strengthen. On the other hand, negative consequence of maladaptive behavioral pattern leads to decrease in problematic behavioral pattern.

Therefore, therapists mostly aimed to eliminate positive reinforcement for problematic behaviors and tend to reward more adaptive behavioral pattern instead (Gleason et al., 2016).

Cognitive Model

According to cognitive perspective behavioral problems and disturbances are caused by disruptive thinking patterns. Cognitive theorists hold the view that psychological problems including behavioral maladjustment are caused by malfunctioning cognitive processes. Negative patterns of thinking leads to negative manifest behavioral patterns. Noguchi et al., (2006) suggested that attentional and interpretation biasness occurs by generalized habitual cognitive processing style. This disruptive cognitive process results in selectively attending either negative information more frequently. Furthermore, once cognitive distortion occurs, the magnification of negative information and minimization of positive information processing enhanced. The cognitive psychologists explain the development of behavioral problems by developing its link with cognition and brain functioning (Padesky & Mooney, 2012).

Ecological Model

This model explains behavior by considering the overall pattern of associations involving organisms as well as their entire ecosystem. Generally speaking, the ecological perspective believes that in order to explain behavioral problems, it is mandatory to comprehend how individual's ecosystem works and whether their behavioral pattern fits or not in their immediate ecosystem (Shepard & Dickstein, 2009). Sometimes actions and characteristics of adolescent's behavior creates distress in their ecosystem and in response the ecosystem behave in a way that develop agitation among adolescents. Thus a reciprocal disturbing process sets up that goes on if not

interrupted (Germain & Knight, 2021). Adolescent's behavioral problems arises when there is disruption in the goodness-of-fit between adolescents and their respective ecosystem. One major adverse outcome of this reciprocal process is that the adolescent is typically labeled as the guilty and offender, and efforts are made to change adolescent to act effectively and productively. However, this labeling of liability is inappropriate, as behavior problems is a possessions of the ecosystem as a whole not of the individual adolescent's behavior, the behavior of others, or any single aspect of the ecosystem (Alexander et al., 2014).

Triangulation and Behavioral Problems

Triangulation and behavioral problems go hand in hand. It was reported that when parents involve their children into their inter-parental conflicts it leads to behavioral problems among children as well as adolescents. (Afifi, et al., 2007; Franck & Buehler, 2007; Bosco, et al., 2003). As discussed earlier, triangulation is a consequence of covert inter-parental conflict (Bradford et al., 2008). During triangulation one of the parent is indirectly confronting the other parent and for doing so he/she used the child. Children involvement in inter-parental dispute increases their exposure to conflict and hence leads to amplified level of behavioral problems. Furthermore, they stated that triangulated adolescents are often weakened in their struggles to upsurge autonomy from their parents. Cognitive contextual model suggested that triangulated adolescents as well as children are more likely develop feelings of perceived threat and self-blame, which ultimately leads to internalizing and externalizing behavioral problems among children and adolescents.

Triangulation and Adolescent's Internalizing Behavioral Problems

Researchers reported that higher level of triangulation in the family is associated with internalizing behavior problems among adolescents (Buehler & Welsh, 2009; Peris et al., 2008; Bradford et al., 2008; Gagné et al., 2007; McClelland & Cameron, 2011; Bosco et al., 2003; Buehler et al., 1998). Furthermore, literature reported that triangulation is considered as confounding variable in relationship between inter-parental dispute and internalizing behavioral problems among adolescents (Franck & Buehler, 2007; Grych et al., 2004).

Bosco et al. (2003) investigated the effects of triangulation on all four combinations of parent-adolescent dyads (father and daughter/son; mother and son/daughter) in order to comment on potential gender disparities in measurement and role of triangulation. In all four dyads, triangulation plays an important role in the formation of internalizing behavioral problems. The genders of the adolescent and parents were shown to be negligible in this study (Bosco et al., 2003; Franck & Buehler, 2007). As a result, the integration of their child into the inter-parental dispute by both the father and mother may have an equal influence on the development of behavioral disorders in their son or daughter.

Furthermore, Bradford et al. (2008) studied the mechanism of the parent – adolescent conflict and triangulation. They reported that the role of triangulation in predicting depressive symptoms among adolescent accounted much more than the modification explained by parent-adolescent conflict. The increased impact of triangulation on depression among adolescent than the impact of overt parent-adolescent conflict may be because of triangulation results in involving adolescents into situations that are age-inappropriate. Furthermore, it is because of the fact that triangulation demands the adolescent to be converted into an emotional custodian of

the parent. As a consequence of over-involvement of the adolescent in the inter-parental conflicts the adolescent finds it difficult to disclose his/her emotional states prevailing situations and hence leads to social isolation (Schrodt & Afifi, 2007).

Adolescents are considered as the center of family turmoil. Triangulation within the family unit leads to feeling of insecurity about future stability among adolescents. According to Afifi et al. (2007), an adolescent's knowledge of being triangulated in the family is a better predictor of their well-being than their parents' comprehension. They highlighted two major issues in the research on triangulation i.e. to measure impact of triangulation on adolescent's behavioral problems it is important to understand the concept of triangulation from adolescent point of view, secondly, mostly parents are not aware of triangulation within the family and its impact on their children.

Tschann et al. (2009) reported that adolescents experiencing family triangulation exhibited negative evaluations of the inter-parental conflict, which further leads to anxiety, depression and anger among adolescents. Similarly, Peris et al. (2008) demonstrated that there was positive relationship between adolescent's perceived threat and maternal triangulation. Furthermore, they suggested that adolescent's awareness of triangulation leads to negative thinking which ultimately leads to perceived threat and hence provided the basis for the development of internalizing behavioral problem.

Triangulation and Adolescent's Externalizing Behavioral Problems

Adolescents who are triangulated into inter-parental conflicts are at higher threat for developing externalizing behavioral problems (Fosco et. al, 2014; Fosco & Grych, 2008; Gerard et. al, 2005). Triangulation into inter-parental conflicts creates the feeling of self-blame among adolescents resulting in their over-involvement in parental conflicts which ultimately leads to increased externalizing behavioral problems

(Shelton & Harold, 2008). Likewise, adolescent's feelings of being triangulated leads to aggressive behavior in order to keep themselves away from disputes. Often adolescents display problematic behavior in order to limit, stop or distract from expressions of the disputes. (Buchanan & Waizenhofer, 2001). During early adolescent it is hard for them to withdraw from inter-parental conflicts consequently they interfere in dispute which ultimately reinforce development of externalizing behavioral problems (Dallos & Vetere, 2012). Moreover, frequent engagement in inter-parental conflicts may develop aggression through observing exhibitions of hostile interactions, maladaptive dispute approaches and externalizing-type behaviors (Fosco & Grych, 2008).

Literature reported that triangulation leads to externalizing behavioral problems among both male and female adolescents (Bradford et al., 2008; Franck & Buehler, 2007; Gerard et al., 2005; Bosco et al., 2003). however, two studies have failed to support this association (Baril, Crouter & McHale 2007). Bradford et al., (2008) reported that triangulation leads to increased adolescent-parent conflict, which in turn leads to adolescent externalizing behavioral problems. Furthermore, they reported that boys are more likely to get involved in inter-parental conflicts than girls and hence are more prone to develop externalizing behavioral problems.

Emotional Bridges: Understanding How Triangulation Leads to Adolescent Behavioral Problems

Bowen's theory on triangulation highlights how parental marital conflict can significantly impact adolescents' emotional well-being. Triangulation, a dysfunctional family dynamic, exacerbates emotional reactivity in children, leading to psychological distress. Research by Cummings and Davies (2002) identifies symptoms such as sadness and preoccupation with parental issues. Theories like Emotional Security

Theory (EST) and the cognitive-contextual approach explain how ongoing emotional reactivity from marital conflict can mediate the development of behavioral problems, including anxiety and depression. Thus, understanding the connection between family dynamics, emotional reactivity, and behavioral issues reveals the substantial impact of triangulation on adolescent mental health.

Emotional Reactivity

The early, relatively spontaneously developed emotional response to internal or external stimuli is referred to as emotional reactivity. The tendency to experience frequent and severe emotional arousal might then be defined as strong emotional reactivity. Emotional reactivity includes the threshold and ease with which individuals get emotionally aroused, as well as the intensity of emotional experiences. Although negative emotions are frequently associated with emotional reactivity, there are significant individual variability in the responsiveness of happy emotions as well (Eisenberg, Cumberland, Spinrad, Fabes, Shepard, Reiser & Guthrie, 2001).

Emotions can be of negative or positive valences for example sadness or happiness and expressed as reaction across three stations of the emotional system i.e. the experiential (e.g., sensation of anger), physiological (e.g., amplified heart-rate), and behavioral channels (e.g., need to spasm) (Evers et al., 2018; McRae & Gross, 2020). Many researchers reported that an individual can differ in distinctive time-course of their emotional reaction (Becerra et al., 2019; Gruber et al., 2011; Mauss & Tamir, 2014). Furthermore, literature showed that an individual may vary with respect to different aspects of emotions. To begin, how easily an emotional reaction is initiated, i.e., the threshold for how powerful a stimulus is required to elicit an arousal response, and how quickly excitement levels build to their maximum amplitude. Second, the strength of the emotional reaction, i.e., the largest amplitude that excitement levels

approach; and finally, the length of the emotional reaction, i.e., how many times excitement levels return to baseline. The three elements of the emotional reaction indicated above, namely activation, intensity, and duration, are frequently theorized combined as a notion known as emotional reactivity (Becerra et al., 2019).

Emotional reactivity reveals that how readily emotional arousal to an event is experienced by individuals for what duration of time and at what intensity (Nock et al., 2008). The construct ‘emotional reactivity’ (ER) is used for different but related concepts. According to Melchers et. al., (2015) it is defined as ‘variation in mood’, ‘fearfulness’, ‘emotional empathy’, ‘extreme response to slight stressors’, ‘forceful response to emotional stimuli’, ‘the degree of expressive reaction to social and sensory stimuli and ‘a sequence of emotional thoughtfulness, retrieval, and extent of impairment’. Literature used different term for emotional reactivity such as ‘emotional responsivity’, ‘affective reactivity’, ‘affective empathy’, ‘emotional empathy’, ‘emotional sensitivity’ ‘emotional regulation’, ‘emotional control’ and ‘affective resonance’ (Turpyn et. al, 2015). Although these terms are used interchangeably in literature, however they conveyed different meanings. Joseph et. al., (2009) reported that emotional reactivity is used to discuss the avoidance or approach system. For instance, shyness is a form of emotional reactivity in which an individual escape from certain circumstances (Eisenberg et. al, 2009; Jones et. al., 2014), whereas pleasure-seeking tendency such as attention seeking is a positive dimension of emotional reactivity in which an individual gets motivated and excited to approach a certain circumstance (Joseph et al., 2021).

Reactivity is a social process in which an internal or external stimulus arouses behavioral or physiological reaction of an individual (Zillmann, 2018). Emotional reactivity includes the manifest as well as latent emotional reactions. The

understandings of emotional reactivity depend on how the individual perceive the situation. For instance, an individual might sigh or scream in reaction to headache which is a physiological sensation. An individual might shout in response to angry circumstances. Furthermore, during stressful situation an individual might sigh in reaction to a physiological sensation (Gross & Jazaieri, 2014).

Numerous factors contribute in the expression of emotional reactivity. First one is emotional response time i.e. at the commencement of an emotional stimulus, there is a specific duration of time that is needed for the emotional reaction to be triggered. After triggering, the intensity of emotional reaction to stimulus intensify till it approaches its highest amplitude. The intensity of emotional reaction will gradually decrease and ultimately comes back to its starting point (Becerra & Campitelli, 2013). Researchers reported that person who expresses elevated levels of emotional reactivity characteristically respond to tense situations with amplified levels of negative emotions and ultimately have maladaptive assessments of these circumstances. Therefore, people having higher emotional reactivity usually experience primarily negative emotions (Shapero et al., 2016).

In order to understand the concept of emotional reactivity it is imperative to understand the concept of emotions. As emotion reactivity is the expression of emotion when an individual is facing emotional stimuli which may provoke emotional maladjustment. These emotional difficulties needed to be ultimately sorted out and an emotional balance is needed to be re-find and recovered. Harmon-Jones et al., (2017) suggested that 11 different dimensions should be considered to define emotion i.e.

1. The affective dimension which emphasises on negative and positive sensations
2. The cognitive dimension which emphasises on cognitive procedures like reappraisal

3. The external- stimuli dimension which emphasizes on affective stimuli consequential from external situations
4. The physiological dimension which emphasizes the physiological processes related to emotion
5. The expressive behavior dimension which emphasizes emotional experiences as an overt behavior
6. The disruptive dimension which emphasizes the functional basis of an emotional response
7. The adaptive dimension which emphasizes practical aspects of emotional responses
8. The multi-aspect dimension which emphasizes on different emotional components such as cognitive and affective factors
9. The restrictive dimension which emphasizes on the struggle involved in recognizing the difference between the affective and other psychological concepts such as motivation
10. The motivational dimension which emphasizes on motivation-related sentiment and
11. The skeptical statements dimension which emphasizes on the denial of the feeling.
12. Considering all above stated dimensions, emotion is defined as a subjective phenomenon which includes numerous aspects such as subjective inner sensations, physiological responses and consequences, cognitive practices and expressive behaviors. (Scherer, 2004)

Theories Emotional Reactivity

Scherer, (2004) highlighted that for understanding emotion reactivity present-day theories of emotion, considered two foremost aspects that effect emotional elicitation i.e. the endogenous and exogenous. The endogenous aspects of emotions are related to the biological system of individuals whereas the exogenous aspects are

connected with the experiences of persons, occasions or situations. The physiological-based as well as cognitive-based theories considered both aspects of emotion while explaining emotional reactivity.

Physiological-Based Theory

focused upon physiological or biological levels while explaining emotional phenomenon. These theories emphasized the role of the nervous system and endocrine gland system including reactions of the body as well as behavioral outcomes (Plutchik, 2001). According to Kragel and LaBar (2016) there are two important physiological-based theories i.e. dimensional theory and category theory.

Dimensional Theory. While explaining emotional reactivity the dimensional theory emphasizes two dimensions of emotion. The first dimension is valences i.e. positive (pleasant) and negative (unpleasant) emotions. The second dimension is emotional arousal i.e. relaxed to intense. According to Kragel and LaBar, (2013) the valance dimension is interconnected with the arousal dimension in particular emotions. For instance, a theory was proposed by Lang (1998) about the motivational organization of emotion. This theory explains the emotion's evolutionary basis with the help of two-factor motivational organization. In reaction of a given stimulus the brain organizes the emotional reactions either as approach or avoidance. These approach or avoidance motivational systems are found in the brain where they fluctuate between triggering and excitement. Hence, the emotional state has different levels of intensity and arousal based upon motivational system.

Category Theory. It is another essential physiological-based theory. In distinction to the dimensional theory, category theory emphasizes the difference between emotions. Tracy and Randles (2011) stated that the Pankep and Watt (2011), Ekman and Cordaro (2011), Izard (2011) and Levenson (2011) are predominant proponent of

category theory. Ekman (2004), reported that specific elementary emotions have distinct reacting patterns within the Autonomic Nervous System. He emphasizes biological factor but did not deny the significance of individual experiences and cultural influences on emotional reactivity. Different models of elementary emotion have been suggested, nonetheless elementary emotions are considered to develop from brain areas such as the subcortical area and which are subsequently involved in the emotional reactivity.

Cognitive-Based Theories

Tong and Jia (2017) stated that cognitive theory arises due to prevalent empirical suggestion that highlight in what way rational factors effect human emotions. The nature and process of Cognitive-based theories are related to the appraisal theory by Strongman (1996). Cognitive or appraisal theorist of emotion in comparison to the physiological-based theory contended that processes other than physiological are also related with emotions.

The process of perception allows an individual to appraise a particular stimulus in order to get ready for action, on the other hand the cognitive process allows a person to authenticate and validate that stimulus to respond accordingly. Physiological and behavioral changes both are considered to originate from cognition. Basically emotions are capable of relating an individual's cognitions and experiences (Clore & Ortony, 2008). However, Moors et al., (2013) endorsed that emotional reactions in response to affective stimuli are based on cognition regarding their wellbeing. Based on the cognitive based theory of emotional reactive by Strongman, (1996) many theories emerged ranging from simple to complex description of emotional reactivity involving cognition. However, the basic focus of all cognitive based theories are on the cognitive process involving emotions in term of their activation, meaning and/or labelling

(Sander, 2013; Ochsner & Schacter, 2000). One of the most important appraisal theory is the transactional theory by Lazarus and Folkman (1984).

Transactional Theory. It is proposed by Lazarus and Folkman (1984) and focused on emotional coping and cognitive process. They proposed that when individuals face some affective stimulus such as stressors, they will think about their previous experiences in order to impact their emotion and wellbeing in current situation. The understanding and assessment of a stimulus is a form of cognitive appraisal which involves three stages i.e. primary, secondary and tertiary. The primary appraisal is centered on the motivational significance of the affective stimuli. Accordingly, the personalities and background individuals might influence the way they interpret the stimulus and hence leads to different interpretations of same stimulus.

The secondary appraisal emphasized the capabilities of individuals to handle the stressors and make a judgement of whether they are able to cope with emotional circumstances. Lazarus (1991) reported that during stressful situation -individuals handle the stressor in one of two ways i.e. either by problem-focused coping which is based on actions to improve that situation or by emotion-focused coping which is based on focusing attention as well as interpretation solely towards the stressful situation. The tertiary appraisal involves a cognitive reappraisal which focused on the outcomes of the coping strategy employed during stressful situation. During tertiary appraisal individual learned through their experiences that is how to control their emotional reactivity in future (Gross & Thompson, 2009).

Theory of Social Cognitive Neuroscience

Presently, social psychological theory and bio-physiological theory is linked through the theory of social cognitive neuroscience by Ochsner and Schacter (2000). This theory focused upon two influential aspects of human emotion i.e. the information

processing mechanism based on cognitive neuroscience and goals and motivations of individuals based on their memories from experiences and social learning. This theory helps us to understand emotions in term of its process and direction.

The Process of Emotional Reactivity

The process of emotional reactivity in an individual begins by the perception of external and internal emotional stimuli. This perception will successively arouse a physiological response by involving the nervous system and endocrine gland system. These physiological reactions finally impact an individual's cognitive processes (Kordsachia, et al., 2017; Gainotti, 2000; Scherer, 2000). Lang (2019) reported that three conditions are required for operational emotional reactivity process i.e. initially the presence and display of emotional disturbance, then gradually a decline in previously initiated emotional disturbance, and finally the equilibrium of the normal emotional state or behavior must then be reestablished. While studying emotional reactivity, investigators emphasized two main issues i.e. emotional expression and emotional activation.

Feldman, (2015) suggested the use of two fundamental approaches to understand and assess emotional reactivity. The first approach is the laboratory-based study which involves studying the activation of emotional reactivity in response to affective stimulus and then assessing the return of emotional arousal to its baseline. The second approach focuses on the individual's long-lasting emotional reactivity for example by keeping record of an individual's mood (Borod et al., 2002). In this approach instead of laboratory situations daily life emotional events are emphasized (Shallcross et al., 2013). Researcher studied both clinical population as well as healthy participants to understand the process of emotional reactivity. Beside different measurement procedures researcher utilized differ affective stimuli such as pleasant as

well as unpleasant. Different types of stimuli are used in order to activate positive and/or negative emotional reactivity (Feliu-Soler et al., 2014; Britton et al., 2006).

Mediating role of Emotional Reactivity

Bowen (1999) proposed that triangulation increases emotional reactivity in children, resulting in psychological suffering. Theoretically, emotional reactivity to a parent's marital conflict is described as continuous increase of arousal and dysregulation of children's emotions and conduct, resulting in adjustment issues (Cummings & Davies, 2002). Sign and symptoms of increased emotional reactivity to parent's marital dispute include sadness, prolonged feelings of distress, irritation, terror, alertness, and preoccupation with parent's intimate relationship (Davies, et al., 2002). Triangulation is conceptualized as dysfunctional family system practices in addition to being a significant concept in Bowen's Family System theory (1978). The emotional security theory (EST) given by Cummings et al., (2006) and the cognitive-contextual theory of offspring's reactions to marital disagreement presented by Grych and Fincham (2000) both emphasize adolescent emotional responsiveness to parental marital conflict.

EST stated that recurrent exposure to parent's marital dispute leads to increased emotional reactivity among children and adolescents (Davies & Cummings, 2006). Furthermore, EST suggested that persistent activated emotional reactivity is connected subsequently with behavioral problems such as internalizing problems, including anxiety and depression. According to the cognitive-contextual approach, emotional reaction is part of the primary cognitive procedure. This viewpoint emphasized that when offspring perceive that marital dispute is negative, self-relevant, and possibly intimidating their emotional reactivity increases and subsequently leads to problematic behavioral outcomes (Grych et al., 2003). Both EST and the cognitive-contextual

viewpoint supports Bowen's hypothetical debate that children and adolescent emotional reactivity is a hypothetically significant procreative procedure linking their understanding of triangulation into parents' marital conflicts and their subsequent behavior outcomes.

Numerous researches reported the relationship between emotion reactivity and emotional security with adolescent's behavioral problems especially internalizing behavioral problems (Buehler, et al., 2007). These researches focused on parent's marital dispute as a fundamental predictor of behavioral problems with their emotional responses as mediators. The current research based on these findings focused on adolescent's perception of being triangulated in parental marital dispute instead of considering their perception of parent's marital dispute. Bai and Han (2016) suggested that emotion dysregulation significantly mediates the relationship between co-parenting and externalizing behavioral problems among adolescents. This modification in emphasis is based on Grych & Fincham's (2001) suggestion for investigation that goes further than the impact of marital dispute by considering other possibly significant facets of marital conflict (overt and covert).

Positive Parenting Practices: A Critical Moderator in the Triangulation-Emotional Reactivity-Behavioral Problems Interconnection

Positive parenting plays a crucial moderating role in the relationship between adolescent triangulation, emotional reactivity, and behavioral problems. Triangulation, often related to parental conflict, can lead to increased emotional reactivity and behavioral issues in adolescents. However, positive parenting—characterized by warmth, support, and emotional regulation—can mitigate these negative effects. It acts as a protective factor by reducing the impact of triangulation and promoting emotional control and resilience. Thus, positive parenting is essential in moderating the

connections between triangulation, emotional reactivity, and behavioral outcomes, highlighting its importance in shaping adolescent well-being.

Positive Parenting

Parenting also known as child-rearing is defined as the mechanism of parental involvement in upholding their children physical, mental, societal, emotive, and cognitive development from birth to maturity (Brooks, 2005). Positive parenting refers to the persistent association between parent(s) and children or a child that involves look after, taking care, training, teaching, guiding, communicating, and fulfilling their needs unconditionally, consistently and constantly (Seay et al., 2014). Additionally, Parent and Forehand (2017) described positive parenting as a collection of many parenting practices that include appropriate reinforcement, proactive supervision, appropriate direction, emotional warmth, and positive support.

Frongillo et al., (2017) demarcated positive parenting using five essential philosophies i.e. parents should be (1) affectionate through cherishing and warmth, (2) considerate of a children's temperament, (3) sensible as well as rational with clear boundaries and discipline, (4) protective by developing a harmless atmosphere, (5) a governor by giving learning chances, and an ideal by establishing suitable behavior and understanding oneself. De Graaf et al., (2018) further elaborate positive parenting as practice that involves admiring noble behavior, establishing clear rules, be an active listener, spend time with children, acknowledge children's point of view, establish a teamwork, and promote positive disciplining. There are numerous positive parenting practices, that are described by approaches such as parental warmth, proactive guidance i.e. parents carefully setting limits and describe the reasons for their actions, positive involvement and inductive discipline (Leidy, et al., 2010).

Seay et al. (2014) analyzed 120 papers on positive parenting and described it as the ongoing interaction between a parent(s) and children that involves continuously and unconditionally loving, educating, guiding, communicating, and providing for the needs of the child. Similarly, the Council of Europe's Committee of Ministers (2006) characterized positive parenting as caring, empowering, and peaceful, and it provides recognition and guidance that involves setting of boundaries to enable the child's full development (Rodrigo, et al., 2012).

These definitions, along with the positive parenting literature, suggest that it should involves guiding, leading, teaching, caring, empathizing, empowering and nurturing. Positive parenting should be consistent, sensitive to the children's needs and non-violent. Furthermore, positive parenting aims to provide regular open communication, emotional security, emotional warmth and unconditional love. They should respect the developmental stage of child, reward accomplishments and set boundaries for child. Beside with these characteristics, Godfrey (2019) added that the fundamental notion of positive parenting is that all individual came into this world fundamentally good, are selfless, altruistic and want to do the right thing. Godfrey further suggested that the principle aim of positive parenting is to discipline children in the way that develop self-esteem in them and maintain an equally courteous parent-child relationship without breaching the child's spirit.

The patterns of three separate parenting styles originated when Baumrind (1966) studied permissive, authoritative, and authoritarian parenting. A permissive parenting style is characterized by accepting, non-punitive and non-demanding parenting practices. On the other end of the continuum is an authoritarian parenting style which is characterized by parent's effort to control and influence the child to maintain respect and obedience for authority. An authoritative parenting style exist in

center of permissive and authoritarian parenting style which is characterized as balanced and rational parenting style. It involves giving respect to the child's opinion and wills as well as maintained balance with disciplined conformity. Authoritative parenting leads to more positive child outcomes than the other two styles.

Russell (1996) considered positive parenting as authoritative in nature and defined it as parenting that involves features of authoritative parenting. Since there is no consensus in literature about the defining characteristics of positive parenting, therefore different terms are used to describe this parenting dimension. Positive parenting is characterized by different terms such as warmth, accepting, sensitivity, involved, affectionate, responsive, considerate, directive, and empathetic and above all social, cognitive and emotional growth nurturing (Bornstein, 2008). In order to explain positive dimension of parenting three broad categorization of parenting are used i.e. (a) parental support or association, (b) behavioral regulation, and (c) respect for individuality (Barber et al., 2005).

Parental support or association is described by positive, sensitive, warm, affectionate, supportive and reliable interaction between children and parents. Behavioral regulation is the characteristic of authoritative parenting. It is described as how parents develop boundaries and structure around the children's behavior by reasoning, setting limits, and applying consequences. Parents' respect for child's independence includes recognizing the children's development by avoiding interference, cruelty, and controlling parenting behaviors (Barber, et al., 2005).

Therapeutic studies revealed that positive parenting is of crucial significance to support emotional, social and behavioral development of children. Furthermore, positive parenting played a key role to avoid behavioral and emotional problems among children and adolescent. For behavioral modification of children and adolescent

positive parenting practices such as proactive and positive discipline, positive reinforcement, involvement in learning and play with a child frequently used. (Mok et al., 2019; David, 2014; Dishion et al., 2008; Gardner, et al., 2007).

Theories of Positive Parenting

Different approaches and theories of parenting influences the concept of positive parenting. The concept of positive parenting has its roots in the work of Alfred Adler, an Austrian psychologist in the 1900s. Adler believed that lifelong coping strategies individuals depends on how much they are connected to their parents and how valuable they considered themselves in their families. Furthermore, he emphasized that an individual is created in his/her early childhood, shaped by early life experiences especially of his/her relationship experiences with parents. He argues that individuals are in a strong need of connectedness with parents. When individuals are in an interactive, warm and responsive environment they flourish well and are less likely to be spoiled (Belsky, 2005). We will take a look at some of major influences that explain positive parenting.

Dreikurs's Child Guidance Theory

The work of Dreikurs (1964) is commonly quoted as major theoretical framework that effectively explained positive parenting. Basically he extended the concepts of individual psychology approach which emphasized the significance of the person's environment in understanding them. Dreikurs emphasized that based on the fundamental human right of equality there should be mutual respect between a child and parent. Parents should encourage, believe and accept their child as they are. Parents tried not to set standards that the child cannot reach because it will lead to disappointment. Addressing another dimension of positive parenting he argued that

instead of intentionally using either reward or punishment to discipline the child, parents should use natural consequences that arise from the child's behavior. Allow the child to face the consequences of their decision and behavior. Parents should avoid using their authority to force the child to act accordingly.

Furthermore, Dreikurs suggested that parents during disciplining should act more and talk less as excessive talking leads to arguments which is not recommended. It is suggested that instead of engaging in argument parents should withdraw by either ignoring or leaving room. He suggested that guidance should be done when the child is calm, stable and self-conscious and avoid guidance in presence of others especially strangers. Parents must allow children do for themselves what and when they can, and acknowledge their efforts. He highlighted parenting practices that can be collectively called as positive parenting.

Baumrind's Theory of Parenting Styles

Considerable empirical quantitative research that has an impact on the concept of positive parenting relied on Baumrind's (1967, 1971) influential work. He suggested that there are three parenting styles i.e. authoritative, authoritarian, and permissive parenting. Maccoby and Martin (1983) extended Baumrind's work and added neglecting/uninvolved as fourth parenting style. Considering the styles-centered explanation of positive parenting, it is important to make a clear distinction between parenting styles and parenting practices. Darling and Steinberg (1993) differentiate reported that parenting practices are the very specific and goal-directed parenting behaviors whereas parenting styles are the overall emotional climate or the larger context in which parenting behaviors are expressed.

Four parenting styles results from parents being high or low on two parenting dimensions i.e. responsiveness and demandingness. Parental responsiveness refers to

the extent parents pay attention to their children by warmth, sensitivity, supportiveness and expecting respect. Parental demandingness refers to the claims or expectations parents develop for their children in order to make them vital and functional part of the family and society. It includes parent's demands for cognitive, emotional and behavioral maturity of their children.

Authoritative Parenting Style. The positive parenting is most aligned with authoritative parenting style. It is high on responsiveness and demandingness, whereas low on psychological control. Authoritative parents are very warm with their children. They give respect to their children during their interrogation and conversation. They can understand their children's verbal as well as non-verbal signals effectively. They also are accepting of children's particular interests and temperaments as well as respect the way children approaches and interact with outside world. These parents support and encourage their children to think as well as behave autonomy. Beside this they also set clear limits for children behavior. On the one end of continuum they believe that children can take responsibilities for managing their behavior and cognitions and on other end they guide them how to behave by reasoning and consequence-based discipline. Authoritative parents tend to avoid punishment as a mean of disciplining. In order to make a close and healthy relationship with children the authoritative parents tend to nurture and forgive their children mistakes and disappointing conducts.

Authoritarian Parenting Style. It is essentially the opposite of authoritative parenting style. They are high on demandingness and low on responsiveness, along with high psychological control. They do not display warmth, discourage children autonomy, arguments and force them to obey them strictly. Authoritarian parents use both verbal and physical punishment to discipline their children. They set very high

standards for their children and force them harshly to achieve set goals. This type of parenting results in a relationship that is not healthy and close.

Permissive Parenting Style. Often positive parenting is confused with permissive parenting style but this is not true. Permissive parenting style is low on demandingness and high on responsiveness. These parents communicate well and respond warmly. However, they are overly concerned with understanding and responding to children's demands. This concern leads to a demanding child. Children are expected to be autonomous to the extent that they can regulate themselves without parental guidance. Such parents failed to set any standards of conduct. These parents rarely discipline effectively and don't ask for personal responsibility; commonly they just give in or bribe. Permissive parenting results in relationships that are close, but not healthy.

Uninvolved Parenting Style. It is low on demandingness as well as low in responsiveness. Despite taking care of children's basic needs such as food, health, shelter, and clothing these parents are often very hands-off and disconnected. They failed to fulfil their children need or warmth, affection and communication. They least bother about setting limits for their children and to look after their autonomy and progress. Some of them use this style because they are too much engaged with their own life demands while others believed that children are capable enough of raising themselves. Uninvolved parenting style results in relationships that are neither close, nor healthy.

Simons and Su (2013) argue that authoritative parenting is the most positive and developmentally supportive as compared to other three types. This style is characterized by an interchange between display of warmth and control and include parenting practices such as monitoring, peaceful communication, and age-appropriate and

discipline (Cuellar et al., 2015; Leidy et al., 2010; Oyserman et al., 2002). Therefore, many researchers argue that the authoritative parenting style is more closely conceived as positive parenting (Carpenter & Mendez, 2013; Coard et al., 2007; Keels, 2009; McKee et al., 2007; Coolahan et al., 2002).

Attachment Theory

Attachment theory focused on the development, maintenance and outcomes of affectionate bond between children and parents. Attachment theory was an outcome of long-term work of Bowlby in collaboration with Ainsworth in 1950s. Attachment is defined as passionate connection with another person. According to Bowlby the primary connection developed by children with their parent have a remarkable influence that lasts throughout their life (Draper & Belsky, 1990). Bowlby and Ainsworth identified three main types of attachment relationship i.e. secure, avoidant and ambivalent.

Secure Attachment. Developing an intimate parent-child relationship with secure attachment is an assurance of positive parenting. It is mostly developed when parents tend to fulfil their children needs in a sensitive and loving ways. Once secure attachment develops then children are confident that they can express their feelings and will get comfort.

Avoidant Attachment. It is a type of insecure attachment and characterized by avoidance. Children not only avoid parents but also avoid their feeling of distress. This type of attachment results when parent frequently disregards, is unresponsive by conveying frustration and belittling their children when they are in need for comfort and support.

Ambivalent / Resistant Attachment is also a type of insecure attachment. It results when parents give unpredictable and inconsistent responses to their children

needs for comfort. Parents giving more importance to their own need and considered themselves overwhelmed created a great deal of distress for the children. In response to this type of parental behavior children mostly exaggerates their requirements to get their parents attention.

Positive Parenting- Behavioral View Point

When considering positive parenting from behavioral perspective, the most prominent Figure is Skinner. He introduced the concept of positive reinforcement which is the hallmark of positive parenting. Skinner (1938) developed the behavioral theory of operant conditioning, grounded on the concept that in order to comprehend behavior, researcher must consider what occurred before and the consequences succeeding the behavior. Individual from the start of their life make valuable decisions about their cognitions as well as action on the basis of feedback they received from their environment.

Latham (2006), argue that parents should use the principles of behaviorism in ways that enhance positive behavior and reduce undesirable behaviors. He supported the use positive reinforcement by parents to enhance positive and appropriate behavioral patterns whereas, instead of using punishment suggested the removal of positive reinforcement to reduce undesired problematic behaviors.

Furthermore, behavioral theorists argue that parents often make some basic mistakes while using principles of positive reinforcement as a mean of positive parenting. Firstly, by paying excessive attention to the undesired behavior they unknowingly reinforce the unwanted behavior by fulfilling the child's need of attention. Instead parents should not pay excessive attention to the behaviors they do not want to develop in their children. Consequently, when children do not get positively reinforced for these behaviors they will drop off. Secondly, sometimes parents failed to reinforce

the desired behavior at appropriate time and subsequently lose the effectiveness of reinforcement. (Gardner & Leijten 2017; Sanders et al. 2014; Nowak & Heinrichs 2008).

Social Learning Theory

Social learning theory is based on ideas from psychoanalysis, behavioral and cognitive theories (Cairns, 1979; Grusec, 1992). Gerald Petterson (1982) was the first on who identified the effectiveness of operant conditioning in parent-child relationship. Bandura (2001) was the primary theorist who developed social learning theory. His work is based on the concept of modelling. He stated that for learning a behavior it is not essential to experience it personally. Human beings even an infant is smart enough to learn simply by observing significant others from his immediate environment. In positive parenting, parents should be conscious about the patterns they set for children and how to effectively use modeling to educate children emotions and behaviors that have optimal outcomes.

Children are naturally and frequently attracted towards their parents and other family members. Bandura refers to this as associational preference. That's why children mostly model their parents, siblings and peers. Furthermore, instead of following all or none approach children are selective about what and how to imitate. They often put together or utilize different aspect of model and results in a distinctive consequence. This highlights the cognitive aspects of modeling. Cognitive aspect of social learning theory holds that children are capable to acquire the belief that they can be competent, or on the other hand they lack the competencies to master their environment. This is referred to self-efficacy. High level of self-efficacy enable children to be determined and accept challenges. In positive parenting, parents make efforts to make sure that

their children learned expertise to develop high level of self-efficacy. (Jones & Prinz, 2005; Bugental et al., 1989)

Positive Psychology Movement

Seligman (2000) founded the field of Positive Psychology. Immediately after that he set the grounds for child-rearing within the positive psychology perspective. In “Authentic Happiness” (2002), he explained positive psychology parenting which is based on the essential principles of positive psychology i.e. positive values, character strength and emotions (Seligman & Csikszentmihalyi, 2000). The goal of Positive Psychology parenting is to promote children’s wellbeing by proving positive emotions and elaborating their character strength. Furthermore, positive psychology parenting aims to support children to structure important aspects of their life i.e. education, career and hobbies according to their character strengths. Outcome of these goals is the enhanced wellbeing of children as well as the whole family. Positive emotions and character strengths are two fundamental concepts that serve as the backbone of both positive psychology and positive psychology parenting (Seligman, 2002).

Positive psychology holds that parenting should focus on the appreciative that children are born come into the world well-informed about capacities and skills that adapt for optimal development and growth. Parents should be aware of the strategies they used to help children flourish well. (Keyes & Haidt, 2003).

Moderating Role of Positive Parenting

Despite having problems with the spouse, parent manage to rear their children effectively. Literature showed that if positive parenting is present the threatening and harsh impact of triangulation on adolescent adjustment may be diminished. Furthermore, the nature of parent-child relationship either diminish or enhance the

impact of triangulation on the development of behavioral problems among adolescents. In the presence of triangulation, however, the dynamics of the parent-child interaction are organically altered, resulting in negative versus positive parenting behavior in a new setting. Adolescents will favorably regard the parent-child connection that has been warped by triangulating behaviors, which will help to suppress the development of behavioral disorders (Bradford et al., 2008).

Positive parenting practice, in particular, acts as a barrier against the development of behavioral disorders in triangulated adolescents. There is a substantial link between parental warmth and children's emotional control abilities (Darling & Steinberg, 1993; Lee & Gotlib, 1991). Positive parenting practices help adolescents efficiently self-regulate their actions, cognitions, and emotions in high-conflict circumstances. As a result of improved emotion control abilities, positive parental behavior allows adolescents to better resist the temptation to 'act out' in response to triangulation (Walton & Flouri, 2010; Eisenberg et al, 2005).

Moreover, lack of positive parenting practices can restrict a children's capability to regulate emotions, creating it progressively problematic to detain challenging behavior enhanced by direct participation in conflict. Adolescent who found themselves triangulated in inter-marital conflict develop negative cognition. Absence of positive parenting practices often intensify these negative cognitions. For instance, Cummings and Davies, (2010) reported that in triangulated families, lack of positive parenting often support a children's cognitions that their desires are insignificant to the parent. In the of positive parenting when children's feelings that they are used as a confidant or in-between parents leads to decreased parent-child closeness (Buehler & Gerard, 2002) on the other hand high parental warmth and support protect children from developing

adjustment issues (Cummings et al., 2003; Buehler & Gerard, 2002; Krishnakumar & Buehler, 2000).

Parenting may play an important role in mitigating the negative effects of several stresses, such as triangulation, which are a result of conflict (Franck & Buehler, 2007; Margolin et al., 2001; Erel & Burman, 1995). Specifically, in the manifestation of positive parenting practices such as warmth, affection, appreciation and expression of positive emotions decreased the degree to which adolescents evaluate dispute as harmful to the self or other family members. (Davidov & Grusec, 2006; Maccoby & Martin, 1983). That's why positive parenting serve by guarding adolescents from the destructive outcomes of the tension that results from observing dispute. Positive parenting practices adopted by both parents leads to fewer behavioral problems among adolescents. (Scaramella, Conger, & Simons, 1999).

Alternatively, positively parenting in association with triangulating behavior often badly influence adjustment of adolescent. Kerig and Swanson (2010) reported that there are numerous family processes that are considered as the consequence of association between inter-parental conflict and triangulation, some are associated with negative emotion, whereas others are associated with perceived support and warmth. However, parental warmth and closeness are characteristics of cohesive families, they may be seen in enmeshed families having weak boundaries. In entangled families, trustworthiness and passionate closeness are mandatory to enhance reactivity and well-being of family members (Olson, 2000). It is important that parents maintain their positive parenting practices during triangulation as well as family conflict situations. Otherwise instead of considering it warmth, supportiveness and affection children perceive it as coercive or intrusive.

Moderating Role of Gender

Amplification moderators includes individual, relational, or contextual factors that intensify the negative effects of triangulation on behavioral problems among adolescents (Gore & Eckenrode, 1996). One amplification moderators i.e. adolescent's gender was examined (Davies & Lindsey, 2004). Though moderating role of gender in inter-marital conflict research reported null or inconsistent findings (Cox et al., 2001; Gerard et al., 2006). However, Davies and Lindsey (2004) reported stronger negative outcomes of inter-marital conflict for daughters than for sons. Furthermore, it was reported in literature that girls have more internalizing problems as compared to boys (Nolen-Hoeksema & Girgus, 1994). boys who experienced enmeshed family patterns more often developed symptoms of ADHD, girls who experienced enmeshed family interactions later showed symptoms of depression (Deborah, et al., 2004). On the basis of these finding present research explore the moderating role of adolescent triangulation into inter-parental conflicts and their development of behavioral problems both internalizing as well as externalizing.

According to Davis and Lindsay (2001) there are two basic perspectives that describe the moderating role of gender in the relationship between inter-parental conflicts and adolescent adjustment problems. Male vulnerability model is the first perspective which argues that the effect of inter-parental conflict is stronger for boys than girls. This is primarily due to the fact that boys are considered to be at higher risk of the harmful effects of involvement in inter-parental conflicts. The differential reactivity model is the second perspective which postulates that the stress adolescents experience from inter-parental conflict possibly manifest in externalizing behavioral problems for boys, however it will result in internalizing behavioral problems among

girls. Despite the fact that relationship pattern is inconsistent and somewhat complex researcher mostly support male vulnerability model.

Similarly, Reid and Crisafulli (1990) reported in their meta-analysis that the effect of inter-parent conflict on adolescent's adjustment problems is greater for boys than for girls. However, Buchanan et al. (1991) discovered that males were more prone than girls to feel triangulated or trapped between parents. The genders of the parents and children may also interact to change the type of triangulation. Furthermore, their meta-analysis reported that though the relationship between inter-parental conflict and adolescent's maladjustment is higher for boys than girls but the stated difference is not significant. According to Margolin et al. (2001), mothers of boys were evaluated higher on triangulating behaviors than mothers of girls, while fathers were not assessed differently on level of triangulation depending on child gender.

Paikoff and Brooks-Gunn (1991), on the other hand, emphasized that the issue of parent-child conflict commonly happens between mothers and adolescents, and less frequently between girls and mothers. As a result, the mother-daughter connection may be more stressful during adolescence and has a greater influence on girls than on boys (Allison, 2000). According to Krishnakumar and Buehler (2000), the link between inter-parental disputes and maladjustment is stronger for girls than for boys. Ehrensaft et al., 2003; Grych & Fincham, 1993; Buehler et al., 1997). Furthermore, Amato and Afifi (2006) asserted that parents more frequently force girls than boys to take sides in marital dispute, and feeling caught in the middle harms the mother-daughter connection the most. As a result, while the data indicate that child and parent gender may impact both behaviors and outcomes linked with triangulation, these relationships should be investigated further.

Contextualizing the Study: Cultural Significance of Triangulation in Inter-Parental Conflicts among Adolescents in Pakistan

Studying triangulation in inter-parental conflicts, behavioral problems, emotional reactivity, and positive parenting among adolescents in Pakistan holds significant cultural importance. Pakistan's collectivist culture places a premium on family ties, making it essential to explore how conflicts impact adolescents within this societal framework. The respect for authority prevalent in Pakistani culture adds another layer of complexity to understanding how adolescents navigate their roles in familial disputes. The research becomes crucial in shedding light on behavioral problems in adolescents, offering insights into how family dynamics influence their actions. Furthermore, emotional reactivity in the context of inter-parental conflicts gains significance in a cultural milieu where mental health discussions are often stigmatized. Examining positive parenting strategies becomes imperative, with culturally tailored interventions necessary to mitigate the impact of conflicts on adolescents.

The role of the extended family in Pakistani households can influence family dynamics, requiring a nuanced understanding of how these dynamics contribute to or alleviate inter-parental conflicts. Additionally, the societal expectations and gender roles prevalent in Pakistan contribute to the complexity of these conflicts, necessitating a culturally sensitive approach to research.

Rationale of the Study

The present study focused on the phenomenon of triangulation initially postulated by Bowen in his Family Systems theory (Kerr & Bowen, 1988). The construct of adolescent-parent relationship, or reaction of adolescent to marital discord and their relationship with adolescent externalizing-internalizing problems is well

developed in the literature. However, the phenomenon of triangulation i.e. of involving children in resolving marital discord is not well documented. Triangulation into parental disagreements has attracted far less empirical investigation than inter-parental verbal and physical hostility. The current study's main goal is to investigate the idea and aspects of triangulation, as well as its influence on internalizing and externalizing problems among Pakistani adolescents.

Moreover, in my knowledge and search there is no available objective instrument to quantify the phenomenon of triangulation among Pakistani adolescents. Current study therefore tends to develop an indigenous scale to measure triangulation. Development and standardization of this scale is of great beneficence in literature. This scale helps the researchers to further explore the phenomenon of triangulation.

Furthermore, the current research endeavors to confirm the apparently interlinked relationship of triangulation, emotional reactivity to parental marital conflicts and parenting behavior in predicting adolescent's internalizing and externalizing problems. Some studies have previously found that triangulation puts adolescents at risk for adjustment problems, including internalizing issues such as depressive symptoms, anxiety, and social disengagement (Gerard, et al., 2005; Wang & Crane, 2001), and externalizing behavioral problems (Dallos & Vetere, 2012; Harold & Shelton, 2008). Though, the influence of triangulation on internalizing and externalizing problems among adolescents need further exploration particularly in Pakistani context. Current study also makes a comparison of vulnerability of adolescents to internalizing versus externalizing problems as a consequence of triangulation into parental marital discord.

The study aims to explore the impact of various factors, including socioeconomic status, arranged marriages, education, family structure, and cultural

values, on the phenomenon of triangulation among Pakistani adolescents. Given the distinctive features of the Pakistani family system and the significance of collectivistic cultural factors, this research seeks to fill a gap in existing studies, which have predominantly focused on nuclear family dynamics in Western cultures. By investigating the details of triangulation in the context of Pakistani cultural and religious influences, the study aims to contribute valuable insights that can broaden the understanding of relationship dynamics, especially for those experiencing triangulation and its potential impact on well-being.

Moreover, the current work assist in theoretical refinement and contribution to the existing literature. The investigator intends to employ the "model testing" approach, in which hypothesized models are investigated, to assess the direct and indirect influence of triangulation on internalizing and externalizing difficulties in teenagers. Adolescent emotional response to marital conflict will be investigated as a potential explanation for how triangulation is connected with an increase in adolescent internalizing and externalizing difficulties. The association between adolescent's triangulation and internalizing externalizing behavioral issues will be explained by emotional reaction to marital instability.

Although, this model was already assessed by Buehler and Deborah (2009) in which direct and indirect effect of triangulation on internalizing problems was assessed while controlling the externalizing problems. This model considered mother's perception of triangulating adolescents to resolve their marital disputes. While current study will explore the impact of triangulation through emotional reactivity for both internalizing as well as externalizing problems. Present study will assess the adolescent's perception of being triangulated in parental marital disputes. The

researcher will anticipate distinct patterns of findings that would be explained in terms of Pakistani society.

According to Emotional Security Theory, different individual and family features moderate the relationships between conflictual marital relationship and adolescent's emotional security in the inter-parental relationship (Davies et al., 2002; Davies et al., 2006; Davies & Cummings, 2006), as well as emotional security internalizing and externalizing problems among adolescents (Davies et al., 2002). However, the general premise of moderating effects has not been investigated in relation to the repercussions of triangulation, with a special focus on emotional reactivity rather than the broader construct of emotional security. The current study's examination of the moderating effects of both individual and family factors is therefore an important contribution, because a more detailed understanding of the conditions under which the generative mechanism of emotional reactivity operates and does not operate is required to inform prevention and intervention programs.

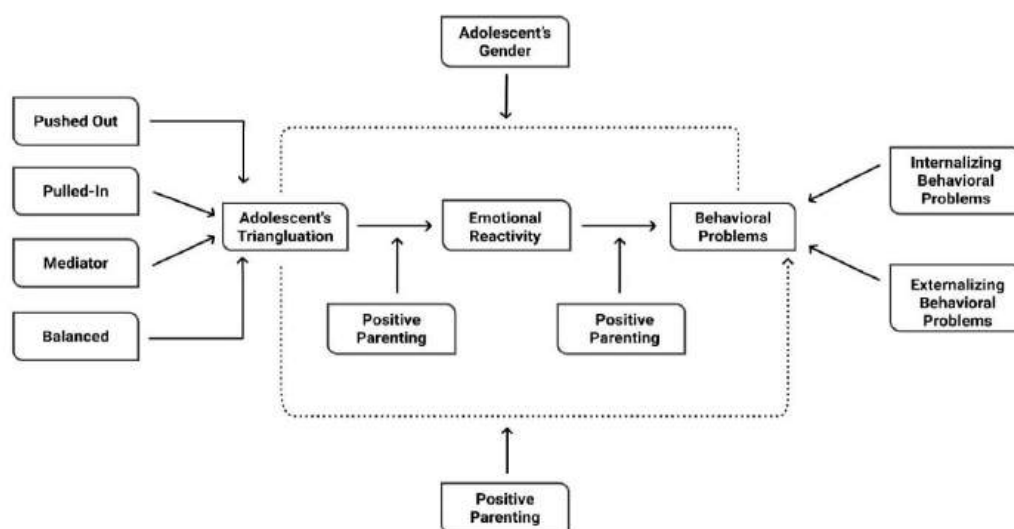
Present study focused on the perception of adolescents. Adolescents are more likely to be drawn into marital subsystem conflict because they are old enough to understand and participate in inter-parental problems but too young to completely withdraw from the conflict or avoid parental influence (Margolin, et al., 2001; Shelton, & Harold, 2008). Parents may be more likely to triangulate adolescents than younger children because adolescents have the emotional and linguistic skills required to form a successful parent-child alliance (Davies & Forman, 2002). Adolescence is thus an important developmental stage for studying the impact of triangulation on child adjustment difficulties. As a result, the current study focused on adolescent report of being triangulated and, as a result, developed behavioral difficulties.

Conceptual Framework

The proposed conceptual framework delves into the intricate interplay between key factors influencing adolescent's behavioral development, focusing on the dynamics of triangulation within parental conflicts. Triangulation, representing a child's involvement in parental disputes, is posited to have direct impacts on behavioral outcomes, specifically internalizing and externalizing behavioral problems. Further enriching the framework is the mediating role of positive parenting, wherein the quality of parenting practices moderates the direct and indirect association between triangulation and behavioral problems through emotional reactivity. Moreover, gender is introduced as a moderating factor, potentially influencing the direct relationship between triangulation and behavioral problems. By untangling these interconnected elements, the framework seeks to illuminate how these factors collectively shape children's behavioral well-being, offering insights for interventions and strategies aimed at promoting healthier developmental trajectories.

Figure 1

Conceptual Framework of the study



Method and Research Design

Chapter II

Method and Research Design

The principal aims of the current research is to determine the relationship between triangulation and internalizing and externalizing behavioral problems among adolescents. The emotional reactivity is assumed as mediating factors between triangulation and internalizing and externalizing behavioral problems. Positive parenting and gender of adolescents is assumed as moderating variable. Present study is a mix method research using cross sectional survey design. The research consisted of five studies.

Objectives

The main objectives of the study will be to investigate adolescent triangulation, internalizing and externalizing behavioral problems, emotional reactivity and positive parenting. The principal aim is broken down as:

1. To develop an indigenous instrument to measure triangulation among adolescents in Pakistani culture.
2. To translate and adapt Perth Emotional Reactivity Scale Short Form (PERS-S) and Multidimensional Assessment of Parenting Scale (MAPS) to be used with Pakistani adolescents.
3. To confirm factorial structure through CFA of all measures to be used in the study with Pakistani adolescents.
4. To establish the psychometric properties of all study instruments.
5. To find out relationship between triangulation, emotional reactivity, positive parenting, internalizing and externalizing behavioral problems.

6. To study the predictive role of triangulation and emotional reactivity on internalizing and externalizing behavioral problems.
7. To study the mediating role of emotional reactivity in relationship between triangulation and internalizing and externalizing behavioral problems
8. To test the conceptual models for the triangulation and internalizing and externalizing problems considering emotional reactivity as mediating variable.
9. To study the moderating role of positive parenting in relationship between triangulation, emotional reactivity and internalizing and externalizing behavioral problems
10. To study the moderating role of gender in relationship of triangulation with internalizing and externalizing behavioral problems
11. To study the difference with respect of demographic variables (e.g. gender, family type, age and birth order) in adolescent triangulation, emotional reactivity, positive parenting and behavioral problems (internalizing & externalizing).

Hypotheses

A variety of hypotheses were developed to achieve the goals of the current study, which are given below:

1. There will be a significant relationship between triangulation (pushed-out, pulled-in, mediator & balanced) and behavioral problems.
 - 1(a) There will be a positive relationship between pushed-out, pulled-in and mediator triangulation and internalizing behavioral problem
 - 1(b) There will be a positive relationship between pushed-out, pulled-in and mediator triangulation and externalizing behavioral problem

- 1(c) There will be a negative relationship between balanced triangulation and internalizing behavioral problem
- 1(d) There will be a negative relationship between balanced triangulation and externalizing behavioral problem
- 2. There will be a significant relationship between triangulation (pushed-out, pulled-in, mediator & balanced) and emotional reactivity.
 - 2(a) There will be a positive relationship of pushed-out, pulled-in and mediator triangulation with general negative emotional reactivity.
 - 2(b) There will be a negative relationship between pushed-out, pulled-in and mediator triangulation and general positive emotional reactivity.
 - 2(c) There will be a negative relationship between balanced triangulation and general negative emotional reactivity.
 - 2(d) There will be a positive relationship between balanced triangulation and general positive emotional reactivity.
- 3. There will be a significant relationship between emotional reactivity and behavioral problems (Internalizing & Externalizing)
 - 3(a) There will be a negative relationship between general positive emotional reactivity and behavioral problems (Internalizing & Externalizing)
 - 3(b) There will be a positive relationship between general negative emotional reactivity and behavioral problems (internalizing & externalizing)
- 4. Triangulation will be significant predictor of emotional reactivity.
 - 4(a) pushed-out, pulled-in and mediator triangulation will negatively predict general positive emotional reactivity

4(b) pushed-out, pulled-in and mediator triangulation will positively predict general negative emotional reactivity.

4(c) Balanced triangulation will positively predict general positive emotional reactivity

4(d) Balanced triangulation will negatively predict general negative emotional reactivity.

5. Triangulation will be significant predictor of internalizing and externalizing behavioral problems

5(a) pushed-out, pulled-in and mediator triangulation will positively predict internalizing behavioral problems

5(b) pushed-out, pulled-in and mediator triangulation will positively predict externalizing behavioral problems

5(c) Balanced triangulation will negatively predict internalizing behavioral problems

5(d) Balanced triangulation will negatively predict externalizing behavioral problems

6. Emotional reactivity will be a significant predictor of internalizing and externalizing behavioral problems.

6(a) General positive emotional reactivity will negatively predict internalizing behavioral problems

6(b) General positive emotional reactivity will negatively predict externalizing behavioral problems

6(c) General negative emotional reactivity will positively predict internalizing behavioral problems

- 6(d) General negative emotional reactivity will positively predict externalizing behavioral problems
7. Emotional reactivity (general positive emotional reactivity & general positive emotional negative) will mediate the relationship between triangulation (pushed-out, pulled-in, mediator & balanced) and behavioral problems (internalizing & externalizing).
 8. Positive parenting will moderate the direct and indirect relationship between triangulation (pushed-out, pulled-in, mediator & balanced) and behavioral problems (internalizing & externalizing) through emotional reactivity (general positive emotional reactivity & general negative emotional reactivity).
 9. Gender of the adolescents will moderate the relationship of triangulation with internalizing and externalizing behavioral problems.
 10. There will be significant difference in triangulation (pushed-out, pulled-in, mediator & balanced), emotional reactivity (positive & negative), positive parenting (warmth, proactive parenting, positive reinforcement & supportiveness) and internalizing and externalizing behavioral problems among girls and boys.
 11. There will be significant difference in triangulation (pushed-out, pulled-in, mediator & balanced), emotional reactivity (positive & negative), positive parenting (warmth, proactive parenting, positive reinforcement & supportiveness) and internalizing and externalizing behavioral problems among adolescents from nuclear and extended families.
 12. There will be significant difference in triangulation (pushed-out, pulled-in, mediator & balanced), emotional reactivity (positive & negative), positive parenting (warmth, proactive parenting, positive reinforcement & supportiveness)

and internalizing and externalizing behavioral problems among early, middle and late adolescents.

13. There will be significant birth order wise difference in triangulation (pushed-out, pulled-in, mediator & balanced), emotional reactivity (positive & negative), positive parenting (warmth, proactive parenting, positive reinforcement & supportiveness) and internalizing and externalizing behavioral problems among adolescents.

Operational Definition

Triangulation

Triangulation is a systems-level process in which a dyadic relationship enlists the help of a third person to disperse stress and anxiety, or power, among the relationship triad. (Kerr & Bowen, 1988). Triangulation is categorized as pushed-out, pulled-in, mediator and balanced. Triangulation is operationalized as a scores on Adolescent Triangulation Scale (Riaz & Iqbal, 2023). Items of balanced triangulation is reversed scored and then the aggregate showed an adolescent's triangulation into inter-parental conflicts. High scores shows more triangulation and vice versa.

Pushed Out Triangulation. Pushed-out triangulation, or scapegoating triangulation, occurs when parents divert attention from their own relationship issues by focusing on the adolescent's unique behaviors or traits. This dynamic pushes the adolescent out of the parental relationship, with parents uniting over the adolescent's specific characteristic, such as an illness or special talent, to avoid addressing their own conflicts (Bell, et al., 2001). In the present study pushed-out triangulation is operationalized as the scores on the pushed out triangulation subscale (items 17, 19, 21,

22, 30 & 31) of Adolescent's Triangulation Scale (Riaz & Iqbal, 2023). High scores indicated more pushed out triangulation and vice versa.

Pulled In Triangulation. Pulled-in triangulation, or cross-generational coalition, occurs when an adolescent forms an alliance with one parent against the other, creating emotional distance from the targeted parent. This dynamic can stabilize the family by reducing parental conflicts, but it involves the adolescent taking sides, often due to the pathogenic parenting practices of the allied parent (Bell, et al., 2001). In the present study pulled-in triangulation is operationalized as the scores on the pulled in triangulation subscale (Items 12, 14, 15, 26, 27 & 28) of Adolescent's Triangulation Scale (Riaz & Iqbal, 2023). High scores indicated more pulled in triangulation and vice versa.

Mediator Triangulation. Mediator triangulation occurs when adolescents feel positioned between their parents, forming a closer emotional bond with one while being more distant from the other. Each parent attempts to draw the adolescent closer, creating a relational triangle where the adolescent mediates the parental divide (Bell, et al., 2001). In the present study mediator triangulation is operationalized as the scores on the mediator triangulation subscale (Item 7, 8, 9, 11, 24, 25 & 32) of Adolescent's Triangulation Scale (Riaz & Iqbal, 2023). High scores indicated more mediator triangulation and vice versa.

Balanced Triangulation. A balanced triangle in family dynamics is a healthy relationship pattern where parents handle their issues independently, maintain equal distance with the adolescent, and respond appropriately without involving the adolescent in their conflicts (Bell, et al., 2001). In the present study balanced triangulation is operationalized as the scores on the balanced subscale (item 1, 2, 4, 5 & 6) of Adolescent's Triangulation Scale (Riaz & Iqbal, 2023).

Behavioral Problems

Behavioral problems are conceptualized as maladaptive emotional and behavioral patterns that are evaluated in terms of internalizing and externalizing difficulties (Achenbach, 1991). Scores on the Urdu version of the Youth Self Report (YSR) are used to operationalize both internalizing and externalizing behavioral problems. A high score of internalizing and externalizing problems is indicated by a high score.

Internalizing behavioral problems. Achenbach (1991) stated that internalizing behavioral problems are essentially defined by internal processes such as anxiety, somatization, and depression. Internalizing behavioral problems are operationalized as scores on Internalizing Behavioral Problems subscale of Urdu Version of Youth Self Report Inventory. High scores indicated more problems and vice versa.

Anxiety/Depressed

Anxiety/Depressed behavioral problems are characterized by excessive worries, fears, sadness, feelings of worthlessness, and nervousness (Achenbach & Rescorla, 2001). Anxiety/Depressed is operationalized as the scores on the Anxiety/Depressed Subscale (Item 14, 29, 30, 31, 32, 33, 35, 45, 50, 52, 71, 91, 112) of Youth Self report . (YSR; Achenbach & Rescorla, 2001; translated in Urdu by Khan & Avan, 2014). Higher scores indicate higher levels of anxiety/depression

Somatic Complaints

Somatic complaints involves physical symptoms like headaches and stomachaches without a clear medical cause, linked to emotional distress (Achenbach & Rescorla, 2001). Somatic complaints is operationalized as the scores on the somatic complaints subscale (Items 47, 51, 54, 56A, 56B, 56C, 56D, 56E, 56F, 56G) of Youth

Self report. (YSR; Achenbach & Rescorla, 2001; translated in Urdu by Khan & Avan, 2014). Higher scores indicate higher levels of somatic complaints and vice versa

Withdrawn/Depressed

Withdrawal/Depressed problems includes social withdrawal, lack of interest in social interactions, sadness, low energy, and a lack of motivation (Achenbach & Rescorla, 2001). Withdrawal/Depressed is operationalized as the scores on the Withdrawal/Depressed Subscale (Items 5, 42, 65, 69, 75, 102, 103, 111) of Youth Self report . (YSR; Achenbach & Rescorla, 2001; translated in Urdu by Khan & Avan, 2014). Higher scores indicate higher levels of withdrawal depressed and vice versa.

Externalizing behavioral problems. Externalizing behavioral problems are generally defined by acts in the outside world, such as acting out, antisocial behavior, antagonism, and aggressiveness (Achenbach, 1991). Externalizing behavioral problems are assessed as Rule-Breaking Behavior and Aggressive Behavior. Externalizing behavioral problems are operationalized as scores on Urdu Version of Youth Self Report Inventory. High scores indicated more problems and vice versa.

Aggression

Aggression refers to hostile, destructive, or violent actions towards others, including physical, verbal, and relational aggression (Achenbach & Rescorla, 2001). Aggression is operationalized as the scores on the Aggression Subscale (Items 3, 16, 19, 20, 21, 22, 23, 37, 57, 68, 86, 87, 89, 94, 95, 97 & 104) of Youth Self report . (YSR; Achenbach & Rescorla, 2001; translated in Urdu by Khan & Avan, 2014). Higher scores indicate higher levels of aggression and vice versa

Rule-Breaking Behavior

Rule breaking behavior involves lying, stealing, truancy, substance use, and other delinquent behaviors that defy authority and violate norms (Achenbach & Rescorla,

2001). Rule breaking behavior is operationalized as the scores on the rule breaking behavior Subscale (Items 2, 26, 28, 39, 43, 63, 67, 72, 81, 82, 90, 96, 99, 101, 105) of Youth Self report . (YSR; Achenbach & Rescorla, 2001; translated in Urdu by Khan & Avan, 2014). Higher scores indicate higher levels of rule breaking behavior and vice versa.

Emotional Reactivity

Emotional reactivity (ER) is a personality trait that manifests itself in the ease/speed of activation, intensity, and duration of emotional responses to challenging stimuli (Becerra & Campitelli, 2013). Emotional reactivity is assessed as General Positive Emotional Reactivity and General Negative Emotional Reactivity.

General Positive Emotional Reactivity

General positive emotional reactivity refers to the propensity of an individual to experience positive emotions such as joy, excitement, and contentment in response to stimuli. It encompasses the frequency, intensity, and duration of these positive emotional responses, reflecting how readily and strongly a person experiences pleasant emotions (Preece et al., 2018). General positive emotional reactivity is operationally defined as scores on General positive emotional reactivity subscale (Items 1, 3, 5, 7, 9, 11, 13, 15, 17) of Urdu Version of Perth Emotional Reactivity Scale Short Form (PERS-S; Preece et. al., 2019). High scores indicated high level of general positive emotional reactivity and vice versa.

General Negative Emotional Reactivity

General negative emotional reactivity refers to the propensity of an individual to experience negative emotions such as sadness, anger, and fear in response to stimuli. It includes the frequency, intensity, and duration of these negative emotional responses, indicating how readily and strongly a person experiences unpleasant emotions (Preece

et al., 2018). General negative emotional reactivity is operationally defined as scores on General negative emotional reactivity subscale (Item 2, 4, 6, 8, 10, 12, 14, 16, 18) of Urdu Version of Perth Emotional Reactivity Scale Short Form (PERS-S; Preece et al., 2019). High scores indicated high level of general negative emotional reactivity and vice versa.

Positive Parenting

Positive parenting is the recurrent relationship which is characterizes by positive reinforcement, warmth, affection, firm as well as consistent discipline, and active participation in and supervision of child and adolescent activities (Parent & Forehand, 2017). Positive Parenting is operationally defined as scores on Urdu version of Multidimensional Assessment of Parenting (MAPS; Parent & Forehand, 2017) which measures Broadband Positive Parenting as well as different positive parenting practices namely, Proactive Parenting, Positive Reinforcement, Warmth and Supportiveness. High scores indicated more positive parenting and vice versa.

Proactive Parenting

Proactive parenting involves taking anticipatory actions to prevent misbehavior and promote positive behavior in children (Parent & Forehand, 2017). Proactive parenting is measured by the proactive parenting subscale (Items 15, 19, 28, 32, 33, 34) of Urdu version MAPS through items that assess the extent to which parents set clear expectations, monitor their children's activities, and provide guidance for potential challenges. High scores indicated more proactive parenting and vice versa.

Positive Reinforcement

Positive reinforcement is the practice of increasing desirable behaviors by providing positive stimuli or rewards following the behavior (Parent & Forehand, 2017). On the MAPS – Urdu version, positive reinforcement is operationalized through

Positive reinforcement subscale (items 11, 18, 26, 30) having items that capture the frequency and consistency of providing rewards and praise for appropriate behavior. High scores showed more positive reinforcement and vice versa.

Warmth

Warmth refers to the degree of affection, empathy, and emotional support a parent provides to their child (Parent & Forehand, 2017). The warmth subscale (1, 7, 21) of the MAPS measures the quality of parent-child interactions in terms of expressions of affection, empathy, and encouragement. High scores on warmth subscale revealed more warmth and vice versa.

Supportiveness

Supportiveness refers to the extent to which a parent offers assistance, guidance, and validation to their child's needs and emotions (Parent & Forehand, 2017). It is operationalized through the supportiveness subscale (10, 17, 22) of the MAPS which assesses parent-child interactions related to offering assistance, guidance, and validation. Higher scores indicated more supportiveness and vice versa

Instruments

Informed Consent Form and Demographic Information Sheet

The informed consent form was used to get willingness and permission of subjects to participate in the study. Demographic information sheet related to gender, age, birth order, no. of siblings, level of education, family type, monthly family income, parent's education and parent's occupation was collected using demographic information sheet (see appendix F & G).

Adolescent Triangulation Scale

Present research used the Adolescent Triangulation Scale (ATS) developed in study I of the current research to assess adolescent's triangulation in inter-parental conflicts. ATS comprised of 24 items and scored on 5-point Likert type format i.e. 1= strongly agree to 5 = strongly disagree. ATS comprised of four subscales i.e. pushed-out (items= 06, $\alpha = .90$), pulled-in (items = 06, $\alpha = .90$), mediator (items = 07, $\alpha = .91$) and balanced (items = 05, $\alpha = .90$) subscales. Overall, triangulation scores were obtained by reverse scoring the items of balanced triangulation and adding scores on all items. The ATS also has also adequate construct validity, content validity (CVR > cutoff point of .63 for 11 experts), and convergent validity (CR ranged from .90 to .91 and AVE ranged from .57 to .69) (see appendix H).

Youth Self Report

The internalizing and externalizing behavioral problems among adolescents were measured through Youth Self Report (YSR; Achenbach & Rescorla, 2001). YSR is one element of a multi-axial behavioral measurement procedure for emotional and behavioral problems among adolescents (ASEBA; Achenbach System of Empirically Based Assessment). Current study used Urdu translated version of YSR by Khan and Avan (2014). Youth Self Report is a forced choice measure consisted of 118 questions which is scored on a 3-point Likert format (0 = "absent", 1 = "occurs sometimes", 2 = "occurs often"). The Youth Self Report is used with adolescent age ranged between 11-18 years. The Youth Self Report consisted of two broadband scales i.e. Internalizing and Externalizing comprised of 63 items collectively. Furthermore, Internalizing Problem Scale comprised of 31 items and includes three subscales i.e. Anxiety/Depressed Problems, Withdrawn/Depressed and Somatic Complaints. Whereas Externalizing Problem Scale comprised of 32 items and consisted of two

subscales i.e. “Rule-Breaking Behavior” and “Aggressive Behavior”. The Youth Self Report has satisfactory test-retest reliability and internal consistency. The alpha value for the externalizing scale is .92 whereas for the Internalizing scale is .91. The Youth Self Report (YSR) has also adequate convergent validity, content validity and construct validity (Achenbach & Rescorla, 2001) (See appendix M)

Perth Emotional Reactivity Scale Short Form

Adolescent’s emotional reactivity was measured by Perth Emotional Reactivity Scale Short Form (PERS-S; Preece et. al., 2019). PERS-S is a forced choice self-reported measure consisted of 18-items. The PERS-S is intended to measure three aspects of emotional reactivity i.e. activation, intensity, and duration for both positive (e.g., happiness) and negative (e.g., sadness) emotions separately. Items are rated on a 5-point scale i.e. 1= very unlike me, 2= somewhat like me, 3= neither like or unlike me, 4=somewhat like me and 5= very like me. Summing a participant's responses yields two composite scores (general negative emotional reactivity and general positive emotional reactivity) and six subscale scores (negative-activation, negative-intensity, negative-duration, positive-activation, positive-intensity, and positive-duration). Higher scores for all composites and subscales suggest higher degrees of reactivity in that area; in other words, emotions are more easily and rapidly generated, more intense, and last longer.

The internal consistency of the General Negative Emotional Reactivity Scale (Cronbach’s $\alpha = .94$) and the General Positive Emotional Reactivity Scale ($\alpha = .93$) was excellent. At a subscale level, all six subscales also displayed good levels of internal reliability (Negative-activation, $\alpha = .86$; Negative-intensity, $\alpha = .87$; Negative-duration, $\alpha = .85$; Positive-activation, $\alpha = .81$; Positive-intensity, $\alpha = .89$; Positive-duration, $\alpha = .81$) (see appendix I).

Multidimensional Assessment of Parenting Scale

The Multidimensional Assessment of Parenting Scale (MAPS; Parent & Forehand, 2017) is a 34 item scale. The MAPS evaluates two broad dimensions of parenting namely positive and negative. Broadband Positive Parenting comprised of four sub-domains i.e. Warmth, Proactive Parenting, Positive Reinforcement, and Supportiveness. Whereas, Broadband Negative Parenting comprised of three sub-domains i.e. Lax Control, Physical Control, and Hostility. All the subscales of MAPS demonstrated excellent reliability (above .80) except Supportiveness which has a marginal reliability of .70. Items were scored on a 5-point Likert scale (1 = “Never” to 5 = “Always”). Present study used only Broadband Positive Parenting as well as its subscales. Reliability was excellent for Proactive Parenting ($\alpha = .80$), Positive Reinforcement ($\alpha = .83$), Warmth ($\alpha = .83$). Reliability was marginal for Supportiveness ($\alpha = .77$), but strong for Broadband Positive Parenting, ($\alpha = .90$) (see appendix K).

Research Design

This present study adopted a comprehensive mixed-method design, incorporating both quantitative and qualitative methodologies to address multifaceted research objectives. The research unfolded across five distinct yet interconnected studies, each contributing a unique dimension to the overall investigation. The initial study involved the development of psychometric scales, aiming to construct reliable instruments for assessing the adolescent triangulation. Following this, the study delved into the translation and adaptation of Perth Emotional Reactivity Scale-Short Form and Multidimensional Assessment of Parenting Scale to ensure cultural and linguistic appropriateness. The subsequent study employed a quantitative approach through confirmatory factor analysis, allowing for a rigorous examination of the underlying factor structure of all the instrument used in current research. Complementing this, a

pilot study is conducted, employing qualitative methods to explore the initial feasibility and gather in-depth insights from participants. Finally, the main study unfolded as the culmination of these phases, employing a correlational mixed-method design to triangulate findings from quantitative measures and qualitative data. This mixed-method approach not only enhances the robustness of the research but also provides a more holistic understanding of the complex phenomena under investigation, fostering a nuanced and comprehensive interpretation of the study outcomes.

Study I: Development and Validation of Adolescent Triangulation Scale

Study I was conducted to explore the phenomenon of adolescent's triangulation into inter-parental conflicts particularly in Pakistani context. Current study aimed at the construction of an indigenous scale to measure adolescent's triangulation into inter-parental conflict. Through extensive review it is established that there was no quantitative scale available to measure triangulation especially in Pakistani context. Exploratory factor analysis was conducted to identify different dimensions of triangulation. Furthermore, construct validity of the newly developed scale was established through confirmatory factor analysis in study III. Development of the adolescent's triangulation scale (ATS) is based on the guidelines outlined by Boating et al., (2018) i.e.

(A) Item development

- (1) Identification of the domain(s) and item generation
- (2) Consideration of content validity

(B) Scale development

- (3) Pre-testing questions
- (4) Sampling and survey administration
- (5) Item reduction

(6) Extraction of latent factors

Study II: Translation and Adaptation of Scales

Keeping in view the local language of majority of Pakistani population it is required that the instruments for use in current research are translated into Urdu language. Therefore, study II was comprised of translation and adaptation of Multidimensional Assessment of Parenting Scale (MAPS; Parent & Forehand, 2017) and Perth Emotional Reactivity Scale Short Form (PERS-S; Preece et. al., 2019) into Urdu language. Translation and adaptation was done according to the methodology proposed in the ITC Guidelines for Translating and Adapting Test (Second edition; 2017). Following steps were followed to meet objectives of current study.

1. Forward translation and adaptation
2. Reconciliation
3. Blind back translation
4. Comparison
5. Cross language validation

Study III: Establishing Construct Validity of Study Instruments

The current study employed confirmatory factor analysis to identify the factorial structure of the measures to be included in the research. CFA is mostly used to confirm the applicability of instruments for the study's sample and the structure of components in Pakistani culture. Moreover, CFA is used to develop the validity of a single factor as well as multifactor model, to test whether a set of factors are related or unrelated and to establish the convergent and discriminant validity of a study measures (DeCoster, 1998).

Study IV: Pilot Study

A pilot study is carried out with the goal of pre-testing all of the study instruments and obtaining preliminary information regarding the relationship between predictor and outcome variables, as well as rechecking the psychometric characteristics of all instruments.

Study V: Main Study

Study V focused on the verification of the conceptual models of present study. This study is further concerned with hypothesis testing and drawing conclusions from path analyses. Moderating and mediating role of stated variables were also assessed in this study. Group wise differences are also explored. Self-report data was collected from adolescents.

Procedure and Ethical Considerations

To fulfil the set objectives of current research separate procedures were followed for each of the five studies. Ethical approval was obtained from Head of Psychology Department and Ethical Review Board, Department of Psychology, IIUI, Ethics Committee. In the rigorous pursuit of comprehending the phenomena of adolescent triangulation and its implications for behavioral problems among youth, a steadfast commitment to ethical considerations has underscored every facet of this research endeavor. The inclusion of adolescents in psychological studies mandates a focus on their well-being, autonomy, and privacy. This study adhered to the ethical guidelines delineated by the American Psychological Association (APA, 2017), ensuring the acquisition of informed consent, preserving confidentiality, and safeguarding the welfare of all participants involved.

In their study involving adolescents, the researcher adhered to a comprehensive procedure to uphold ethical standards and safeguard participant well-being. This

included securing permissions from both the institute's head and the parents or legal guardians of the adolescents, in alignment with established ethical guidelines such as those delineated by the American Psychological Association (APA) (American Psychological Association, 2017). Obtaining informed consent from adolescents and parental consent, alongside adolescent assent, ensured thorough comprehension of the research's objectives, risks, and benefits. Furthermore, institutional approval was sought from the pertinent institutional review board (IRB) to ensure compliance with ethical norms and institutional protocols, thereby nurturing trust and integrity throughout the research process (Gotterbarn, Brinkman, Flick, Kirkpatrick, Miller, Vazansky, & Wolf, 2018).

Data will be collected from adolescents at educational as well as general community settings such as homes and work places. Participants were briefed about the purpose of the current research. The consent of the participants for their contribution in the research was obtained. Before scale administering, research participants were guaranteed that all the information provided by them is used only for the research purpose and is kept confidential. Participants were requested to read all the item thoughtfully and answer back as honestly as possible. Participants were instructed verbally to answer all items in study instruments by choosing the option that is nearest to their personal experiences. All the questionnaires were answered completely within 30-45 minutes. After collecting the data statistical analysis will be done by using SPSS 20 version and AMOS.

Development of Adolescent's Triangulation Scale

Chapter III

Study I: Development of Adolescent's Triangulation Scale

In Study I, the primary objective was the creation of a culturally sensitive instrument tailored to measure adolescent triangulation during inter-parental conflicts. The emphasis on developing the scale in the native language of Urdu was driven by the intent to ensure widespread comprehension and accurate responses within the majority of the population. By employing Urdu, the research aimed to capture the nuances of adolescent experiences in the context of parental disputes, fostering a more authentic and contextually relevant assessment. This linguistic approach reflected a commitment to inclusivity, recognizing the significance of cultural and linguistic factors in accurately gauging adolescent perceptions and behaviors amid inter-parental conflicts.

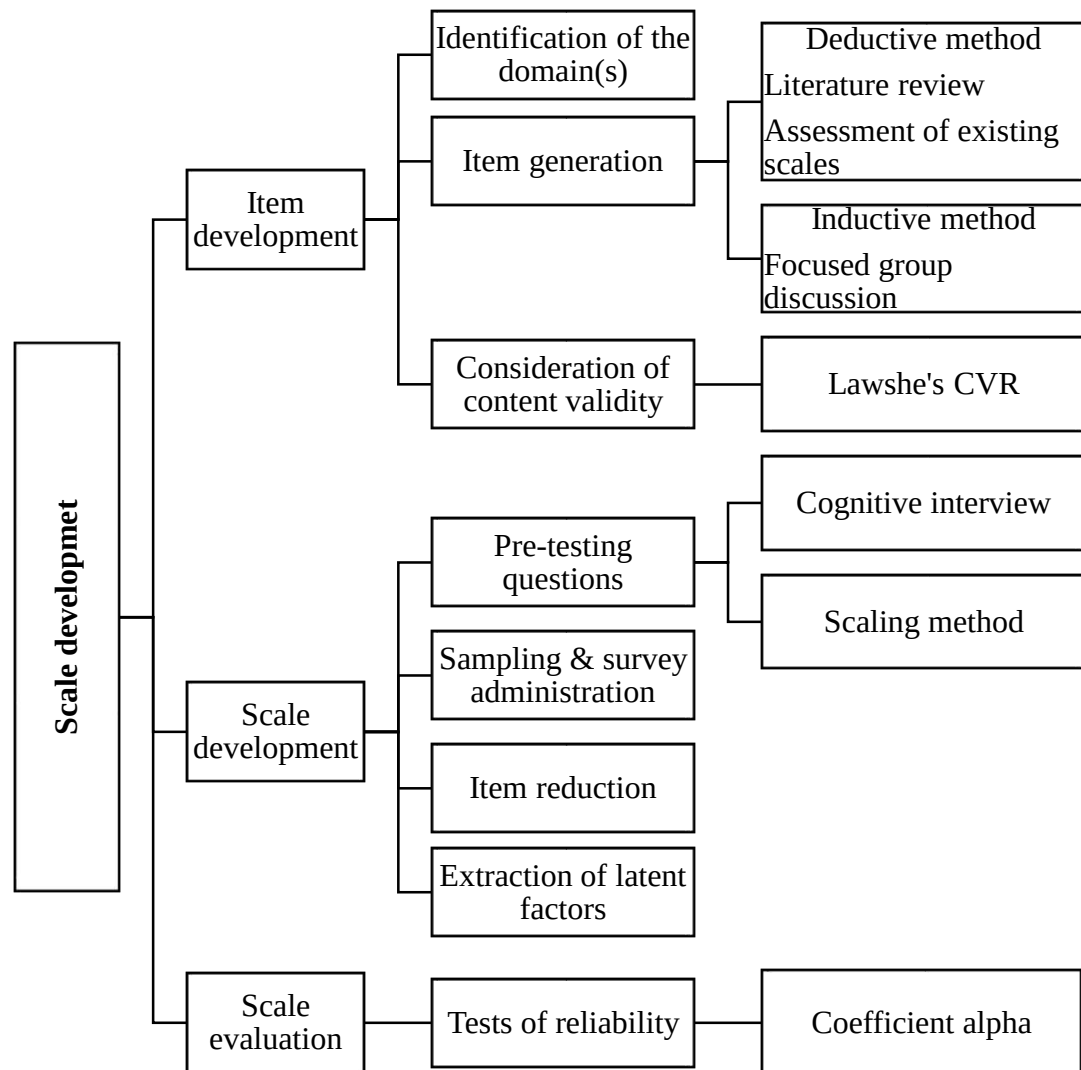
Objectives

1. To explore adolescents triangulation in context of Pakistani culture
2. To develop an indigenous scale of Adolescent's Triangulation
3. To identify four structure (subscales) of newly developed scale
4. To establish psychometric properties of newly developed scale

The development of the Adolescent's Triangulation Scale (ATS) was grounded in the procedural recommendations outlined by Boateng et al. (2018). This particular research initiative followed these guidelines with the overarching goal of constructing a multidimensional scale that could withstand rigorous psychometric scrutiny. By aligning with Boateng et al. (2018) recommended procedures, this research aspired to deliver the Adolescent's Triangulation Scale as a valid and reliable instrument capable of effectively measuring the diverse facets of adolescent triangulation.

Figure 2

Steps of Scale Development as suggested by Boating et al. (2018)



Phase I: Item Development⁶

The creation of items for scale development is a critical step in the creation of a reliable and valid measuring instrument. The following are the general steps in item development;

Domain Identification

Triangulation was explored by all of the main family systems theorists, including Minuchin (1974), Bowen (1988), Haley (1987), and Satir (1983). However,

the researcher in the current study concentrated on Bowen family systems theory (Kerr & Bowen, 1988) while establishing the Adolescent's Triangulation Scale (ATS). Principally because it provides elegant and comprehensive theory of family system and is still presently used extensively and effectively in clinical work (Gurman & Kniskern, 1981). Before developing items an extensive literature review regarding descriptions, examples, types and definitions of triangulation from Bowen (1978), Kerr and Bowen (1988), Bell et al. (2001), Klever (2008), LaForte (2008) and Titelman (2008) was done.

Item Generation

For item generation both deductive and inductive methods were used as suggested by Clarke and Watson (1995). The deductive technique includes a review of the literature as well as an evaluation of current triangulation scales. The qualitative data gained from focus group discussion is used in the inductive technique.

Literature Review. At the first stage of item generation a literature regarding triangulation and its types was thoroughly reviewed. To access literature review updated and authentic research journals and data bases were consulted (e.g., Buehler & Welsh, 2009; Buehler et al., 2009; Amato & Afifi, 2006; Franck & Buehler, 2007). Moreover, some scales / questionnaires devised to study triangulation were also approached. Possibly the most commonly used measures of triangulation are two subscales of Personal Authority in the Family System Questionnaire (PAFS-Q; Bray, Williamson, & Malone, 1984) i.e. the Intergenerational Triangulation (INTRI) and Nuclear Family Triangulation (NFTRI). However, The Triangulation subscale of Children's Perception of Inter-Parental Conflict Scale (CPIC; Grych, Seid, & Fincham, 1992), The Structural Family Interaction Scale (Perosa, Hansen, & Perosa, 1981) and The Triangular Relationship Inventory (Bresin et. al, 2017) were also used to measure family triangulation. All the scales were carefully assessed.

Focused Group Discussion. The principal aim of Focus Group Discussions (FGDs) were to understand the construct of triangulation among the Pakistani population. Though the concept of triangulation was studied earlier in West by researcher interested in family issues (Buehler & Welsh, 2009; Buehler et al., 2009; Amato & Afifi, 2006; Franck & Buehler, 2007), this concept is quite novel in Pakistani research culture yet. There is a strong need to explore the concept of triangulation indigenously in Pakistan because of difference in culture as well as the family system here. Pakistan is a collectivistic culture, where there is strong influence of immediate as well as extended families on the growth and development of adolescent. Even in the nuclear families extended family member have influence on their lives either directly or indirectly. Moreover, indigenous perceptions of triangulation would be greatly influenced by culture. That's why focused groups were held to establish the adolescent's overall awareness of their role in inter-parental disputes. and also to grasp the comprehension of their role in the time of family stresses. According to Mishra's (2016) recommendations, this focused group discussion would aid in understanding the structure and aspects of the idea of triangulation among Pakistani adolescents.

Objectives. Four focused group discussions were performed to fulfil the following objectives;

1. To understand the concept of triangulation with reference to adolescents in Pakistani culture.
2. To grasp the understanding of adolescent perception of their role during the time of family stress and inter-parental conflicts.

Method. Four focused groups were held with adolescents and parents to gather their perspective about triangulation in Pakistani culture. Four focused group

discussions were conducted to address the complexity of the construct, the diversity of the target population, and the richness of the data obtained in each session. Focused groups were done with parents to get an unbiased perspective of adolescent triangulation. Each focused group discussion lasted around one hour on average. All the major aspects of involvement of adolescent in parental dyadic relationship was explored in depth. Furthermore, these four diverse groups helped in in-depth understanding of the studies construct in native population.

Sample. Participants were selected through purposive convenient sampling from schools and colleges of Rawalpindi and Islamabad. Two focused groups were done with adolescents and two with parents. Focused groups was done with parents to understand their perspective about the role of adolescents in inter-parental conflicts. All the participants lived in home with intact families.

First focused group was done with girls ($N = 6$) with an age range of 14- 18 years ($M = 15.54$, $SD = 1.23$). Participants belong both to nuclear ($n = 4$) and extended families ($n = 2$). Minimum qualification of all participants was middle. Focused groups was conducted at school with the prior permission of institute head. Second focused group was done with boys ($N=5$) age ranged between 15- 19 years ($M = 16.33$, $SD = 2.12$). Participants belong both to nuclear($n=3$) and extended families ($n=2$). Minimum qualification of all participants was middle. With the agreement of the institute head, focus groups were held at school. Third focused group was done with mothers ($N = 6$) with an age ranged between 38- 49 years ($M = 41.33$, $SD = 5.18$). Participants belong both to nuclear ($n = 2$) and extended families ($n = 4$). Both house wives ($n = 2$) and working women ($n = 4$) were selected for focused group discussion. All participants have completed at least their school education. Fourth focused group discussion was performed with fathers ($N=7$). The age range of participants were between 42-50 years

($M = 45.22$, $SD = 6.23$). participants belong both to nuclear ($n = 4$) and extended ($n = 3$) family system. All participants completed at least their school education.

Procedure. In order to facilitate the interaction and communication during focused group discussion participants were formally introduced to each other. Provided a brief introduction to the purpose and objectives of the FGD at the very beginning. Moreover, the ground rules of FGD was discussed with the participants and emphasized the necessity of open and courteously dialogue, and ensured confidentiality. Focused group discussion was started by asking an ice-breaker question, in order to assist participants, feel more relaxed.

The construct triangulation was then described concisely yet consistently to participants. A semi-structured focus group guideline was used. Participants were asked to describe their own perspectives and experiences during difficult circumstances in a triadic relationship. The researcher served as moderator and took notes both during and after the session. Because each focus group was comprised up of members of the same gender and status within the family system, it was much easier to express and share as many examples of their participation in family triangles as possible. Participants were also asked to associate various examples to various dimensions of how adolescents engage in dyadic relationships, particularly under stressful situations. Participants in focus groups were gratefully thanked at the end of each session for their important intellectual input and time commitment in the conduct of the current study.

Principal theme of focused group discussions was triangulation i.e. the involvement of third person in dyadic relationship in order to resolve conflict or lessen the stress in problematic situations (see detailed protocols of focused group discussion for adolescents as well as parents in appendix A). Keeping in view target population's

local context such as family settings, educational settings, workplace, neighborhood and social settings following prompts were used to elicit information;

- Have you ever been in a scenario where parental conflict or disagreements involved an adolescent in some way?
- Can you give an example of a time when an adolescent felt trapped in the middle of an inter-parental dispute or conflict?
- How do adolescents generally react when they are caught in the middle of a parental disagreement?
- Do you believe that being involved in inter-parental disagreements has an impact on adolescent's relationships with one or both parents? If so, how so?

Results. In the research process, data were collected through focused group discussions with adolescents, and these discussions were meticulously transcribed to ensure accuracy in capturing participants' responses, emotions, and nonverbal cues. It was of paramount importance to represent the nuances of their communication faithfully. Subsequently, a content analysis approach was employed to systematically evaluate the transcribed data. This involved generating codes to identify relevant themes and sub-themes within the discussions. To facilitate this process, a coding framework was developed with the specific aim of creating a tool indigenous to the context to quantify adolescent triangulation—a methodological approach aimed at capturing diverse perspectives within the research. The coding framework comprised categories and subcategories that encapsulated different themes and types of adolescent triangulation, ensuring a comprehensive analysis. Moreover, during the coding process, particular attention was paid to reviewing codes for coherence and consistency with the original theoretical explanation of triangulation, thereby maintaining fidelity to the research objectives and theoretical underpinnings. This meticulous approach ensured

robustness and reliability in the analysis of the gathered data, enhancing the validity and trustworthiness of the research findings.

Table 1

Major Themes Identified Through Four Focused Group Discussions

Codes	Themes	Sub –Themes
Parents prioritize children's well-being	Pushed-out	Avoiding conflicts
Concern for children's lives		Child centered focus
Avoiding conflicts for children		Distance from one parent
Shielding children from bad relationships		Influence of parent's relationship
Not influencing children negatively		More interest in child's life
Cooperative Parenting		
Working together for child's behavior		
Collaborative parenting efforts		
Emphasizing Children's Abilities		
Minimizing emphasis on poor relationships		
Conflict resolution	Mediator	Taking advisory from children
Healing relationships		Communication
Family unity		Reconciliation
Peaceful coexistence		Harmony
Balance at home		Mediator
Reducing tension		Taking child's help to improve relationship
Creating a harmonious environment		Mediation
Role of the child as a mediator		
Conflict intervention		
Negotiation		
Facilitating discussions		

Bridging the gap		
Not allowing kids into arguments	Balanced	Independent-Conflict-Resolution
Managing conflicts on their own		Conflict-Management
Not involving children in disputes		Dispute-Resolution
Refraining children from conflicts		Peaceful-Home
Children's-Well-Being their conflicts		
Pulling the child to one parent's side.	Pulled-in	Manipulation
Using children as pawns in conflicts		Inappropriate-Behavior
Using bad language in front of the child.		Emotional-Dependence
Exposing the child to unhealthy behavior		Taking-Sides
Relying on the child for emotional support		Emotional-Distance
Neglecting support from the other parent		Parental-Influence
Choosing to be with one parent during disputes		Manipulation
Using children to gauge each other's feelings.		
Involving children in the assessment of parental emotions		

Interpretation and Report of Content Analysis

Focused group discussions with Pakistani adolescents as well as parents revealed that the construct triangulation is dimensionally analogous to the original theoretical model suggested by Kerr and Bowen (1988). The table above presents the results of a content analysis conducted through four focused group discussions, highlighting the major themes, codes, and sub-themes that emerged from the

discussions. This qualitative report aims to interpret and provide insights into the identified major themes: "Pushed-Out," "Mediator," "Balancing," and "Pulled-In."

Pushed-Out Theme. The "Pushed-Out" theme primarily revolves around the child-centric focus of parents. Participants in the group discussions consistently emphasized their commitment to prioritizing their children's well-being and future prospects. This theme encompasses sub-themes such as parents prioritizing their children's well-being, showing deep concern for their children's lives, actively avoiding conflicts for the sake of providing a stable environment for their children, and shielding them from the adverse effects of disputes and strained relationships. In essence, parents within this theme are determined to prevent their own issues from negatively influencing their children's lives.

Mediator Theme. The "Mediator" theme underscores the role of children as mediators or facilitators in their parents' relationships. Participants discussed how parents seek advisory from their children, enhance communication, reconcile differences, and strive to maintain harmony within the family. Children are portrayed as active participants in improving their parents' relationships, with parents actively involving them as mediators. This theme highlights the importance of open dialogue and cooperation within the family to address conflicts and promote a harmonious environment.

Balancing Theme. The "Balancing" theme reflects a balanced approach to parenting and relationship dynamics. Participants in the discussions shared their perspectives on parents' abilities to independently manage conflicts and maintain a peaceful home environment. Privacy in parenting and dispute resolution were also key sub-themes within this category. Participants emphasized the significance of avoiding involving children in disputes and conflicts, instead seeking to resolve conflicts

independently. Overall, this theme underscores the importance of maintaining a balanced, peaceful, and harmonious family atmosphere.

Pulled-In Theme. The "Pulled-In" theme highlights instances where children are drawn into their parents' relationship issues, consciously or inadvertently. This theme encompasses various sub-themes, including manipulation, inappropriate behavior, emotional dependence, taking sides, emotional distance, and parental influence. Participants discussed scenarios in which children are used as pawns in conflicts, exposed to unhealthy behavior, relied upon for emotional support instead of the other parent, and sometimes forced to choose sides during disputes. The theme also addressed the impact of these dynamics on children's emotional well-being and their relationships with their parents.

In summary, the qualitative analysis of the major themes identified through the four focused group discussions provides valuable insights into the dynamics of parental relationships and their impact on children. The themes of "Pushed-Out," "Mediator," "Balancing," and "Pulled-In" offer a comprehensive understanding of how parents navigate their relationships while considering their children's welfare. These themes illuminate the complex interplay between parental behaviors, communication, and the roles children play within the family context, ultimately contributing to a deeper comprehension of family dynamics and relationships.

Scaling Method. Adolescent Triangulation Scale was scored on five-point Likert type scale. It is the best strategy, in accordance with Krosnick and Presser (2009), for identifying individual differences in responses. Participants were asked to reply to the Adolescent Triangulation Scale using a 5-point Likert-type response format, with 1 being strongly agree and 5 being strongly disagree. After literature review and discussion construct of triangulation was defined as process of involvement of a third

person in the relationship of two others. The third person may be children, father, mother, grandparents, therapists, friends, fantasized relationship, neighbor, or pets (Kerr & Bowen, 1988). The author originally generated a pool of 40 items from the four theoretically appropriate dimensions of triangulation given by Bell et. al. (2001) i.e. (a) balanced, (b) mediator (c) pulled-in (cross generation collation0 and (d) pushed-out (Scapegoating).

Establishing Content Validity

After generating items, Lawshe's method (1975) was used to evaluate the content validity ratio of all the items generated. Eleven specialists with in-depth understanding of the family system theory and specifically triangulation evaluated each of the 40 items individually. Furthermore, all experts were provided with the definition and a brief description of the construct being studied. Experts were asked to sort each item either into essential, useful but not essential, and not essential. The cutoff score of Lawshe's Content Validity Ratio for 11 raters is 0.63. A total of 34 items at-least eight items belonging to each theoretical domain fulfil the criteria of CVR and were retained. Furthermore, experts were requested to provide feedback about the face validity of the items. Experts reported that all the items appeared appropriate thus establishing face validity of the items (see 40 items pool for CVR in appendix C).

Phase II: Scale Development

Pretesting Questions

After item development and establishing content validity ratio, cognitive interviews with five adolescents were conducted. The purpose of the cognitive interview was to identify questions that are confusing, problematic and difficult to answer. The five participants' feedback indicated that each of the 34 items was succinct

and straightforward., because, none of the participant reported problems with understanding the questions on the Adolescent Triangulation Scale.

Sample

Sample for the present phase of the study comprised of 494 adolescents both boys ($n = 230$) and Girls ($n = 264$), age ranged between 10 to 19 years ($M = 17.65$, $SD = 2.17$). This age range for adolescents is suggested by World Health Organization (WHO, 2014). A sample was taken from several schools and colleges in Rawalpindi and Islamabad, both government ($n = 284$) and private ($n = 210$). A convenient sampling procedure was employed. Adolescents with single parents or living independently (student hostel or work place residency), completely illiterate, or diagnosed with mental or physical disability were excluded from the study.

Sample Suitability. A significant Bartlett's test of sphericity ($\chi^2 (351) = 8502.54$, $p < .000$), indicated that a factor analysis will be useful with the present sample. A Kaiser-Meyer-Olkin (KMO) was .91, which is significantly higher than the minimum advised value of .50 (Carpenter, 2018). The KMO value was used to determine the suitability of data for factor analysis and to estimate the strength of the relationships between items. A KMO value of 0.91 is regarded outstanding and shows that the data is well-suited to factor analysis, implying that the study will generate robust and relevant results. All of the markers of factorability were significant, and the data at hand seemed appropriate for an EFA.

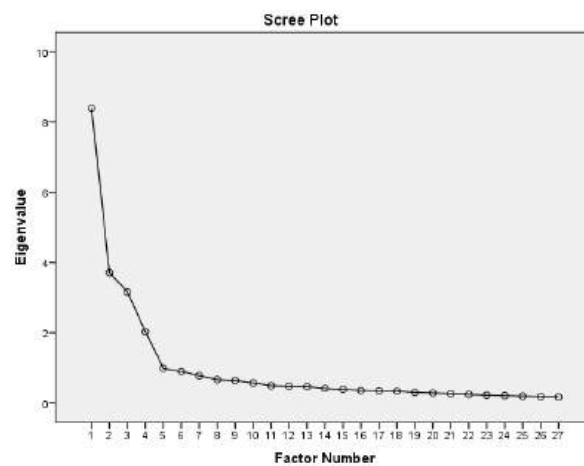
Extraction of Latent Factors

The data was subjected to EFA to determine the factorial and dimensional structure of items generated and to refine the final selection of items. The 34 items were subjected to a principal-axis factoring (PAF) analysis in SPSS (see appendix D). The amount of variance explained by the ATS's dimensions was originally calculated by

looking at eigenvalues (Haynes et al., 2011). The initial model comprised 5 factors with eigenvalues more than 1.0, and it explained 58.73% of the total variance, even though factor solutions with eigenvalues greater than 1.0 were thought to be a potentially suitable answer (Kaiser, 1958). A scree plot as shown in Figure 3 was also examined to determine the potential number of factor solutions. A more condensed four-factor model may be necessary, according to the scree plot.

Figure 3

Scree plot showing factor number and eigenvalue



It was difficult to understand the underlying latent construct due to the disparity in interpretations of the factor structures observed in the eigenvalues versus scree plot. The subsequent process necessitated an evaluation of individual items for possible removal. The values of the item loadings and cross-loadings on the factors, as well as estimates of communality, were used to determine the criteria for item deletion. Pett et al. (2003) stated that if an item's factor loading is less than .40, it should be deleted. Furthermore, items were considered for deletion if their cross-loading on two or more factors exceeded .32 (Tabachnick & Fidell, 2001). Seven items were removed from the final scale because they did not meet the inclusionary criteria. Finally, with the remaining 27 items, another iteration of principal axis factoring was performed. The eigenvalues suggested a four-factor model that explained 58.11% of the

cumulative variance. The final four factors solution, which included 27 items in total, is summarized below.:

Factor 1 was labeled as pushed-out triangulation (eight items; explaining 29.72% of the total variance). Aspects of a scapegoating i.e. the adolescents hold a pushed-out position (Bell et al., 2001; Bresin et. al, 2017) are highlighted by items of this subscale. This factor measure type of triangulation in which parents instead of focusing on their marital conflicts invest their attention of different qualities of adolescents.

Factor 2 was labeled as *Mediator triangulation* (Seven items; explaining 12.41% of the total variance). The items of this subscale gathered around the feelings of the adolescent being caught in between parents marital dispute (Bell et al., 2001; Bresin et. al, 2017). The feelings of adolescent as being a middle person in parental relationship was the underlying principle of the items on the mediator subscale. The maximum factor loading for this scale was .87

Factor 3 was labeled as *Balanced triangulation* (Five items; explaining 9.76% of the total variance). The items of this subscale represent a healthy relationship (Bell et al., 2001; Bresin et. al, 2017). Parents taking the responsibility of their relationship problems was the underlying tenet of the items on the balance triangle. The uppermost factor loading for this scale was .78

Factor 4 was labeled as *Pulled-in triangulation* (seven items; explaining 6.19% of the total variance). The items on this subscale explained aspects of a cross-generation collation i.e. the alliance between adolescent and one parent against the other parent. (Bell et al., 2001; Bresin et. al, 2017). This factor indicates the degree of triangulation characterized by a competitive dynamic between parents, often manifesting as a struggle for dominance or control within the marital relationship. It

reflects how the parental conflict spills over into the family system, impacting the children's emotional well-being and family cohesion.

Table 2

Factor Loading Matrix through EFA for Adolescent's Triangulation Scale (N=494)

Sr. no.	Items	F I	F II	F III	F IV
F1 pushed-out ($\alpha=.93$)					
1.	22- میرے والدین میری اچھی پرورش کے لیے اپنے تنازعات خود حل کرتے ہیں۔ P22. My Parents try to sort their conflicts themselves for my good brought-up.	.87	-.09	-.17	.00
2.	23- میرے والدین اپنے برے تعلقات کو مجھ پر اثر انداز نہیں ہونے دیتے۔ P23. My Parents do not let their bad relationships to influence me.	.78	-.11	-.16	.00
3.	21- میرے والدین اپنے تعلقات سے زیادہ میری زندگی میں دلچسپی لیتے ہیں۔ P21. My Parents take more interests in my life than their own relations.	.77	-.08	-.22	.04
4.	میرے والدین میرے مسائل کو اپنے باہمی تعلقات کے مسائل سے زیادہ اہمیت دیتے ہیں۔ P17. My parents give more head to my problems than their mutual relationship issues.	.77	-.08	-.15	.03
5.	19- میری تربیت کو برقرار رکھنے کے لیے میرے والدین بظاہر مل کر کام کرتے ہیں۔ P19. To maintain my behavior my parents apparently work together.	.77	-.07	-.19	.12
6.	30- ان کے ذاتی تنازعات کے باوجود جب مجھے کسی مسئلے کا سامنا کرنا پڑتا ہے، تو میرے والدین اس مسئلے کو حل کرنے کے لیے مل کر کام کرتے ہیں۔ P30. Despite their personal conflicts, when I face some problem, my parents tend to worked together to solve my problem.	.75	-.17	-.24	.13

7.	31. My parents' mutual relationship is less important to them than their interest in my talents.	31- میرے والدین کا باہمی تعلق ان کے لیے میری صلاحیتوں میں دلچسپی سے کم اہم ہے۔	.68	-.18	-.21	.19
8.	P34. As compared to their own marital life, my parents are more concerned with what is happening in my life.	34- ان کی اپنی ازدواجی زندگی کے مقابلے میں، میرے والدین اس بات سے زیادہ فکر مند ہیں کہ میری زندگی میں کیا ہو رہا ہے۔	.66	-.14	-.18	.13
F II Mediator ($\alpha=.90$)						
9.	32. My parents take advice from me to resolve their marital conflicts	32- میرے والدین اپنے ازدواجی تنازعات کو حل کرنے کے لیے مجھ سے مشورہ لیتے ہیں۔	-.10	.87	.06	-.07
10.	P9. I play my role to stop my parents from getting separated.	9- میں اپنے والدین کو الگ ہونے سے روکنے کے لیے اپنا کردار ادا کرتی/کرتا ہوں۔	-.04	.87	.09	-.02
11.	P7. I play role of a judge in case of conflict between my parents.	7- میں اپنے والدین کے درمیان تنازعہ کی صورت میں ثالث کا کردار ادا کرتی/کرتا ہوں۔	-.09	.82	.05	-.07
12.	P24. My Parents take my help to resolve their marital issues.	24- میرے والدین اپنے ازدواجی مسائل کو حل کرنے میں میری مدد لیتے ہیں۔	-.15	.78	.00	-.03
13.	P25. When my parents do not want to talk to each other they communicate / send message through me.	25- جب میرے والدین ایک دوسرے سے بات نہیں کرنا چاہتے تو وہ میرے ذریعے پیغام بھیجتے ہیں۔	-.15	.70	.08	.01

14.	8 - میں اپنے والدین کے درمیان فاصلے کم کرنے کے لیے کردار ادا کرتی/ کرتا ہوں۔	-.04	.60	.08	-.10
	P8. I play role to reduce distance between my parents.				
15.	11- جب میرے والدین ایک دوسرے سے بحث کرتے ہیں تو میں ان کے درمیان ہم آہنگی برقرار رکھنے کی کوشش کرتی/ کرتا ہوں۔	-.13	.53	.06	-.09
	P11. When my parents argue with each other I try to maintain harmony between them.				
FIII Balanced ($\alpha=.91$)					
16.	5 - میرے والدین مجھے شامل کیے بغیر اپنے ازدواجی تنازعات کو حل کر لیتے ہیں۔	-.22	.08	.78	-.20
	P5. My parents manage their disputes without including me				
17.	2 میرے والدین مجھے شامل کیے بغیر اپنی پریشانیوں کو حل کر لیتے ہیں۔	-.27	.12	.77	-.19
	P2 My Parents solve their worries without including me				
18.	6 میرے والدین مجھے ان کے درمیان بحث کا حصہ بننے کی اجازت نہیں دیتے	-.27	.15	.76	-.09
	P6 My Parents do not allow me to involve in their argumentations				
19.	4 میرے والدین مجھے گھریلو جھگڑوں میں شامل نہیں کرتے ہیں۔	-.29	.09	.75	-.02
	P4 My Parents do not involve me in domestic fights				
20.	1 میرے والدین مجھے اپنے تنازعات سے الگ رکھتے ہیں۔	-.28	.04	.74	-.15
	P1 My Parents keep me apart from their conflicts.				
FIV pulled-in ($\alpha=.82$)					
21.	28 میرے والدین میں سے ایک تنازعات کے دوران اس کی مدد کرنے کے لیے مجھے مائل کرتی / کرتا ہے۔	.12	-.01	-.13	.70
	P28 One of my parents inclined me to take his/her side				

22.	26 جب میرے والدین میں سے ایک موجود نہیں ہوتا ہے تو دوسرا اس کے بارے میں برے الفاظ استعمال کرتی / کرتا ہے۔ P26 When one of my parents is not present the other used bad words about him/her.	-.08	-.08	-.04	.68
23.	27 میرے والدین مجھے ان کے خراب تعلقات کے بارے میں ایک دوسرے کے جذبات کے بارے میں جاننے کے لیے استعمال کرتے ہیں۔ P27 My parents used me to learn about one another's feelings regarding their bad relationship.	.05	.03	-.08	.66
24.	14 میرے والدین ایک دوسرے پر انحصار کرنے کی بجائے جذباتی مدد کے لیے مجھ پر انحصار کرتے ہیں۔ P14 My parents depend on me for emotional support instead of depending on each other.	-.02	-.02	-.12	.66
25.	15 میں تنازعہ کی صورت میں اپنے والدین میں سے ایک کا ساتھ دیتا ہوں۔ P15 I be with one of my parents in case of dispute.	.15	-.13	.00	.59
26.	13 لڑائی کی صورت میں، مجھے اپنے والدین میں سے ایک کی حمایت کرنے پر مجبور کیا جا رہا ہے۔ P13 In case of fight, I am forced to support one of my parents.	.09	-.1	-.02	.57
27.	12 جب میں اپنے والدین میں سے ایک کے قریب جاتا ہوں تو میں دوسرے سے دور محسوس کرتا ہوں۔ P12 When I get close to one of my parents I feel distant from the other.	.14	-.03	-.15	.47

Note. The scale was originally developed in Urdu language, an un-standardized translation was provided here for the purpose of understanding

Table 2 shows the factor loading of all the items on the same scale as well as the cross loading on other scale. The ATS demonstrated good overall internal consistency ($\alpha = .73$) with strong coefficient alphas on the pushed-out ($\alpha = .93$), mediator ($\alpha = .90$), balanced ($\alpha = .91$) and pulled-in ($\alpha = .82$) factors.

Discussion

The current research was done to examine an adolescent's triangulation into inter-parental conflicts. Triangulation is a concept that pops up in a lot of family systems methods. Triangulation is commonly considered as a third person getting involved in a relationship between two other persons (Minuchin, 1974; Satir & Baldwin, 1983; Haley, 1987; Kerr & Bowen, 1988). Despite the interest in triangulation among the main theories of family systems, there have been few attempts to quantitatively assess triangulation for research. (Bresin et al., 2017; Bray et al., 1984; Grych et al., 1992; Perosa et al., 1981). Although, some work has been done all over the world on the concept of triangulation, but Pakistan needs to study this area as it is still relatively uncharted. This study aims to design a valid, reliable, and extensive instrument to measure the triangulation of adolescents due to the dearth of existing measurement tools. It was anticipated that adolescents in Pakistan would perceive triangulation quite differently from adolescents in Europe, America, and other developed countries where they are well able to keep distance and maintain interpersonal boundaries. This was due to the taboos and cultural norms of collectivistic eastern religious developing societies.

In order to attain the above-mentioned objectives, study I was conducted in three different phases as suggested by Boating et al. (2018). It started from item development by getting the detailed information about "triangulation" (Buehler & Welsh, 2009; Buehler et al., 2009; Amato & Afifi, 2006; Franck & Buehler, 2007) that was aimed to be operationalized in the present study. As the first step of the scale development, pertinent literature about the concept of triangulation was thoroughly reviewed.

This review of the literature helped the researcher develop focused group guidelines for the exploration of the triangulation phenomenon as experienced by the

adolescents. FGD was an inexpensive and easy way to get new ideas, the bulk of information, and rich understanding from many people about one thing at a time. By taking into account the main viewpoints extracted from previous literature, the researcher was able to develop clear, easy, simple, short, and open-ended questions about adolescent triangulation. Four focus group discussions were conducted with adolescents and parents in this phase of the present study. After conducting the FGDs, the researcher was able to screen salient information about the fundamental aspects of adolescent triangulation. In the next step, the obtained data were transcribed by using a simple transcription method by Kuckartz et al. (2014).

Following the transcription of data, it was analyzed through content analysis as suggested by Kohlbacher, (2005). Content analysis yielded an in-depth understanding of the adolescent triangulation. Results of the content analysis showed that the majority of adolescents found themselves involved in inter-parental conflicts. Some adolescents reported that they hold a middle position within parental relationship and act as an anchor to keep them connected. On the other hand, some of the adolescents hold the view that they are forced by one of the parent to take their side. However, some of the adolescent believe that they are the one for whom their parents forgot their conflicts and paid full attention for their betterment.

Beside these some of the parents and adolescents as well are of the view that the parents can resolve their issues without involving children. By keeping in view, the main themes extracted from content analysis about the triangulation the researcher is able to generated a 40 items pool for the measure of triangulation. These items were written in clear, concise, and readable Urdu language. Once the item pools were established, they were reviewed by eleven experts who had command on qualitative research and were serving as assistant professor and associate professors at the

Department of Psychology, Rawalpindi Women University and International Islamic University, Islamabad.

Lawshe's method (1975) was used to evaluate the content validity of newly developed scale. Eleven experts assessed the items' clarity, conciseness, reading comprehension, face and content validity, and redundancy. The recommendations by these experts were also noted and adopted in items. Out of 40 items initially constructed, 34 items were found to have excellent content validity. Furthermore, experts also reported that items have substantial face validity.

Second phase involves the scale development. Before initial tryout a cognitive interview was done with five adolescents to identify if any item was confusing, problematic or difficult to answer. All the 34 items were found to be straightforward and comprehensible. After finalizing the item pool scale was administered on a purposive convenient sample of 494 adolescents. Data collected from this sample were subjected to descriptive statistics and factor analysis for the assessment of their psychometric properties and factorial structure. To assess the factorability of a correlation matrix of the scales, many well-established criteria were utilized, including Kaiser's criterion approach, principal-axis factoring (PAF) analysis, and Cattle's scree test. All variables that were loaded on various factors measured distinct constructs. The rotational factor pattern defined a basic structure with strong loadings on one factor and modest loadings on the other factors. Because of low factor loadings or cross-loading, 7 of the 34 Adolescent Triangulation Scale items were eliminated based on EFA.

The other 27 components have communalities greater than three, resulting in a theoretically meaningful, cohesive, and interpretable four-factor solution. Among the criteria were pushed-out, pulled-in, mediator, and balanced triangulation. Overall, the current findings suggested that the ATS factor structure was valid and dependable.

Furthermore, the present triangulation instrument indicated significant evidence for a four-factor structure underlying the Adolescent Triangulation Scale items mirroring the four types of triangles established by Bell et al. (2001) and Bresin et al. (2017). The final ATS had at least four items from each of the four desired subscales, resulting in a balanced representation of the four sub-dimensions. Furthermore, the alpha coefficients of the ATS and its subscales, namely pushed-out, pulled-in, Mediator, and Balanced triangulation, were $\geq .80$, indicating acceptable internal consistency. A high alpha magnitude indicates internally consistent scales and subscales.

Translation, Adaptation and Cross Language Validation of the Instruments

Chapter IV

Study II: Translation, Adaptation and Cross Language Validation of the Instruments

In the present study, it was proposed that triangulation into inter-parental conflict is associated with internalizing and externalizing behavioral problems among adolescents. Furthermore, the present study explored that adolescent's emotional reactivity to inter-parental conflict mediates the relationship between adolescent's triangulation and internalizing and externalizing problems, and that this indirect pathway is moderated by positive parenting and gender of the adolescent. To measure emotional reactivity and positive parenting instruments were found originally in English language. As present study was conducted in Pakistan and majority of population understand Urdu easily. Therefore, at preliminary level it was aimed to translate and adapt the Perth Emotional Reactivity Scale Short Form (PERS-S; Preece et. al., 2019). and Multidimensional Assessment of Parenting (MAPS; Parent & Forehand, 2017) in Urdu language. Instruments were translated and adapted so that participants may easily understand the statements about emotional reactivity and positive parenting. While to measure internalizing and externalizing problems instrument was available in Urdu Language.

Objectives

- To translate the Perth Emotional Reactivity Scale Short Form (PERS-S; Preece et. al., 2019) and Multidimensional Assessment of Parenting (MAPS; Parent & Forehand, 2017) in Urdu language.
- To adapt the content of Urdu version translated instruments for the specific cultural and linguistic characteristics of the Urdu-speaking population.

- To determine the cross language validity and test -retest reliability of the translated and adapted instruments.

Instruments

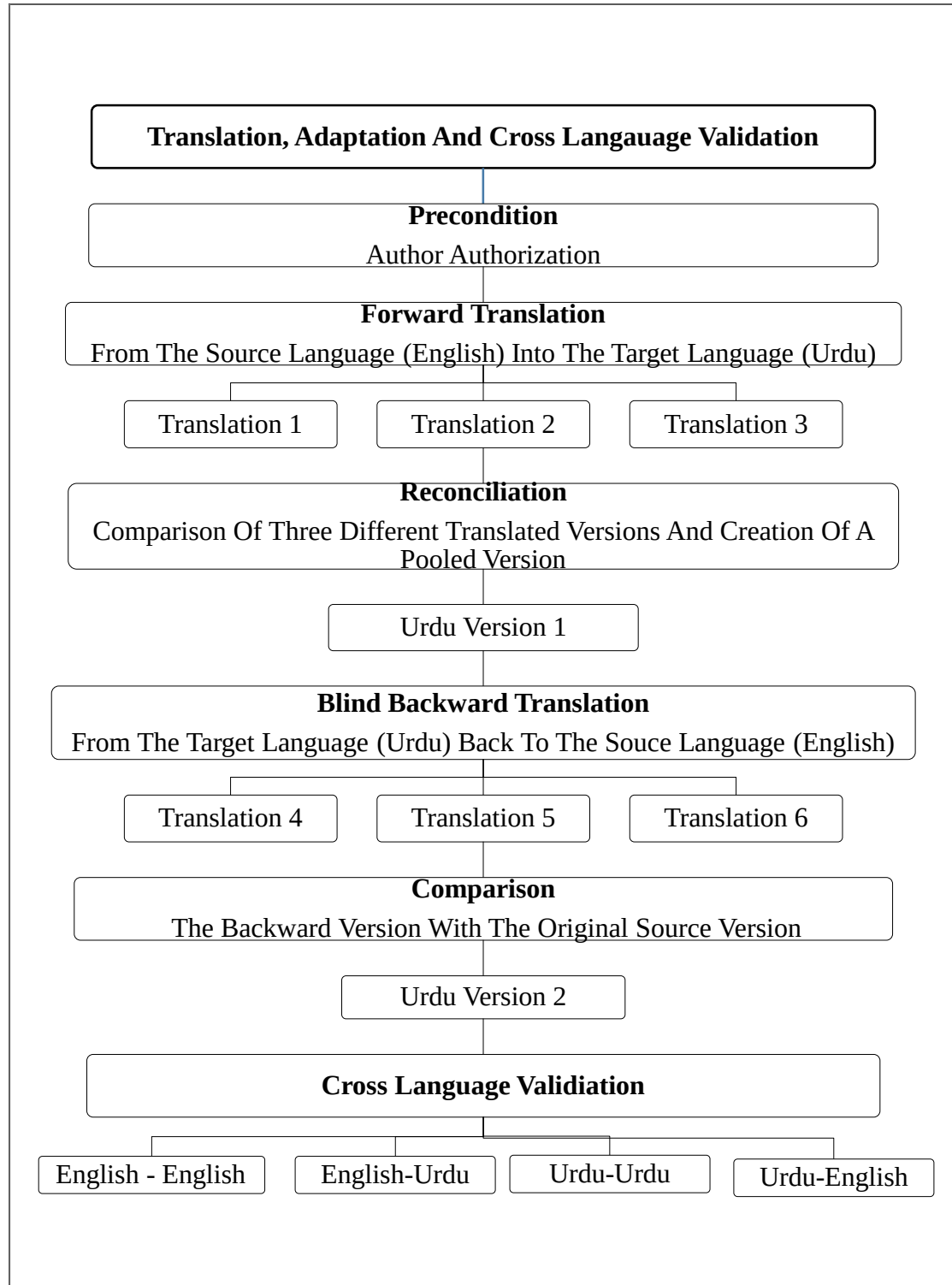
- 1. Perth Emotional Reactivity Scale (PERS-S;** Preece et. al., 2019) see details in chapter II.
- 2. Multidimensional Assessment of Parenting Scale (MAPS;** Parent & Forehand, 2017) see details in chapter II.

Procedure

In the pursuit of cross-cultural research and psychological assessment, the translation and adaptation of instruments take center stage to ensure that the intended constructs are accurately captured while accounting for linguistic and cultural variations. The adherence to established guidelines is fundamental when undertaking the translation and adaptation of assessment tools to ensure their validity and reliability in new linguistic and cultural contexts. In the case of the Perth Emotional Reactivity Scale (PERS-S) and the Multidimensional Assessment of Parenting Scale (MAPS), the translation process aligns with the methodology outlined in the Second edition of the International Testing Commission (ITC) Guidelines for Translating and Adapting Tests (2017). These guidelines provide a comprehensive and systematic approach, offering a robust framework to ensure that the translated versions of these scales accurately capture the intended constructs while maintaining their psychometric properties. By following the ITC guidelines, the translation and adaptation process gains a solid foundation, laying the groundwork for meaningful and culturally relevant research in the assessment of adolescent emotional reactivity and positive parenting within the specific context of Pakistan. Following steps were followed;

Figure 4

International Testing Commission Guideline for Translation and Adaptation of Instruments (2nd Ed. 2017)



1. *Precondition*

First of all, researcher obtained the formal consent from the authors of PERS-S and MAPS to translate and adapt the scale in Urdu language. Necessary permission was obtained via email from Preece and Parent, the principal authors of the PERS-S and MAPS respectively. (See Appendix N & O for author`s permission). Authors of the scales allowed us to perform Urdu translation and adaptation of the scales. Furthermore, the authors sent scales to the researcher themselves. Successively, an expert evaluated qualitatively both scales to verify the cultural as well as linguistic equivalence of the studied construct. This evaluation was made in order to minimize the influence of cultural variables in both populations. The evaluation was positive, and no modification was required.

2. *Translation and adaptation*

Translators and experts of the present study were identified by considering their expertise in both languages, their knowledge of Pakistani culture, the construct measured by the test, and general principles of psychological assessment.

Characteristics of the Experts

For the current study, a panel of experts was meticulously chosen, comprising native Urdu speakers residing in Pakistan. Each member possessed a profound understanding of Pakistani culture, enabling them to discern potentially misconstrued references within the local context. This multidisciplinary panel included individuals with specialized skills in instrument development, translation, and a comprehensive grasp of the targeted constructs, further ensuring the accuracy and cultural appropriateness of the translation and adaptation process. Characteristics of the panel members are shown in the Table no. 3

Table 3*Characteristics of Experts for Translation and Adaptation of Instruments (N=11)*

Expert's Code	Expert's Description	Highest Qualification	Field Of Expertise	Role
E1	Academic Expert	Ph.D.	Associate Professor of English. Proficient in English and Urdu language	Forward Translator
E2	Clinical Psychologist	Ph.D.	Associate Professor of Psychology. Proficient in English and Urdu language	Forward Translator
E3	Researcher	Ph.D.	Associate Professor of English. Proficient in English and Urdu language.	Forward Translator
E4	Academic Expert	Ph.D.	Assistant Professor of English. Proficient in English and Urdu language	Member for reconciliation
E5	Clinical Psychologist	Ph.D.	Assistant Professor of Psychology. Proficient in English and Urdu language. Expert in family therapy	Member for reconciliation
E6	Researcher	Ph.D.	Assistant Professor of Psychology. Proficient in English and Urdu language. Expert in data analysis and interpretation	Back Translator
E7	Clinical Psychologist	Ph.D.	Clinical psychologist. Proficient in English and Urdu language. Deals	Back Translator

			with adolescent emotional and behavioral problems	
E8	Academic Expert	M.Phil.	Assistant Professor of Psychology. Proficient in English and Urdu language. Expertise in psychometrics and test development	Back Translator
E9	Clinical Psychologist	Ph.D.	Associate Professor of Psychology. Proficient in English and Urdu language. In-charge Counselling and therapy center	Committee member
E10	Academic Expert	M.Phil.	Assistant Professor of Psychology. Proficient in English and Urdu language	Committee member
E11	Academic Expert	Ph.D. Scholar	Assistant Professor of Psychology. Proficient in English and Urdu language	Committee member

Translation Design

For present study researcher combined multiple translation designs. Following steps were followed.

1. Forward translation and adaptation
2. Reconciliation
3. Blind back translation
4. Comparison

5. Cross language validation

Forward Translation. Scales (PERS-S & MAPS) were translated by three bilingual experts (expert in Urdu and English language) as suggested by Brislin (1976). One of the bilingual professionals was associate professor of English language. Second one was a clinical psychologist and third one was associate professor of Psychology and had expertise in psychological research and data analysis. All experts are fluent in both the source and target languages.

Instructions for Translators. The translators were instructed to follow the guidelines proposed by Brislin (1976) during translation and adaption of both scales.

1. Scale conceptual and content equivalence from the source (English) to the target language (Urdu) is necessary.
2. Preferably use short and simple sentences
3. Prefer active rather than the passive voice in sentences
4. Preferable use nouns instead of using pronouns
5. Avoid descriptions, idioms and technical words and adverbs.
6. Try not to use possessive forms
7. Preferable use specific instead of general terms
8. Translate scales according to Pakistani culture
9. Any term or behavior that was inappropriate for Pakistani culture had to be reported.

Reconciliation. After obtaining three independent translations of PERS-S and MAPS reconciliation was done. Principal aim of this reconciliation was

1. To choose the best translated items in target language i.e. Urdu
2. To critically review the translated items.
3. To evaluate the conceptual similarity of the translated items with the original items.

4. To judge whether translated items convey the same meaning as original items.

For the present study all translators, a researcher and the reconciliation team conducted a meeting. In this virtual meeting a pooled version in target language was created. Reconciliation team includes an academic expert, a clinical psychologist and research supervisor. All three translations were compared and possible discrepancies were noted. Furthermore, to solve the problems suitable formulation choices were identified. During the reconciliation process, no significant differences were discovered based on Pakistani culture. A reconciled version was ready at the end of the first phase.

Blind Back Translation. The blind reverse translation was the next stage. It consisted of the instrument's reconciled Urdu version being translated back into English. Three Urdu native speakers who are also fluent in English were chosen for the reverse translation. These specialists were completely unaware of the early versions of PERS-S and MAPS. They separately created a reverse translation of the instrument in English. The purpose of this translation was to ensure that the content of the original questionnaire was accurately reflected.

Comparison. After obtaining three independent forward translations, a comparison between the translated version and the original source was conducted by the researcher, research supervisor, comparison team and reconciliation team. The comparison team consisted of two academic experts in Psychology. No confusions or incorrectness in the transitional forward version were found. The second forward version was completed at the end of this phase. The report on the entire process as well as an English translation grid with the mentioned elements were sent to the authors of the instruments. The authors' comments were received, and the pre-final version was approved.

Cross Language Validation. A pilot test with bilingual respondents was done at pretesting level for cross language validation. The following approach was used to evaluate the quality of the Urdu translation and to determine the empirical equivalence of the Urdu version to the original versions.

Sample

Scales in Urdu and English were administered to a sample of 60 adolescents from school and college of Rawalpindi and Islamabad. The sample was split into four groups of 15 participants each. Their ages ranged from 13 to 19 years. For this phase of the study, participants' educational levels ranged from matric to intermediate. Participants have already studied both languages as part of their academics.

Procedure

Basic information was obtained from the selected sample after taking informed consent from their schools and college. Following scales were administered on the sample ($N = 60$)

1. Perth Emotional Reactivity scale (PERS-S) Urdu version
2. Perth Emotional Reactivity scale (PERS-S) English version
3. Multidimensional Assessment of Parenting Scale (MAPS) Urdu version
4. Multidimensional Assessment of Parenting Scale (MAPS) English Version

Both scales were administered twice on four groups of adolescents in following sequence

- Urdu-Urdu
- Urdu-English
- English-English
- English- Urdu

The first group ($n = 15$) received Urdu versions of the scales, and they were retested with the identical Urdu version 12 days later. The second group ($n = 15$) received the Urdu version and was retested after 12 days with the English version. The third group ($n = 15$) was tested with the English version and retested after a 12-day gap with the identical English versions, while the fourth group ($n = 15$) received both the English and Urdu versions of the scales with a 12-days interval.

Results

The correlation coefficient between the scores of two administrations was calculated to establish cross-language validity and test-retest reliability of the translated version of the measures. Furthermore, the following data provide comparisons of test-retest reliability with a 12-days delay.

Table 4

Test-Retest Reliabilities of Urdu and English Version of the Perth Emotional Reactivity Scale Short Form (N= 60)

PERS-S	UE ($n = 15$)	EU ($n = 15$)	UU ($n = 15$)	EE ($n = 15$)
General Negative Reactivity	.82**	.87**	.96**	.83**
General Positive Reactivity	.88**	.88**	.92**	.87**

Note. UE = Urdu-English, EU = English-Urdu, UU = Urdu-Urdu, EE = English-English. ** $p < .01$

Table 4 shows that correlation of test retest of four groups (Urdu-Urdu, Urdu-English, English-Urdu, English-English) with 12-days interval. All the correlations are positive and significant at $p < .01$. For general negative reactivity correlation coefficients for four groups ranges from .82 to .96 ($p < .01$). For general positive

reactivity correlation coefficients for four groups ranges from .67 to .98 ($p < .01$). Result showed strong evidence of cross language equivalence of the content.

Table 5

Test-Retest Reliabilities of Urdu and English Version of Multidimensional Assessment of Parenting Scale (N= 60)

	UE	EU	UU	EE
MAPS	(n = 15)	(n = 15)	(n = 15)	(n = 15)
Broadband positive parenting	.74**	.70**	.83**	.77**
Broadband negative parenting	.79**	.76**	.80**	.74**

Note. UE = Urdu-English, EU = English-Urdu, UU = Urdu-Urdu, EE = English-English. ** $p < .01$

Table 5 shows test retest correlation coefficient among four groups of administration i.e. Urdu-Urdu, Urdu-English, English-Urdu, English-English of MAPS. The correlation coefficient of Broadband Positive Parenting ranged between .70 to .83 ($p < .01$). Whereas, for broadband Negative Parenting correlation coefficient ranged between .74 to .80 ($p < .01$).

Discussion

The translation and adaptation of the Perth Emotional Reactivity Scale Short Form (PERS-S) and the Multidimensional Assessment of Parenting Scale (MAPS) into Urdu for use with adolescents in Pakistan represent a significant milestone in research and practice. These culturally relevant instruments not only facilitate in-depth investigations into emotional reactivity and parenting practices but also enable cross-cultural comparisons and the development of tailored interventions. The validation of these scales in Urdu underscores their reliability and applicability, fostering a deeper understanding of the emotional well-being of Pakistani adolescents and their families

while offering valuable insights for educational, policy, and clinical initiatives that aim to enhance the lives of adolescents in Pakistan and potentially inform similar research endeavors in diverse cultural contexts.

In current phase of the study Perth Emotional Reactivity Scale Short Form and Multidimensional Assessment of Parenting Scale were translated in Urdu Language. PERS-S and MAPS were translated and adapted into Urdu with careful attention and a systematic approach to assure the measures' validity and reliability in the new cultural context. There was an obvious need to translate these scales into Urdu so that they could be utilized efficiently and consistently with the Pakistani populace. It was done to broaden the scope of study in Pakistani society's familial, parental, and adolescent's domains.

The Multidimensional Assessment of Parenting Scale (MAPS; Parent & Forehand, 2017) was translated and adapted in order to appropriately measure parenting practices across Pakistani culture. Cultural norms, values, and traditions have a strong impact on parenting practices. Researcher tend to capture behaviors that are more culturally distinctive and relevant to the Pakistani culture by translating MAPS into Urdu. This guarantees that the evaluation instrument is culturally appropriate and boosts the validity of the data gathered.

Furthermore, PERS-S is translated into Urdu Language to measure emotional reaction along with its components. PERS-S evaluated emotional reactivity according to positive and negative emotions separately. Culture has a strong impact on emotions and emotional reactivity. PERS-S was translated and converted into Urdu in order to investigate emotional reactivity in the Urdu-speaking Pakistani population, allowing for cross-cultural comparisons and furthering understanding of how emotions are perceived and expressed in various cultural situations.

The methodology proposed by the second edition of International Testing Commission (ITC) Guidelines for Translating and Adapting Test (2017) was followed. All procedures were carried out with the goal of producing equally valid and trustworthy Urdu versions of the scales. Initially, it was also necessary to ensure the item adequacy, equivalence, and relevance in the target population. For this purpose, the skilled, knowledgeable, and experienced faculty members working as assistant professors at the Department of Psychology, International Islamic University were contacted for determining appropriateness of both scales for Pakistani collectivistic population. It was found that both scales were well fitted according to our culture and no adaptation was required.

The current study proceeded after getting formal permission from the authors for translation of the instruments. The instruments were translated by ensuring standardized translation procedure (Brislin 1980). After multilingual professionals provided their expert judgement on forward and blind backward translations, an expert panel finalized the Urdu versions of both scales. Every effort was taken to ensure that the translated version accurately communicated the inherent and comprehensive meaning of the English original.

The instruments' cross-language validity will be tested by giving them to a small sample of bilingual adolescents alongside the original English version of the scales. upon the development of the final Urdu version, scales were administered to school and college students ($N = 60$), resulting in four groups of 15 participants each. The scales were administered twice to two groups of bilingual Pakistani adolescents. The subjects were tested and retested in the order Urdu-Urdu, Urdu-English, English-Urdu, and English-English. The test-retest correlations for the four groups and four scale versions are positive and significant, but the Urdu-Urdu correlation is positive and

highly significant. The Urdu-Urdu retest group performs better than the other three groups. Respondents who replied first in Urdu had marginally higher mean scores on several of the measures than those who answered first in English.

These modest differences between Urdu and English versions in these groups might be attributable to the fact that, while all participants were bilingual, the majority felt more confident in Urdu because it is their national language. The practice effect of delivering the same language questionnaire repeatedly might explain the higher correlation value. There are no significant changes throughout administration. Both versions contain comparable concepts and meanings and evaluate the same construct in both languages. Overall, the outcomes of this study demonstrate that Urdu instruments are valid for research purposes.

Confirming Construct Validity of Research Instrument

Chapter V

Study III: Confirming Construct Validity of Research Instrument

The confirmatory factor analysis (CFA) is used to determine construct validity of study instruments i.e., Adolescent's Triangulation Scale (ATS), Perth Emotional Reactivity Scale Short Form (PERS-S; Urdu Version) Multidimensional Assessment of Parenting Scale (MAPS; Urdu Version) and Youth Self Report (YSR; Urdu Version). Confirmatory Factor Analysis (CFA) is a strong statistical approach that tests a pre-specified factor structure based on the theoretical framework to examine the construct validity of a research instrument. Performing Confirmatory Factor Analysis (CFA) before hypothesis and model testing is crucial for ensuring the validity and reliability of measurement instruments. It enhances cross-cultural comparability, validates constructs within the local context, and contributes to accurate theoretical understanding. CFA's role in confirming the measurement model aligns observed variables with latent constructs, leading to more accurate hypothesis testing and robust research findings. In a diverse cultural setting like Pakistan, CFA safeguards against misinterpretation and aids in developing sound findings.

In order to meet the objectives of present study CFA based on the variance-covariance matrix is used. CFA was performed through the Analysis of Moment Structure (AMOS 22) statistical package. The items of all instruments were subjected independently to a series of CFAs in order to validate their structure on Pakistani sample. Due to non-normality in the observed, endogenous variables maximum likelihood estimation was used to adjust fit indices and standard error (Satorra & Bentler, 1994).

Objectives

1. To confirm the construct validity of Adolescent's Triangulation Scale (ATS), Perth Emotional Reactivity Scale Short Form (PERS-S), Multidimensional Assessment of Parenting Scale (MAPS) and Youth Self-Report (YSR)
2. To estimate convergent and discriminant validity of Adolescent's Triangulation Scale (ATS), Perth Emotional Reactivity Scale Short Form (PERS-S), Multidimensional Assessment of Parenting Scale (MAPS) and Youth Self-Report (YSR)

Participants and Procedure

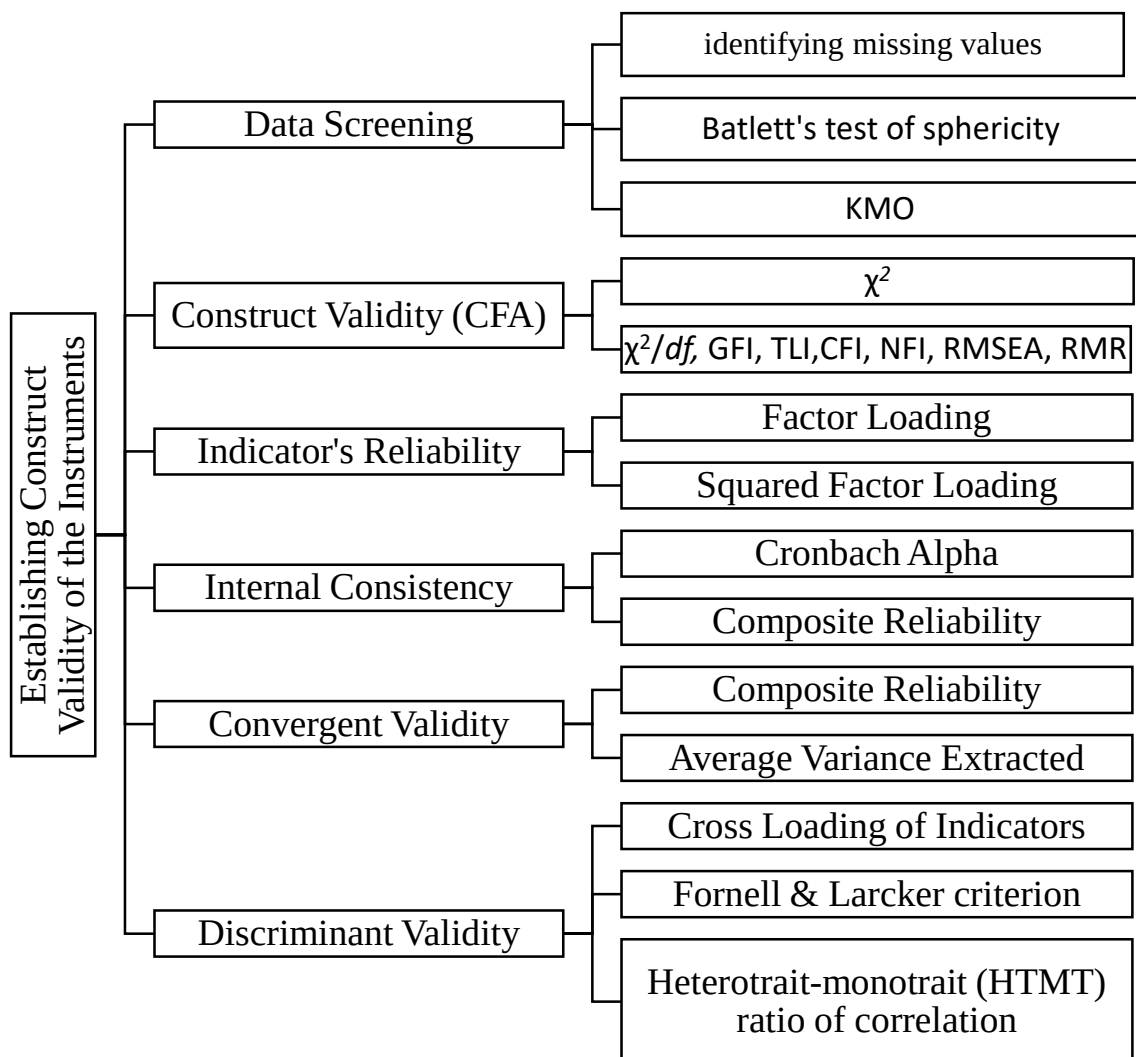
In this phase of the study, a carefully selected sample of 493 adolescents was included, consisting of 229 boys and 264 girls. Their ages ranged from 10 to 19 years, with an average age of 17.65 and a standard deviation of 2.17. The sampling strategy employed was purposive and convenient, allowing for the collection of data from various educational institutions, including both Government schools ($n = 284$) and Private schools ($n = 209$) located in the regions of Rawalpindi and Islamabad, Pakistan.

To ensure the appropriateness of the sample, certain criteria were set. Adolescents who belonged to single-parent households, those who were living independently in environments such as student hostels or workplaces, individuals with a complete lack of literacy, and those diagnosed with mental or physical disabilities were excluded from participation. The administration of questionnaires was conducted in a manner that targeted the intended population, and the study was conducted with the necessary permissions from the relevant educational authorities. To uphold ethical standards, respondents were approached with a request for voluntary participation in the study, and their informed consent was obtained prior to data collection. Throughout the research process, strict measures were taken to maintain the confidentiality and

privacy of the participants, further contributing to the ethical integrity of the study. The collected data underwent rigorous analysis through the application of Confirmatory Factor Analysis (CFA) utilizing the software tool AMOS 22. Following steps were followed to efficiently perform CFA

Figure 5

Steps and Procedure for Validating Study Instruments through CFA



Data Screening

Initially data was collected from 500 adolescents. The sample underwent rigorous scrutiny to verify data accuracy and identify missing values, ensuring the reliability of the dataset for subsequent analysis. This meticulous inspection process bolstered the credibility of the study's findings by addressing potential sources of error or bias. Two participants were not fulfilling the inclusionary criteria therefore, were not included in the final analysis. Missing cases were identified, missing is less than 4% of the total data collected. To handle missing values, list wise deletion method was used. Consequently, we have data from 493 participants to be used for confirmatory factor analysis.

Data Analysis

Construct Validity

In order to establish construct validity of study instrument first order and second order confirmatory factor analysis (CFA) was performed. The goodness of fit of a statistical model was used to assess how well the theoretical model fitted to the empirical data. The chi-square (χ^2) statistic is mostly used to measure the fit. Brown (2006) suggested that it cannot be used as single indicator for model-data fit. Similarly, many researchers recommended to report and review multiple fit indices for assessing model-data fit (Bollen, 1990; Breckler, 1990; Hu & Bentler, 1999; Fan et. al., 1999; Schumacker & Lomax, 1996). Brown (2006) advised using fit indices from each of the three types of fit estimations.: (a) absolute model fit index, (b) parsimony model fit index, and (c) comparative or incremental model fit index. Following are some of indices with their recommended cut-offs that are used in the present study to assess CFA model. The rigorous assessment of construct validity through first and second-order confirmatory factor analysis (CFA) underscored the thoroughness of this study.

Table 6*Summary of Model Fit Indices with Their Acceptable Range*

Category	Acronym	Explication	Accepted fit	Reference
Absolute fit	Likelihood Ratio	p -value	≥ 0.05	Joreskog & Surbom (1996)
	χ^2	Chi-Square	$p > .05$	
	CN	Critical N	≥ 200 = acceptable fit	Joreskog & Sorbom (1996)
	RMSEA	Root Mean Square Error	≤ 0.05 = reasonable fit	MacCallum et al (1996)
		of Approximation	0.06 - 0.08 = acceptable fit	(Browne & Cudeck, 1993)
	CMIN/DF	Chi-square divided by	≤ 3 = acceptable fit	Kline (1998);
		Degree of Freedom	≤ 5 = reasonable fit	Marsh & Hocevar (1985);
	GFI		1 = perfect fit	Kline (2005);
		Goodness of Fit Index	≥ 0.95 = excellent fit	Hu & Bentler (1998);
	RMR		≥ 0.90 = acceptable fit	
		Root Mean Squared	≤ 0.05 = acceptable fit	Diamantopoulos & Siguaw (2000);
		Residual	≤ 0.07 = acceptable fit	Steiger (2007)

	SRMR	Standardized Root Mean Squared Residual	$\leq 0.05 = \text{acceptable fit}$	Diamantopoulos & Siguaw (2000);
Incremental fit		Adjusted Goodness of Fit Index	$\geq 0.90 = \text{acceptable fit}$	Tabachnick & Fidell (2007);
	AGFI		$1 = \text{perfect fit}$	
		Comparative Fit Index	$\geq 0.95 = \text{excellent fit}$	West et al. (2012);
	CFI		$\geq .90 = \text{acceptable fit}$	Fan et al. (1999);
	TLI	Trucker-Lewis Index	$\text{TLI} > 0.09$	Bentler and Benett (1980)
	NFI	Normed Fit Index	$\text{NFI} > 0.09$	Bollen (1989)
Parsimonious Fit	Relative χ^2	(χ^2 / df)	$\leq 5.0 = \text{acceptable fit}$	Tabachnick & Fidell (2007)

Indicators Reliability

The fraction of indicator variance explained by the latent variable is referred to as indicator reliability. Establishing the reliability of indicators within Confirmatory Factor Analysis (CFA) is fundamental to ensure that observed variables accurately assess their respective latent constructs. Each item's (indicator's) dependability was evaluated using factor loading and a squared factor loading. As it suggested a shared variance between the items and constructs. The intensity and direction of the association between observable variables (indicators) and their underlying latent constructs are shown by factor loadings. High factor loadings imply that indicators play an important role in gauging the desired construct. Hair, Black, Babin, and Anderson (2019) state that high factor loadings indicate that an indicator is a good representative of the latent variable. These loadings represent the amount to which the latent concept explains variance in the observable variable. High factor loadings (near to one) imply that the indicator is a good predictor of the latent concept. Lower yet significant factor loadings imply a weaker but still genuine association. According to Sang et al. (2016), factor loading should be more than the cut-off value of 0.70. Squared Factor Loading additionally gives proof for the consistency of each scale item.

The proportion of variation in an observable variable that is assigned to the variance in its corresponding latent construct is shown by squared factor loadings, also known as variance extracted. Square factor loadings reveal the uniqueness of each indicator's contribution to the construct. Fornell and Larcker (1981) state that each squared loading measures the proportion of an indicator's variance that is due to the common factor and not measurement error. Higher squared factor loadings imply more significant contributions to the construct's explanation. Higher squared factor loadings (closer to 1) imply that the indicator contributes more to the explanation of the

construct. Lower squared factor loadings imply that the indicator's unique contribution is less significant. Hair et al. (2014) recommended that R^2 values of .75, .50, or .25 for endogenous variables are significant, moderate, or weak, respectively. Additionally, factor loading demonstrates convergent validity.

Internal Consistency

Internal consistency is a critical component in determining the reliability of measuring instruments in Confirmatory Factor Analysis (CFA). Cronbach's Alpha and Composite Reliability (CR) were used to assess the extent to which items within a construct consistently test the same underlying notion. Composite Reliability assesses a construct's internal consistency by measuring the proportion of total variation explained by the common component in the indicators. Hair et al. (2019) propose that CR measures how effectively the latent variable explains for the common variation shared by its indicators. The factor loadings and residual variances of the indicators are both taken into account by CR. Higher CR values, often above .70, indicate good internal consistency, implying that the items within the construct assess the same underlying construct on a regular basis.

Cronbach's Alpha, a widely used measure of internal consistency, calculates the average correlation between all items within a construct, providing insights into the reliability of measurement instruments such as questionnaires or surveys and enhancing the validity of research findings. Cronbach's Alpha, as defined by DeVellis (2017), measures the degree to which items meant to measure the same construct are associated. It measures how well the items jointly reflect the underlying construct. Cronbach's Alpha levels greater than .70 are generally regarded as satisfactory. Higher numbers indicate more internal consistency.

Convergent and Discriminant Validity

The composite reliability (CR) and average variance extracted (AVE) have been estimated to verify convergent validity of research measures. (Hair et al., 2014). It is suggested that the value of AVE should be greater than 0.50 in order to ensure convergent validity (Henseler et al., 2009). Discriminant validity, on the other hand, relates to the amount to which the constructs truly vary from one another practically. It also assesses the degree to which the overlapping constructs differ. The discriminant validity is assessed using cross-loading of the indicator, the Fornell and Larcker criterion, and the Heterotrait-Monotrait (HTMT) correlation ratio. In terms of cross-loading, the factor loading indications on the assigned construct must be larger than any other loading, with the constraint that the factor loading cut-off value is more than .70. (Hair et al., 2014).

Fornell-Lacker criterion is another method that provides an incremental evidence of discriminant validity. This criterion recommended comparing the square root of the extracted average variance (AVE) to the correlation of latent constructs. A latent construct explains the variation of its own indicator better than the variance of other latent constructs. As a result, correlations with other latent constructs should be less than the square root of the AVE of each construct. Furthermore, the uniqueness of the latent constructs extracted in the model is assessed through Heterotrait-Monotrait criterion which is based on dis-attenuation correlation between two latent constructs. Henseler et al., (2015) suggested that discriminant validity is established if a HTMT value between two constructs should be less than 0.85. Discriminant validity is also established by considering AVE values of each latent construct greater than the corresponding maximum shared variance (MSV) (Hair et al., 2014).

Adolescent Triangulation Scale

In order to test dimensionality of newly developed Adolescent's Triangulation Scale (ATS), the series of CFAs were performed on 27 items retained after EFA. Maximum likelihood estimation was used and error covariance suggested by modification indices (MI) were applied to fit the model. To estimate the model parameters, it was necessary to identify the factor model. For the identification of number of factor model, factor loadings as well as the variances and co-variances among the factors plus the variances and co-variances among the errors were used.

Sample Suitability

The initial steps of data preparation and assessment are crucial in ensuring the validity and reliability of any statistical analysis, especially when dealing with complex models such as Confirmatory Factor Analysis (CFA). In the context presented, a comprehensive evaluation of the dataset has been undertaken. Firstly, inter-item correlation analysis was conducted, revealing that the correlations between items ranged from .01 to .75. This demonstrates that there is no glaring issue of singularity or multicollinearity among the variables, indicating that the dataset is not plagued by high levels of interdependence between items.

Furthermore, the determinant of the correlation matrix was calculated and found to be greater than 0.000001, which is another positive indication that the data is free from multicollinearity concerns. Additionally, the Kaiser-Meyer Olkin (KMO) measure, with a value of .91, exceeded the commonly recommended threshold of 0.5, indicating that the sampling has an adequate fit for factor analysis. The Bartlett's test of sphericity, which was statistically significant ($\chi^2 = 10544.36$, $df = 276$, $p < 0.001$), suggests that the correlation matrix is not an identity matrix, fulfilling a prerequisite for conducting factor analysis.

In light of these comprehensive assessments, the data was deemed suitable for Confirmatory Factor Analysis (CFA) using maximum likelihood estimation with Bootstrapping. This conclusion is in line with established guidelines for ensuring data quality in structural equation modeling. Moreover, to provide a holistic view of the data, descriptive statistics such as mean, standard deviation, skewness, and kurtosis for all items in the adolescent's triangulation scale were presented in Table 7, along with item acronyms. These statistics offer insights into the distributional characteristics of the dataset, further enhancing the understanding of the variables under investigation.

Table 7

Descriptive Statistics of Adolescents Triangulation Scale's Items (N=493)

Items	<i>M</i>	<i>SD</i>	Skew	Kurt	Items	<i>M</i>	<i>SD</i>	Skew	Kurt
ATS1	2.86	1.30	-.04	-1.17	ATS17	2.92	1.37	.10	-1.21
ATS2	2.97	1.36	-.12	-1.24	ATS19	2.92	1.39	.05	-1.26
ATS4	2.84	1.34	.05	-1.16	ATS21	2.85	1.37	.12	-1.20
ATS5	2.72	1.39	.23	-1.19	ATS22	3.05	1.41	-.03	-1.28
ATS6	2.78	1.38	.13	-1.21	ATS23	3.12	1.47	-.06	-1.39
ATS7	2.89	1.37	.14	-1.12	ATS24	2.95	1.38	.02	-1.21
ATS8	3.10	1.43	-.12	-1.26	ATS25	2.91	1.39	.08	-1.18
ATS9	3.03	1.44	-.02	-1.27	ATS27	2.84	1.40	.16	-1.24
ATS11	2.89	1.40	.14	-1.19	ATS28	2.70	1.42	.31	-1.19
ATS12	2.89	1.43	.13	-1.27	ATS30	3.03	1.29	-.09	-1.08
ATS14	2.68	1.44	.32	-1.20	ATS31	3.01	1.34	-.01	-1.14
ATS15	2.87	1.43	.12	-1.27	ATS32	2.82	1.40	.15	-1.17

Note. S E Skewness = 0.11, S E Kurtosis = 0.22

Results in Table 7 shows the descriptive statistics of the Adolescents Triangulation Scale (ATS) with a sample size of 493 adolescents. The scale consists of 32 items, each represented by its mean (M), standard deviation (SD), skewness (Skew), and kurtosis (Kurt). Additionally, the standard error of skewness (SE Skewness) and standard error of kurtosis (SE Kurtosis) are also provided. Result shows that the values of skewness ranging from 0.01 to -.35 ($SK < |3|$), and kurtosis values fell from .01 to .35 ($KU < |10|$). As suggested by Garson, (2012) and Khampirat, (2019) values of both the skewness and kurtosis fall within the acceptable range.

Model Fit

Results in Table 8 showed stepwise model fit indices for the first order CFA of Adolescent's Triangulation Scale. To test the ATS four subscales measurement model, all items were allowed to load on their specified factor as suggested by the results of EFA. Table 8 showed statistical outputs for initial as well as modified model.

Table 8

Chi-Square, Degree of Freedom and Stepwise Model Fit Indices of Adolescent Triangulation Scale First Order CFA (N=493)

Models	χ^2	P	df	Fit Indices						
				χ^2/df	GFI	TLI	CFI	NFI	RMSEA	RMR
1	1248.19	.000	318	3.92	.81	.91	.92	.89	.07	.07
2	700	.000	243	2.88	.88	.95	.95	.93	.06	.06

Note. CFI = Comparative Fit Index, GFI = goodness-of-fit index, TLI = Tucker-Lewis Index, RMSEA = Root Mean Square Error of Approximation

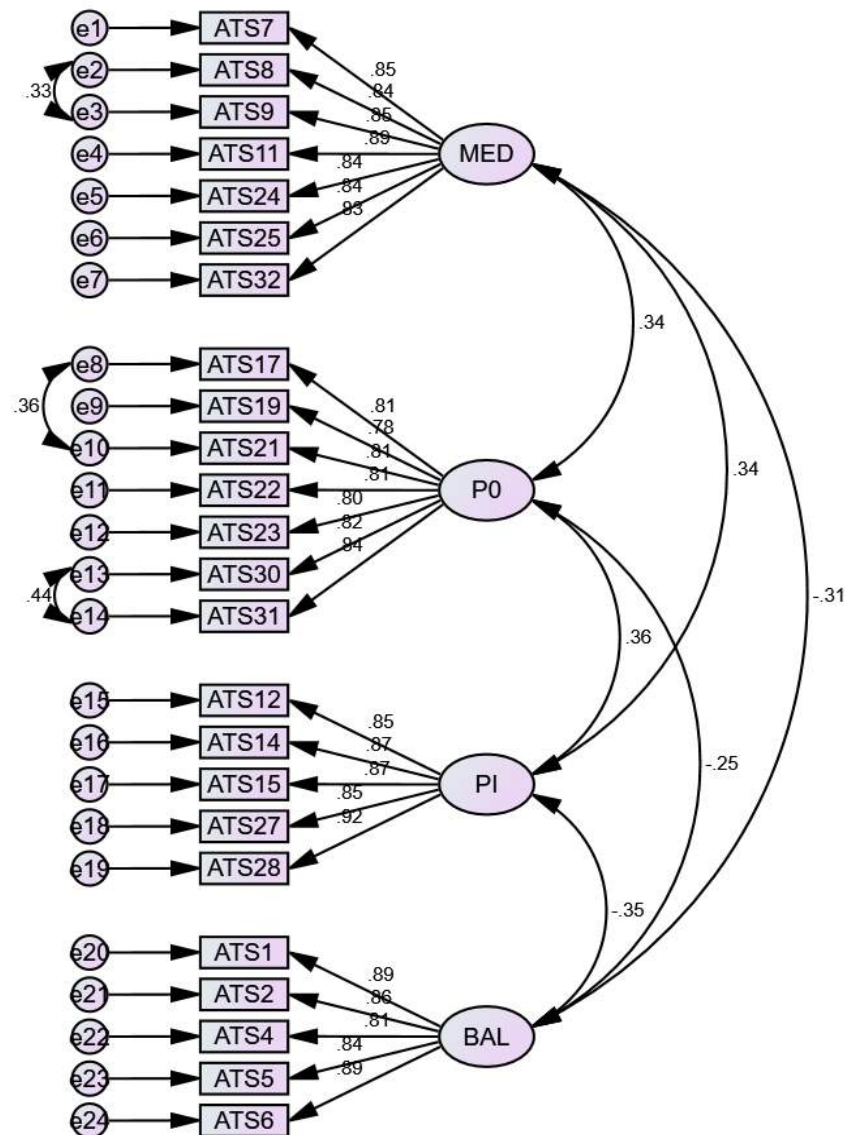
Table 8 shows that the chi-square values for ATS was significant for initial model 1 as well as modified model 2. However, Bentler (2007) suggested that with

large sample size the chi-square test's assumptions give an inaccurate probability. Therefore, the decision of model fit was made on goodness of fit indices other than chi-square. Results reveals that model 1 i.e. initial test of the ATS shows a poor fit: ($\chi^2 = 1248.19$, $df = 318$, CFI = .92, RMSEA = .07, SRMR = .04). In order to fit model all items were inspected for standardized regression weights. As Hulland, (1999) and Henseler et al., (2012) suggested that all the items whose standardized factor loading fall between .40 to .70 should be considered for deletion. Therefore, item no. 34 (factor loading = .63) and 13 (factor loading = .68) were deleted. Furthermore, item no. 26 was also deleted as suggested by modification index. Standardized factor loadings from this model are shown in Table 9.

In addition to the initial analysis, some mild revisions were implemented by incorporating error co-variances. These adjustments were guided by modification indices and aimed to address any potential issues such as content overlapping. Specifically, error covariance was introduced among the error terms associated with the same general factor. This strategic modification was undertaken to achieve an optimal fit for the model. As a result of these revisions, the updated model exhibited significantly improved fit indices, indicating a closer alignment between the theoretical model and the observed data. By refining the model in this manner, the study could ensure a more accurate representation of the underlying relationships among variables, thereby enhancing the overall quality and reliability of the analysis results. ($\chi^2 = 700$, $df = 243$, CFI = .95, RMSEA = .06, SRMR = .03).

Figure 6

First Order CFA of Adolescent's Triangulation Scale



Note. ATS = Adolescent's Triangulation Scale, BAL= Balanced Triangulation, PI = Pulled-In Triangulation, PO = Pushed-Out Triangulation MED = Mediator Triangulation

Indicators Reliability. Indicator's reliability is assessed through standardized regression weight and squared multiple correlation of all the items of adolescent's triangulation scale. Table 9 shows the factor loading and R^2 for all the 24 items retained after CFA model fit.

Table 9

Standardized Regression Weight and R^2 of Adolescents Triangulation Scale for Confirmatory Factor Analysis (N=493)

Items	Standardized Regression Weight	r^2	Items	Standardized Regression Weight	r^2
Pushed-out			Pulled-in		
ATS17	.81***	.65	ATS12	.85***	.72
ATS19	.78***	.61	ATS14	.87***	.73
ATS21	.81***	.64	ATS15	.87***	.76
ATS22	.81***	.64	ATS27	.83***	.72
ATS23	.80***	.66	ATS28	.92***	.85
ATS30	.82***	.67			
ATS31	.84***	.70			
Mediator			Balanced		
ATS7	.84***	.71	ATS1	.87***	.78
ATS8	.84***	.70	ATS2	.86***	.74
ATS9	.85***	.72	ATS4	.81***	.66
ATS11	.88***	.78	ATS5	.83***	.70
ATS24	.83***	.70	ATS6	.88***	.78
ATS25	.83***	.70			
ATS32	.83***	.69			

Note. ATS = Adolescent's Triangulation Scale, *** $p < .001$.

Results in Table 9 show that factor loading (λ) is well above the cut-off score of .70. and is significant at 5% level of significance. Results indicate that each item's dependability was high, which supports the placement of each item on the designated

latent construct. The R^2 values for ATS items range from moderate to high, i.e. .61 to .85.

Internal Consistency, Convergent and Discriminant Validity of ATS. In order to assess internal consistency, convergent and discriminant validity of newly developed Adolescent Triangulation Scale, Cronbach alpha, composite reliability, average variance extracted, Mean Shared Variance, MaxR(H) and HTMT were computed and reported in Table 10.

Table 10

Composite Reliability (CR), The Average Variance Extracted, The Square Root of the Average Variance Extracted (AVE) (in Bold) and Correlations Between Constructs (Off-Diagonal) of Adolescent's Triangulation Scale (N=493)

Factors	α	CR	AVE	MSV	MaxR(H)	I	II	III	IV
I MED	.89	.94	.71	.11	.94	.84	(.33)	(.34)	(.31)
II PO	.90	.92	.65	.12	.93	.33***	.80	(.35)	(.25)
III PI	.87	.94	.76	.12	.94	.34***	.35***	.87	(.35)
IV BAL	.88	.93	.73	.12	.93	-.31***	-.25***	-.35***	.85

Note. MED = Mediator Triangulation, PO = pushed-out triangulation, PI = pulled-in triangulation and BAL = Balanced Triangulation

Cronbach alpha and composite reliability are commonly used to assess an instrument's internal consistency. Results in Table 10 shows that value of coefficient alpha ranged between .90 to .92 whereas the values of CR ranged between .92 to .94. The values of both parameters are well above the suggested cut-off values. Therefore, all the four subscales are considered to have good internal consistency. MaxR (H) values were also observed to be greater than the values of CR and hence provide an evidence for construct validity. Average Variance Extracted is used to report

convergent validity of ATS. Results shows that value of AVE for all the four subscales are well above the suggested cut-off value i.e. $AVE > .50$. The value of AVE ranged between .65 to .76. Value of CR is also well above the suggested cut-off point i.e. $CR > .60$.

Furthermore, the discriminant validity is evaluated by using Fornell and Larcker (1981) criterion as well as cross-loading of indicator. Results show that all the items have factor loading greater than .70 on their respective factor. The cross-loading of all the items on other factors is less than .40 and hence fulfil this criterion of inclusion in the final scale. In Table 10 values in parenthesis presents HTMT ratio of correlation between two constructs: given as .35 (Pushed-out & pulled-in); .33 (Pushed-out & mediator), .25 (Pushed-out & balanced) .34 (Pulled-in & mediator); .35 (Pulled-in & balanced), .31 (mediator & balanced). As a result, all of the HTMT values are less than .85, indicating that the constructs are distinct, and discriminant validity may be stated to have been demonstrated.

Discriminant validity is also proven by taking AVE values larger than the relevant maximum shared variance (MSV) into account. (Hair et al., 2014). Results showed that the values of AVE for all three constructs are greater than their respective MSV and hence provide another evidence for discriminant validity. Result shows that Fornell-Lackers criterion of discriminant validity was also satisfactory as the correlations among all latent constructs are smaller than the square root of each construct's AVE. Furthermore, Results show that CR for all subscales of ATS are above .70 and the AVE values are within .64 and .73. Overall, discriminant validity can be accepted for this measurement model.

Second Order CFA of Adolescent Triangulation Scale

Second order confirmatory factor analysis is used to interpret ATS as multi-level and multidimensional by combining its four dimensions, namely pushed-out, pulled-in, Mediator, and Balanced triangulation, under the umbrella of a common higher level factor, namely adolescent triangulation into inter-parental conflicts. Table 11 shows the chi-square degree of freedom and model fit indices for ATS second order CFA.

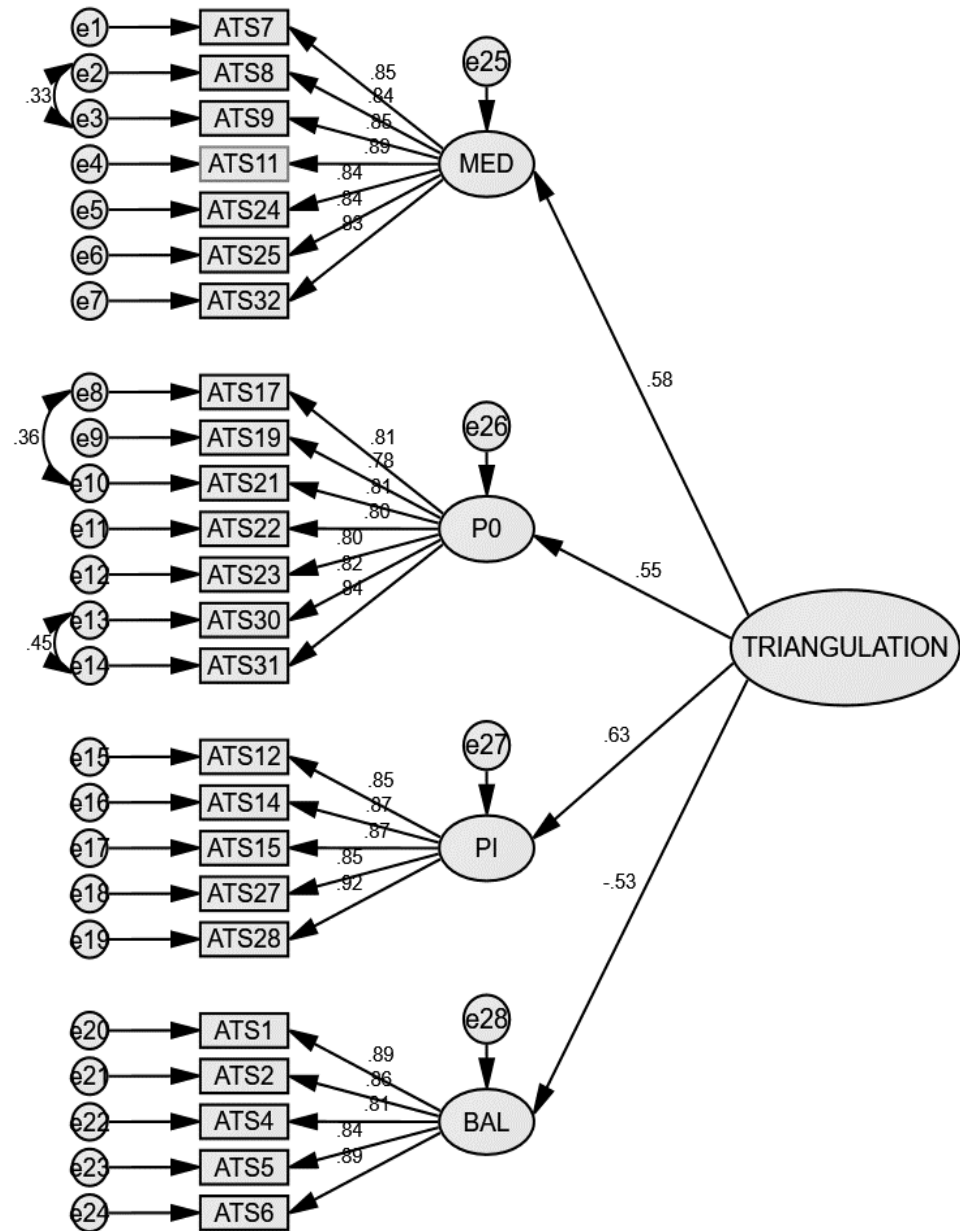
Table 11

Chi-Square, Degree of Freedom and Stepwise Fit Indices for Adolescent Triangulation Scale Second Order CFA Model (N=493)

Models	χ^2	df	Fit Indices						
			χ^2/df	GFI	TLI	CFI	NFI	RMSEA	RMR
1	886.13	248	3.57	.93	.93	.93	.91	.07	.07
2	685.84	244	2.81	.95	.95	.95	.93	.06	.06

Note. GFI = goodness-of-fit index, CFI= Comparative Fit Index, RMSEA= Root Mean Square Error of Approximation, TLI = Tucker-Lewis Index

Table 11 shows that fit indices met the pre-established criterion values and indicated an excellent model fit for the observed data. The second-order factor model yielded the following fit statistics, $\chi^2 = 685.84$, $df = 244$, $\chi^2/df = 2.81$, CFI = .95, TLI = .95, RMSEA = .06 (95% CI: 0.056 - 0.070), SRMR = .03. All the standardized factor loading i.e. regression weights (β) estimates contributed significantly to the measurement of their factors ($p < .01$). Results of second order CFA suggested that the hypothesized model of ATS fitted well.

Figure 7*Second Order CFA of Adolescent's Triangulation Scale*

Note. ATS = Adolescent's Triangulation Scale, BAL= Balanced Triangulation, PI = Pulled-In Triangulation, PO = Pushed-Out Triangulation MED = Mediator Triangulation

Reliability of ATS Second Order CFA

The dependability of each item (indicator) equals a squared factor loading, which denotes that the factor or latent variable explains a percentage of the item's variation (Brown, 2006). Hair et al. (2011, 2013) proposed that for endogenous variables, R^2 values of .75, .50, or .25 are regarded as considerable, moderate, or weak, respectively. R^2 values for the second-order factor varied from .66 to .85 suggesting moderate to high reliability.

Perth Emotional Reactivity Scale Short Form

The PERS-S has strong validity and reliability ($\alpha=.94$) based on initial reports from Preece et al., (2019), therefore, present study focused on confirmatory rather than exploratory data analysis approach. The series of CFAs were performed on items of Perth Emotional Reactivity Scale Short Form in order to test their structure in Pakistani sample. Maximum likelihood estimation was used and error covariance suggested by modification indices (MI) were applied to fit the model.

Both first and second order confirmatory analysis was used to test the hypothesized model of PERS-S suggested by Preece, et al. (2019) on the observed data. First order CFA was employed to assess the relationship among factors and 18 items. Whereas, the second-order CFA measures the two broadband factors i.e. General Negative Reactivity and General Positive reactivity, each comprised of three latent variables.

Sample Suitability

Inter-item correlation was computed to address the issue of singularity and multicollinearity. The Inspection of correlation matrix revealed that item inter-correlations were not very high (r ranged from .05 to .77) suggesting that singularity

and multicollinearity is not detected. Furthermore, the determinant of the correlation matrix was greater than 0.000001, suggesting that the data is free of multi-collinearity. The value of Kaiser-Meyer Olkin (KMO) is equal to .82 (> 0.5), meaning that the sampling has an adequate fit (Kaiser, 1974). Moreover, the significant Bartlett's test of sphericity ($\chi^2 = 5983.236$, $df = 153$, $p < .001$) suggested that the correlation matrix is an identity matrix (Field, 2000,). According to Hair et. al., (2014), above mentioned statistical values suggested that the data was appropriate for CFA with maximum likelihood estimation with Bootstrapping procedure. Mean, Standard Deviation, Skewness, and Kurtosis of all the items and subscales of PERS-S were shown in Table 12, together with acronyms of all items.

Table 12

Descriptive Statistics of Items of Perth Emotional Reactivity Short Form (N=493)

Items	M	SD	Skew	Kurt	Items	M	SD	Skew	Kurt
PERS1	3.10	1.36	.01	-1.23	PERS10	2.77	1.34	.15	-1.20
PERS2	2.79	1.26	.21	-1.12	PERS11	3.21	1.25	-.14	-1.06
PERS3	3.33	1.37	-.28	-1.19	PERS12	2.93	1.33	.11	-1.16
PERS4	2.86	1.30	.16	-1.14	PERS13	3.03	1.32	.03	-1.15
PERS5	3.22	1.23	-.18	-1.06	PERS14	2.81	1.24	.18	-1.02
PERS6	2.96	1.29	.07	-1.13	PERS15	3.21	1.35	-.17	-1.14
PERS7	2.95	1.32	.11	-1.13	PERS16	2.89	1.28	.07	-1.11
PERS8	2.79	1.25	.17	-1.09	PERS17	3.25	1.25	-.24	-1.02
PERS9	3.22	1.42	-.18	-1.28	PERS18	2.89	1.35	.10	-1.22

Note. S E Skewness = 0.11, S E Kurtosis = 0.22

Result in Table 12 shows the descriptive statistics of all the 18 items of Perth Emotional Reactivity Scale Short on a sample of 493 adolescents. Results reveal that

the values of skewness ranging from .01 to -.28 ($SK < |3|$), and kurtosis values fell from -1.22 to -1.02 ($KU < |10|$) According to the criterion suggested by Garson, (2012) and Khampirat, (2019) values of skewness and kurtosis fall within the acceptable range.

First Order CFA

To test the PERS-S six subscales measurement model, all items were allowed to load on their specified factor according to Preece et.al., (2019). Standardized factor loadings from this model are shown in Table 13.

Table 13

Chi-Square, Degree of Freedom and Stepwise Model Fit Indices for Perth Emotional Reactivity Scale Short Form First Order Confirmatory Factor Analysis Model (N = 493)

Models	χ^2	p	df	Fit Indices						
				χ^2/df	GFI	TLI	CFI	NFI	RMSEA	RMR
1	344.09	.000	129	2.86	.93	.95	.96	.94	.06	.05
2	325.20	.000	119	2.73	.93	.96	.96	.95	.05	.05

Note. GFI = goodness-of-fit index, CFI= Comparative Fit Index, RMSEA= Root Mean Square Error of Approximation, TLI = Tucker-Lewis Index

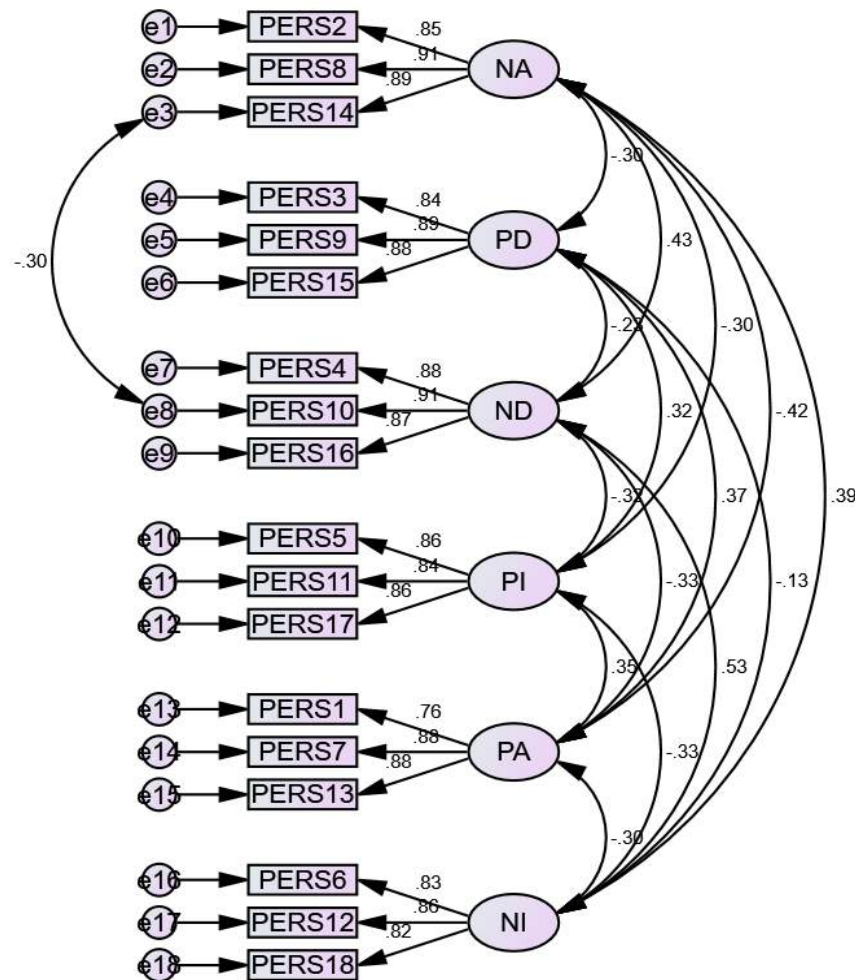
Table 13 demonstrates that the fit indices satisfied the predefined criterion values and indicates a satisfactory model fit for the observed data. Even after adjusting for error covariance, the chi-square values for PERS-S were significant. According to Bentler (1995), sample size has a considerable impact on Chi-Square; with a large sample size ($N > 200$), the χ^2 is significant. As a result, the model fit choice was based on goodness of fit indices other than chi-square.

Our initial test of the PERS-S provided acceptable fit: ($\chi^2 = 344.097$, $df = 120$, $CFI = .96$, $RMSEA = .06$, $SRMR = .03$). However, mild revisions were done with the

help of error co-variances. Based on suggestion of modification indices and content overlapping error covariance were added on the error terms of same general factor. This was done to get an excellent fit. Our revised model showed a considerably enhanced model fit ($\chi^2 = 325.202$, $df = 119$, CFI = .96, RMSEA = .05, SRMR = .03).

Figure 8

First Order CFA of Perth Emotional Reactivity Scale



Note. PERS = Items of Perth Emotional Reactivity Scale Short Form, PA = Activation of Positive Emotions, PI = Intensity of Positive Emotions, PD = Duration of Positive Emotions, NA = Activation of Negative Emotions, NI = Intensity of Negative Emotions, ND = Duration of Negative Emotions

Reliability and Validity Study of Perth Emotional Reactivity Scale Short Form

Indicators Reliability. Indicators reliability is assessed through standardized regression weight and squared multiple correlation of all the 18 items. Table 14 shows standardized regression weights of confirmatory factor analysis for Perth Emotional Reactivity Scale-Short and its six subscales.

Table 14

Standardized Regression Weight and R^2 of Perth Emotional Reactivity Scale Short Form for First Order Confirmatory Factor Analysis (N=493)

Items	Factor Loading	r^2	Items	Factor Loading	r^2
Negative Activation			Positive Activation		
PERS-S2	.85***	.72	PERS-S1	.75***	.57
PERS-S8	.90***	.82	PERS-S7	.88***	.78
PERS-S14	.89***	.79	PERS-S13	.88***	.77
Negative Intensity			Positive Intensity		
PERS-S6	.82***	.68	PERS-S5	.85***	.73
PERS-S12	.86***	.74	PERS-S11	.83***	.70
PERS-S18	.82***	.63	PERS-S17	.85***	.73
Negative Duration			Positive Duration		
PERS-S4	.88***	.77	PERS-S3	.83***	.70
PERS-S10	.91***	.75	PERS-S9	.88***	.78
PERS-S16	.87***	.76	PERS-S15	.88***	.76

Results in Table 14 show that standardized regression weights are well above the cut-off score of .70. and is significant at 5% level. Results indicate that each item's

dependability was high, which supports the placement of each item on the designated latent construct. The R^2 values for PERS-S items ranged from moderate to high, i.e. .55 to .82.

Internal Consistency, Convergent and Discriminant Validity of PERS-S.

Cronbach alpha and composite reliability are commonly used to assess an instrument's internal consistency. Whereas average variance extracted, mean shared variance, MaxR(H) and HTMT were assessed to report convergent and discriminant validity of PERS-S.

Table 15

Composite Reliability (CR), The Average Variance Extracted, The Square Root of the Average Variance Extracted (AVE) (In Bold) And Correlations Between Constructs (Off-Diagonal) of Perth Emotional Reactivity Scale Short Form (N=493)

Factors	A	CR	AVE	MSV	MaxR(H)	I	II	III	IV	V	VI
I. NA	.77	.91	.77	.18	.91	.88	(.31)	(.41)	(.30)	(.45)	(.39)
II. PD	.78	.90	.75	.13	.90	-.30***	.86	(.23)	(.32)	(.36)	(.14)
III. ND	.81	.90	.76	.27	.90	.42***	-.23***	.87	(.33)	(.35)	(.52)
IV. PI	.77	.88	.72	.12	.88	-.30***	.31***	-.33***	.85	(.35)	(.32)
V. PA	.78	.88	.71	.18	.89	-.42***	.37***	-.33***	.35***	.84	(.31)
VI. NI	.75	.86	.68	.27	.87	.39***	-.14**	.52***	-.33***	-.30***	.82

Note. NA=Negative Activation, PD= Positive Duration, ND= Negative Duration, PI = Positive Intensity, PA = Positive Activation, NI = Negative Intensity.

Result in Table 15 shows that value of coefficient alpha ranged between .75 to .81 whereas the values of CR ranged between .86 to .91. The values of both parameters are well above the suggested cut-off values. Therefore, all the six subscales are considered to have good internal consistency. Average Variance Extracted is used to

report convergent validity of ATS. Results show that value of AVE for all the six subscales are well above the suggested cut-off value i.e. $AVE > .50$. The value of AVE ranged between .68 - .77. Value of CR is also well above the suggested cut-off point i.e. $CR > .60$. MaxR (H) values were also observed to be greater than the values of CR and hence provide an evidence for construct validity.

The discriminant validity is evaluated by using Fornell and Larcker (1981) criterion as well as cross-loading of indicator. Results showed that all the items have factor loading greater than .70 on their respective factor. The cross-loading of all the items on other factors is less than .40 and hence fulfil this criterion of inclusion in the final scale. Accordingly, all the HTMT values are not more than 0.85, indicate that the constructs are different, thus, discriminant validity has been established. Discriminant validity is also proven by using AVE values for each latent construct that are larger than the corresponding maximum shared variance (MSV) (Hair et al., 2014). The results demonstrate that the AVE values for all six constructs are stronger than their corresponding MSV, providing more support for discriminant validity. The Fornell-Lackers criteria of discriminant validity is also satisfied, since the correlations between all latent components were less than the square root of each construct's AVE. Overall, discriminant validity is accepted for this measurement model.

Second order CFA

The utilization of Second Order Confirmatory Factor Analysis (CFA) in this study serves as a powerful tool to validate the underlying structure of emotional reactivity by categorizing the complex interplay of activation, duration, and intensity of both positive and negative emotions into two overarching constructs: General Positive Emotional Reactivity and General Negative Emotional Reactivity. By employing Second Order CFA, researchers gain a comprehensive understanding of how

these multifaceted components of emotional experiences converge into broader, more encompassing dimensions. This analytical approach not only enhances the precision and clarity of measurement but also provides a valuable framework for examining the interrelationships between emotional reactivity and various psychological and behavioral outcomes, ultimately advancing our insights into the nuanced landscape of human emotions within the specific cultural context of the Urdu-speaking Pakistani population.

Table 16

Chi-Square, Degree of Freedom and Stepwise Model Fit Indices for Perth Emotional Reactivity Scale Second Order Confirmatory Factor Analysis Model (493)

Models	χ^2	p	df	Fit Indices						
				χ^2/df	GFI	TLI	CFI	NFI	RMSEA	RMR
1	376.37	.000	128	2.94	.92	.95	.95	.94	.06	.08
2	356.02	.000	127	2.80	.93	.96	.96	.95	.06	.08

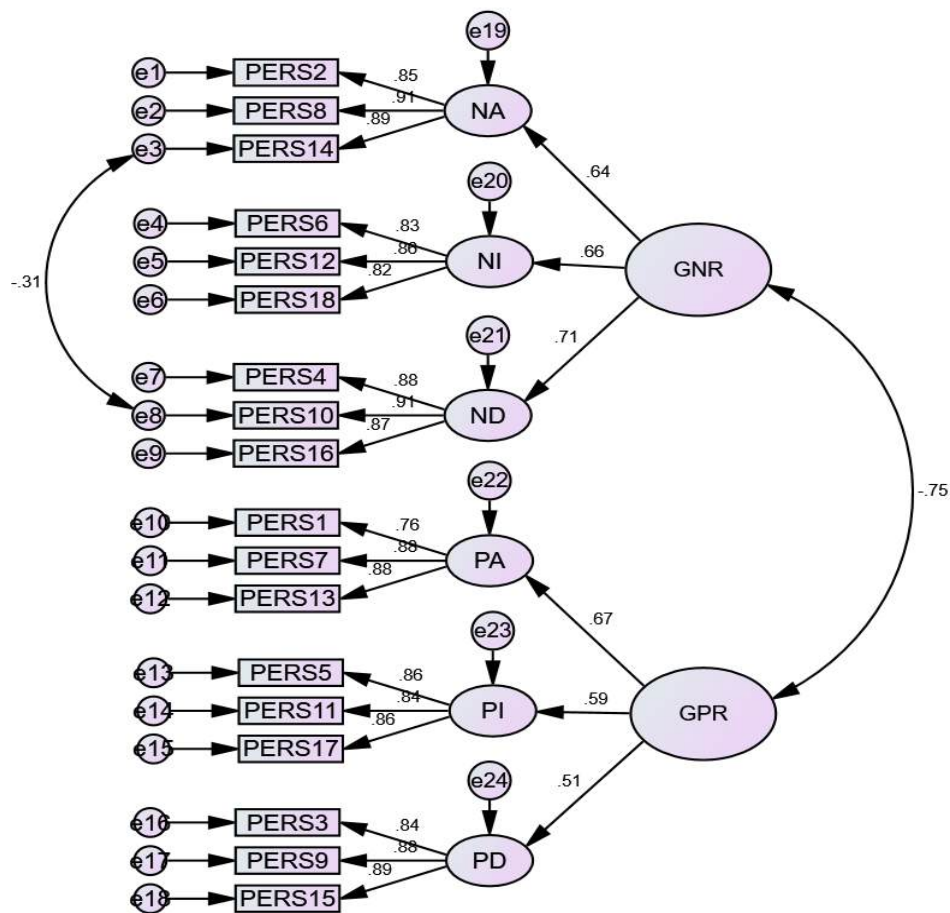
Note. GFI = goodness-of-fit index, CFI= Comparative Fit Index, RMSEA= Root Mean Square Error of Approximation, TLI = Tucker-Lewis Index

Table 16 shows that fit indices met the pre-established criterion values and indicated an excellent model fit for the observed data. The second-order factor model yields the following fit statistics, $\chi^2 = 376.371$, $df = 128$, $\chi^2/df = 2.94$, CFI = 0.96, TLI = 0.95, RMSEA = 0.063 (95% CI: 0.056 ~ 0.070), SRMR = 0.050. All the standardized factor loading i.e. regression weights (β) estimates contributed significantly to the measurement of their factors ($p < .01$). Results of second order CFA suggest that the hypothesized model of PERS-S fitted well to the observed data. Two General factors i.e. general positive reactivity and general negative reactivity and six factor namely positive activation, positive duration, positive intensity, negative activation, negative

duration and negative intensity along with 18 items contributed to an overall Emotional Reactivity construct as suggested by Preece (2014).

Figure 9

Second Order CFA of Perth Emotional Reactivity Scale



Note. PERS = Items of Perth Emotional Reactivity Scale Short Form, PA = Activation of Positive Emotions, PI = Intensity of Positive Emotions, PD = Duration of Positive Emotions, NA = Activation of Negative Emotions, NI = Intensity of Negative Emotions, ND = Duration of Negative Emotions, GPR = General Positive Emotional Reactivity, GNR = General Negative Emotional Reactivity

Reliability of PERS-S Second Order

Each item's dependability (indicator) equals a squared factor loading, which shows that the factor or latent variable explains a percentage of the variation in the item (Brown, 2006). Hair et al. (2011, 2013) stated that R^2 values for endogenous variables of .75, .50, or .25 are considered significant, moderate, or weak, respectively. R^2 values for second order PERS-S is from moderate to high, ranging from .57 to .82.

Multidimensional Assessment of Parenting Scale (MAPS)

According to initial findings from Parent and Forehand (2018), the multidimensional assessment of parenting scale has relatively acceptable validity and reliability ($=.91$). As a result, the current study focused on CFA to identify the factorial structure of the multidimensional assessment of parenting scale in a Pakistani population. A series of CFAs were run on MAPS items to determine their factorial structure. To fit the model, maximum likelihood estimation with Bootstrapping and error covariance indicated by modification indices (MI) were utilized.

Sample Suitability

To solve the issue of singularity and multicollinearity, inter-item correlation was estimated. The correlation matrix inspection indicated that item inter-correlations were not particularly strong (r varied from $-.02$ to $.78$), indicating that singularity and multicollinearity were not observed. Furthermore, the correlation matrix's determinant was larger than 0.000001 , indicating that the data is free of multi-collinearity. The value of Kaiser-Meyer Olkin (KMO) is equal to 0.87 (> 0.5), meaning that the sampling has an adequate fit (Kaiser, 1974). Furthermore, the significant Bartlett's test of sphericity ($\chi^2 = 11884.38$, $df = 561$, $p < 0.001$) suggested that the correlation matrix is an identity matrix (Field, 2000). According to Hair et. al., (2014), above mentioned statistical values suggested that the data was appropriate for CFA with maximum likelihood

estimation with Bootstrapping procedure. descriptive characteristics of all the items MAPS are shown in Table 17, together with acronyms of all items.

Table 17

Descriptive Statistics of Items of Multidimensional Assessment of Parenting Scale (N=493)

Items	<i>M</i>	<i>SD</i>	Skew	Kurt	Items	<i>M</i>	<i>SD</i>	Skew	Kurt
MAPS1	3.34	1.34	-.28	-1.14	MAPS18	3.19	1.30	-.14	-1.15
MAPS2	2.79	1.27	.04	-1.10	MAPS19	2.96	1.40	-.01	-1.26
MAPS3	2.94	1.27	.09	-1.11	MAPS20	2.85	1.39	.15	-1.28
MAPS4	2.99	1.37	.22	-1.22	MAPS21	3.21	1.33	-.17	-1.11
MAPS5	2.76	1.24	.23	-1.04	MAPS22	3.24	1.31	-.22	-1.08
MAPS6	2.88	1.42	.27	-1.26	MAPS23	2.93	1.47	.16	-1.38
MAPS7	3.23	1.41	-.18	-1.27	MAPS24	3.02	1.54	.13	-1.46
MAPS8	2.74	1.34	.25	-1.19	MAPS25	3.07	1.55	.07	-1.51
MAPS9	2.96	1.32	.11	-1.17	MAPS26	3.23	1.26	-.20	-1.04
MAPS10	3.35	1.32	-.32	-1.05	MAPS27	2.74	1.41	.14	-1.32
MAPS11	3.18	1.25	-.13	-1.02	MAPS28	3.14	1.26	-.02	-1.08
MAPS12	2.79	1.39	.14	-1.27	MAPS29	2.63	1.32	.18	-1.18
MAPS13	2.86	1.30	.11	-1.11	MAPS30	3.07	1.41	-.24	-1.24
MAPS14	3.17	1.54	.01	-1.54	MAPS31	3.17	1.56	.03	-1.56
MAPS15	3.07	1.31	-.03	-1.15	MAPS32	2.85	1.37	.05	-1.18
MAPS16	2.94	1.39	.25	-1.21	MAPS33	2.95	1.41	-.02	-1.25
MAPS17	3.26	1.24	-.21	-.95	MAPS34	2.98	1.30	.08	-1.09

Note. S E Skewness = 0.11, S.E. Kurtosis = 0.22

The findings presented in Table 17 provide a comprehensive overview of the descriptive statistics for all 34 items comprising the Multidimensional Assessment of Parenting Scale. The skewness values, ranging from 0.01 to -0.28, indicate a slight deviation from a perfectly symmetrical distribution, yet all fall within the acceptable range of $[-3]$. Similarly, the kurtosis values, spanning from -1.02 to -1.54, signify a degree of peakedness or flatness in the distribution, all of which remain within the recommended threshold of $[-10]$. These results align with the guidelines established by Garson (2012) and Khampirat (2019), suggesting that the data conforms to acceptable levels of skewness and kurtosis. Thus, the distribution of scores for the Multidimensional Assessment of Parenting Scale items appears to exhibit a relatively normal pattern, enhancing the validity and reliability of subsequent statistical analyses.

First Order CFA

To test the MAPS seven subscales measurement model, all items were allowed to load on their specified factor according to Parent and Forehand, (2018). Chi square, degree of freedom and model fit indices for first order CFA is given in Table 18

Table 18

Chi Square, Degree of Freedom and Goodness of Fit Indices for Multidimensional Assessment of Parenting Scale First Order Confirmatory Factor Analysis Model (N=493)

Models	χ^2	df	Fit Indices						
			χ^2/df	GFI	TLI	CFI	NFI	RMSEA	SRMR
1	1505.06	506	2.96	.87	.90	.96	.91	.06	.04
2	1185.72	501	2.36	.84	.93	.94	.95	.05	.04

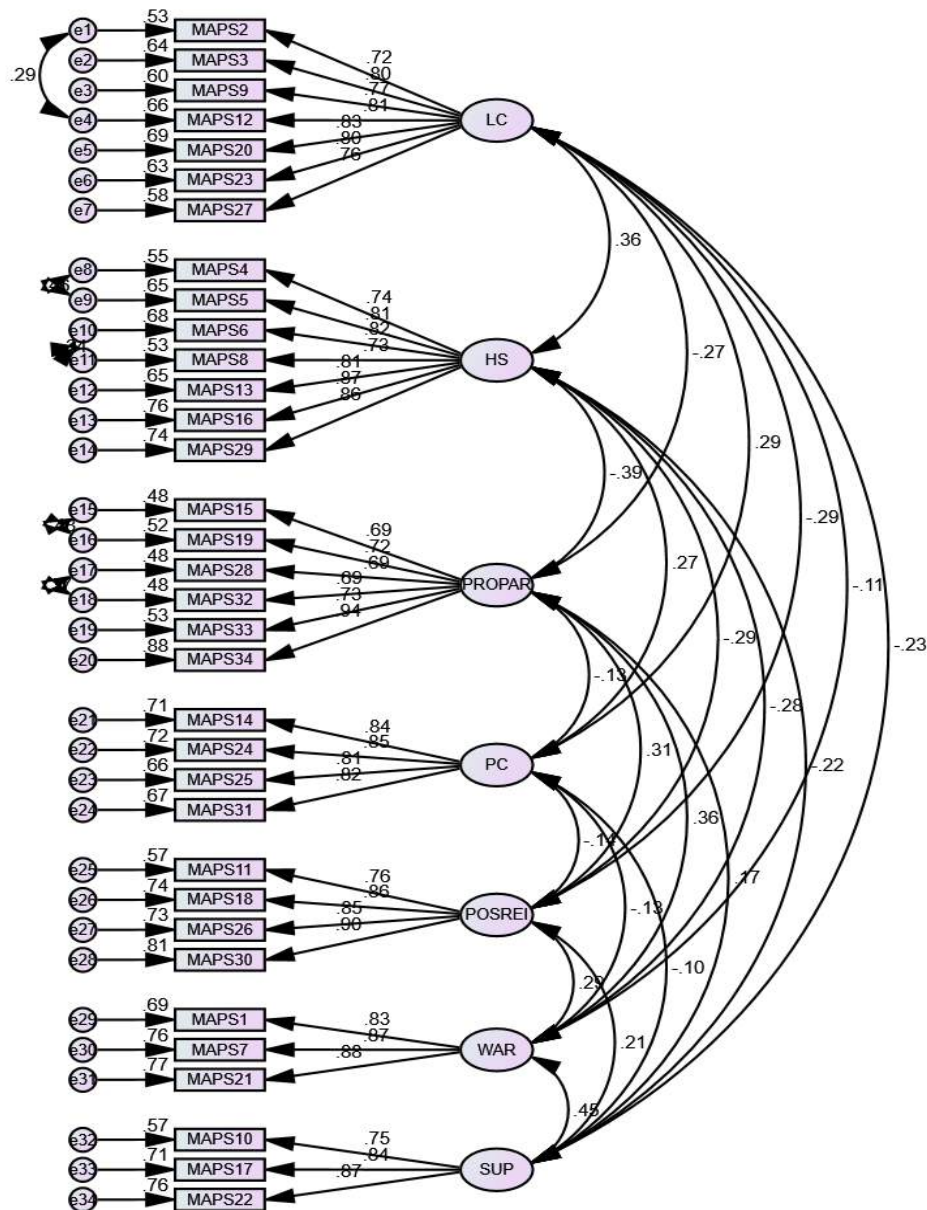
Note. GFI = goodness-of-fit index, CFI= Comparative Fit Index, RMSEA= Root Mean Square Error of Approximation, TLI = Tucker-Lewis Index

Table 18 presents the results indicating that the fit indices surpassed the predetermined threshold values, signifying an outstanding model fit concerning the observed data. Despite this favorable outcome, the analysis uncovered that the chi-square values for the Multidimensional Assessment of Parenting Scale (MAPS) remained statistically significant even after incorporating error covariance adjustments. In accordance with Bentler's (1995) recommendation, the evaluation of model fit relied on goodness-of-fit indices other than the chi-square statistic. Initially, the assessment of the MAPS model yielded poor fit, underscoring the importance of considering alternative fit indices beyond chi-square to accurately evaluate the compatibility between the proposed model and the observed data. This approach ensures a comprehensive assessment of model fit and enhances the reliability of the findings derived from the Multidimensional Assessment of Parenting Scale analysis.: ($\chi^2 = 1502.06$, $df = 506$, CFI = .91, RMSEA = .06, SRMR = .04).

After conducting an initial analysis, some minor adjustments were made using error covariances. These modifications were guided by modification indices, which suggested areas for improvement, particularly in addressing content overlapping. Error covariances were introduced among error terms associated with the same general factor to refine the model. These revisions aimed to achieve an excellent fit between the theoretical model and the observed data. Following the adjustments, our revised model demonstrated significantly improved model fit indices, indicating a closer alignment with the observed data. This process of refinement ensured that the model accurately represented the underlying relationships among variables, leading to a more reliable and valid analysis of the data. ($\chi^2 = 1185.72$, $df = 501$, CFI = .94, RMSEA = .05, SRMR = .04).

Figure 10

First Order CFA of Multidimensional Assessment of Parenting Scale



Note. MAPS = Items of Multidimensional Assessment of Parenting Scale, SUP = Supportiveness, WAR = Warmth, POSREI = Positive Reinforcement, PROPAR = Proactive Parenting, PC = Physical Control, HS = Hostility, LC = Lax Control

Reliability and Validity Study of Multidimensional Assessment of Parenting Scale

Indicators Reliability. Indicators reliability is assessed through standardized regression weight and squared multiple correlation of all the 34 items. Table 19 shows standardized regression weights of confirmatory factor analysis for Multidimensional assessment of parenting Scale (MAPRS) and its seven subscales ($N = 493$).

Table 19

Standardized Regression Weight and R^2 of Multidimensional Assessment of Parenting Scale for First Order Confirmatory Factor Analysis ($N=493$)

Items	Factor	R^2	Items	Factor	R^2
Loading			Loading		
Broadband Positive Parenting			Broadband Positive Parenting		
Proactive Parenting			Hostility		
MAPS15	.70***	.50	MAPS4	.74***	.55
MAPS19	.71***	.51	MAPS5	.80***	.65
MAPS28	.70***	.50	MAPS6	.82***	.67
MAPS32	.70***	.50	MAPS8	.72***	.52
MAPS33	.72***	.53	MAPS13	.80***	.65
MAPS34	.93***	.88	MAPS16	.87***	.75
			MAPS29	.86***	.73
Positive Reinforcement			Lax Control		
MAPS11	.75***	.57	MAPS2	.72***	.52
MAPS18	.85***	.73	MAPS3	.79***	.63
MAPS26	.85***	.73	MAPS9	.77***	.60
MAPS30	.89***	.80	MAPS12	.81***	.65

			MAPS20	.83***	.69
			MAPS23	.79***	.63
			MAPS27	.76***	.58
Warmth			Physical Control		
MAPS1	.83***	.69	MAPS14	.84***	.71
MAPS7	.87***	.75	MAPS24	.85***	.72
MAPS21	.87***	.76	MAPS25	.81***	.65
			MAPS31	.82***	.67
Supportiveness					
MAPS10	.75***	.56			
MAPS17	.84***	.70			
MAPS22	.87***	.75			

Note. *** $p < .001$.

Table 19 shows factor loadings of confirmatory factor analysis for Multidimensional Assessment of Parenting Scale ($N = 493$) and its seven subscales. According to Awang (2014), the model should be examined for factor loading. The factor loading for every item should be .60 or higher. All the items fulfilled this criterion (λ range between .70 to .93). Results indicated that each item's dependability was high, which supports the placement of each item on the designated latent construct. The R^2 values for MAPS items ranged from moderate to high, i.e. .50 to .80.

Internal Consistency, Convergent and Discriminant Validity of MAPS.

Cronbach alpha and composite reliability are commonly used to assess an instrument's internal consistency. Whereas average variance extracted, mean shared variance, MaxR(H) and HTMT were assessed to report convergent and discriminant validity of MAPS.

Table 20

Composite Reliability (CR), The Average Variance Extracted, The Square Root of the Average Variance Extracted (AVE) (In Bold) and Correlations Between Constructs of Multidimensional Assessment of Parenting Scale (Off-Diagonal) (N=493)

Factors	α	CR	AVE	MSV	Max	I	II	III	IV	V	VI	VII
R(H)												
I.LC	.88	.91	.61	.13	.92	.78	(.33)	(.29)	(.29)	(.29)	(.12)	(.24)
II.HS	.87	.92	.65	.15	.93	.36***	.80	(.41)	(.26)	(.29)	(.28)	(.22)
III.PROPAR	.81	.88	.56	.15	.92	-.27***	-.39***	.74	(.18)	(.32)	(.34)	(.18)
IV.PC	.84	.90	.69	.08	.90	.29***	.27***	-.13**	.83	(.14)	(.13)	(.10)
V.POSREI	.74	.90	.71	.09	.91	-.28***	-.28***	.30***	-.14**	.84	(.29)	(.23)
VI.WAR	.88	.89	.73	.20	.89	-.11*	-.28***	.36***	-.13**	.29***	.86	(.43)
VII.SUP	.87	.86	.67	.20	.87	-.23***	-.22***	.16**	-.09	.21***	.44***	.82

Note. LC = Lax Control, HS = Hostility, PROPAR = Proactive Parenting, PC = Physical Control, POSREI = Positive Reinforcement, WAR = Warmth and SUP = Supportiveness, *Note.* *** $p < .001$.

Results in Table 20 show that value of coefficient alpha ranged between .74 to .88 whereas the values of CR ranged between .86 to .92. The values of both parameters are well above the suggested cut-off values. Therefore, all the 7 subscales are considered to have good internal consistency. Average Variance Extracted is used to report convergent validity of MAPS. Results showed that value of AVE for all the 7 subscales are well above the suggested cut-off value i.e. $AVE > .50$. The value of AVE ranged between .56 to .73. Value of CR is also well above the suggested cut-off point i.e. $CR > .60$. MaxR (H) values were also observed to be greater than the values of CR and hence provide an evidence for construct validity.

The discriminant validity is assessed using the Fornell and Larcker (1981) criterion, as well as indicator cross-loading. All of the items had factor loadings larger than .70 on their respective factors, according to the results. The cross-loading of all items on other variables is less than .40, indicating that they meet this requirement for inclusion in the final scale. As a result, all of the HTMT values are less than .85, indicating that the constructs are distinct, and so discriminant validity has been demonstrated. Discriminant validity is also demonstrated by taking AVE values for each latent concept that are larger than the associated MSV (Hair et al., 2014). Results show that the values of AVE for all 7 constructs are greater than their respective MSV and hence provide another evidence for discriminant validity. Result showed that Fornell-Lackers criterion of discriminant validity was also satisfactory as the correlations among all latent constructs are smaller than the square root of each construct's AVE. Overall, discriminant validity can be accepted for this measurement model.

Second Order CFA of Multidimensional Assessment of Parenting Scale (MAPS)

Second-order Confirmatory Factor Analysis (CFA) is an extension of classical CFA in which hierarchical interactions between latent components are modelled. In a second-order CFA, observable variables (items) are loaded into lower-order factors, which are then put onto a higher-order factor. In the present study, Parent and Forehand (2018) proposes that there are two broad dimensions of parenting i.e. Broadband Positive Parenting and Broadband Negative Parenting which is in turn made up of seven underlying sub-constructs, and each sub-construct is tested using a questionnaire with a set number of items. Chi-Square, degree of freedom and model fit indices are shown in Table 21

Table 21

Chi-Square, Degree of Freedom and Model Fit Indices for Multidimensional Assessment of Parenting Scale Second Order Confirmatory Factor Analysis (N=493)

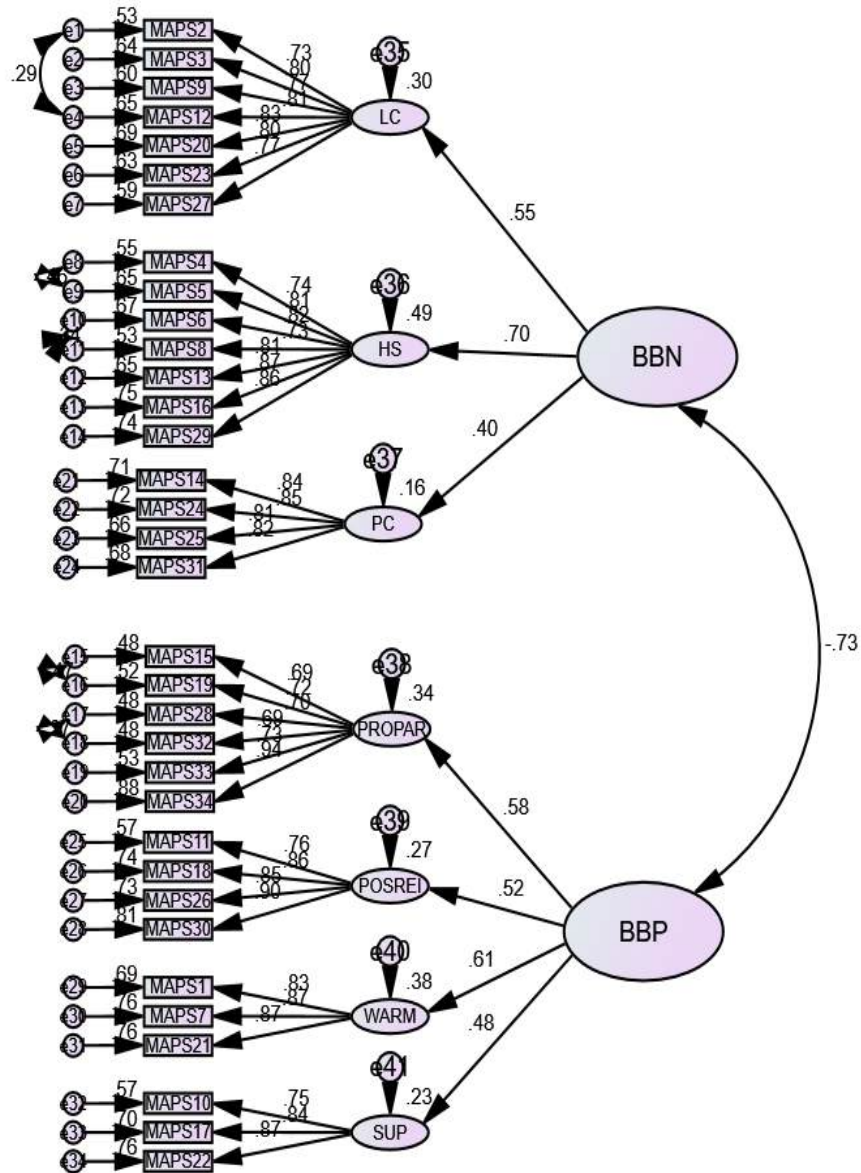
Models	χ^2	df	Fit Indices						
			χ^2/df	GFI	TLI	CFI	NFI	RMSEA	SRMR
1	1562.98	519	3.01	.84	.90	.91	.87	.06	.04
2	1249.10	514	2.43	.87	.93	.93	.89	.06	.04

Note. GFI = goodness-of-fit index, CFI= Comparative Fit Index, RMSEA= Root Mean Square Error of Approximation, TLI = Tucker-Lewis Index

Results in Table 21 show model fit indices for second order CFA of MAPS. The second-order factor model yielded the following fit statistics, $\chi^2 = 1249.11$, $df = 514$, $\chi^2/df = 2.43$, CFI = 0.93, TLI = 0.93, RMSEA = 0.05 (95% CI: 0.050 ~ 0.058), SRMR = 0.050. All the standardized factor loading i.e. regression weights (β) estimates contributed significantly to the measurement of their factors ($p < .01$). The results of the Second Order Confirmatory Factor Analysis (CFA) in this study provide strong support for the hypothesized model of the Multidimensional Assessment of Parenting Scale (MAPS), demonstrating a robust fit to the observed data. Within this comprehensive framework, two overarching factors, namely Broadband Positive Parenting and Broadband Negative Parenting, emerge, encapsulating the essence of parental behaviors and attitudes. Additionally, the model includes seven distinct factors, including proactive parenting, positive reinforcement, warmth, supportiveness, hostility, lax control, and physical control, comprising a total of 34 items. This outcome aligns closely with the foundational work of Parent and Forehand (2018) and underscores the multidimensionality of parenting behaviors.

Figure 11

Second Order CFA of Multidimensional Assessment of Parenting Scale



Note. MAPS = Items of Multidimensional Assessment of Parenting Scale, SUP = Supportiveness, WAR = Warmth, POSREI = Positive Reinforcement, PROPAR = Proactive Parenting, PC = Physical Control, HS = Hostility, LC = Lax Control, BBP = Broadband Positive Parenting, BBN = Broadband Negative Parenting

Reliability of MAPS second order CFA

The dependability of each item (indicator) equals a squared factor loading, which indicates that the factor or latent variable explains a percentage of the item's variation (Brown, 2006). Hair et al. (2011, 2013) proposed that for endogenous variables, R^2 values of .75, .50, or .25 are considered considerable, moderate, or weak, respectively. For second-order MAPS, R^2 values varied from moderate to high, i.e., .52 to .89.

Youth Self Report (YSR)

The Youth Self-Report (YSR) is a popular tool for measuring emotional and behavioral issues in children and adolescents. It is one of the components of the Achenbach System of Empirically Based Assessment (ASEBA). The YSR is completed by young people themselves, and it provides vital self-report data on their emotional and behavioral functioning. As Youth Self Report (YSR) is reported to have reasonably good validity and reliability ($\alpha=.92$) based on initial reports from Achenbach & Rescorla (2001). Furthermore, YSR is already translated and adapted in Urdu language Khan and Avan (2014). Urdu version also reported satisfactory validity and reliability ($\alpha=.92$). that's why present study instead of doing EFA focused on CFA. In order to test structure of YSR for current sample the series of CFAs were performed on its items. Maximum likelihood estimation with Bootstrapping was used and error covariance suggested by modification indices (MI) were applied to fit the model.

Sample Suitability

To solve the issue of singularity and multicollinearity, inter-item correlation was estimated. The correlation matrix inspection indicated that item inter-correlations were not particularly strong (r varied from $-.02$ to $.79$), indicating that singularity and

multicollinearity were not observed. Furthermore, the determinant of the correlation matrix was greater than 0.000001, suggesting absence of multi-collinearity in the data. The Kaiser-Meyer Olkin (KMO) value is equal to .95 ($> .5$), suggesting adequate fit of the sample for CFA (Kaiser, 1974). Likewise, the Bartlett's test of sphericity has a significant chi-square value ($\chi^2 = 37676.20$, $df = 1953$, $p < 0.001$) suggesting that the correlation matrix is an identity matrix and hence demonstrating lack of correlations between the subscales (Bartlett, 1954). According to Hair et. al., (2014), above mentioned statistical values suggested that the data was appropriate for CFA with maximum likelihood estimation with Bootstrapping procedure. Mean, Standard Deviation, Skewness, and Kurtosis of all the items were shown in Table 22.

Table 22

Descriptive Statistics of Items of Youth Self Report (N=493)

Internalizing Behavioral Problems					Externalizing Behavioral Problems				
Items	<i>M</i>	<i>SD</i>	Skew	Kurt	Items	<i>M</i>	<i>SD</i>	Skew	Kurt
AD1	1.04	.80	-.07	-1.43	RBB1	1.00	.89	.01	-1.73
AD2	1.12	.84	-.22	-1.55	RBB2	1.05	.87	-.11	-1.68
AD3	1.19	.86	-.38	-1.53	RBB3	1.03	.88	-.06	-1.70
AD4	1.09	.84	-.16	-1.58	RBB4	.97	.88	.07	-1.71
AD5	1.06	.85	-.12	-1.60	RBB5	.97	.91	.06	-1.80
AD6	1.07	.83	-.14	-1.54	RBB6	1.05	.87	-.09	-1.66
AD7	1.09	.82	-.17	-1.51	RBB7	1.01	.88	-.02	-1.70
AD8	1.13	.83	-.24	-1.52	RBB8	.99	.88	.01	-1.72
AD9	1.09	.83	-.16	-1.54	RBB9	.97	.89	.06	-1.74
AD10	1.03	.82	-.06	-1.52	RBB10	1.02	.89	-.03	-1.73
AD11	1.06	.81	-.11	-1.46	RBB11	1.02	.89	-.03	-1.73

AD12	1.25	.85	-.51	-1.43	RBB12	1.01	.88	-.01	-1.71
AD13	1.06	.81	-.11	-1.48	RBB13	1.01	.86	-.02	-1.66
SC1	1.53	.60	-.90	-.20	RBB14	.94	.87	.12	-1.66
SC2	1.55	.57	-.85	-.27	RBB15	.96	.84	.08	-1.59
SC3	1.60	.54	-.94	-.17	AGG1	.96	.77	.07	-1.29
SC4	1.54	.58	-.81	-.33	AGG2	.95	.78	.10	-1.36
SC5	1.54	.57	-.79	-.37	AGG3	.96	.77	.07	-1.31
SC6	1.53	.60	-.86	-.25	AGG4	1.00	.80	.00	-1.43
SC7	1.49	.63	-.85	-.30	AGG5	.89	.78	.20	-1.35
SC8	1.50	.62	-.86	-.28	AGG6	.97	.74	.05	-1.18
SC9	1.46	.65	-.79	-.43	AGG7	.92	.78	.13	-1.36
SC10	1.55	.57	-.84	-.30	AGG8	.98	.81	.04	-1.46
WD1	1.22	.81	-.43	-1.34	AGG9	.91	.81	.17	-1.47
WD2	1.14	.81	-.27	-1.44	AGG10	.99	.81	.03	-1.49
WD3	1.21	.82	-.41	-1.39	AGG11	.99	.80	.01	-1.44
WD4	1.17	.82	-.32	-1.43	AGG12	1.01	.82	-.02	-1.51
WD5	1.17	.83	-.33	-1.48	AGG13	1.03	.79	-.06	-1.40
WD6	1.19	.85	-.37	-1.53	AGG14	.93	.77	.12	-1.30
WD7	1.22	.84	-.43	-1.44	AGG15	.95	.78	.08	-1.35
WD8	1.17	.83	-.33	-1.45	AGG16	.95	.81	.09	-1.48
					AGG17	1.03	.82	-.06	-1.50

Note. S E Skewness = 0.11, S E Kurtosis = 0.22

Table 22 shows the mean, standard deviation, skewness and kurtosis value of items of Youth Self Report. The values of skewness ranging from .01 to -.94 (SK <

[3]), and kurtosis values fell from - .17 to -1.80 ($KU < |10|$). Value of skewness and kurtosis fall in acceptable range as suggested by Garson, (2012) and Khampirat, (2019).

First Order CFA

As suggested by Achenbach and Rescorla (2001), all items were permitted to load on their assigned factor. This allow confirming the Youth Self Report (YSR) five subscales assessment model.

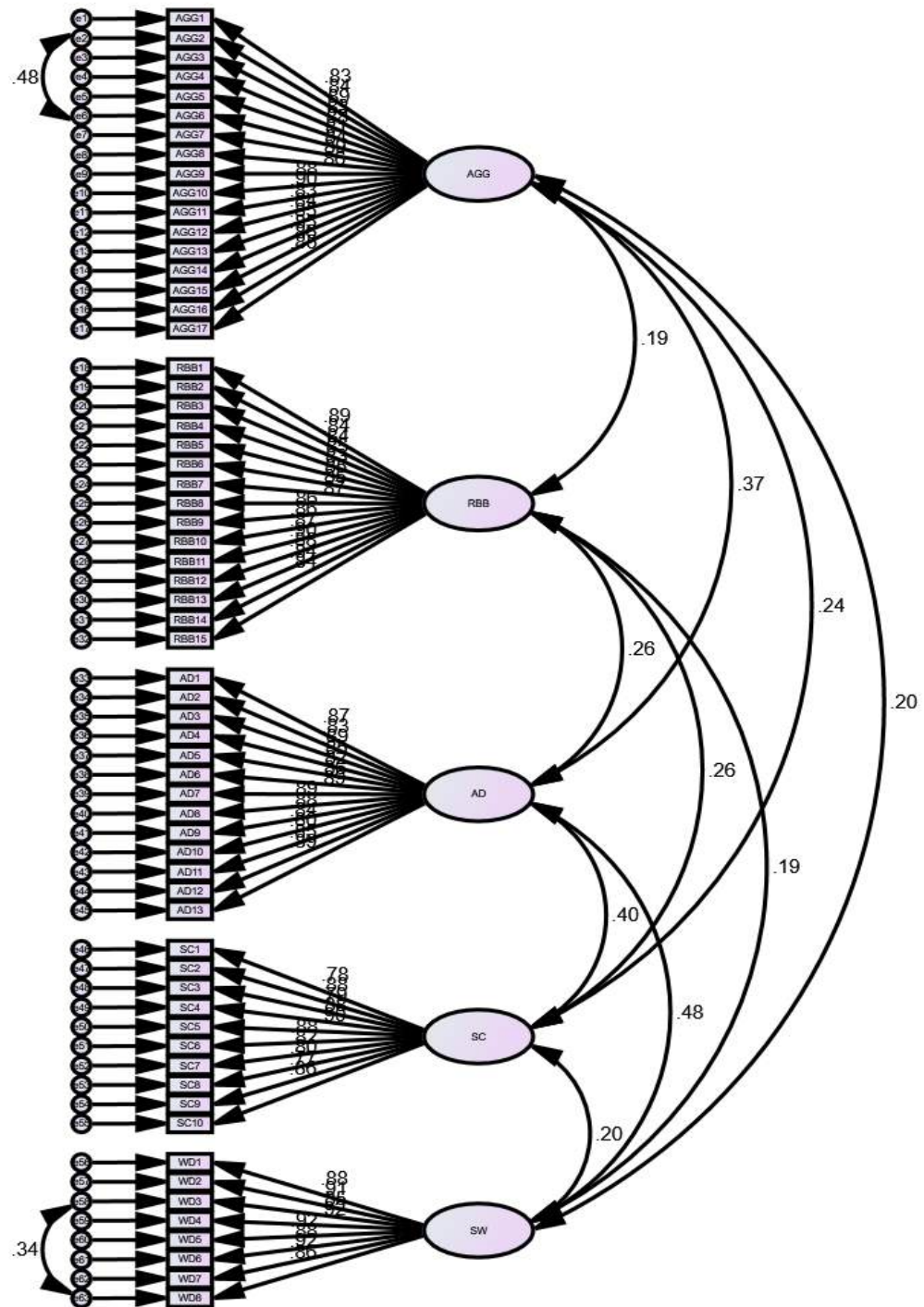
Table 23

Chi-Square, Degree of Freedom and Model Fit Indices for Youth Self Report First Order Confirmatory Factor Analysis Model (N=493)

Models	χ^2	Df	Fit Indices						
			χ^2/df	GFI	TLI	CFI	NFI	RMSEA	SRMR
1	5764.12	1880	3.06	.73	.89	.89	.85	.06	.04
2	5589.84	1878	2.97	.74	.90	.91	.86	.06	.04

Note. GFI = goodness-of-fit index, CFI = Comparative Fit Index, RMSEA= Root Mean Square Error of Approximation, TLI = Tucker-Lewis Index

Table 23 report the stepwise model fit indices for the CFA of Youth Self Report. Our initial test of the YSR provided poor fit: ($\chi^2 = 5764.12$, $df = 1880$, CFI = .89, RMSEA = .06, SRMR = .04). However, mild revisions were done with the help of error co-variances. Based on suggestion of modification indices and content overlapping error covariance were added on the error terms of same general factor. While going through the modification. indices, error variances of only those items were allowed, which shared some degree of conceptual similarity. This was done to get an excellent fit. Our revised model showed a considerably enhanced model fit ($\chi^2 = 5589.84$, $df = 1878$, CFI = .91, RMSEA = .06, SRMR = .04).

Figure 12*First Order CFA of Youth Self Report*

Note. AD = Anxiety/Depressed, WD = Withdrawal/Depressed, SC = Somatic Complaints, AGG = Aggression, RBB = Rule Breaking Behavior

Indicators Reliability. Results shows that factor loading (λ) is well above the cut-off score of .70 and is significant at 5% level of significance. Results indicates that each item's dependability was high, which supports the placement of each item on the designated latent construct. The R^2 values for YSR items ranged from moderate to high, i.e. .58 to .85. Table no. 24 showed the factor loading and R^2 for all the 63 items.

Table 24

Standardized Regression Weight and R^2 of Youth Self Report for First Order Confirmatory Factor Analysis (N=493)

Items	Factor	r^2	Items	Factor	r^2
Loading			Loading		
Externalizing Behavioral Problems			Internalizing Behavioral Problems		
Aggression			Anxiety/depressed problems		
AGG1	.83***	.69	AD1	.87***	.75
AGG2	.85***	.70	AD2	.82***	.68
AGG3	.89***	.79	AD3	.89***	.79
AGG4	.83***	.69	AD4	.85***	.72
AGG5	.88***	.77	AD5	.81***	.66
AGG6	.81***	.67	AD6	.86***	.74
AGG7	.84***	.70	AD7	.89***	.79
AGG8	.89***	.79	AD8	.88***	.78
AGG9	.85***	.73	AD9	.88***	.77
AGG10	.88***	.77	AD10	.84***	.70
AGG11	.90***	.81	AD11	.79***	.63
AGG12	.83***	.69	AD12	.85***	.72
AGG13	.84***	.71	AD13	.88***	.78

AGG14	.84***	.71	Somatic Complaints		
AGG15	.85***	.72	SC1	.77***	.60
AGG16	.86***	.74	SC2	.87***	.77
AGG17	.85***	.72	SC3	.78***	.62
Rule Breaking Behavior			SC4	.87***	.76
RBB1	.88***	.78	SC5	.90***	.81
RBB2	.83***	.70	SC6	.88***	.77
RBB3	.84***	.71	SC7	.81***	.66
RBB4	.85***	.72	SC8	.80***	.64
RBB5	.83***	.69	SC9	.76***	.58
RBB6	.84***	.72	SC10	.85***	.73
RBB7	.84***	.71	Withdrawal Depressed		
RBB8	.86***	.74	WD1	.88***	.78
RBB9	.86***	.74	WD2	.91***	.83
RBB10	.85***	.73	WD3	.86***	.74
RBB11	.86***	.75	WD4	.91***	.84
RBB12	.90***	.81	WD5	.91***	.83
RBB13	.87***	.76	WD6	.88***	.78
RBB14	.83***	.70	WD7	.91***	.83
RBB15	.84***	.70	WD8	.87***	.76

Note. *** $p < .001$.

Table 24 shows factor loadings of confirmatory factor analysis for Youth Self Report (YSR). According to Awang (2014), the model should be examined for factor loading. The factor loading for every item should be .60 or higher. All the items fulfilled this criterion (λ range between .76 to .92). Therefore, all items are retained.

Internal Consistency, Convergent and Discriminant Validity. In order to assess internal consistency, convergent and discriminant validity of Youth Self report on Pakistani sample, Cronbach alpha, composite reliability, average variance extracted, Mean Shared Variance, MaxR(H) and HTMT were computed and reported in Table 25.

Table 25

Composite Reliability (CR), The Average Variance Extracted, The Square Root of the Average Variance Extracted (AVE) (In Bold) And Correlations Between Constructs (Off-Diagonal) of Youth Self Report (N=493)

Factors	CR	AVE	MSV	MaxR(H)	I	II	III	IV	V
AGG	.97	.73	.14	.98	.85	(.19)	(.37)	(.24)	(.20)
RBB	.97	.73	.06	.97	.19***	.85	(.26)	(.25)	(.19)
AD	.97	.73	.23	.97	-.37***	.26***	.85	(.40)	(.48)
SC	.95	.69	.15	.96	.23***	.26***	.39***	.83	(.18)
WD	.97	.80	.23	.97	.20***	.19***	.48***	.19***	.89

Note. AGG = aggression, RBB = Rule Breaking Behavior, AD = Anxiety/depressed problems, SC = Somatic Complaint, WD = Withdrawal/depressed problems

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

Cronbach alpha and composite reliability are commonly used to assess an instrument's internal consistency. Results in Table 25 showed that value of coefficient alpha ranged between .80 to .86 whereas the values of CR ranged between .96 to .99. The values of both parameters are well above the suggested cut-off values. Therefore, all the five subscales are considered to have good internal consistency. Average Variance Extracted is used to report convergent validity of YSR. Results show that value of AVE for all the five subscales are well above the suggested cut-off value i.e. $AVE > .50$. The value of AVE ranged between .69 - .80. Value of CR is also well above the suggested cut-off point i.e. $CR > .60$. The discriminant validity is evaluated by using

Fornell and Larcker (1981) criterion as well as cross-loading of indicator. Results show that all the items have factor loading greater than .70 on their respective factor. The cross-loading of all the items on other factors is less than .40 and hence fulfil this criterion of inclusion in the final scale.

As a result, in Table 25, all of the HTMT values are less than .85, indicating that the constructs are distinct, and discriminant validity have been demonstrated. Discriminant validity is also proven by taking AVE values larger than the relevant maximum shared variance (MSV) into account (Hair et al., 2014). Results also reveals that the values of AVE for all five constructs are greater than their respective MSV and hence provide another evidence for discriminant validity. Fornell-Lackers criterion of discriminant validity was also satisfactory as the correlations among all latent constructs are smaller than the square root of each construct's AVE. Overall, discriminant validity is accepted for this measurement model. Results shows that composite reliability, average variance extracted, mean shared variance, MaxR(H) and HTMT are within the satisfactory range.

Second order CFA

The Second Order CFA is a statistical method employed to confirm that the externalizing behavioral problems load into two underlying sub-constructs i.e. Aggression and rule breaking behavior whereas internalizing behavioral problems load into three underlying sub-constructs i.e. Anxiety/depression, somatic complaints and withdrawal/depressed. The second-order factor model yielded the following fit statistics, $\chi^2 = 5603.00$, $df = 1882$, $\chi^2 / df = 2.97$, CFI = 0.91, TLI = 0.89, RMSEA = 0.06, SRMR = 0.05. All the standardized factor loading i.e. regression weights (β) estimates contributed significantly to the measurement of their factors ($p < .01$). Results of second order CFA suggested that the hypothesized model of YSR fitted well to the

observed data. Two General factors i.e. externalizing and internalizing behavioral problems along and five factor namely aggression, rule breaking behavior, somatic complaints, anxiety/depressed problems and withdrawal/depressed problems along with 63 items contributed to an overall behavioral problem construct.

Table 26

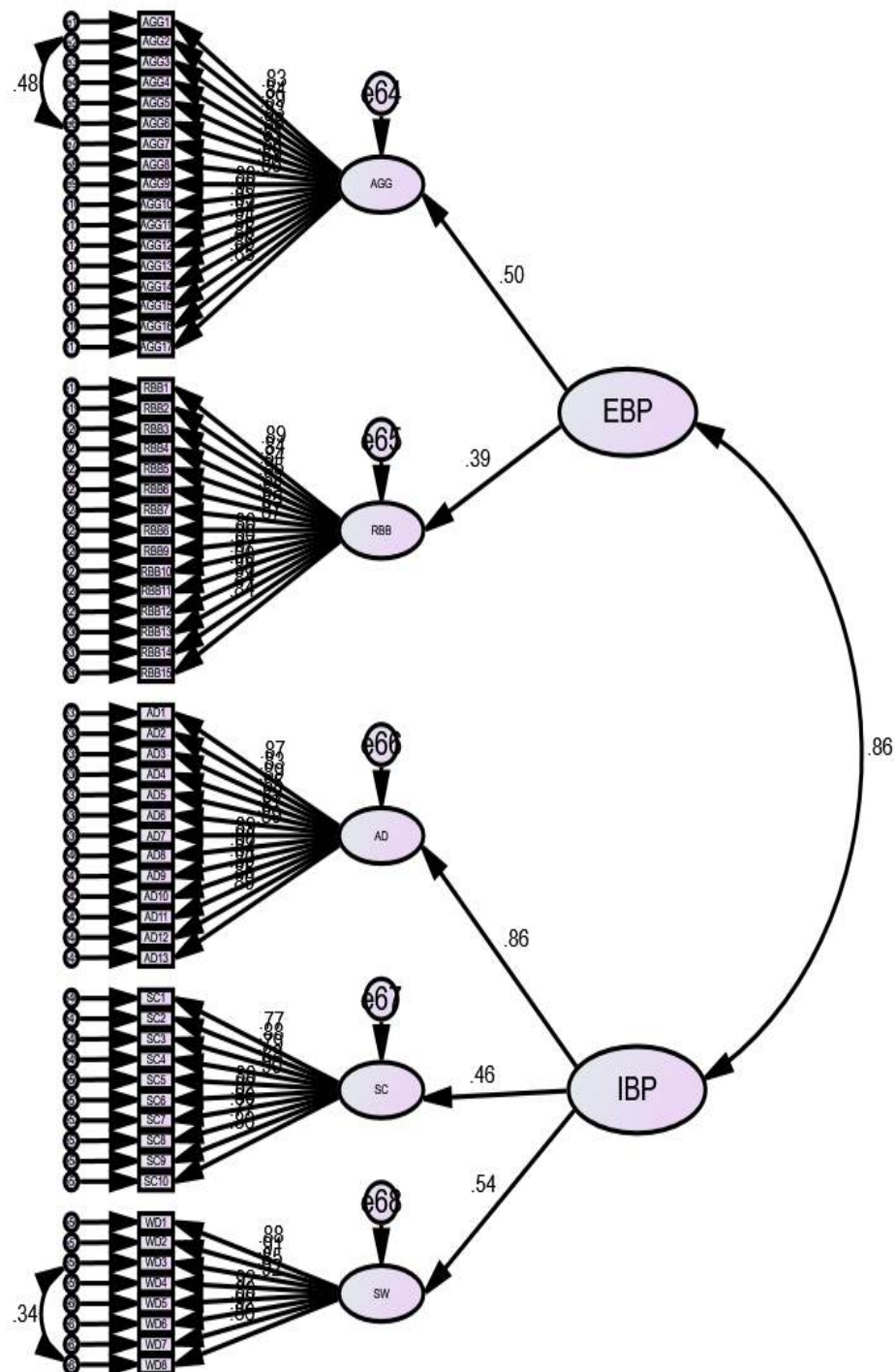
Chi-Square, Degree of Freedom and Model Fit Indices for Youth Self Report Second Order Confirmatory Factor Analysis Model (N=493)

Models	χ^2	df	Fit Indices						
			χ^2/df	GFI	TLI	CFI	NFI	RMSEA	SRMR
1	5777.61	1884	3.06	.73	.89	.89	.86	.06	.05
2	5603.00	1882	2.97	.74	.90	.90	.85	.06	.05

Note. GFI = goodness-of-fit index, CFI= Comparative Fit Index, RMSEA= Root Mean Square Error of Approximation, TLI = Tucker-Lewis Index

Reliability of Youth Self Report Second Order

In the assessment of the dependability of each individual item, a crucial metric, the squared factor loading, comes into play. This metric provides a comprehensive understanding of how much variance within the latent variable is effectively accounted for by each specific item (Brown, 2006). Adding depth to this evaluation, the research of Hair et al. (2011, 2013) introduces a meaningful framework wherein R^2 values of .75, .50, or .25 are designated as indicative of significant, moderate, or weak explanatory power for endogenous variables. Applying these benchmarks to the context of the current study, the results underscore that the second-order confirmatory factor analysis yielded R^2 values spanning from .50 to .88. This diverse spectrum of values attests to the moderate to high levels of explanatory prowess embedded within the latent variable, reflecting the underlying strength and reliability of the measured constructs.

Figure 13*Second Order CFA of Youth Self report*

Note. IBP = Internalizing Behavioral Problems, EBP = Externalizing Behavioral Problems AD = Anxiety/Depressed, WD = Withdrawal/Depressed, SC = Somatic Complaints, AGG = Aggression, RBB = Rule Breaking Behavior

Discussion

In contemporary research, understanding the complex interplay of factors that contribute to adolescent behavioral problems has become a critical area of investigation. Among the myriad factors that influence these problems, the concept of triangulation has gathered increasing attention. Therefore, the principal aim of the present study is to explore this intricate relationship i.e. the impact of triangulation on adolescents' internalizing and externalizing behavioral problems. This intricate relationship between triangulation and behavioral problems, encompassing both internalizing and externalizing manifestations, provides a fascinating lens through which to comprehend the dynamics within families and their impact on adolescent development. One important aspect that has emerged as a potential mediator in this relationship is emotional reactivity. It was hypothesized that adolescents who are more emotionally reactive might be more susceptible to the negative effects of triangulation, leading to an exacerbation of internalizing and externalizing problems. Furthermore, the parenting style exerted within the family context can serve as a moderating factor. Positive parenting practices have been associated with better emotional regulation and lower levels of behavioral problems in adolescents. Thus, the role of positive parenting may buffer the negative impact of triangulation on emotional reactivity, ultimately mitigating the development of behavioral problems.

In this intricate web of relationships, the selection and validation of measurement instruments play a pivotal role. To comprehensively investigate these interrelated constructs among Pakistani adolescents, it is imperative to employ robust and validated assessment tools. The Confirmatory Factor Analysis (CFA) serves as a methodological approach to validate the developed, chosen and translated instruments in order to test the hypothesized relationships between the variables. The Adolescent

Triangulation Scale (ATS) was used to measure the extent of triangulation within family dynamics. The scale was developed in the study I of the current research and factorial structure was established through exploratory factor analysis. The Multidimensional Assessment of Parenting Scale (MAPS) was used to capture positive parenting practices, whereas, the Perth Emotional Reactivity Scale Short Form (PERS-S) was used to assess emotional reactivity. Both MAPS and PERS-S was translated and adapted into native language of Urdu in study II of the current research. The Youth Self Report (YSR) was used to quantify internalizing and externalizing behavioral problems. YSR was already translated and validated in Urdu Language by Khan and Avan, 2014.

Confirmatory factor analysis based on the variance-covariance matrix was employed to achieve the primary objectives of the current investigation. CFA was carried out using the statistical program Analysis of Moment Structure (AMOS 22). All instruments' items were tested with a series of CFAs independently in order to confirm their structure on a Pakistani sample. Because the measured endogenous variables were non-normal, maximum likelihood estimation was utilized to modify fit indices and standard error (Satorra & Bentler, 1994). CFA plays a pivotal role in establishing the validity of measurement instruments. As stated by Raykov and Marcoulides (2019), CFA provides evidence for the validity of measurement models, confirming whether the observed indicators are reliable and valid measures of the intended constructs. Furthermore, CFA is used to confirm or disconfirm hypotheses about the measurement structure of observed variables (Brown, 2015). Confirmatory factory analysis enhances the credibility and robustness of research findings. It ensures that measurement models accurately represent the theoretical constructs being studied. As noted by Hu and Bentler (1999), CFA can improve the quality and credibility of empirical research by

ensuring that measurement models accurately represent the constructs they are designed to measure.

In order to confirm factor structure of study instruments both first order and second order CFA was performed. Data was collected from 493 adolescents from school and colleges of Rawalpindi and Islamabad. In a first-order CFA, each observed variable (item) was associated with its corresponding latent factor (subscales). This analysis confirmed that the observed variables adequately measure the intended latent constructs. Factor loadings represented the strength of the relationships between observed variables and latent factors. In a second-order CFA, higher-order latent factors were introduced to represent relationships between first-order latent factors. This step assessed the presence of a higher-order construct that explained the relationships among lower-order constructs.

Chi-square test statistics were used to assess the fit between the hypothesized model and the observed model. To analyses the difference between the actual and expected covariance matrices, the chi-square test was performed. The chi-square should be non-significant for a perfect fitted model, indicating that there is no difference between the hypothesized and observed models. Chi-square was significantly for all of the instruments' CFA. Brown (2015) proposed that chi-square is sample size dependent. A larger sample size is more likely to produce a significant chi-square value. As a result, the current study did not depend exclusively on this statistic, but also assessed the model fit indices. Alternative methods for evaluating how well the suggested model aligns with the data included the Comparative Fit Index (CFI), the Tucker-Lewis Index (TLI), and the Root Mean Square Error of Approximation (RMSEA). CFI and TLI values range from 0 to 1, with higher values suggesting better fit. Lower values indicate better match (Hu & Bentler, 1999).

Furthermore, present study attempted to establish indicators reliability as well as internal consistency, convergent and discriminant validity of the study instruments. Present study used factor loading and squared factor loading to evaluate each item's dependability. High factor loadings showed that indicators play a significant role in gauging the desired construct, while lower loadings suggested a weaker but genuine association. Squared factor loadings, also known as variance extracted, show the proportion of variation in an observable variable assigned to the variance in its corresponding latent construct. They reveal the uniqueness of each indicator's contribution to the construct, with higher squared factor loadings indicating more significant contributions (Hair et al., 2014).

Moreover, Present study used most commonly reported indicators of internal consistency i.e. composite reliability (CR) and Cronbach alpha (α). Composite Reliability measured the proportion of total variation explained by the common component in indicators. Higher CR values indicated good internal consistency. Cronbach's Alpha calculated the average correlation between all indicators within a construct, indicating the degree to which items meant to measure the same construct were associated. Cronbach's Alpha levels with higher numbers indicating more internal consistency and vice versa. In the realm of Confirmatory Factor Analysis (CFA), establishing both convergent and discriminant validity is essential for ensuring the accuracy and meaningfulness of measurement models. Present study employed several techniques, including composite reliability, average variance extracted (AVE), Fornell and Larcker criterion, Heterotrait-Monotrait (HTMT) correlation ratio, and maximum shared variance, to accomplish this validation. These techniques offered a comprehensive assessment of the constructs' measurement properties.

Adolescent Triangulation Scale. Adolescent Triangulation Scale (ATS) was developed in study I of the current research to assess adolescent's triangulation in inter-parental conflicts. ATS having 27 items and comprised of four subscales i.e. pushed-out, pulled-in, mediator and balanced. Total triangulation scores were obtained by reverse scoring the items of balanced triangulation i.e. item no. 1-5. In order to confirm the factorial structure of the scale developed through EFA in study I, first and second order CFA was performed on a new sample ($N = 493$). First order CFA was performed to test four factor solution suggested by EFA. Results reveals that initial test of the ATS shows a poor fit. In order to fit model all items were inspected for standardized regression weights. As Hurland, (1999) and Henseler et al., (2012) suggested that all the items whose standardized factor loading fall between .40 to .70 should be considered for deletion. Therefore, item no. 34 and 13 were deleted. Furthermore, item no. 26 was also deleted as suggested by modification index and committee. Deleted items along with their unstandardized English translation is follows;

Item 34 - ان کی اپنی ازدواجی زندگی کے مقابلے میں، میرے والدین اس بات سے زیادہ فکر مند ہیں کہ میری زندگی میں کیا ہو رہا ہے۔

Item 34. My parents are more concerned with what is happening in my life than their own relationship

Item 13 لڑائی کی صورت میں، مجھے اپنے والدین میں سے ایک کی حمایت کرنے پر مجبور کیا جا رہا ہے۔

Item 13. In case of conflicts, I have to support one of my parents.

Item 26 جب میرے والدین میں سے ایک موجود نہیں ہوتا ہے تو دوسرا اس کے بارے میں برے الفاظ استعمال کرتا ہے۔

Item 26. When one of my parents is not present the other used bad words about him/her

However, mild revisions were also done with the help of error co-variances. Based on suggestion of modification indices and content overlapping error covariance were added on the error terms of same general factor. This was done to get an excellent fit. Our revised model showed a considerably enhanced fit indices. The first-order factor analysis revealed strong evidence for the four-factor structure.

The second order CFA was performed with remaining 24 items of ATS. Second order CFA was done to determine the total construct of triangulation. The balanced subscale has negative association with total scores, whereas pushed-out, pulled-in and mediator triangulation has positive association with ATS total. Furthermore, the internal consistency of the ATS total as well as all the subscales were within the satisfactory range. Factor loading and squared factor loadings were above the minimum cutoff point indicating indicator's reliability. Composite and Cronbach reliability was also above the minimum acceptable range indicating excellent internal consistency of newly developed scale. Moreover, average variance extracted (AVE), Fornell and Larcker criterion, Heterotrait-Monotrait (HTMT) correlation ratio, and maximum shared variance, suggested good convergent and discriminant validity of ATS.

Multidimensional Assessment of Parenting Scale. The current study aims to translate and validate the Multidimensional Assessment of Parenting Scale (MAPS; Parent & Forehand, 2017) in order to appropriately measure parenting practices and connect parenting to child outcomes across cultures. Following the translation of MAPS in Study II, confirmatory factor analyses and other validity tests were performed. The results show that the Urdu MAPS has high psychometric qualities, making it a viable and all-inclusive instrument for assessing parenting in Urdu-speaking communities. All of the subscales, as well as the broadband positive and negative parenting scores, had high alpha coefficients. The findings confirm the hypothesis that the initially defined model was prevalent in the Pakistani community and could be duplicated in Pakistani samples. Furthermore, these findings support the conceptual definitions proposed by Parent and Forehand (2017).

The results of the CFA supported the original multidimensional seven-factor structure model. The MAPS final factor structure included seven narrowband domains

of parenting practices and two broadband domains. The Broadband Positive Parenting factor includes four narrowband subscales: Proactive Parenting, Positive Reinforcement, Warmth and Supportiveness. The Broadband Negative Parenting factor included three narrowband subscales: Hostility, Physical Control and Lax Control. The first order CFA supported the seven factor solution suggesting the seven domains of the parenting practices. Present study was aimed to explore the moderating role positive parenting played in relationship between triangulation and behavioral problems. The second order CFA supported the two broadband factor structure of parenting practices. These findings were consistent with the previous research findings (Cummings et al., 2000; Granic & Patterson, 2006; Hoeve et al., 2009; Rapee, 2012).

The results demonstrated that both factor loading and squared factor loadings surpassed the designated minimum threshold, indicating a reliable performance of the indicators. Additionally, both the composite and Cronbach reliability scores exceeded the predetermined acceptable range, highlighting the strong internal consistency of the translated scale. Furthermore, assessments such as the average variance extracted (AVE), the Fornell and Larcker criterion, the Heterotrait-Monotrait (HTMT) correlation ratio, and the maximum shared variance collectively suggested favorable levels of convergent and discriminant validity for the Multidimensional Assessment of Parenting (MAPS). These findings were in line with the outcomes observed in the Chinese version of the Multidimensional Assessment of Parenting developed by Ahemaitjiang, Han, Dale DiMarzio, and Parent in 2021.

Perth Emotional Reactivity Scale Short Form. The study's goal was to validate the Urdu version of the PERS-S translated in study II of the current research. Overall, the Urdu PERS-S appears to function similarly to the original English version,

displaying strong validity and reliability. CFA analysis revealed that the Urdu version of the PERS-S had an intended 6-factor structure, matching to the six subscales. The 6-factor model provided the greatest match to the data. This is consistent with previous research on the 18-item PERS-S in other cultures (Balaban & Bilge, 2021; Becerra et al., 2019; Larionov et al., 2021; Larionow & Mudo-Gagolska, 2022; Mousavi Asl et al., 2020; Preece et al., 2019). The significant association found between the ease of activation, intensity, and duration components within each valence domain further justify the use of valence-specific composite ratings. The second-order confirmatory factor analysis revealed that positive activation, intensity, and duration form a broadband general positive emotional reactivity scale, whereas negative activation, intensity, and duration form a broadband general negative emotional reactivity scale. The application of the scale to assess general positive emotional reactivity and general negative emotional reactivity to evaluate research hypotheses was confirmed by second order CFA. The dependability of the six subscales and two composite scores was good ($\alpha \geq .70$), indicating that reliable results may be obtained at the subscale and composite levels.

Composite reliability, average variance extracted (AVE), the Fornell and Larcker criterion, the Heterotrait-Monotrait (HTMT) correlation ratio, and maximum shared variance were employed to establish both convergent and discriminant validity. These results align with the research of Balaban and Bilge (2021), who discovered strong discriminant validity of the PERS-S when compared to anxiety, depression, somatization, and obsessive-compulsive symptoms. Consequently, the PERS-S seems to assess a distinctive emotional reactivity trait that can be differentiated from an individual's current level of psychopathological symptoms. In essence, the present study further supports the generalizability of the PERS-S psychometric performance,

as demonstrated across diverse cultural contexts (Balaban & Bilge, 2021; Becerra et al., 2019; Larionov et al., 2021; Mousavi Asl et al., 2020; Preece et al., 2019), enhancing its robustness and applicability.

Youth Self Report. To accurately assess behavioral problems among adolescent Youth Self Report was used in the current study. YSR was a screening test originally developed in English language. YSR was translated and validated for Urdu speaking population by Khan and Avan (2014). Numerous researches in Pakistan used YSR to measure behavioral problems among Pakistani population (Rizvi, & Najam, 2015; Iram & Najam, 2015; Riaz, & Khan, 2018; Talha, Afzal, & Arshad, 2018; Rehman, Hussain, & Azam, 2018; Shakir & Lodhi, 2018; Khatoon, Gul, & Mehmood, 2019; Sabih, 2020; Ishrat 2021). The psychometric properties of the YSR was well established in Pakistani population. Present study was intended to assess the relationship of triangulation with internalizing and externalizing behavioral problems among adolescents. Furthermore, present study attempted to explore the relationship with the subscales of internalizing behavioral problems as anxiety/depressed, somatic complaints and withdrawal/depressed as well as subscales of externalizing behavioral problems i.e. aggression and rule breaking behavior.

The results indicate that the Urdu YSR has good psychometric properties, presenting it as a promising and comprehensive tool for assessing behavioral problems in Urdu-speaking populations. The alpha coefficient for all the subscales as well as broadband internalizing and externalizing behavioral problems were excellent. The results support the assumption that originally specified model prevailed in the Pakistani population and can be replicated in Pakistani samples. Further, these results maintain the construct definitions purported by Achenbach and Rescorla (2001). The results of the CFA supported the original multidimensional five-factor structure model. The YSR

comprised of 63 items, final factor structure included five narrowband domains of behavioral problems and two broadband domains. The Broadband Internalizing Behavioral Problems includes three narrowband subscales i.e. Anxiety/Depressed, Somatic Complaints and Withdrawal/Depressed. The Broadband Externalizing Behavioral problems included two narrowband subscales i.e. Aggression and Rule Breaking Behavior. The first order CFA supported the five factor solution suggesting the five domains of behavioral problems among adolescents. The second order CFA supported the two broadband factor structure of Behavioral Problems. These findings were consistent with the previous research findings (Sabih, 2020; Ishrat 2021; Piqueras, et al., 2021; Arslan, 2021; Liu, Chan & Leung, 2022).

Importantly, this is the most widely used screening instrument for measuring adolescent's behavioral problems all around the world. Likewise, the YSR has demonstrated good psychometric properties in terms of reliability and validity. Factor loading and squared factor loadings were above the minimum cutoff point indicating indicator's reliability. Composite and Cronbach reliability was also above the minimum acceptable range indicating excellent internal consistency of scale. Moreover, average variance extracted (AVE), Fornell and Larcker criterion, Heterotrait-Monotrait (HTMT) correlation ratio, and maximum shared variance, suggested good convergent and discriminant validity of all the subscales and broadband scales as well. These research findings were consistent with the previous research finding (Undheim, Wichstrøm & Sund, 2011, Ivarsson, Broberg, Arvidsson & Gillberg, 2005, Habibi-Asgarabad, & Besharat, 2009)-

Pilot Study

Chapter VI

Study IV: Pilot Study

After selecting, translating, and adapting the instruments, as well as developing the instrument and finalizing the demographic sheet, the next step was to test these instruments on the target population. The pilot study's aims were to examine the psychometrics of the scales as well as the applicability of the newly produced as well as translated instruments on the target sample, as well as to examine the trend of relationship among variables on a small sample ($N=200$). Before collecting data, participants provided informed consent. The current section concentrated on the pilot study's aims, methods, and findings.

Objectives

Following objectives were accomplished in the pilot study on the small sample of adolescents

1. To determine the psychometric characteristics of all the study instruments
2. To determine the convergent and discriminant validity of Adolescent Triangulation Scale.
3. To get prior evidence about the nature and direction of relationship between adolescent triangulation, emotional reactivity, positive parenting and internalizing and externalizing behavioral problems with the purpose of constructing up and testing suggested models.

Sample

Pilot study was conducted on a small sample of 200 adolescents including both boys ($n = 88$) and girls ($n = 112$) age ranged from 10 to 19 years ($M = 14.52$, $SD = 2.61$). World Health Organization (WHO, 2014) suggested age range for adolescents was

considered for the selection of participants. Data was collected from different government and private schools and colleges of Rawalpindi and Islamabad, Pakistan. Data was collected through purposive convenient sampling. All the participants are living in intact family. Adolescents living in hostels and shelter homes were excluded from the study. Fifty-seven percent of the participants belong to extended families while 43% belongs to nuclear families.

Instruments

Four instruments along with informed consent and demographic information sheet were used in the present study i.e.

1. Informed consent and Demographic Information sheet
2. Adolescent Triangulation Scale [ATS; Riaz & Iqbal, 2023; developed and validated in the study I of the current research (see detail in chapter V)]
3. Youth Self Report [YSR; Achenbach & Rescola, 2001, translated and validated on Pakistani sample by Khan & Avan, 2014]
4. Multidimensional Assessment of Parenting Scale [MAPS; Parent & Forehand, 2017; translated and validated in study III of the current research (see details in chapter V)]
5. Perth Emotional Reactivity Scale [PERS-S; Becerra, et al., 2017; translated and validated in study III of current research (see details in chapter V)].

Procedure

The information was gathered from adolescent of public and private schools and colleges in Islamabad and Rawalpindi. The study's goal was explained to participants. Participants were told that any information they submitted would be kept absolutely secret and used exclusively for research reasons. Consent was received for research

participation. Students were instructed to offer precise and genuine answers to all of the items. Following data collection, statistical analysis was carried out using SPSS 20.

Results

The pilot study conducted to evaluate the applicability of the study instruments and explore correlations between adolescent triangulation, behavioral problems (including internalizing and externalizing issues), positive parenting, and emotional reactivity serves as a crucial initial step in validating the research tools and understanding their interrelationships. The results of this pilot study not only provide valuable preliminary insights into the construct validity of the instruments but also offer a foundation for further investigations in the main study. Additionally, by establishing convergent and discriminant validity of the Adolescent triangulation scale, the pilot study enhances the overall robustness and reliability of the research methodology, ensuring that the assessments effectively capture the nuances of adolescent experiences and family dynamics in the context of the specific cultural population being studied.

Descriptive Statistics and Reliability Estimates of Instruments

The calculation of Cronbach's Alpha coefficients for all the study instruments, as presented in Table 27, plays a pivotal role in ensuring the suitability and reliability of these measurement tools for use within indigenous populations. These coefficients provide valuable insights into the internal consistency and reliability of the instruments, indicating the extent to which the items within each scale consistently measure the intended constructs. Additionally, the descriptive statistics presented in the table offer a comprehensive overview of the distribution of responses, shedding light on the central tendencies and variations in the data.

Table 27*Reliability Estimate and Descriptive Statistics of Study Instruments (N = 200)*

Variables	No. of Items	α	M	SD	Range		Kurt	Skew
					Potential	Actual		
Adolescent's Triangulation Scale								
ATS	24	.81	72.48	20.12	24-120	24-115	-1.34	.16
PO	6	.76	16.21	5.54	6-30	6-30	-.09	.37
PI	6	.62	17.43	4.88	6-30	6-27	-.79	-.13
MED	7	.69	20.69	5.40	7-35	7-32	-.34	-.14
BAL	5	.86	15.99	5.94	5-25	5-25	-.89	-.05
Perth Emotional Reactivity Scale – Short Form								
EMO REA	18							
GPER	9	.86	29.32	8.99	9-45	9-45	.51	-.29
GNER	9	.89	23.86	9.37	9-45	9-45	-.66	.04
MAPS Broadband Positive Parenting Scale								
POSPAR	16	.89	51.73	15.20	16-80	16-80	-.18	.11
PRO PAR	6	.86	19.19	6.60	6-30	6-30	-.67	-.10
WAR	4	.73	9.58	3.54	4-20	3-15	-.93	-.09
SUP	3	.72	10.06	3.23	3-15	3-15	-.71	-.19
POS REI	3	.86	12.89	4.79	3-15	4-20	-1.03	-.01
IBP	31	.90	35.02	20.91	0-62	0-62	-1.34	-.00
AD	13	.88	14.33	9.35	0-26	0-26	-1.45	.11
WD	8	.89	8.73	4.96	0-16	0-16	-1.14	-.10
SC	10	.87	11.85	7.81	0-20	0-20	-1.50	-.32
EBP	32	.89	18.61	14.98	0-64	0-64	.36	.91
RBB	15	.86	7.00	7.23	0-30	0-30	.61	1.13
AGG	17	.88	11.61	8.34	0-34	0-34	-.10	.56

Note. ATS = Adolescent Triangulation Scale, PO = pushed-out, PI = pulled-in , MED

= Mediator, BAL = Balanced; EMO REA = Emotional Reactivity, GPER = General

positive emotional reactivity, GNER = General negative emotional reactivity; POSPAR

= Positive Parenting, PRO PAR = Proactive Parenting, WAR = Warmth, SUP =

Supportiveness, POS REI = Positive Reinforcement, IBP = Internalizing Behavioral Problems, AD = Anxiety/depressed problems, WD = Withdrawn/Depressed, SC = Somatic Complaints, EBP = Externalizing Behavioral Problem, RBB = Rule-Breaking Behavior, AGG = Aggressive Behavior, *SE* Kurtosis = .34, *SE* skewness = .17

Table 27 reveals the descriptive information with alpha coefficients, skewness and kurtosis of all the scales used in the study. The values of alpha ranged between .62 to .90 which indicate that the reliability coefficients are in satisfactory range. The values of skewness and kurtosis are in acceptable ranges (Field, 2009). Result shows that the actual range obtained is within the limits of potential range of all the scales as well as subscale.

Item – Total Correlations

The assessment of internal consistency and construct validity through item total correlations is a fundamental step in validating the reliability and effectiveness of the study instruments, including the Adolescent Triangulation Scale, Perth Emotional Reactivity Scale Short Form, Multidimensional Assessment of Parenting Positive Parenting Subscale, and Youth Self Report, along with their respective subscales. This statistical analysis helps gauge how consistently individual items within each scale align with the overarching construct they intend to measure. A high item-total correlation suggests that the items are collectively contributing to the measurement of the intended construct, indicating strong internal consistency. Additionally, by examining the relationships between these instruments and their respective subscales, researchers can assess their construct validity, ensuring that they effectively capture the specific domains of interest, such as adolescent triangulation, emotional reactivity, positive parenting, and behavioral problems.

Table 28*Item Total Correlation of Adolescent Triangulation Scale (N = 200)*

Items	<i>r</i>	Items	<i>r</i>	Items	<i>r</i>	Items	<i>R</i>
ATS TOTAL				Pushed-out		Pulled-in	
ATS1	.61**	ATS21	.70**	ATS17	.75**	ATS12	.50**
ATS2	.57**	ATS22	.71**	ATS19	.64**	ATS14	.53**
ATS4	.56**	ATS23	.68**	ATS21	.79**	ATS15	.54**
ATS5	.60**	ATS24	.70**	ATS22	.70**	ATS26	.71**
ATS6	.62**	ATS25	.72**	ATS30	.50**	ATS27	.68**
ATS7	.51**	ATS27	.54**	ATS31	.70**	ATS28	.64**
ATS8	.56**	ATS28	.55**	Mediator		Balanced	
ATS9	.51**	ATS30	.63**	ATS7	.53**	ATS1	.87**
ATS11	.54**	ATS31	.68**	ATS8	.62**	ATS2	.85**
ATS12	.54**	ATS32	.72**	ATS9	.67**	ATS4	.63**
ATS14	.58**			ATS11	.67**	ATS5	.80**
ATS15	.66**			ATS24	.68**	ATS6	.85**
ATS17	.58**			ATS25	.66**		
ATS19	.59**			ATS32	.52**		

Note. ATS = Adolescent Triangulation Scale ** $p < .01$

The robust positive correlations observed between all items and their respective subscale totals within the Adolescent Triangulation Scale, as depicted in Table 28, provide compelling evidence of strong internal consistency. This signifies that each item consistently contributes to the measurement of the construct it represents, reinforcing the scale's reliability in assessing adolescent triangulation. Furthermore, these findings underscore the scale's suitability for capturing the intricate nuances of

triangulation experiences among adolescents, thereby strengthening the foundation for conducting meaningful research in this specific cultural context and advancing our understanding of family dynamics and adolescent well-being.

Table 29

Item Total Correlation of Multidimensional Assessment of Parenting Scale -

Broadband Positive Parenting Subscale (N = 200)

Items	R	Items	r
Broadband Positive Parenting			
Proactive Parenting		Warmth	
MAPS15	.73**	MAPS1	.78**
MAPS19	.77**	MAPS7	.80**
MAPS28	.76**	MAPS21	.81**
MAPS32	.75**		
MAPS33	.79**		
MAPS34	.83**		
Positive Reinforcement		Supportiveness	
MAPS11	.77**	MAPS10	.69**
MAPS18	.84**	MAPS17	.82**
MAPS26	.84**	MAPS22	.89**
MAPS30	.88**		

Note. MAPS = Multidimensional Assessment of Parenting Scale ** $p < .01$

Table 29 shows the item total correlation of the Multidimensional Assessment of Parenting subscales, which shows that all of the items have substantial positive correlations with the subscale total. The findings also revealed that all of the items are internally consistent.

Table 30*Item Total Correlation of Perth Emotional Reactivity Scale Short Form (N = 200)*

Items	<i>R</i>	Items	<i>r</i>
General Negative Emotional Reactivity		General Positive Emotional Reactivity	
PERS-S2	.72**	PERS-S1	.65**
PERS-S4	.74**	PERS-S3	.63**
PERS-S6	.71**	PERS-S5	.70**
PERS-S8	.73**	PERS-S7	.72**
PERS-S10	.78**	PERS-S9	.66**
PERS-S12	.73**	PERS-S11	.74**
PERS-S14	.73**	PERS-S13	.75**
PERS-S16	.78**	PERS-S15	.71**
PERS-S18	.41**	PERS-S17	.70**

Note. PERS-S=Perth Emotional Reactivity Scale ** $p < .01$

The findings presented in Table 30, with all items demonstrating robust positive correlations with their respective subscale totals within the Perth Emotional Reactivity Scale, not only reaffirm the scale's strong internal consistency but also highlight the precision with which it assesses emotional reactivity across its dimensions. This high degree of internal consistency further bolsters the scale's reliability and underscores its utility in capturing the nuanced facets of emotional reactivity, thereby providing researchers with a powerful tool for investigating emotional experiences within the specific cultural context under study and facilitating a deeper comprehension of emotional dynamics among the target population.

Table 31

Item Total Correlation of Youth Self Report - Internalizing Behavioral Problems Subscale (N = 200)

Item No.	<i>r</i>	Item No.	<i>r</i>	Item No.	<i>r</i>
YSR5	.73**	YSR50	.81**	YSR65	.80**
YSR14	.77**	YSR51	.77**	YSR69	.77**
YSR29	.77**	YSR52	.80**	YSR71	.78**
YSR30	.87**	YSR54	.83**	YSR75	.79**
YSR31	.80**	YSR56A	.85**	YSR91	.86**
YSR32	.66**	YSR56B	.85**	YSR102	.76**
YSR33	.82**	YSR56C	.84**	YSR103	.40**
YSR35	.85**	YSR56D	.86**	YSR111	.76**
YSR42	.79**	YSR56E	.85**	YSR112	.78**
YSR45	.75**	YSR56F	.82**	YSR56G	.85**
YSR47	.76**				

Note. YSR= Youth Self Report ** $p < .01$

The data presented in Table 31, illustrating substantial positive correlations between all items and the sum of the Internalizing Behavioral Problems subscale within the Youth Self Report, reaffirm the scale's robust internal consistency and its ability to effectively measure internalizing behavioral problems among adolescents. These findings not only contribute to the reliability of the assessment but also underscore the instrument's suitability for exploring the internalizing behavioral challenges experienced by adolescents within the specific cultural context of the study, thus facilitating a more comprehensive understanding of their psychological well-being.

Table 32

Item Total Correlation of Subscales of Internalizing Behavioral Problem Domain of Youth Self Report (N = 200)

Anxiety/depressed problems		Withdrawal/Depressed		Somatic Complaints	
Item No.	<i>r</i>	Item No.	<i>r</i>	Item No.	<i>r</i>
YSR14	.79**	YSR5	.80**	YSR47	.76**
YSR29	.79**	YSR42	.79**	YSR51	.71**
YSR30	.88**	YSR65	.79**	YSR54	.76**
YSR31	.83**	YSR69	.83**	YSR56A	.97**
YSR32	.67**	YSR75	.83**	YSR56B	.89**
YSR33	.87**	YSR102	.79**	YSR56C	.88**
YSR35	.88**	YSR103	.42**	YSR56D	.90**
YSR45	.87**	YSR111	.81**	YSR56E	.91**
YSR50	.78**			YSR56F	.88**
YSR52	.77**			YSR56G	.87**
YSR71	.79**				
YSR91	.81**				
YSR112	.80**				

Note. YSR= Youth Self Report ** $p < .01$, * $p < .05$

The data presented in Table 32, with all items demonstrating robust positive correlations with the Internalizing Behavioral Problems subscale total within the Youth Self Report, reaffirm the scale's strong internal consistency. These findings not only validate the reliability of the assessment but also underscore the scale's effectiveness in capturing the diverse dimensions of internalizing behavioral problems among

adolescents. This solid internal consistency further enhances the scale's utility in investigating and understanding the complex psychological challenges faced by adolescents within the unique cultural context of the study.

Table 33

Item Total Correlation of Youth Self Report Externalizing Behavioral Problems Broad Domain (N = 200)

Item No.	<i>r</i>	Item No.	<i>r</i>	Item No.	<i>r</i>
YSR2	.64**	YSR39	.61**	YSR89	.69**
YSR3	.51**	YSR43	.72**	YSR90	.66**
YSR16	.62**	YSR57	.72**	YSR94	.51**
YSR19	.56**	YSR63	.43**	YSR95	.50**
YSR20	.69**	YSR67	.69**	YSR96	.72**
YSR21	.68**	YSR68	.67**	YSR97	.67**
YSR22	.78**	YSR72	.41**	YSR99	.66**
YSR23	.65**	YSR81	.69**	YSR101	.67**
YSR26	.49**	YSR82	.71**	YSR104	.47**
YSR28	.68**	YSR86	.40**	YSR105	.74**
YSR37	.66**	YSR87	.41**		

Note. YSR= Youth Self Report ** $p < .01$, * $p < .05$

The item total correlation results presented in Table 33, indicating strong internal consistency for all items within the Externalizing Behavioral Problems subscale of the Youth Self Report, confirm the reliability of this assessment tool. These findings underscore the scale's effectiveness in measuring various aspects of externalizing behavioral problems among adolescents with precision and consistency. This robust internal consistency strengthens the scale's utility for investigating and comprehending the diverse array of externalizing behaviors within the specific cultural

context of the study, enhancing our ability to assess and address these challenges among the target population.

Table 34

Item Total Correlation of Subscales of Externalizing Behavioral Problems Domain of Youth Self Report (N = 200)

Rule Breaking Behavior		Aggressive Behavior	
Item No.	<i>R</i>	Item No.	<i>r</i>
YSR2	.68**	YSR3	.57**
YSR26	.40**	YSR16	.62**
YSR28	.71**	YSR19	.59**
YSR39	.62**	YSR20	.70**
YSR43	.75**	YSR21	.64**
YSR63	.45**	YSR22	.77**
YSR67	.70**	YSR23	.65**
YSR72	.50**	YSR37	.72**
YSR81	.75**	YSR57	.70**
YSR82	.77**	YSR68	.68**
YSR90	.64**	YSR86	.49**
YSR96	.75**	YSR87	.45**
YSR99	.71**	YSR89	.72**
YSR101	.70**	YSR94	.60**
YSR105	.77**	YSR95	.54**
		YSR97	.66**
		YSR104	.53**

Note. YSR= Youth Self Report ** $p < .01$,

The data presented in Table 33, demonstrating significant positive correlations between all items and the Externalizing Behavioral Problems subscale total within the Youth Self Report, provide strong evidence of the scale's robust internal consistency. These results not only affirm the assessment's reliability but also underscore its effectiveness in capturing the various facets of externalizing behavioral problems among adolescents. The solid internal consistency further solidifies the scale's suitability for investigating and comprehending the complex behavioral challenges faced by adolescents within the specific cultural context under study, contributing significantly to our understanding of externalizing behaviors in this population.

Correlation Among Study Variables

The calculation of correlation coefficients between all the scales and their respective subscales serves as a crucial step in assessing both convergent and discriminant validity of the study instruments. Convergent validity is evaluated by examining the extent to which scales that are theoretically expected to measure the same construct demonstrate positive associations with each other. In contrast, discriminant validity assesses the degree to which scales designed to measure distinct constructs do not show substantial correlations. These correlation analyses helped to ascertain whether the instruments effectively measure the intended constructs and whether they can differentiate between related and unrelated aspects of the constructs being studied. By rigorously evaluating both convergent and discriminant validity, researchers can ensure that their measurements accurately capture the complex interplay of factors under investigation and contribute to the overall credibility and rigor of the study.

Table 35*Inter-scale correlation of study variables (N=200)*

Measures	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	XVII	XVIII	XIX
I.ATS	1	.75**	.56**	.76**	-.70**	-.41**	.48**	-.35**	-.36**	-.40**	-.42**	.59**	.56**	.60**	.53**	.46**	.39**	.48**	.47**
II. PO		1	.28**	.45**	-.37**	-.40**	.45**	-.49**	-.45**	-.39**	-.35**	-.43**	.47**	.45**	.52**	.41**	.49**	.42**	.49**
III. PI			1	.25**	-.10	.01	.03	.05	.16*	-.04	-.03	-.02	.67**	.67**	.64**	.58**	.09	.08	.08
IV. MED				1	-.46**	-.32**	.37**	-.34**	-.24**	-.25**	-.38**	-.31**	.28**	.26**	.29**	.30**	.28**	.23**	.31**
V. BAL					1	.41**	-.45**	.44**	.40**	.29**	.34**	.40**	-.25**	-.23**	-.26**	-.25**	.40**	-.33**	-.43**
EMO REA																			
VI. GPER						1	-.71**	.81**	.71**	.73**	.54**	.69**	-.13	-.10	-.15*	-.16*	-.40**	-.37**	-.42**
VII. GNER							1	-.67**	-.55**	.58**	-.49**	-.62**	.21**	.19**	.21**	.22**	-.40**	.41**	.52**
VIII. POSPAR								1	.89**	.79**	.72**	.87**	-.16*	-.13	-.19**	-.17*	.47**	-.38**	-.44**
IX.PRO PAR									1	.57**	.52**	.67**	-.11	-.08	-.13*	-.11	-.45**	-.35**	-.40**
X. WAR										1	.49**	.65**	-.15*	-.12	-.18**	-.16*	-.41**	-.33**	-.34**
XI. SUP											1	.65**	-.15*	-.12	-.18*	-.16*	-.36**	-.33**	-.34**
XII. POS REI												1	-.18**	-.17*	-.17*	-.17*	-.29**	-.21**	-.32**

XIII. IBP													1	.96**	.94**	.93**	.38**	.35**	.37**
XIV. AD													1	.92**	.82**	.34**	.29**	.36**	
XV. WD														1	.79**	.38**	.33**	.38**	
XVI. SC															1	.39**	.38**	.37**	
XVII. EBP																1	.95**	.95**	
XVIII. RBB																	1	.86**	
XIX. AGG																		1	
Mean	16.21	17.43	20.69	15.99	29.48	23.86	51.73	19.19	9.58	10.06	12.89	35.02	14.33	8.73	11.80	18.61	7.00	11.41	
SD	5.54	4.89	5.40	5.94	8.55	9.37	15.20	6.60	3.54	3.23	4.79	20.19	9.35	4.96	7.78	14.98	7.23	7.90	

Note. ATS=Adolescent Triangulation Scale, PO=Pushed-out, PI=Pulled-in, MED=Mediator, BAL=Balanced, EMO REA =Emotional Reactivity, GPR=General positive emotional reactivity, GNR=General negative emotional reactivity, POSPAR=Positive Parenting, PRO PAR=Proactive Parenting, WAR=Warmth, SUP=Supportiveness, POS REI=Positive Reinforcement, IBP=Internalizing Behavioral Problems, AD=Anxiety/depressed problems, WD=Withdrawn/Depressed, SC=Somatic Complaints, EBP=Externalizing Behavioral Problem, RBB=Rule-Breaking Behavior, AGG=Aggressive Behavior, ** $p < .01$, * $p < .05$

Table 35 reveals that there is significant positive correlation between adolescent triangulation and its subtypes pushed-out, pulled-in, mediator triangulation, general negative emotional reactivity, internalizing behavioral problems and externalizing behavioral problems. Results revealed that there is negative relationship between balanced triangulation, general positive emotional reactivity, positive parenting, internalizing and externalizing behavioral problems. Furthermore, results revealed that there is significant negative relationship between pushed-out, pulled-in, mediator triangulation, general positive emotional reactivity and positive parenting.

These findings give a direction of the relationship between the study variables as well as provide a baseline to test objectives and hypotheses of the main study. A positive relationship between the triangulation and adolescent's behavioral problems provide an empirical ground to examine a predictive effect of triangulation on adolescent's emotional and behavioral problems. Similarly, negative association of positive parenting with triangulation and behavioral problems serves as baseline to test the moderating role of positive parenting in relationship between triangulation and adolescent's behavioral problems. Moreover, a strong association of triangulation, emotional reactivity and behavioral problems both internalizing and externalizing empirically directs that emotional reactivity serve as a mediating effect in relationship between triangulation and behavioral problems among adolescents.

Discussion

The pilot research was designed to achieve the goals of establishing psychometric characteristics and pre-testing scales on a small sample ($N=200$) of all four scales i.e. Adolescent Triangulation Scale [ATS; (Riaz & Iqbal, 2022)], Multidimensional Assessment of Parenting Scale [(MAPS; Parent & Forehand, 2017), translated and adapted in study II & III of current research], Perth Emotional Reactivity

Scale [(PERS-S; Becerra et. al, 2017) translated and adapted in study II & III of current research] and Youth Self Report [YSR; (Achenbach & Rescorla, 2001)]. In order to further establish reliability and the construct validity of all measurement instruments employed in the current study coefficient alpha, and item total correlation was computed, furthermore, to establish convergent and discriminant validity of the scale inter-variable correlations was calculated.

Reliability coefficients of Multidimensional Assessment of Parenting was significant. These findings showed that all the items of the subscales i.e. warmth, positive reinforcement, supportiveness and proactive parenting are internally consistent and sufficiently reliable. Result findings are consistent with previous researches (Parent, 2017). Alpha coefficients for Youth self-report and its subscale i.e. internalizing behavioral problems and externalizing behavioral problems are significant and consistent with previous research findings (Achenbach & Rescorla, 2001; Khan & Avan, 2014). Cronbach's alpha of Perth Emotional Reactivity scale and its subscale i.e. general positive reactivity and general negative reactivity are all consistent with previous research findings (Becerra et al., 2017; Preece et al., 2018).

Item total correlation was also calculated to establish homogeneous evidence of construct validity. The item-total correlation analysis of the Adolescent Triangulation Scale, Multidimensional Assessment of Parenting, Youth Self-Report, and Perth Emotional Reactivity Scale Urdu versions revealed that all items had a significant positive correlation with the total of their respective subscale scales. As a result, consistency of items with the total scale and subscales is indicated. Overall, the outcomes of the pilot research support evidence of reliability for all Urdu-translated versions of the instruments, as well as the appropriateness and utility of these measures in the local context.

The outcomes of the pilot research also demonstrated that the relationship between the study variables was theoretically plausible and headed in the right direction. According to the findings, there is considerable positive link between pushed-out, pulled-in, mediator triangulation, overall negative emotional reactivity, internalizing behavioral difficulties and externalizing behavioral problems. The findings indicate a negative association between balanced triangulation, general positive emotional reactivity, positive parenting, and internalizing and externalizing behavioral difficulties. Furthermore, the findings demonstrated a substantial inverse association between being pushed-out, being pulled-in, mediator triangulation, general positive emotional response, and positive parenting.

Main Study

Chapter VII

Main Study

The results of the pilot study established the path for the main study. The main study specifically, sought to establish a link between adolescent triangulation in inter-parental conflicts and the development of internalizing and externalizing behavioral issues in adolescents. Furthermore, the current study seeks to determine the role of emotional reactivity as a mediator in the association between triangulation and behavioral problems, both internalizing and externalizing. Similarly, the current study investigates the moderating influence of positive parenting and gender on the relationship between triangulation, emotional reactivity, and behavioral issues (Internalizing & Externalizing) in adolescents.

Objectives

The main objectives of the study will be to investigate adolescent's triangulation, internalizing and externalizing behavioral problems, emotional reactivity and positive parenting. The principal aim is broken down as:

1. To find out relationship between triangulation, emotional reactivity, positive parenting and behavioral problems (internalizing & externalizing).
2. To test the conceptual models for the triangulation, internalizing and externalizing problems considering emotional reactivity as mediating variable
3. To test the conceptual models for the triangulation and behavioral problems (internalizing & externalizing) considering positive parenting and adolescent's gender as moderating variable
4. To find out the difference with respect of demographic variables (e.g. gender, age, family type and birth order) in adolescent triangulation, emotional

reactivity, positive parenting and behavioral problems (internalizing & externalizing).

Sample

The main study included 942 adolescents (440 boys and 502 girls) ranging in age from 10 to 19 years ($M = 12.92$, $SD = 1.24$). Additionally, sample is classified as belonging to early (10-13 years), middle (14-16 years) and late (17-19 years) adolescence (Minister for Education and Youth Affairs; Mashhood, 2017). Participants were contacted from Government secondary and higher secondary schools in Islamabad and Rawalpindi, Pakistan, using a purposeful convenient sampling method, with the approval of relevant school authorities and the adolescents themselves. The nuclear family system accounts for 63% of the entire sample, while the extended family structure accounts for 37%. Table 36 provides the demographic information for the main research sample.

Following inclusionary criteria will be considered;

1. Age range between 10 – 19 years.
2. Minimum education primary.
3. Ability to understand the questionnaire and respond correctly.
4. Nuclear and extended intact families.
5. Urban and rural areas of Pakistan.

Following exclusionary criteria will have considered;

1. Adolescents with single parents or living independently (student hostel or work place residency)
2. Completely illiterate
3. Diagnosed mental or physical disability.

Table 36*Demographic Characteristics of the Sample for Main Study (N = 942)*

Variables	Frequencies (<i>f</i>)	Percentages (%)
Gender		
Boys	440	47%
Girls	502	53%
Family System		
Nuclear	596	63%
Extended	346	35%
Age		
Early Adolescent	233	25%
Middle Adolescent	346	37%
Late Adolescent	363	38%
Education		
Primary	242	26%
SSC	383	41%
HSC	317	33%
Monthly Income		
Less than 50000	163	17%
50000 to 100000	185	20%
100000 to 150000	241	26%
More than 150000	351	37%
Birth Order		

First	220	23%
Middle	330	35%
Last	308	33%
Single Child	84	9%
Mother's Qualification		
SSC	120	13%
HSC	259	27%
Graduation	367	39%
MS/M.Phil.	180	19%
Ph.D.	16	2%
Mother's Profession		
Working	441	56%
Housewife	411	44%
Father's Education		
SSC	121	13%
HSC	183	19%
Graduation	248	26%
MS/M.Phil.	352	37%
Ph.D.	38	4%
Father's Profession		
Job	604	64%
Business	338	36%

Instruments

Instruments initially used in the pilot study were used in the main study also namely;

1. Informed consent and Demographic Information sheet
2. Adolescent Triangulation Scale [ATS; Riaz & Iqbal, 2023; developed and validated in the study I & III (see detail in chapter II)]
3. Youth Self Report [YSR; Achenbach & Rescola, 2001, translated and validated on Pakistani sample by Khan &Avan, 2014 (see detail in chapter II)]
4. Multidimensional Assessment of Parenting Scale [MAPS; Parent & Forehand, 2017; translated and validated in study II & III of the current research (see details in chapter II)]
5. Perth Emotional Reactivity Scale Short Form [PERS-S; Becerra, et al., 2017; translated and validated in study II & III of current research (see details in chapter II)].

Procedure

With the permission of relevant authorities of the secondary and higher secondary schools the data collection was started. The relevant authorities were provided with a comprehensive overview of the study's objectives and methodology, assuring them of strict adherence to ethical principles throughout the data collection process. Once official permission was obtained, adolescents were approached and provided with a clear explanation of the study's purpose. In seeking their participation, they were assured that their involvement would be conducted with the utmost respect for their privacy and confidentiality. Furthermore, participants were informed of their right to withdraw from the study at any point without any repercussions. This ethical protocol ensured that participants' informed consent was obtained and that their rights were safeguarded throughout the research process. A consent form was used to take their willingness. Then a booklet of questionnaires [i.e. demographic form, Adolescent Triangulation Scale (ATS), Perth Emotional Reactivity Scale (PERS-S),

Multidimensional Assessment of Parenting (MAPS) and Youth Self Report (YSR)] was given to the participants. Individually, the research questionnaires were administered. Each participant took about 50 minutes to complete the questionnaire. All surveys utilized were in Urdu for convenience of understanding, and instructions were also provided in Urdu. Following data collection, statistical analysis was performed using SPSS and AMOS.

Results

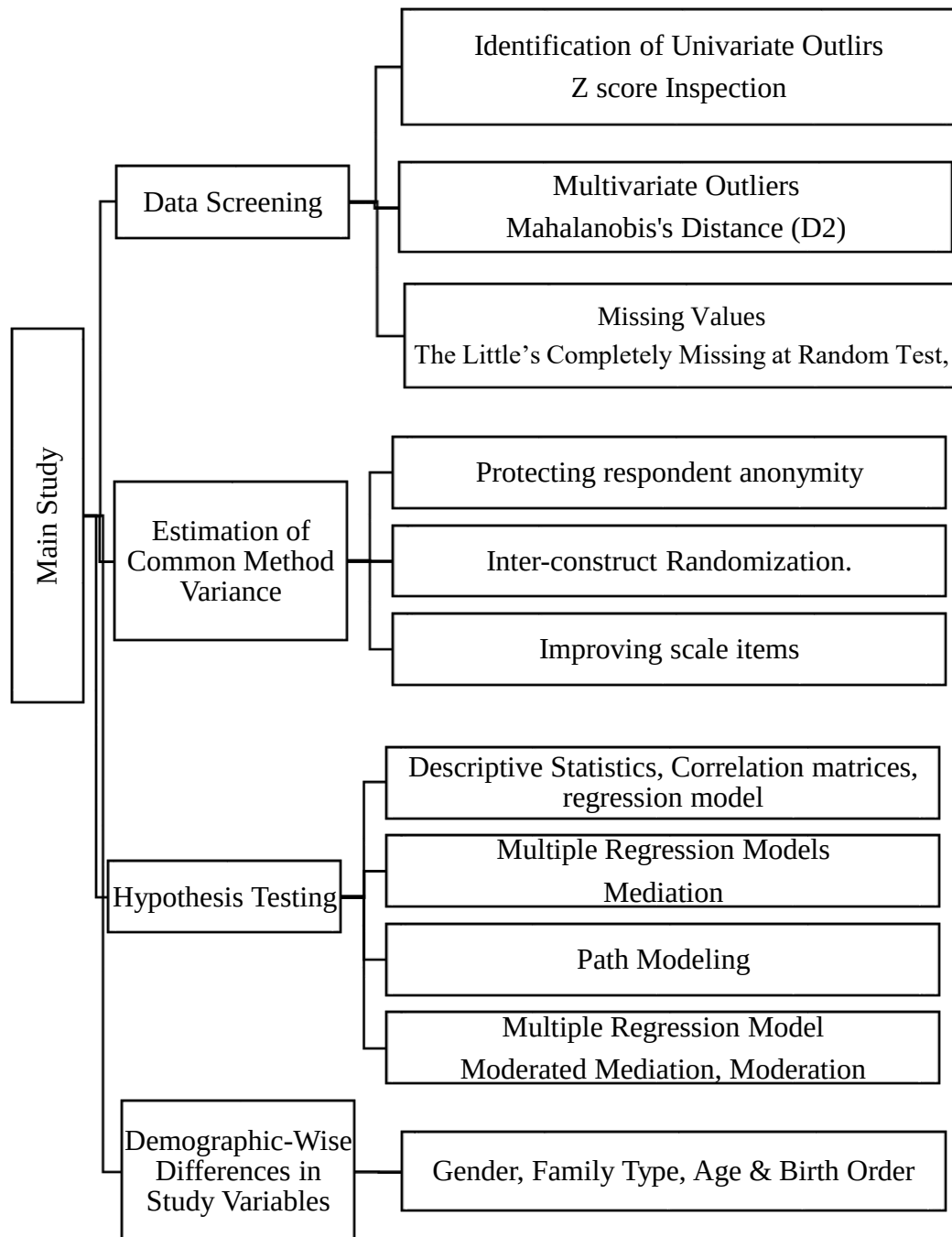
The principal aim of the current study was to examine the relationship of all form of adolescent's triangulation in inter-parental conflicts and development of behavioral problems both internalizing and externalizing among adolescents. Furthermore, to determine the indirect path of this relationship present study considered emotional reactivity (positive & negative) as a mediating variable. As triangles are considered as smallest stable unit of a family system (Ker & Bowen, 1988), other individual as well as family factors are considered to play a moderating role in relationship between triangulation and behavioral problems. Present study focused on family level variable as positive parenting as moderating variable. Furthermore, some individual characteristics as gender is also considered to moderate the relationship between triangulation and behavioral problems.

Result findings from the main study are reported in four distinct, but connected section. In the first section data screening was done by data cleaning as well as managing missing values, univariate and multivariate outliers. The evaluation of common method variance is detailed in the second phase to mitigate potential alternative explanations. Subsequently, the third segment assesses the hypotheses through structural models encompassing both direct and indirect effects, as well as path models, while also investigating the potential moderating role of adolescents' personal

and family demographics. The concluding stage of the analysis delves into differences across demographic variables to gain insights into their potential impact on the research variables. This comprehensive approach ensures a rigorous investigation and a thorough understanding of the study's findings.

Figure 14

Steps and Phases of Main Study



Section 1: Data Screening and Detection of Outliers

At the outset, the integrity of the complete dataset consisting of 1,000 cases was meticulously examined, and both univariate and multivariate outliers for each variable in the study were identified. To validate the accuracy of data entry, the distribution of responses for each variable was tabulated to ensure the proper alignment of obtained responses. During this process, discrepancies were found in 15 data cells. These discrepancies were rectified through manual intervention, involving cross-referencing the responses in the completed booklets provided by the respondents. This stringent quality control procedure aimed to enhance the reliability and validity of the dataset for subsequent analyses.

To meet the study's objectives, data were first checked for missing values, probable outliers, and random responses. When missing values are associated with non-missing values, they can lead to biased estimate. As a result, identifying and treating missing data is critical. Missing values were observed in the cleaned data set, and 36 cases (< 4%) were found in the data set where at least one response was missed on a specific construct. There are two approaches to dealing with missing data: deletion and imputation. According to Schafer and Graham (2002), deletion is appropriate when the fraction of missing data is less than 5%. Furthermore, Little and Rubin (2019) proposed that list-wise deletion can offer accurate inferences when data are missing at random and the sample size is large enough. Allison (2001) also stated that when missing-ness is totally random, list-wise deletion can provide unbiased parameter estimates.

In order to assess the randomness of the missing data, the Little Completely Missing at Random Test (MCAR) proposed by Little in 1988 was employed. The obtained results yielded a non-significant value of $[\chi^2 (4510) = 4632.31, p = .129]$, indicating that the missing data is indeed missing at random. This implies that there is

no discernible systematic trend in the pattern of missing data. In other words, the absence of data points does not show any notable association with the observed values, whether they are present or absent. Therefore, it can be concluded that the missing data points constitute a random subset of the entire dataset, as confirmed by the work of Madden et al. in 2017. Given that the dataset is sufficiently large, with missing data accounting for less than 4% of the total, and the missing is completely at random, the decision was made to adopt a list-wise deletion approach. This entails excluding cases with missing data from the analyses rather than imputing values for the missing data points. This choice is justified by the robustness of the results and the alignment with established practices in the field.

Before conducting any data analyses, a thorough process of identifying both univariate and multivariate outliers was undertaken, in accordance with the recommendations of Altman and Krzywinski in 2016. Outliers in a single variable are known as univariate outliers. Univariate outliers can have a considerable impact on descriptive statistics, such as measures of central tendency and dispersion, resulting in biased estimates (Tabachnick & Fidell, 2019). They have the potential to break the assumption of normality, hence undermining the validity of parametric tests (Field, 2018). Furthermore, in regression analysis, univariate outliers can influence the regression line, affecting the model's slope and intercept (Stevens, 2009).

Multivariate outliers have an extensive influence on data analysis (Tabachnick & Fidell, 2019). They can affect descriptive statistics, correlation and covariance matrices, and regression analysis outcomes (Field, 2018). Furthermore, multivariate outliers might disrupt the assumption of normality, reducing the validity of inferential tests (Stevens, 2009). These outliers can also cause Type I error rates to increase and statistical power to decrease (Kim, 2019).

Univariate outliers were deducted by careful inspection of z-scores and box plots. Outliers were deducted on general positive emotional reactivity ($n = 5$), parental warmth ($n = 3$) and aggression ($n = 7$). Accordingly, these identified cases were removed from the data file. In the current investigation, the most generally suggested technique for multivariate outlier detection, Mahalanobis' distance (D^2), was applied (Johnson & Wichern, 2002). The D^2 value for each participant was computed and compared with p degrees of freedom, and an outlier was identified if its p value was less than .001 (Tabachnick & Fidell, 2007). Multiple regressions were employed to regress the current study's variables on dummy coded demographic data. The analysis found 12 multivariate outliers that were deleted from the data file, resulting in a data set of 942 that was finally chosen for further analysis.

Section 2: Estimation of Common Method Variance

The mono-method approach was utilized for the estimation of common method variance as suggested by Podsakoff et al. (2016). The mono-method technique is one of the strategies used in research projects to estimate Common Method Variance (CMV). It entails gathering data using a single approach (self-report questionnaire) to assess both predictor and criterion variables. Because both variables are measured using the same method, any shared variance between them might be ascribed to common method effects rather than real correlations between the constructs (Podsakoff et al., 2012). Method biases are a big problem because they produce measurement errors. As a result, measurement error can undermine the validity of findings as well as cause systematic and random error variation in measurements (Coenen & Bulck, 2016; Craighead et al., 2011). Systematic measurement error, on the other hand, causes a more significant problem since it gives grounds for alternate interpretations of observed

connections between research variables (Cohen, 2013). To address the issue of common method variance, the current study considers procedural remedies.

Procedural Remedies. The primary objective of employing procedural remedies is to detect and minimize similarities between predictor and outcome variable measurements from the beginning of the research. The link between the predictor and the outcome variable can arise from three places: the respondent, contextual clues, and the scale's unusual phrasing / structure. Therefore, the following four requisites are considered in the present study research plan.

1. ***Protecting Respondent Anonymity.*** In the present investigation, mitigating concerns regarding respondent anonymity and apprehensions related to evaluation serves as a procedural remedy, as highlighted by Podsakoff et al. (2012). This involves two primary aspects. Firstly, respondents are assured of the strict confidentiality of their responses, emphasizing that their answers will remain entirely private. Secondly, respondents are explicitly informed that there are no definitive right or wrong answers, and they are encouraged to provide honest responses. Drawing from the insights of Craighead et al. (2011), these strategies aim to alleviate individuals' anxieties about being evaluated, consequently reducing the inclination to modify their answers to align with perceived social expectations or researcher preferences.
2. ***Inter-construct Randomization.*** According to Duncan et al. (2013), inter-construct randomization was done by providing the measuring instruments to all respondents in a random sequence. This strategy aided in minimizing the order and priming impact of scales linked to specific research constructs.
3. ***Improving scale items.*** To ensure effective comprehension among participants, all scales were translated into the Urdu language. The Multidimensional Assessment

of Parenting Scale (MAPS) and Perth Emotional Reactivity Scale (PERS-S) underwent translation and adaptation into the native Urdu language, following the guidelines recommended by the International Testing Commission. The Youth Self Report, already available in Urdu, was directly utilized without translation. For the measurement instrument related to adolescent triangulation, its development took place in Study I of the present research. Guided by the recommendations of Craighead et al. (2011), meticulous attention was devoted to addressing potential issues of understanding, ambiguity avoidance, familiarity with terminology, specificity, and syntax complexities in both Study I (detailed in chapter III) and Study II (detailed in chapter IV). To evaluate the construct validity of the survey instruments, a confirmatory factor analysis was employed in Study III (elaborated in chapter V). Furthermore, the content validity of the instrument was reinforced through pilot research, aligning with the approach outlined by Podsakoff et al. (2012).

Section 3: Hypotheses Testing

The outcomes of conceptual, model-based hypothesis testing are reported in this section. This section is further divided into four parts that focus on various areas of analysis and model testing. The first part presented and interpreted descriptive statistics, correlation matrices, and regression models. The second part included multiple regression models to examine the function of emotional reactivity as a mediator in the association between triangulation and behavioral problems (internalizing & externalizing) in adolescents, as well as path modelling to test the conceptual models. The third part included a description of the role of a family variable such as positive parenting and an individual trait such as gender as a moderating variable in connection to the study's main variables. Last part comprised of results of group differences across

gender, family system, age and birth order in triangulation, positive parenting emotional reactivity as well as internalizing and externalizing behavioral problems.

Section I: Descriptive Statistics

In the research process, the careful examination of sample characteristics is a fundamental step that lays the groundwork for the validity and reliability of subsequent analyses and conclusions. Table 37, presented in this study, plays a pivotal role in achieving this objective by offering a concise yet comprehensive snapshot of key statistical indicators for all the research variables under investigation. The inclusion of means and standard deviations in the table allows to gauge the central tendencies and dispersion of the data, providing insights into the typical values and the extent of variability within the sample. Meanwhile, kurtosis and skewness values provide valuable information about the shape and distribution of the data, which is critical for understanding the data's normality and potential outliers.

One of the hallmarks of this rigorous approach is the incorporation of Cronbach's alpha coefficients in Table 37. These coefficients are a gold standard in assessing the internal consistency and reliability of measurement instruments. They demonstrate how consistently the items within each scale or subscale are measuring the intended constructs. High Cronbach's alpha values indicate strong internal consistency, reinforcing the confidence in the instruments' ability to provide reliable and consistent measurements.

Table 37

Reliability Estimate and Descriptive Statistics of Study Instruments (N = 942)

Variables	No. of Items	α	M	SD	Range		Kurt	Skew
					Potential	Actual		
Adolescent Triangulation Scale (ATS)								
ATS	24	.98	69.84	30.09	24-120	24-115	-1.34	.16

PO	6	.94	17.92	6.51	6-30	6-30	.39	-.72
PI	6	.96	16.18	8.15	6-30	6-30	.15	-1.32
MED	7	.97	17.24	9.40	7-35	7-35	.10	-1.56
BAL	5	.97	14.91	7.78	5-25	5-25	-.03	-1.53
Perth Emotional Reactivity Scale Short Form								
EMO REA	18							
GP	9	.98	26.08	12.16	9-45	9-45	.05	-1.28
GN	9	.98	27.76	12.32	9-45	9-45	.03	-1.37
Multidimensional Assessment of Parenting (Positive Parenting) (MAPS)								
POSPAR	16	.98	47.76	24.83	16-80	16-80	.00	-1.48
PRO PAR	6	.97	17.76	9.60	6-30	6-30	.06	-1.56
WAR	4	.95	9.12	4.91	4-20	3-15	-.03	-1.60
SUP	3	.96	9.01	4.89	3-15	3-15	.00	-1.59
POS REI	3	.97	11.87	6.53	3-15	4-20	.05	-1.62
Youth Self Report (YSR)								
IBP	31	.91	25.87	24.97	0-62	0-62	.42	-1.42
AD	13	.96	11.47	10.73	0-26	0-26	.30	-1.55
WD	8	.96	6.42	6.68	0-16	0-16	.44	-1.51
SC	10	.97	7.99	8.33	0-20	0-20	.47	-1.46
EBP	32	.98	28.21	26.72	0-64	0-64	.27	-1.60
AGG	17	.98	15.12	14.58	0-34	0-34	.23	-1.67
RBB	15	.98	13.09	12.38	0-30	0-30	.31	-1.57

Note. ATS = Adolescent Triangulation Scale, PO = pushed-out, PI = pulled-in , MED = Mediator, BAL = Balanced; EMO REA = Emotional Reactivity, GPER = General positive emotional reactivity, GNER = General negative emotional reactivity; POSPAR=Positive Parenting, PRO PAR = Proactive Parenting, WAR = Warmth, SUP = Supportiveness, POS REI = Positive Reinforcement; IBP = Internalizing Behavioral Problems, AD = Anxiety/depressed problems, WD = Withdrawn/Depressed, SC = Somatic Complaints, EBP = Externalizing Behavioral Problem, RBB = Rule-Breaking Behavior, AGG = Aggressive Behavior, *SE* Kurtosis = .16, *SE* skewness = .08

Table 37 provides descriptive statistics for the study instruments, including alpha coefficients, skewness, and kurtosis, derived from a sizable sample of 942 adolescents. The alpha coefficients, ranging from .91 to .98, signify a high level of internal consistency and reliability within the constructs under investigation. These values demonstrate strong agreement among the items comprising each construct. Moreover, the skewness and kurtosis values fall within acceptable ranges, indicating a normal distribution of the data, a crucial prerequisite for many statistical analyses. The calculated alpha coefficients not only confirm the internal consistency of the measurement instruments but also validate their alignment with theoretical expectations. According to Field (2009), this confirms the robustness of the measurement tools employed in the study. Additionally, Pallant (2013) suggests that alpha coefficients exceeding .70 are generally considered satisfactory, with values surpassing .80 indicative of excellent reliability. With alpha coefficients ranging from .91 to .98 across all subscales of the main instruments, this study's measurement tools demonstrate exceptional reliability, bolstering confidence in the validity of the research findings.

Correlation Among Study Variables. In addition to descriptive statistics, the correlation coefficients between all scales, both with the total score and with each other, have been computed to assess the relationships among the variables under study. Table 38 provides a comprehensive display of these correlation values, offering insights into the strength and direction of associations between different variables. This analysis helps uncover patterns of relationships and dependencies, shedding light on the underlying dynamics of the phenomena being investigated. Overall, Table 38 serves as a valuable tool for researchers to explore the interconnectedness of study variables and to inform further analyses or interpretations of the data.

Table 38Correlation among Study Variables ($N=942$)

Measures	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	XVII	XVIII	XIX
I.ATS	1	.86**	.91**	.95**	-.88**	-.81**	.83**	-.82**	-.79**	-.78**	-.79**	-.77**	.87**	.84**	.85**	.84**	.85**	.85**	.84**
II. PO		1	.78**	.70**	-.68**	-.71**	.74**	-.76**	-.73**	-.73**	-.74**	-.72**	.77**	.75**	.74**	.75**	.74**	.74**	.73**
III. PI			1	.86**	-.77**	-.76**	.78**	-.77**	-.75**	-.73**	-.73**	-.73**	.84**	.82**	.80**	.81**	.82**	.81**	.81**
IV. MED				1	-.77**	-.73**	.76**	-.74**	-.71**	-.72**	-.72**	-.69**	.78**	.76**	.75**	.76**	.78**	.78**	.77**
V. BAL					1	.74**	-.73**	.69**	.68**	.68**	.64**	.65**	-.77**	-.75**	-.75**	-.75**	-.77**	-.78**	-.76**
EMO REA																			
VI. GPER						1	-.93**	.73**	.70**	.71**	.69**	.69**	-.80**	-.76**	-.77**	-.79**	-.75**	-.76**	-.74**
VII. GNER							1	-.75**	-.73**	-.71**	-.71**	-.70**	.82**	.78**	.80**	.81**	.77**	.77**	.76**
VIII. POSPAR								1	.97**	.95**	.94**	.95**	-.75**	-.72**	-.73**	-.74**	-.69**	-.69**	-.68**
IX.PRO PAR									1	.90**	.87**	.90**	-.73**	-.70**	-.72**	-.72**	-.67**	-.67**	-.66**
X. WAR										1	.89**	.88**	-.73**	-.69**	-.71**	-.72**	-.68**	-.68**	-.67**
XI. SUP											1	.86**	-.71**	-.68**	-.69**	-.70**	-.66**	-.66**	-.66**
XII. POS REI												1	-.70**	-.66**	-.68**	-.70**	-.65**	-.65**	-.64**
XIII. IBP													1	.97**	.97**	.97**	.78**	.78**	.76**
XIV. AD														1	.89**	.90**	.76**	.76**	.74**
XV. WD															1	.95**	.74**	.74**	.73**

XVI. SC																1	.76**	.76**	.75**
XVII. EBP																	1	.99**	.99**
XVIII. RBB																		1	.96**
XVIX. AGG																			1
Mean	17.92	17.24	16.17	14.91	26.08	27.75	47.75	17.76	9.11	9.01	11.86	25.87	11.46	6.41	7.98	28.21	13.09	13.09	
SD	6.50	9.40	8.14	7.77	12.15	12.31	24.83	9.60	4.90	4.89	6.53	11.46	10.72	6.67	8.33	26.71	12.37	15.12	

Note. ATS = Adolescent Triangulation Scale, PO = pushed-out, PI = pulled-in , MED = Mediator, BAL = Balanced; EMO REA = Emotional Reactivity, GPER = General positive emotional reactivity, GNER = General negative emotional reactivity; POSPAR = Positive Parenting, PRO PAR = Proactive Parenting, WAR = Warmth, SUP = Supportiveness, POS REI = Positive Reinforcement; IBP = Internalizing Behavioral Problems, AD = Anxiety/depressed problems, WD = Withdrawn/Depressed, SC = Somatic Complaints, EBP = Externalizing Behavioral Problem, RBB = Rule-Breaking Behavior, AGG = Aggressive Behavior . ** $p < .01$, * $p < .05$.

Table 38 reveals that there is significant positive relationship between adolescent triangulation as well as its subtypes (pushed-out, pulled-in & mediator) general negative emotional reactivity, internalizing behavioral problems (anxiety/depressed, somatic complaints & social withdrawal) and externalizing behavioral problems (aggression & rule breaking behavior). Results also reveal that there is positive relationship between balanced triangulation, general positive emotional reactivity and positive parenting. Whereas, balanced triangulation, general positive emotional reactivity and positive parenting (proactive parenting, warmth, supportiveness & positive reinforcement) have negative relationship with internalizing and externalizing behavioral problems and their subtypes. Furthermore, results reveal that there is significant negative relationship of triangulation (pushed-out, pulled-in & mediator) with balanced triangulation, general positive emotional reactivity and positive parenting (proactive parenting, warmth, supportiveness & positive reinforcement).

These findings point in the direction of the link between the research variables and serve as a baseline for testing the main study's aims and hypotheses. A positive link between triangulation and adolescent behavioral problems provides empirical support for investigating triangulation's predictive influence on adolescent emotional and behavioral problems (internalizing and externalizing). Moreover, as suggested by emotional security theory, a strong association of triangulation, emotional reactivity and behavioral problems both internalizing and externalizing empirically directs that emotional reactivity serve as a mediating effect in relationship between triangulation and behavioral problems among adolescents. Similarly, the negative relationship between positive parenting and triangulation and behavioral

problems offers as a baseline for testing protective role of positive parenting in the influence of triangulation on adolescent behavioral problems.

Predictive Role of Study Variables for Behavioral Problems (Internalizing & Externalizing)

The examination of the intricate relationships within the study variables was facilitated through the application of multiple regression analyses, employing the Enter Method. This approach was chosen to comprehensively explore the influence of overall triangulation and its distinct subtypes—namely, pushed-out, pulled-in, mediator, and balanced—alongside emotional reactivity (both positive and negative) on adolescents' behavioral problems (manifesting as internalizing and externalizing issues). As elucidated by Pallant (2007), the "enter" method holds particular significance as it not only evaluates the collective impact of the set of independent variables on the dependent variable, but it also affords insights into the individual predictive potency of each independent factor. It's noteworthy that the "enter" technique, as adopted in this study, stands in contrast to the stepwise regression approach that incorporates variable selection methods. By not removing potentially relevant predictor variables based solely on their individual statistical significance, the "enter" method contributes to mitigating Type I errors. In essence, it ensures a more rigorous evaluation of the variables' contributions to the model. This methodological choice aligns with scholarly rigor and the goal of capturing the most accurate representation of relationships. The findings of regression analyses on behavioral difficulties by triangulation (pushed-out, pulled-in, mediator, and balancing) and emotional reactivity (positive & negative) are presented in the Tables (39-41).

Table 39

Linear Regression Analysis on Adolescent Behavioral Problems (Internalizing & Externalizing) and Emotional Reactivity (General Positive Reactivity & General Negative Reactivity) by Adolescent Triangulation (N=942)

Variables	Internalizing Behavioral Problems					Anxiety/depressed problems					Withdrawal/depressed problems				
	95% CI					95% CI					95% CI				
	<i>B</i>	<i>SE B</i>	β	<i>LL</i>	<i>UL</i>	<i>B</i>	<i>SE B</i>	β	<i>LL</i>	<i>UL</i>	<i>B</i>	<i>SE B</i>	β	<i>LL</i>	<i>UL</i>
ATS	.72	.01	.87***	.69	.75	.30	.01	.84***	.29	.31	.18	.00	.84***	.17	.19
$R = .87, R^2 = .76, F(1,940) = 3013.66^{**}$ $R = .84, R^2 = .72, F(1,940) = 2422.63^{***}$ $R = .84, R^2 = .70, F(1,940) = 2244.57^{***}$															
Variables	Somatic Complaints					Externalizing Behavioral Problems					Rule Breaking Behavior				
	95% CI					95% CI					95% CI				
	<i>B</i>	<i>SE B</i>	β	<i>LL</i>	<i>UL</i>	<i>B</i>	<i>SE B</i>	β	<i>LL</i>	<i>UL</i>	<i>B</i>	<i>SE B</i>	β	<i>LL</i>	<i>UL</i>
ATS	.23	.00	.85***	.22	.24	.76	.01	.85***	.73	.79	.35	.01	.85***	.33	.36
$R = .85, R^2 = .72, F(1,940) = 2463.91^{***}$ $R = .85, R^2 = .73, F(1,940) = 2652.64^{***}$ $R = .85, R^2 = .73, F(1,940) = 6381.47^{***}$															
Variables	Aggressive Behavior					General Positive Emotional Reactivity					General Negative Emotional Reactivity				
	95% CI					95% CI					95% CI				
	<i>B</i>	<i>SE B</i>	β	<i>LL</i>	<i>UL</i>	<i>B</i>	<i>SE B</i>	β	<i>LL</i>	<i>UL</i>	<i>B</i>	<i>SE B</i>	β	<i>LL</i>	<i>UL</i>
ATS	.41	.01	.84***	.39	.42	-.32	.01	-.81***	-.34	-.31	.34	.01	.83***	.32	.35
$R = .84, R^2 = .71, F(1,940) = 2387.33^{***}$ $R = .81, R^2 = .65, F(1,940) = 1791.63^{***}$ $R = .83, R^2 = .69, F(1,940) = 2124.25^{***}$															

Note. ATS = Adolescent Triangulation Scale *** $p < .001$, ** $p < .01$, * $p < .05$.

The result in Table 39 shows that triangulation is a significant predictor of adolescent's internalizing behavioral problems ($\beta = .87, p < .001$), suggesting that one-unit increase in triangulation resulted in .87 points increase in internalizing behavioral problems. It is reported that triangulation explain for 76% of the variance in internalizing behavioral problems in adolescents, with a significant F ratio ($R^2 = .76, F = 3013.66, p < .001$). Moreover, results show that triangulation is also a significant positive predictor of subtypes of internalizing behavioral problems. Anxiety/depressed problems are positively and significantly predicted by Adolescent triangulation ($\beta = .87, p < .001$). Withdrawal/depressed problems are also positively and significantly predicted by adolescent triangulation ($\beta = .84, p < .001$). Adolescent triangulation is also reported to be a significant positive predictor of adolescent's somatic complaints ($\beta = .85, p < .001$).

Result in Table 39 shows that triangulation is the positive predictor of externalizing behavioral problems, explained up to 73% of the variation ($R^2 = .73, F = 2422.63, p < .001$). Results shows that one-unit increase in triangulation leads to .85-point increase in externalizing behavioral problems. Rule breaking behavior is also positively and significantly predicted by triangulation ($\beta = .85, p < .001$). Aggressive Behavior is positively predicted by triangulation ($\beta = .84, p < .001$). Moreover, general positive emotional reactivity is negatively and significantly predicted by triangulation ($\beta = -.81, p < .001$) and accounted for 65% of variance in the general positive emotional reactivity with a significant F ratio ($R^2 = .65, F = 1791.63, p < .001$). General Negative Emotional Reactivity was positively and significantly predicted by triangulation ($\beta = .83, p < .001$). To predict general negative emotional reactivity among adolescents the magnitude of the model fit ($R^2 = .69$), reveal significant overall relationship ($F = 2124.25, p < .001$) by contributing 69% of variance in general negative reactivity.

Table 40

Multiple Regression on Adolescent Behavioral Problems (Internalizing & Externalizing) and Emotional Reactivity (General Positive Reactivity & General Negative Reactivity) by pushed-out, pulled-in, Mediator and Balanced Triangulation (N=942)

Variables	Internalizing Behavioral Problems					Anxiety/depressed problems					Withdrawal/depressed problems				
	B	SE B	β	95% CI		B	SE B	β	95% CI		B	SE B	β	95% CI	
				LL	UL				LL	UL				LL	UL
PO	.97	.10	.25***	.78	1.17	.41	.05	.25***	.32	.50	.23	.03	.23***	.18	.29
PI	.97	.10	.36***	.78	1.15	.41	.04	.35***	.32	.50	.25	.03	.36***	.20	.31
MED	.38	.10	.12***	.18	.57	.16	.05	.11**	.07	.25	.09	.03	.10**	.03	.14
BAL	-.71	.09	-.22***	-.88	-.54	-.29	.04	-.20***	-.36	-.21	-.20	.03	-.24***	-.25	-.15
$R = .87, R^2 = .76, F(4,937) = 768.83^{**}$ $R = .85, R^2 = .72, F(4,937) = 618.88^{***}$ $R = .84, R^2 = .70, F(4,937) = 567.58^{***}$															
Variables	Somatic Complaints					Externalizing Behavioral Problems					Rule Breaking Behavior				
	B	SE B	β	95% CI		B	SE B	β	95% CI		B	SE B	β	95% CI	
				LL	UL				LL	UL				LL	UL
PO	.32	.03	.25***	.25	.39	.85	.11	.21***	.64	1.07	.42	.05	.22***	.32	.52
PI	.30	.03	.34***	.23	.37	.82	.11	.29***	.61	1.03	.35	.05	.27***	.25	.45
MED	.13	.03	.13***	.06	.20	.61	.11	.19***	.39	.83	.26	.05	.17***	.16	.36
BAL	-.22	.03	-.20***	-.28	-.16	-.92	.10	-.27***	-1.11	-.73	-.47	.04	-.29***	-.56	-.38

$R = .85, R^2 = .72, F(4, 937) = 625.79^{***}$ $R = .86, R^2 = .74, F(4, 937) = 670.63^{***}$ $R = .86, R^2 = .73, F(4, 937) = 662.51^{***}$

	Aggressive Behavior				General Positive Emotional Reactivity						General Negative Emotional Reactivity				
PO	.44	.06	.19***	.31	.56	-.43	.06	-.23***	-.54	-.31	.51	.06	.27***	.40	.62
PI	.47	.06	.30***	.35	.59	-.31	.06	-.24***	-.42	-.20	.27	.05	.20***	.16	.37
MED	.35	.06	.20***	.23	.48	-.22	.06	-.15***	-.34	-.11	.37	.06	.24***	.26	.48
BAL	-.45	.05	-.24***	-.56	-.35	.44	.05	.28***	.34	.54	-.33	.05	-.21***	-.42	-.23
	$R = .84, R^2 = .71, F(4, 937) = 600.82^{***}$				$R = .81, R^2 = .66, F(4, 937) = 456.15^{***}$						$R = .83, R^2 = .69, F(4, 937) = 535.40^{***}$				

Note. PO = Pushed-Out, PI = Pulled-In, MED = Mediator, BAL = Balanced Triangulation, *** $p < .001$, ** $p < .01$, * $p < .05$.

The effects of adolescent triangulation (pushed-out, pulled-in, mediator, and balanced) on each of the behavioral problems and emotional reactivity is demonstrated in Table 40. Triangulation is found to explain for 76% of the variance in internalizing behavioral difficulties in adolescents, with a significant F ratio ($R^2 = .76$, $F = 768.83$, $p < .001$). The results also show that pulled-in triangulation is strongest positive predictor ($B = .97$, $\beta = .36$, $p < .001$) of internalizing behavioral difficulties, implying that a one-unit increase in pushed-out triangulation results in a .36 unit rise in internalizing behavioral problems. Balanced triangulation, on the other hand, is a substantial negative predictor ($B = -.71$, $\beta = -.22$, $p < .001$) of internalizing behavioral problems. One-unit increase in balanced triangulation will decrease internalizing behavioral problems by .22 units.

The magnitude of the model fit ($R^2 = .72$) demonstrates a significant overall connection ($F = 618.88$, $p < .001$) of triangulation by contributing 72% of variance in anxiety/depressed problems problem among adolescents. The beta values show that pulled-in triangulation is the most powerful positive predictor of anxiety/depression ($B = .41$, $\beta = .35$, $p < .001$). Balanced triangulation is a significant negative predictor ($B = -.29$, $\beta = -.20$, $p < .001$), implying that increasing balanced triangulation with one unit reduces anxiety/depression by .20 units.

For adolescent withdrawal/depression problems, triangulation explains up to 70% of the variation ($R^2 = .70$, $F = 567.58$, $p < .001$). Mediator triangulation is the weakest positive predictor ($B = .09$, $\beta = .10$, $p < .001$) of withdrawal/depressed problems difficulties, indicating that a one-unit increase in mediator triangulation increases withdrawal/depressed problems by .09 units. According to the findings, pushed-out triangulation is the strongest positive predictor of somatic problems. The beta weights corresponding to pushed-out triangulation ($B = .32$, $\beta = .25$, $p < .001$) indicate that a one-unit increase in pushed-out triangulation is associated with a substantial increase of .32 units in adolescents'

somatic symptoms. This statistically significant relationship underscores the potential impact of pushed-out triangulation on somatic symptoms among adolescents.

Results in Table 40 shows that triangulation explains up to 70% of the variation in adolescent withdrawal/depression problems ($R^2 = .70$, $F = 567.58$, $p < .001$). Mediator triangulation is the weakest positive predictor of withdrawal/depressed problems difficulties ($B = .09$, $\beta = .10$, $p < .001$), indicating that a one-unit increase in mediator triangulation raises withdrawal/depressed problems difficulties by .09 units. According to the research, the strongest positive predictor of somatic disorders is pushed-out triangulation. The pushed-out beta weights ($B = .32$, $\beta = .25$, $p < .001$) suggest that raising pushed-out triangulation by one unit increases teenagers' somatic symptoms by .32 units.

To predict rule breaking behavior among adolescent's triangulation collectively explained 73% of variance ($R^2 = .73$, $F = 662.51$, $p < .001$). Balanced triangulation is a stronger negative predictor ($B = -.47$, $\beta = -.29$, $p < .001$) of rule breaking behavior that one-unit increase in balanced triangulation will decrease rule breaking behavior by .47 units. For aggression, triangulation collectively contributed up to 71% of the total variance ($R^2 = .71$, $F = 600.82$, $p < .001$). Findings indicate that the balanced triangulation, as negative predictor ($B = -.92$, $\beta = -.27$, $p < .001$) explains decrease in externalizing behavioral problems by .92 units.

The results presented in Table 40 demonstrate that triangulation variables collectively explain 66% of the variability in adolescents' general positive emotional reactivity, as indicated by a significant F ratio ($R^2 = .66$, $F = 456$, $p < .001$). In predicting general negative emotional reactivity among adolescents, the model's effectiveness ($R^2 = .69$) highlights a significant overall relationship ($F = 535.40$, $p < .001$), contributing to 69% of the variance in general negative reactivity.

GNER .61 .06 .51*** .48 .74

$R = .76, R^2 = .58, F(2,939) = 659.20^{***}$

Note. IBP=Internalizing Behavioral Problems, AD=Anxiety/depressed problems, WD=Withdrawn/Depressed, SC=Somatic Complaints; EBP=Externalizing Behavioral Problem, RBB=Rule-Breaking Behavior, AGG=Aggressive Behavior; GPER = general positive emotional reactivity, GNER = general negative emotional reactivity

Note. *** $p < .001$.

Table 41 shows the impacts of emotional reactivity on adolescent's internalizing and externalizing behavioral problems. Results show that to emotional reactivity both general positive and general negative predict internalizing behavioral problems. Collectively, emotional reactivity explained 68% of variance ($R^2 = .68$, $F = 1004.56$, $p < .001$). While considering individually through beta weights, general positive emotional reactivity is the significant negative predictor whereas general negative emotional reactivity is the significant positive predictors of internalizing behavioral problems.

To predict adolescent's anxiety/depressed problems, the degree of the model fit ($R^2 = .61$), reveals significant general association ($F = 761.15$, $p < .001$) by contributing 61% of variance in anxiety/depressed problems. Beta values show that general negative emotional reactivity has significant positive impact ($B = .45$, $\beta = .52$, $p < .001$) on anxiety/depressed problems. Results also reveal a significant negative predictive role of general positive emotional reactivity ($B = -.24$, $\beta = -.27$, $p < .001$) on anxiety/depressed problems suggesting that one-unit increase in general positive emotional reactivity will decrease anxiety/depressed problems by .24 units.

Collectively, emotional reactivity explains up to 64% of variance in withdrawal/depressed problems ($R^2 = .64$, $F = 853.19$, $p < .001$) among adolescents. General negative emotional reactivity is the positive predictor ($B = .30$, $\beta = .59$, $p < .001$) of withdrawal/depressed problems and indicates that by one-unit increase in general negative emotional reactivity, withdrawal/depressed problems will be increase by .30 points.

Emotional reactivity collectively contributes up to 60% of the total variance in externalizing behavioral problems, ($R^2 = .60$, $F = 712.72$, $p < .001$). Findings indicate that general negative emotional reactivity is the positive predictor of externalizing

behavioral problems ($B = 1.09, \beta = .50, p < .001$). Beta value implies that increasing general negative emotional reactivity by one unit will increase the externalizing behavioral problems among adolescents by .50 units. Whereas the general positive emotional reactivity, as negative predictor ($B = -.63, \beta = -.28, p < .001$) explains decrease in externalizing behavioral problems by .63 units. To predict rule breaking behavior among adolescents, collectively, emotional reactivity explains 60% of variance ($R^2 = .60, F = 853.19, p < .001$). For aggression, emotional reactivity mutually contributes up to 58% of the total variance ($R^2 = .58, F = 659.20, p < .001$).

Section II: Effects of Triangulation on Behavioral Problems Through Emotional Reactivity Among Adolescent; Direct as well as Indirect Paths

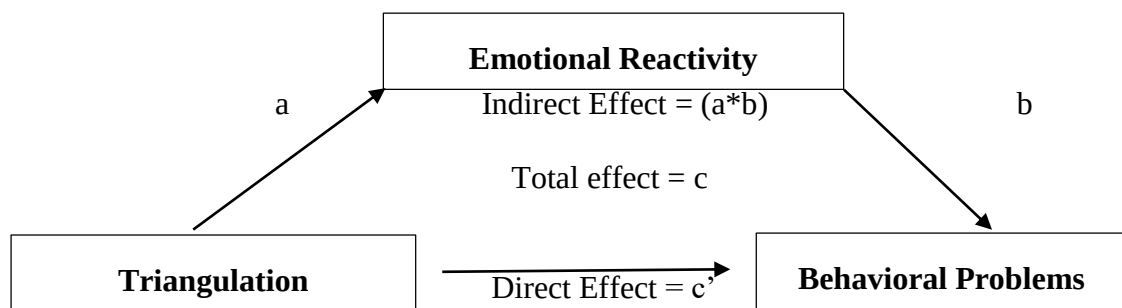
The current study focuses on the impact of triangulation on behavioral problems among adolescents, taking into account both direct and indirect pathways through emotional reactivity. This was a comprehensive study that sought to explore the various ways in which family relationships might impact adolescent's behavior. Triangulation, which frequently entails adolescents being exposed to overt and hidden family disagreements, can cause mental instability and misery. Examining the direct and indirect impacts of triangulation on behavioral difficulties recognizes the complex link that exists between family relationships and adolescent well-being. Emotional reactivity, or the intensity and rapidity of emotional responses, is seen as a significant mediator in the interaction between triangulation and behavioral problems. The current study hypothesized that adolescents exposed to triangulation had increased emotional reactivity, which might lead to the development of behavioral problems.

Understanding this mediating process aids in the identification of a potential pathway via which family dynamics impact behavior. While emotional reaction serves as a mediator between triangulation and behavioral problems, there is also a direct

influence. This suggests that triangulation can affect behavioral problems without relying on the emotional reactivity path. Examining both direct and indirect impacts offers a thorough picture of how triangulation affects behavioral outcomes. A mediation analysis was performed utilizing the PROCESS macro created by Hayes (2013) to explore the direct and indirect impacts of adolescent triangulation on behavioral problems through emotional reactivity. This study allows for a thorough assessment of emotional reactivity's potential mediating function in the causal relationship between adolescent triangulation and behavioral problems. The Figure 15 below depicts the direct and indirect paths between triangulation and behavioral problems among adolescents brought on by emotional reactivity.

Figure 15

Diagrammatic Representation for The Direct And Indirect Effect of Triangulation on Behavioral Problems Through Emotional Reactivity



In the current study, the mediation analysis through regression was employed to investigate both the direct and indirect effects of triangulation on adolescent behavioral problems. This analysis adhered to the well-established model proposed by Barron and Kenny in 1986, which outlines the necessary steps for establishing mediation. Specifically, it involves demonstrating that the independent variable (triangulation) significantly predicts the mediator (emotional reactivity), and subsequently, the mediator significantly predicts the dependent variable (behavioral

problems). To facilitate this mediation analysis, the present study utilized the Process Macro, a tool developed by Hayes in 2017, renowned for its effectiveness in conducting various mediation, moderation, and conditional process analyses.

To validate the results and assess the significance of the indirect effects, Bootstrapping was performed, following the recommendation of Shrout and Bolger in 2002. Bootstrapping is a robust non-parametric technique that involves resampling the dataset multiple times (e.g., 1000, 2000, or 5000 iterations) with replacement. This resampling generates a distribution of indirect effects, allowing the creation of an empirical sampling distribution. While the mean of this bootstrapped distribution may not precisely equal the indirect effect, researchers often apply a bias correction to enhance accuracy. This distribution is then used to derive crucial statistics, including confidence intervals, p-values, and standard errors. Of particular significance is the confidence interval, which was calculated to assess whether the indirect impact is statistically significant. When the confidence interval does not encompass zero, it provides empirical evidence that the mediation effect is not equal to zero.

The present study investigated how both total triangulation and its subtypes directly and indirectly influence internalizing and externalizing behavioral problems. It examined these effects through pathways involving general positive and negative emotional reactivity, considered separately. Furthermore, the study explored the specific impacts on subtypes of internalizing and externalizing behavioral problems, including anxiety/depression, somatic complaints, withdrawal/depression, aggression, and rule-breaking behavior. By analyzing these relationships comprehensively, the study aimed to provide insights into the nuanced dynamics between family dynamics, emotional reactions, and various behavioral outcomes, contributing to a deeper understanding of psychological processes.

Table 42

Direct and Indirect Effect of Adolescent Triangulation on General Positive Emotional Reactivity, Internalizing Behavioral Problems (Anxiety/Depressed Problems, Somatic Complaints & Withdrawal/Depressed), Externalizing Behavioral Problems (Rule Breaking Behavior & Aggression) (N=942)

Paths	β	B	SE	p	95%CI
Direct Paths					
ATS→IBP	.66	.54	.02	.000	[.50,.59]
ATS→AD	.67	.24	.01	.000	[.22,.26]
ATS→SC	.61	.16	.01	.000	[.15,.18]
ATS→WD	.62	.13	.01	.000	[.12,.15]
ATS→EBP	.72	.64	.02	.000	[.59,.56]
ATS→RBB	.71	.29	.01	.000	[.27,.31]
ATS→AGG	.72	.34	.01	.000	[.32,.37]
ATS→GPER	-.80	-.32	.01	.000	[-.34,-.31]
GPER→IBP	-.26	-.53	.05	.000	[-.64,-.43]
GPER →AD	-.21	-.19	.02	.000	[-.23,-.14]
GPER →SC	-.29	-.20	.01	.000	[-.23,-.16]
GPER →WD	-.26	-.14	.01	.000	[-.17,-.11]
GPER →EBP	-.16	-.36	.06	.000	[-.48,-.24]
GPER →RBB	-.17	-.18	.02	.000	[-.23,-.12]
GPER →AGG	-.15	-.18	.03	.000	[-.25,-.11]
Indirect Paths					
ATS→GPER→IBP	.21	.17	.01		[.16,.25]
ATS→GPER→AD	.17	.06	.01		[.12,.22]

ATS→GPER→SC	.23	.06	.01	[.05,.07]
ATS→GPER→WD	.21	.04	.01	[.03,.05]
ATS→GPER→EBP	.13	.12	.02	[.07,.16]
ATS→GPER→RBB	.14	.05	.01	[.03,.08]
ATS→GPER→AGG	.12	.06	.01	[.03,.08]

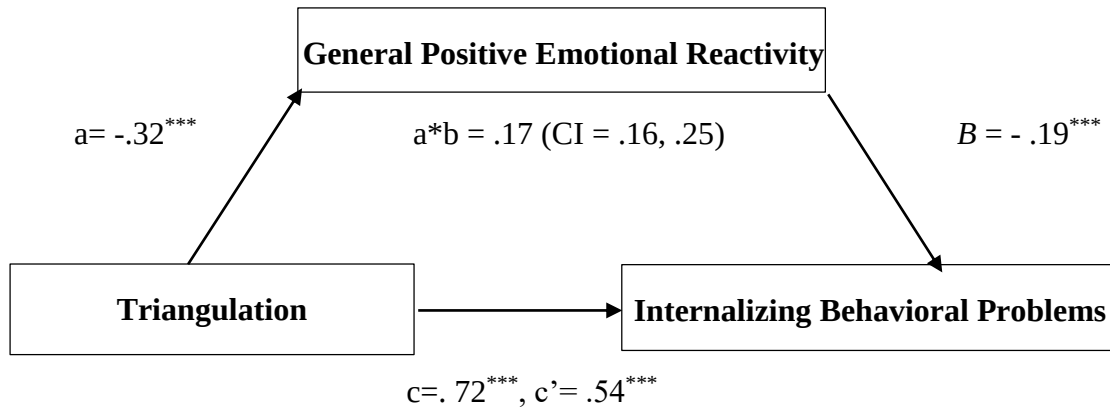
Note. ATS = Adolescent Triangulation Scale GPER=General positive emotional reactivity, IBP=Internalizing Behavioral Problems, AD=Anxiety/depressed problems, WD=Withdrawn/Depressed, SC=Somatic Complaints, EBP=Externalizing Behavioral Problem, RBB = Rule-Breaking Behavior, AGG=Aggressive

Table 42 shows the standardized and unstandardized coefficients for triangulation's direct and indirect impacts on behavioral difficulties via general positive emotional reactivity, as well as the biased adjusted 95% bootstrap confidence intervals and p values. Results suggest that total effect of triangulation on adolescent internalizing behavioral problem through general positive emotional reactivity is significant ($\beta = .87$, $B = .72$, $p < .001$). Total model explains 76% of variance with significant F value ($R = .87$, $R^2 = .76$, $F(1,940) = 3013.66$). Considering direct and indirect paths results show that triangulation is negative predictor of general positive emotional reactivity ($\beta = -.80$, $B = -.32$, $p < .001$). Results suggest that general positive emotional reactivity is also significant negative predictor of internalizing behavioral problems ($\beta = -.53$, $B = -.26$, $p < .001$). Furthermore, result reveals that there is a significant positive direct effect of triangulation on internalizing behavioral problems ($\beta = .66$, $B = .54$, $p < .001$). The indirect effect of triangulation on internalizing behavioral problems through general positive emotional reactivity is also found to be significant ($\beta = .21$, $B = .17$ 95% CI .16, .25). Figure below represent the diagrammatic representation of mediating effect of general positive emotional reactivity in

relationship between triangulation and internalizing behavioral problems. The Figure 16 shows unstandardized beta coefficient for all the direct and indirect paths.

Figure 16

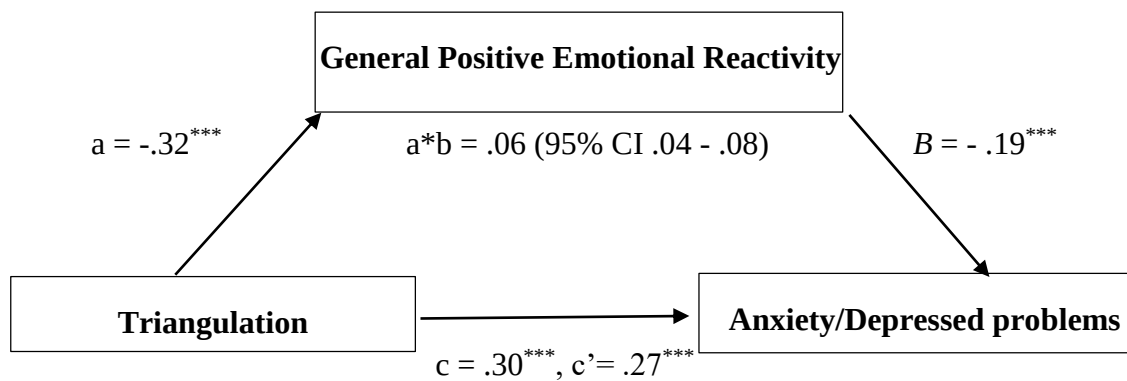
Figure Showing all the Direct and Indirect Paths Between Triangulation and Internalizing Behavioral Problems Through General Positive Emotional Reactivity



Results suggest that total effect of triangulation on anxiety/depressed behavioral problem among adolescents through general positive emotional reactivity is significant ($\beta = .84$, $B = .30$, $p < .001$). Total model explains 72% of variance with significant F value ($R = .84$, $R^2 = .72$, $F(1,940) = 2422.63$). Considering direct and indirect paths results show that general positive emotional reactivity is significant negative predictor of anxiety/depressed behavioral problem ($\beta = -.21$, $B = -.19$, $p < .001$). Furthermore, result reveals that there is a significant positive direct effect of triangulation on anxiety/depressed behavioral problem ($\beta = .67$, $B = .24$, $p < .001$). The indirect effect of triangulation on anxiety/depressed behavioral problem through general positive emotional reactivity is also found to be significant ($B = .06$, $\beta = .17$, 95% CI = .12 - .22). Figure 17 below represent the diagrammatic representation of mediating effect of general positive emotional reactivity in relationship between triangulation and anxiety/depressed behavioral problems. The Figure 16 shows unstandardized beta coefficient for all the direct and indirect paths.

Figure 17

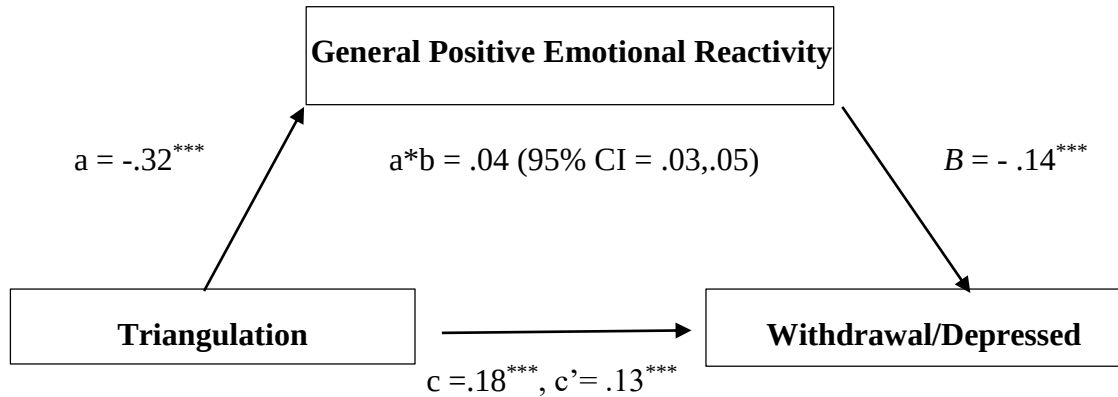
Figure Showing all the Direct and Indirect Paths Between Triangulation and Anxiety/Depressed Behavioral Problems Through General Positive Emotional Reactivity



Furthermore, results in Table 42 suggest that total effect of triangulation on withdrawal/depressed behavioral problem among adolescents through general positive emotional reactivity is significant ($\beta = .83$, $B = .18$, $p < .001$). Total model explains 70% of variance with significant F value ($R = .83$, $R^2 = .70$, $F(1,940) = 2244.67$). Considering direct and indirect paths results show that general positive emotional reactivity is significant negative predictor of withdrawal depressed behavioral problem ($\beta = -.26$, $B = -.14$, $p < .001$). Furthermore, result reveals that there is a significant positive direct effect of triangulation on withdrawal/depressed behavioral problem ($\beta = .62$, $B = .13$, $p < .001$). The indirect effect of triangulation on withdrawal/depressed behavioral problem through general positive emotional reactivity is also found to be significant ($B = .04$, $\beta = .21$, 95% CI = .16, .26). Figure 18 below represent the diagrammatic representation of mediating effect of general positive emotional reactivity in relationship between triangulation and withdrawal/depressed behavioral problem. The Figure shows unstandardized beta coefficient for all the direct and indirect paths.

Figure 18

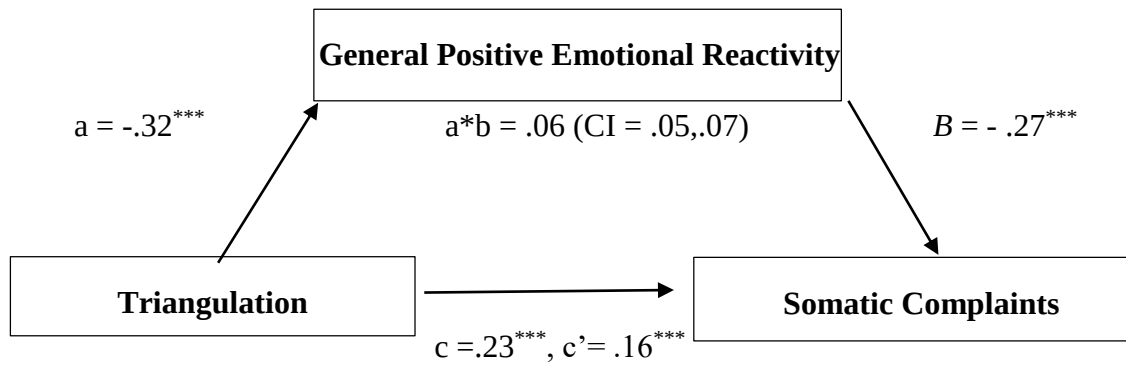
Figure Showing all the Direct and Indirect Paths Between Triangulation and Withdrawal/Depressed Behavioral Problems Through General Positive Emotional Reactivity



Moreover, results in Table 42 suggest that total effect of triangulation on adolescent somatic complaints through general positive emotional reactivity is significant ($\beta = .85$, $B = .23$, $p < .001$). Total model explains 72% of variance with significant F value ($R = .85$, $R^2 = .72$, $F(1,940) = 2463.91$). Considering direct and indirect paths results show that general positive emotional reactivity is also significant negative predictor of somatic complaints ($\beta = -.29$, $B = -.20$, $p < .001$). Furthermore, result reveals that there is a significant positive direct effect of triangulation on somatic ($\beta = .61$, $B = .16$, $p < .001$). The indirect effect of triangulation on somatic complaints through general positive emotional reactivity is also found to be significant ($\beta = .23$, $B = .06$, 95% CI = .05, .07). Figure below represent the diagrammatic representation of mediating effect of general positive emotional reactivity in relationship between triangulation and somatic complaints. The Figure 19 shows unstandardized beta coefficient for all the direct and indirect paths.

Figure 19

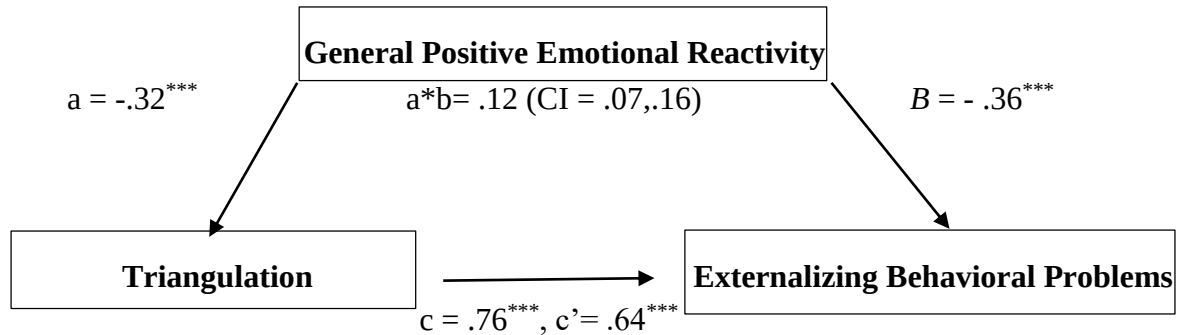
Figure Showing all the Direct and Indirect Paths Between Triangulation and Somatic Complaints Through General Positive Emotional Reactivity



Results in Table 42 suggest that general positive emotional reactivity also significant mediate the relationship between adolescent triangulation and externalizing behavioral problems. Results in Table 42 suggest that total effect of triangulation on externalizing behavioral problems through general positive emotional reactivity is significant ($\beta = .85, B = .76, p < .001$). Total model explains 73% of variance with significant F value ($R = .85, R^2 = .73, F(1,940) = 2652.64$). Considering direct and indirect paths results show that general positive emotional reactivity is also significant negative predictor of externalizing behavioral problems ($\beta = -.16, B = -.36, p < .001$). Furthermore, result reveals that there is a significant positive direct effect of triangulation on externalizing behavioral problems ($\beta = .72, B = .64, p < .001$). The indirect effect of triangulation on externalizing behavioral problems through general positive emotional reactivity is also found to be significant ($\beta = .13, B = .12, 95\% \text{ CI} = .07, .16$). Figure below represent the diagrammatic representation of mediating effect of general positive emotional reactivity in relationship between triangulation and externalizing behavioral problem. The Figure 20 shows unstandardized beta coefficient for all the direct and indirect paths.

Figure 20

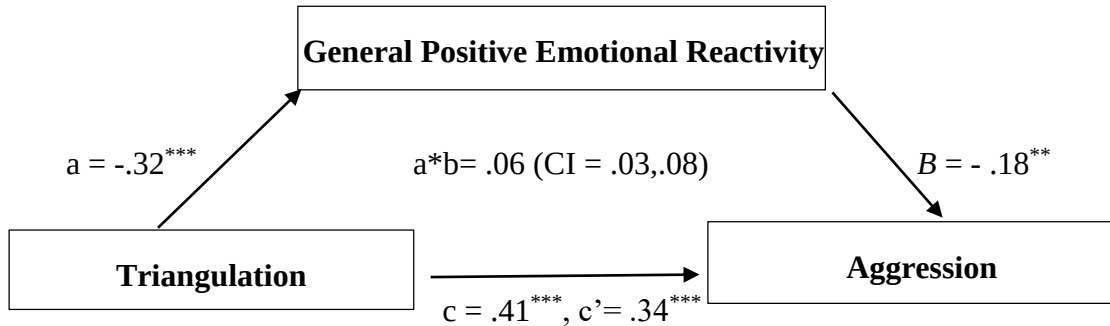
Figure Showing all the Direct and Indirect Paths Between Triangulation and Externalizing Behavioral Problems Through General Positive Emotional Reactivity



Results suggest that general positive emotional reactivity also significant mediate the relationship between triangulation and aggression among adolescents. Results in Table 42 suggest that total effect of triangulation on aggression through general positive emotional reactivity is significant ($\beta = .84, B = .41, p < .001$). Total model explains 71% of variance with significant F value ($R = .84, R^2 = .71, F(1,940) = 2387.33$). Considering direct and indirect paths results show that general positive emotional reactivity is also significant negative predictor of aggression ($\beta = -.15, B = -.18, p < .001$). Furthermore, result reveals that there is a significant positive direct effect of triangulation on externalizing behavioral problems ($\beta = .72, B = .34, p < .001$). The indirect effect of triangulation on aggression through general positive emotional reactivity is also found to be significant ($\beta = .12, B = .06, 95\% \text{ CI} = .03, .08$). Figure 21 below represent the diagrammatic representation of mediating effect of general positive emotional reactivity in relationship between triangulation and aggression among adolescents. The Figure 20 shows unstandardized beta coefficient for all the direct and indirect paths.

Figure 21

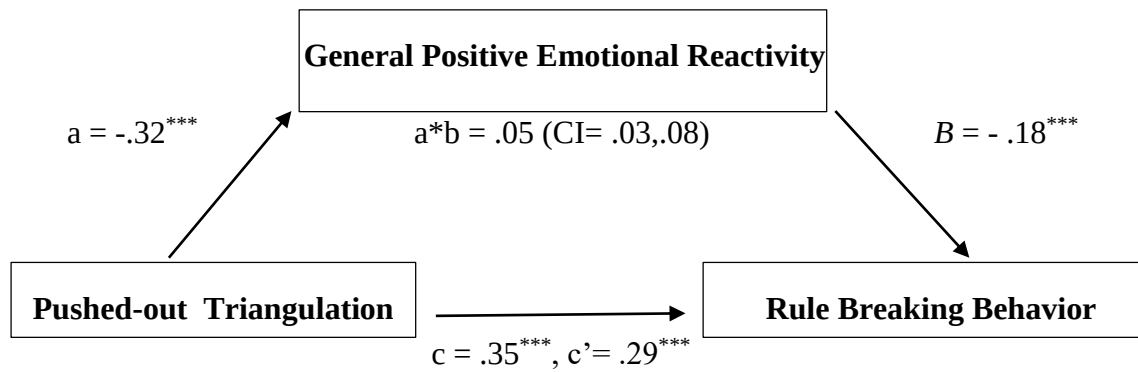
Figure Showing all the Direct and Indirect Paths Between Triangulation and Aggression Through General Positive Emotional Reactivity



Moreover, results suggest that general positive emotional reactivity also significant mediate the relationship between triangulation and rule breaking behavior among adolescents. Results in Table 42 suggest that total effect of triangulation on rule breaking behavior through general positive emotional reactivity is significant ($\beta = .85$, $B = .32$, $p < .001$). Total model explains 73% of variance with significant F value ($R = .85$, $R^2 = .73$, $F(1,940) = 2600.47$). Considering direct and indirect paths results show that general positive emotional reactivity is also significant negative predictor of rule breaking behavior ($\beta = -.17$, $B = -.18$, $p < .001$). Furthermore, result reveals that there is a significant positive direct effect of triangulation on rule breaking behavior ($\beta = .71$, $B = .35$, $p < .001$). The indirect effect of triangulation on rule breaking behavior through general positive emotional reactivity is also found to be significant ($\beta = .14$, $B = .05$, 95% CI = .03, .08). Figure 22 below represent the diagrammatic representation of mediating effect of general positive emotional reactivity in relationship between triangulation and rule breaking behavior among adolescents. The Figure 22 shows unstandardized beta coefficient for all the direct and indirect paths.

Figure 22

Figure Showing all the Direct and Indirect Paths Between Triangulation and Rule Breaking Behavior Through General Positive Emotional Reactivity

**Table 43**

Direct and Indirect Effect of pushed-out triangulation, Internalizing Behavioral Problems, Externalizing Behavioral Problems, Anxiety/Depressed Problems, Somatic Complaints, Withdrawal/Depressed, Rule Breaking Behavior and Aggression through General Positive Emotional Reactivity (N=942)

Paths	β	B	SE	p	95%CI
Direct Paths					
PO→IBP	.41	1.59	.09	.000	[1.40,1.77]
PO→AD	.42	.70	.04	.000	[.61,.79]
PO→SC	.38	.49	.03	.000	[.43,.56]
PO→WD	.38	.38	.02	.000	[.33,.44]
PO→EBP	.41	1.71	.11	.000	[1.49,1.93]
PO→RBB	.41	.79	.05	.000	[7.98,14.03]
PO→AGG	.41	.92	.06	.000	[.79,1.04]
PO→GPER	-.70	-1.32	.04	.000	[-1.41,-1.24]

GP→IBP	-.50	-1.03	.05	.000	[-1.13,-.93]
GP →AD	-.45	-.40	.02	.000	[-.45,-.35]
GP →SC	-.51	-.35	.01	.000	[-.38,-.31]
GP →WD	-.50	-.27	.01	.000	[-.30,-.24]
GP →EBP	-.45	-1.00	.05	.000	[-1.12,-.88]
GP →RBB	-.45	-.46	.02	.000	[-.52,-.41]
GP →AGG	-.44	-.53	.03	.000	[-.60,-.46]
Indirect Paths					
PO→GP→IBP	.35	1.36	.07		[1.40,1.77]
PO→GP→AD	.32	.53	.03		[.46,.60]
PO→GP→SC	.36	.46	.02		[.41,.51]
PO→GP→WD	.35	.36	.02		[.32,.41]
PO→GP→EBP	.32	1.32	.09		[1.13,1.52]
PO→GP→RBB	.32	.61	.04		[.52,.70]
PO→GP→AGG	.31	.71	.05		[.59,.82]

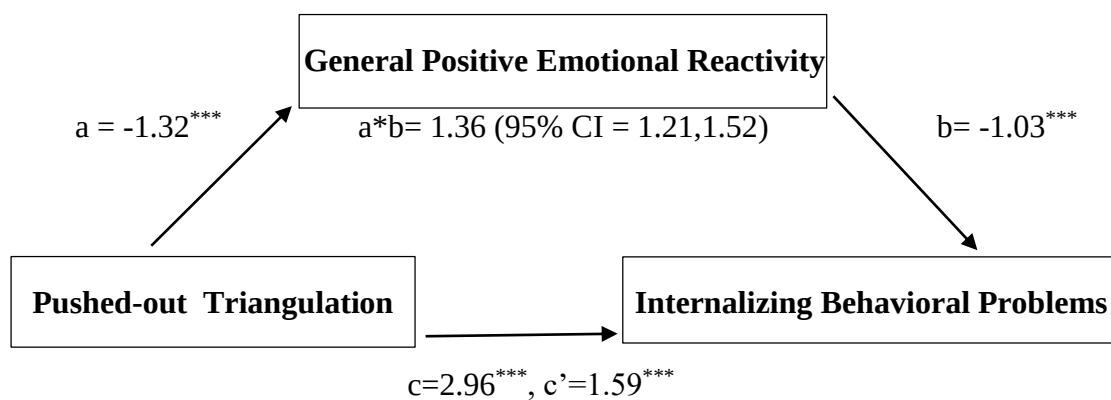
Note. GP=General positive emotional reactivity, IBP=Internalizing Behavioral Problems, AD=Anxiety/depressed problems, WD=Withdrawn/Depressed, SC=Somatic Complaints, EBP=Externalizing Behavioral Problem, RBB = Rule-Breaking Behavior, AGG=Aggressive

Table 43 shows the standardized and unstandardized coefficients for pushed-out triangulation's direct and indirect impacts on behavioral difficulties via general positive emotional reactivity, as well as the biased adjusted 95% bootstrap confidence intervals and *p* values. Results in Table 43 suggest that total effect of pushed-out triangulation on internalizing behavioral problems through general positive emotional reactivity is significant ($\beta = .77$, $B = 2.96$, $p < .001$). Total model explains 59% of

variance with significant F value ($R = .77$, $R^2 = .59$, $F (1,940) = 1387.02$). Results suggest that pushed-out triangulation is significant negative predictor of general positive emotional reactivity ($\beta = .70$, $B = -1.32$, $p < .001$), which explains 50% variance ($R^2 = .50$, $p < .001$, $F (1,940) = 954.67$). Results also suggest that general positive emotional reactivity is significant negative predictor of internalizing behavioral problems ($\beta = -.50$, $B = -1.03$, $p < .001$). Furthermore, it was reveal that there is a significant positive direct effect of pushed-out triangulation on internalizing behavioral problems ($\beta = .41$, $B = 1.59$, $p < .001$). The indirect effect of pushed-out triangulation on internalizing behavioral problems through general positive emotional reactivity is also found to be significant ($\beta = .35$, $B = 1.36$, $CI = 1.21, 1.52$). Figure below represent the diagrammatic representation of mediating effect of general positive emotional reactivity in relationship between pushed-out triangulation and internalizing behavioral problems among adolescents. The Figure 23 shows unstandardized beta coefficient for all the direct and indirect paths.

Figure 23

Figure Showing all the Direct and Indirect Paths Between pushed-out triangulation and Internalizing Behavioral Problems Through General Positive Emotional Reactivity

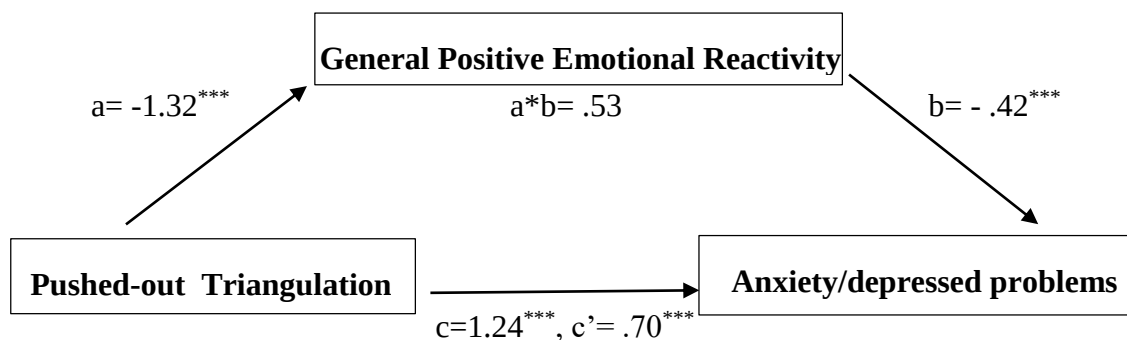


Results in Table 43 suggest that general positive emotional reactivity is also significant mediator in relationship between pushed-out triangulation and

anxiety/depressed problems among adolescents. The total impact of pushed-out triangulation on anxiety/depressed problems is significant ($\beta = .75$, $B = 1.24$, $p < .001$), and explains 67% variance $\{R^2 = .56$, $F(1,940) = 1227.56^{***}\}$. Results reveal a significant negative impact of general positive emotional reactivity of anxiety/depressed problems ($\beta = -.45$, $B = -.40$, $p < .001$). Results also suggest a significant positive direct effect of pushed-out triangulation on anxiety/depressed problems ($\beta = .42$, $B = .70$, $p < .001$). The indirect effect of pushed-out triangulation on anxiety/depressed problems through general positive emotional reactivity is also found to be significant ($\beta = .32$, $B = .53$, 95% CI = .46, .60). Figure below represent the diagrammatic representation of mediating effect of general positive emotional reactivity in relationship between pushed-out triangulation and anxiety/depressed behavioral problems among adolescents. The Figure 24 shows unstandardized beta coefficient for all the direct and indirect paths.

Figure 24

Figure Showing all the Direct and Indirect Paths Between pushed-out triangulation and Anxiety/Depressed Behavioral Problems Through General Positive Emotional Reactivity

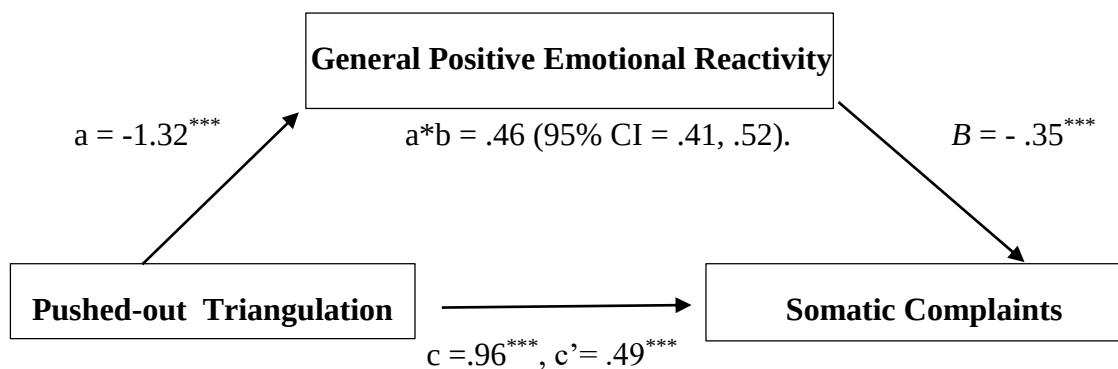


Furthermore, results suggest that the total impact of pushed-out triangulation on somatic complaints is significant ($\beta = .75$, $B = .96$, $p < .001$) and explains 56% variance

{ $R = .75$, $R^2 = .56$, $F(1,940) = 1241.71^{***}$ }. Results reveal that general positive emotional reactivity is also significant negative predictor of somatic complaints among adolescents ($\beta = -.51$, $B = -.35$, $p < .001$). Results also suggest a significant positive direct effect of pushed-out triangulation on somatic complaints ($\beta = .38$, $B = .49$, $p < .001$). The indirect effect of pushed-out triangulation on somatic complaints through general positive emotional reactivity is also found to be significant ($\beta = .36$, $B = .46$, 95% CI = .41, .52). Figure below represent the diagrammatic representation of mediating effect of general positive emotional reactivity in relationship between pushed-out triangulation and somatic complaints among adolescents. The Figure 25 shows unstandardized beta coefficient for all the direct and indirect paths.

Figure 25

Figure Showing all the Direct and Indirect Paths Between pushed-out triangulation and Somatic Complaints Through General Positive Emotional Reactivity

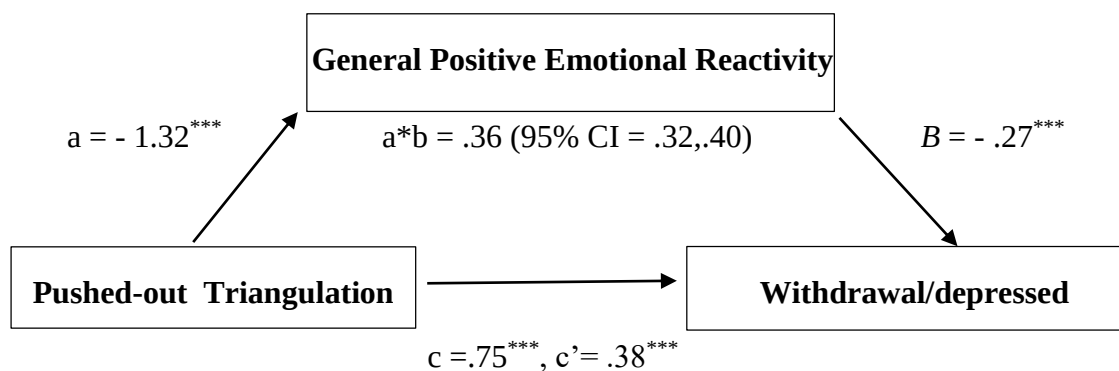


Results in Table 43 suggest that general positive emotional reactivity is also significant mediator of relationship between pushed-out triangulation and withdrawal/depressed problems among adolescents. Total effect of pushed-out triangulation on withdrawal/depressed problems through general positive emotional reactivity is significant ($\beta = .73$, $B = .75$, $p < .001$) and explains 54% variance { $R^2 = .54$, $F(1,940) = 1115.33^{***}$ }. Results suggest a significant positive direct effect of

pushed-out triangulation on withdrawal/depressed problems ($\beta = .38$, $B = .38$, $p < .001$) whereas, results show a significant negative impact of general positive emotional reactivity on withdrawal/depressed problems ($\beta = -.50$, $B = -.27$, $p < .001$). The indirect effect of pushed-out triangulation on withdrawal/depressed problems through general positive emotional reactivity is also found to be significant ($\beta = .35$, $B = .36$, 95% CI = .32,.40). Figure below represent the diagrammatic representation of mediating effect of general positive emotional reactivity in relationship between pushed-out triangulation and withdrawal/depressed problems among adolescents. The Figure 26 shows unstandardized beta coefficient for all the direct and indirect paths.

Figure 26

Figure Showing all the Direct and Indirect Paths Between Pushed-Out Triangulation and Withdrawal/Depressed Behavioral Problems Through General Positive Emotional Reactivity

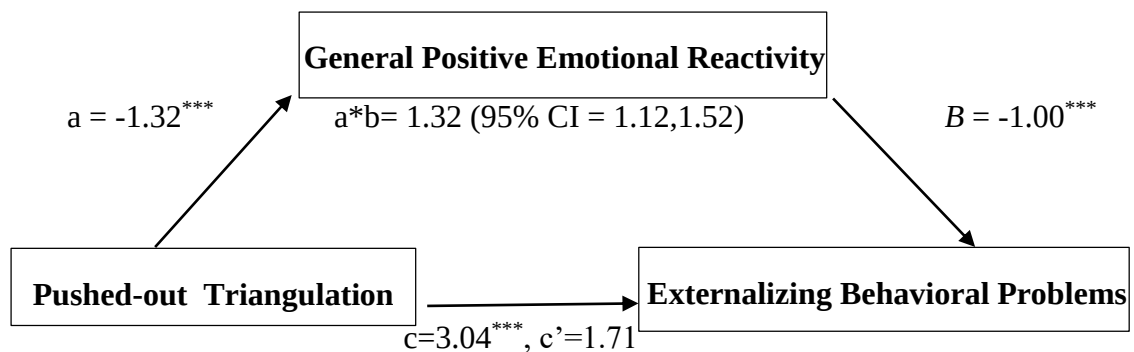


Results in Table 43 suggest that general positive emotional reactivity significant mediate the relationship between pushed-out triangulation and externalizing behavioral problems among adolescents. The total effect is significant ($\beta = .74$, $B = 3.04$, $p < .001$) and explains 55% variance $\{R^2 = .55$, $F(1,940) = 1154.57^{***}\}$. Results also suggest a significant positive direct effect of pushed-out triangulation on externalizing behavioral problems ($\beta = .41$, $B = 1.71$, $p < .001$) whereas a negative significant effect of general

positive emotional reactivity on externalizing behavioral problems ($\beta = -.45$, $B = -1.00$, $p < .001$). The indirect effect of pushed-out triangulation on externalizing behavioral problems through general positive emotional reactivity is also found to be significant ($\beta = .32$, $B = 1.32$, 95% CI = 1.12,1.52). Figure below represent the diagrammatic representation of mediating effect of general positive emotional reactivity in relationship between pushed-out triangulation and externalizing behavioral problems among adolescents. The Figure 27 shows unstandardized beta coefficient for all the direct and indirect paths.

Figure 27

Figure Showing all the Direct and Indirect Paths Between Pushed-Out Triangulation and Externalizing Behavioral Problems Through General Positive Emotional Reactivity



Results in Table 43 suggest that general positive emotional reactivity significant mediate the relationship between pushed-out triangulation and aggression among adolescents. Total effect is significant ($\beta = .73$, $B = .75$, $p < .001$) and explains Results also suggest a significant positive direct effect of pushed-out triangulation on aggression. The indirect effect of pushed-out triangulation on aggression through general positive emotional reactivity is also found to be significant. These direct and indirect effects on aggression explains 53% variance $\{R^2 = .53, F(1,940) = 1067.57^{***}\}$.

Figure below represent the diagrammatic representation of mediating effect of general positive emotional reactivity in relationship between pushed triangulation and aggression among adolescents. The Figure 28 shows unstandardized beta coefficient for all the direct and indirect paths.

Figure 28

Figure Showing all the Direct and Indirect Paths Between Pushed-Out Triangulation and Aggression Through General Positive Emotional Reactivity

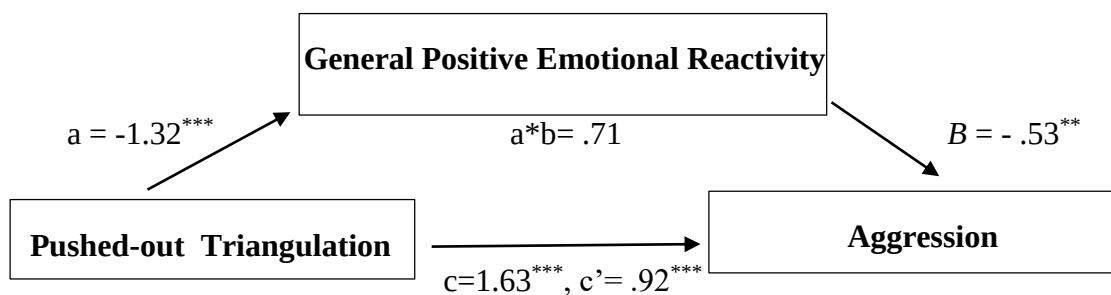
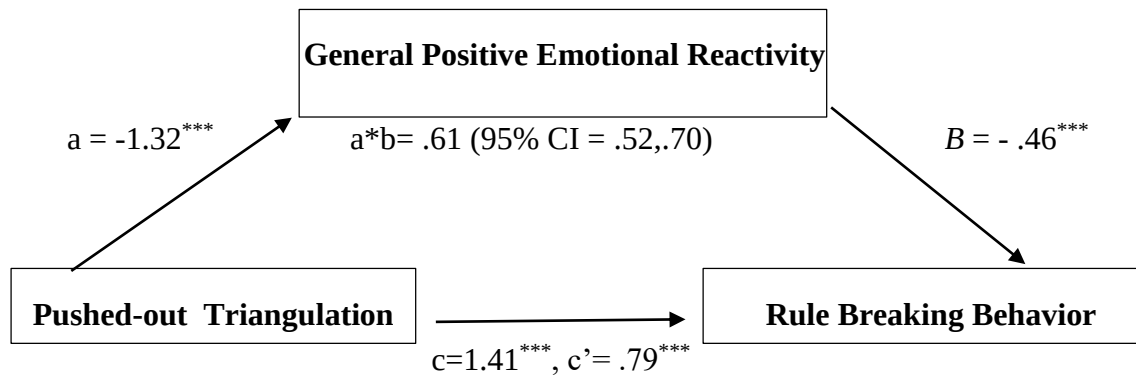


Table 43 also indicates that general positive emotional reactivity is a substantial mediator of association between pushed-out triangulation and rule breaking behavior among adolescents. The total effect is significant ($\beta = .74, B = 1.41, p < .001$) and account for 55% of the variance. $\{R^2 = .55, F(1,940) = 1162.82^{***}\}$. The results also indicated that pushed-out triangulation had a strong favorable direct effect on rule breaking behavior ($\beta = .41, B = .79, p < .001$) whereas, general positive emotional reactivity has a significant negative impact on rule breaking behavior ($\beta = -.45, B = -.46, p < .001$). The indirect effect of pushed-out triangulation on rule breaking behaviors is also found to be significant via general positive emotional reaction ($\beta = .32, B = .61, CI = .52, .71$). The Figure 29 shows unstandardized beta coefficient for all the direct and indirect paths.

Figure 29

Figure Showing all the Direct and Indirect Paths Between pushed-out triangulation and Rule Breaking Behavior Through General Positive Emotional Reactivity

**Table 44**

Direct and Indirect Effect of pulled-in triangulation on General Positive Emotional Reactivity, Internalizing Behavioral Problems, Externalizing Behavioral Problems, Anxiety/Depressed Problems, Somatic Complaints, Withdrawal/Depressed, Rule Breaking Behavior and Aggression (N=942)

Paths	β	B	SE	p	95%CI
Direct Paths					
PI→IBP	.42	1.30	.07	.000	[1.15,1.45]
PI→AD	.43	.57	.03	.000	[.50,.64]
PI→SC	.39	.40	.02	.000	[.35,.45]
PI→WD	.39	.32	.02	.000	[.28,.36]
PI→EBP	.49	1.63	.08	.000	[1.45,1.80]
PI→RBB	.48	.73	.04	.000	[.64,.81]

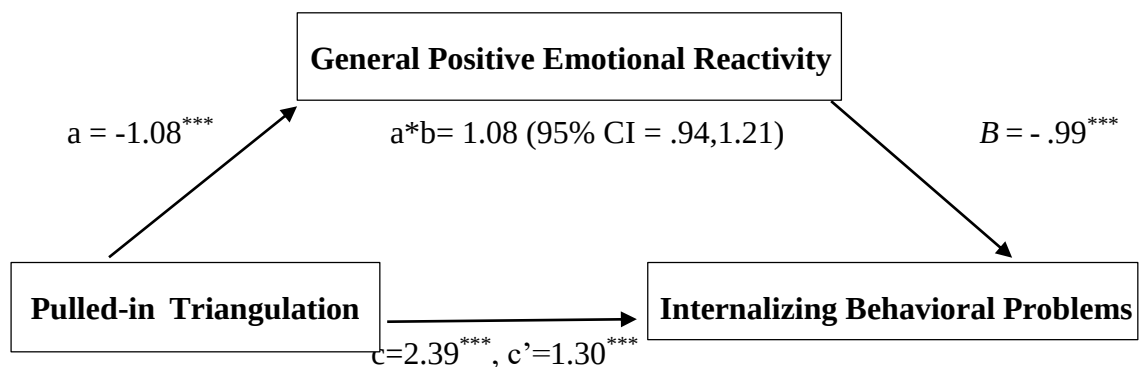
PI→AGG	.50	.90	.04	.000	[.80,.99]
PI→GPER	-.72	-1.08	.03	.000	[-1.15,-1.02]
GPER→IBP	-.48	-.99	.05	.000	[-1.10,-.89]
GPER →AD	-.39	-.39	.02	.000	[-.43,-.34]
GPER →SC	-.50	-.34	.01	.000	[-.37,-.30]
GPER →WD	-.48	-.26	.01	.000	[-.29,-.23]
GPER →EBP	-.39	-.85	.05	.000	[-.97,-.74]
GPER →RBB	-.40	-.41	.02	.000	[-.46,-.35]
GPER →AGG	-.37	-.44	.03	.000	[-.51,-.38]
Indirect Paths					
PI→GPER→IBP	.35	1.08	.06		[.96,1.21]
PI→GPER→AD	.32	.42	.03		[.36,.48]
PI→GPER→SC	.36	.37	.02		[.33,.41]
PI→GPER→WD	.35	.28	.01		[.25,.32]
PI→GPER→EBP	.28	.93	.07		[.78,1.08]
PI→GPER→RBB	.29	.44	.03		[.38,.51]
PI→GPER→AGG	.27	.48	.04		[.40,.56]

Note. PI = pulled-in; GPER=General positive emotional reactivity; IBP=Internalizing Behavioral Problems, AD=Anxiety/depressed problems, WD=Withdrawn/Depressed, SC=Somatic Complaints; EBP=Externalizing Behavioral Problem, RBB = Rule-Breaking Behavior, AGG=Aggressive

Table 44 shows the standardized and unstandardized coefficients for pulled-in triangulation's direct and indirect impacts on behavioral difficulties via general positive emotional reactivity, as well as the biased adjusted 95% bootstrap confidence intervals and p values. Total effect is significant ($\beta = .78$, $B = 2.39$, $p < .001$) explains 61% variance $\{R^2 = .61$, $F(1,940) = 1470.83^{***}\}$. Results suggest that pulled-in triangulation is significant negative predictor of general positive emotional reactivity ($\beta = .73$, $B = 1.41$, $p < .001$), which explains 53% variance $\{R^2 = .53$, $F(1,940) = 1069.22^{***}\}$. Results also suggest that general positive emotional reactivity is also significant negative predictor of internalizing behavioral problems ($\beta = -.48$, $B = -.99$, $p < .001$), whereas triangulation has significant positive impact on internalizing behavioral problems among adolescents ($\beta = .42$, $B = 1.30$, $p < .001$). The indirect effect of pulled-in triangulation on internalizing behavioral problems through general positive emotional reactivity is also found to be significant ($\beta = .35$, $B = 1.08$, 95% CI = .94,1.21). These direct and indirect effects on internalizing behavioral problems are shown in Figure 30 below

Figure 30

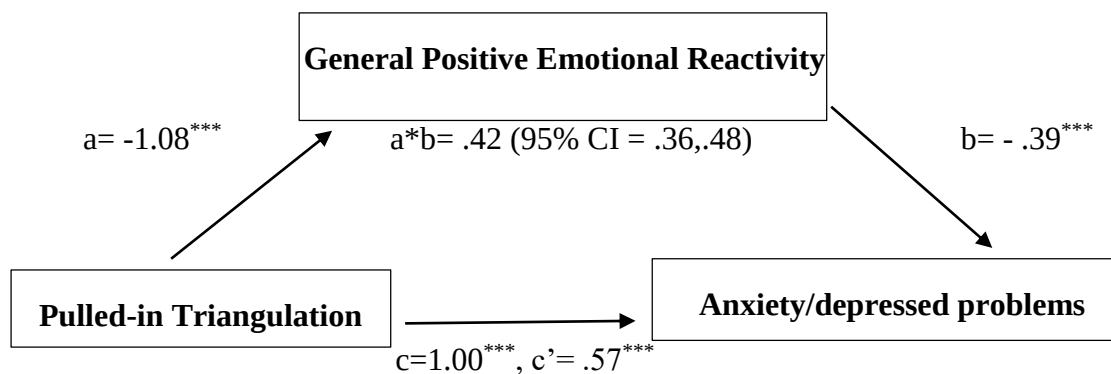
Figure Showing all the Direct and Indirect Paths Between Pulled-In Triangulation and Internalizing Behavioral Problems Through General Positive Emotional Reactivity



Results in Table 44 suggest that general positive emotional reactivity is also significant mediator of pulled-in triangulation and anxiety/depressed behavioral problems. The total model is significant ($\beta = .78$, $B = 1.30$, $p < .001$) and explains 57% variance $\{R^2 = .57$, $F(1,940) = 1282.78^{***}\}$. Results also suggest a significant positive direct effect of pulled-in triangulation on anxiety/depressed problems ($\beta = .43$, $B = .57$, $p < .001$) whereas general positive emotional reactivity has significant negative impact on anxiety depressed behavioral problems ($\beta = -.44$, $B = -.39$, $p < .001$). The indirect effect of pulled-in triangulation on anxiety/depressed problems through general positive emotional reactivity is also found to be significant ($\beta = .32$, $B = .42$, 95% CI = .36,.48). These direct as well as indirect paths are shown in Figure below. The Figure 31 shows the unstandardized beta value for all the direct and indirect paths.

Figure 31

Figure Showing all the Direct and Indirect Paths Between pulled-in triangulation and Anxiety/Depressed Problems Through General Positive Emotional Reactivity

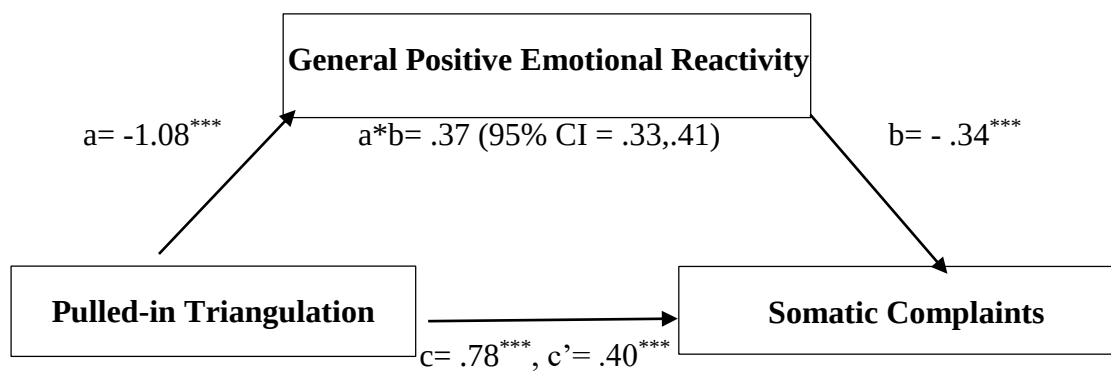


Results in Table 44 suggest that general positive emotional reactivity is also significant mediator of relationship between pulled-in triangulation and somatic complaints. The total model is significant ($\beta = .78$, $B = 1.30$, $p < .001$) and 58% variance $\{R^2 = .58$, $F(1,940) = 1305.96^{***}\}$. Results also suggest a significant positive direct effect of pulled-in triangulation on somatic complaints problems ($\beta = .39$, $B = .40$, $p < .001$).

.001) whereas general positive emotional reactivity has significant negative impact on somatic complaints ($\beta = -.50$, $B = -.34$, $p < .001$). The indirect effect of pulled-in triangulation on somatic complaints problems through general positive emotional reactivity is also found to be significant ($\beta = .36$, $B = .37$, 95% CI = .33,.42). These direct as well as indirect paths are shown in Figure below. The Figure 32 shows the unstandardized beta value for all the direct and indirect paths.

Figure 32

Figure Showing all the Direct and Indirect Paths Between Pulled-In Triangulation and Somatic Complaints Through General Positive Emotional Reactivity

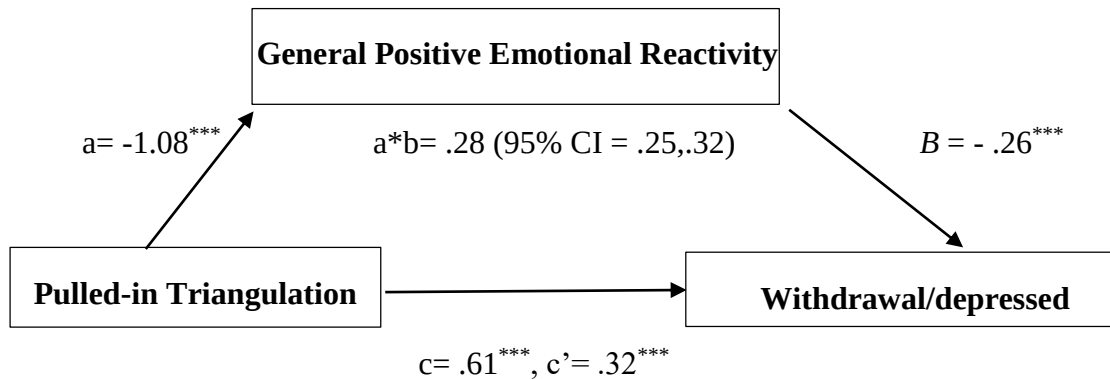


Results in Table 44 suggest that general positive emotional reactivity is also significant mediator of relationship between pulled-in triangulation and withdrawal/depressed behavioral problems. The total model is significant ($\beta = .74$, $B = .61$, $p < .001$) and 56% variance $\{R^2 = .56$, $F(1,940) = 1200^{***}\}$. Results also suggest a significant positive direct effect of pulled-in triangulation on withdrawal/depressed behavioral problems ($\beta = .39$, $B = .32$, $p < .001$) whereas general positive emotional reactivity has significant negative impact on withdrawal/depressed behavioral problems ($\beta = -.48$, $B = -.26$, $p < .001$). The indirect effect of pulled-in triangulation on withdrawal/depressed behavioral problems through general positive emotional reactivity is also found to be significant ($\beta = .35$, $B = .28$, 95% CI = .25,.32). These

direct as well as indirect paths are shown in Figure below. The Figure 33 shows the unstandardized beta value for all the direct and indirect paths.

Figure 33

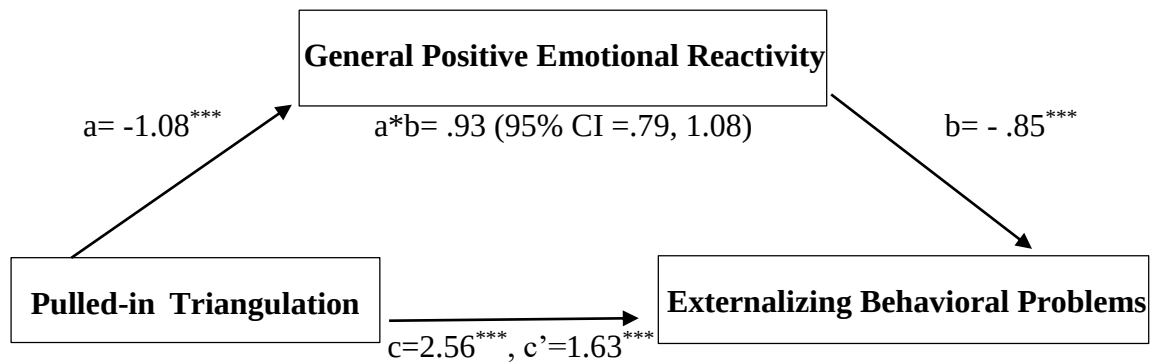
Figure Showing all the Direct and Indirect Paths Between Pulled-In Triangulation and Withdrawal/Depressed Problems Through General Positive Emotional Reactivity



Results in Table 44 suggest that general positive emotional reactivity is also significant mediator of relationship between pulled-in triangulation and externalizing behavioral problems. The total model is significant ($\beta = .78$, $B = 2.56$, $p < .001$) and 61% variance $\{R^2 = .61$, $F(1,940) = 1482.84^{***}\}$. Results also suggest a significant positive direct effect of pulled-in triangulation on externalizing behavioral problems ($\beta = .49$, $B = 1.63$, $p < .001$) whereas general positive emotional reactivity has significant negative impact on externalizing behavioral problems ($\beta = -.39$, $B = -.85$, $p < .001$). The indirect effect of pulled-in triangulation on externalizing behavioral problems through general positive emotional reactivity is also found to be significant ($\beta = .28$, $B = .93$, 95% CI = .79, 1.08). These direct as well as indirect paths are shown in Figure below. The Figure 34 shows the unstandardized beta value for all the direct and indirect paths.

Figure 34

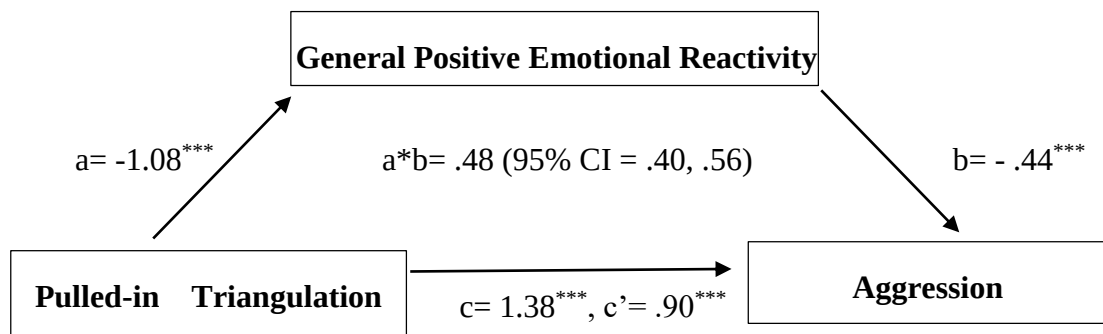
Figure Showing all the Direct and Indirect Paths Between Pulled-In Triangulation and Externalizing Behavioral Problems Through General Positive Emotional Reactivity



The data in Table 44 indicate that general positive emotional reactivity plays a significant mediating role in the connection between pulled-in triangulation and aggression. This suggests that individuals' levels of positive emotional responsiveness contribute to the link between experiencing pulled-in triangulation and displaying aggressive behavior. Understanding this mediation sheds light on the intricate dynamics between family dynamics, emotional reactions, and aggressive tendencies, offering valuable insights for psychological research and interventions. The total model is significant ($\beta = .77$, $B = 1.38$, $p < .001$) and explains 60% variance $\{R^2 = .60$, $F(1,940) = 1412.96^{***}\}$. Results also suggest a significant positive direct effect of pulled-in triangulation on aggression ($\beta = .50$, $B = .90$, $p < .001$) whereas general positive emotional reactivity has significant negative impact on aggression ($\beta = -.37$, $B = -.44$, $p < .001$). The indirect effect of pulled-in triangulation on aggression problems through general positive emotional reactivity is also found to be significant ($\beta = .27$, $B = .48$, 95% CI = .40,.56). These direct as well as indirect paths are shown in Figure below. The Figure 35 shows the unstandardized beta value for all the direct and indirect paths.

Figure 35

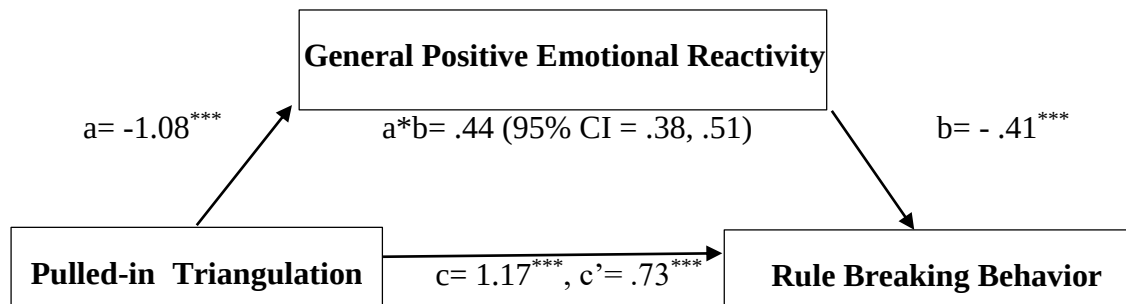
Figure Showing all the Direct and Indirect Paths Between Pulled-In Triangulation and Aggression Through General Positive Emotional Reactivity



The findings in Table 44 reveal that general positive emotional reactivity acts as a significant mediator in the association between pulled-in triangulation and rule-breaking behavioral problems. This implies that individuals' tendencies to experience positive emotions play a pivotal role in linking pulled-in triangulation experiences with rule-breaking behaviors. The total model is significant ($\beta = .77, B = 1.17, p < .001$) and explains 60% variance $\{R^2 = .60, F(1,940) = 1421.74^{***}\}$. Results also suggest a significant positive direct effect of pulled-in triangulation on rule breaking behavioral problems ($\beta = .48, B = .73, p < .001$) whereas general positive emotional reactivity has significant negative impact on rule breaking behavioral problems ($\beta = -.40, B = -.41, p < .001$). The indirect effect of pulled-in triangulation on rule breaking behavioral problems through general positive emotional reactivity is also found to be significant ($\beta = .29, B = .44, 95\% \text{ CI} = .38, .51$). These direct as well as indirect paths are shown in Figure below. The Figure 36 shows the unstandardized beta value for all the direct and indirect paths.

Figure 36

Figure Showing all the Direct and Indirect Paths Between pulled-in triangulation and Rule Breaking Behavior Through General Positive Emotional Reactivity

**Table 45**

Direct and Indirect Effect of Mediator Triangulation on General Positive Emotional Reactivity, Internalizing Behavioral Problems, Externalizing Behavioral Problems, Anxiety/Depressed Problems, Somatic Complaints, Withdrawal/Depressed, Rule Breaking Behavior and Aggression (N=942)

Paths	B	SE	β	p	95%CI
Direct Paths					
MED→IBP	1.45	.06	.54	.000	[16.53,25.70]
MED→AD	.63	.03	.56	.000	[.57,.70]
MED→SC	-.27	.01	.50	.000	[-.31,-.24]
MED→WD	.36	.01	.51	.000	[.32,.40]
MED→EBP	1.63	.07	.57	.000	[1.48,1.78]
MED→RBB	.73	.03	.55	.000	[.66,.80]
MED→AGG	.90	.04	.58	.000	[.81,.98]
MED→GPER	-.98	.02	-.76	.000	[-.104,-.93]
GPER→IBP	-.77	.05	-.37	.000	[-.87,-.68]

GPED →AD	-.29	.02	-.33	.000	[-.34,-.24]
GPED →SC	.44	.02	-.40	.000	[.40,.49]
GPED →WD	-.20	.01	-.37	.000	[-.23,-.17]
GPED →EBP	-.69	.06	-.31	.000	[-.80,-.57]
GPED →RBB	-.33	.02	-.33	.000	[-.39,-.28]
GPED →AGG	-.35	.03	-.29	.000	[-.42,-.28]
Indirect Paths					
MED→GPED→IBP	.76	.05	.28		[.65,.88]
MED→GPED→AD	.29	.02	.25		[.23,.34]
MED→GPED→SC	.27	.02	.30		[.23,.31]
MED→GPED→WD	.20	.01	.28		[.17,.23]
MED→GPED→EBP	.68	.07	.24		[.53,.83]
MED→GPED→RBB	.33	.03	.25		[.26,.40]
MED→GPED→AGG	.35	.04	.22		[.26,.43]

Note. MED = Mediator Triangulation; GPED=General positive emotional reactivity; IBP=Internalizing Behavioral Problems, AD=Anxiety/depressed problems, WD=Withdrawn/Depressed, SC=Somatic Complaints, EBP=Externalizing Behavioral Problem, RBB = Rule-Breaking Behavior, AGG=Aggressive

Table 45 shows the standardized and unstandardized coefficients for mediator triangulation's direct and indirect impacts on behavioral difficulties via general positive emotional reactivity, as well as the biased adjusted 95% bootstrap confidence intervals and *p* values. Results show that general positive emotional reactivity is a significant mediator of relationship between mediator triangulation and internalizing behavioral problems. Results suggest that total model is significant ($\beta = .83$, $B = 2.22$, $p < .001$). and explains 70% variance $\{R^2 = .70$, $F(1,940) = 2203.60^{***}\}$. Results suggest that

mediator triangulation is significant negative predictor of general positive emotional reactivity ($\beta = -.76$, $B = -.98$, $p < .001$), which explains 58% variance ($R^2 = .58$, $F(1,940) = 1308.19^{***}$). Results also suggest a significant positive direct effect of mediator triangulation on internalizing behavioral problems ($\beta = .54$, $B = 1.45$, $p < .001$) whereas general positive emotional reactivity has significant negative impact on internalizing behavioral problems ($\beta = -.37$, $B = -.77$, $p < .001$). The indirect effect of mediator triangulation on internalizing behavioral problems through general positive emotional reactivity is also found to be significant ($\beta = .28$, $B = .76$, 95% CI = .65,.88). These direct as well as indirect paths are shown in Figure below. The Figure 37 shows the unstandardized beta value for all the direct and indirect paths.

Figure 37

Figure Showing all the Direct and Indirect Paths Between Mediator Triangulation and Internalizing Behavioral Problems Through General Positive Emotional Reactivity

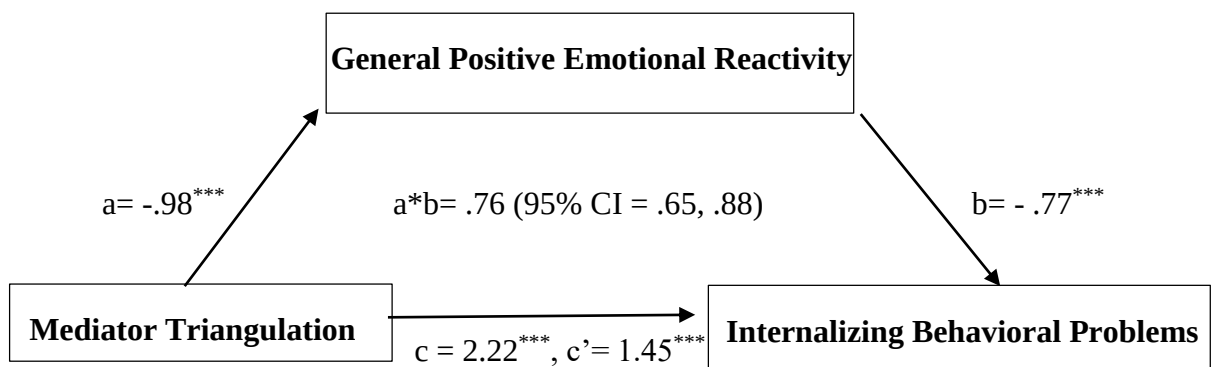


Table 45 show that general positive emotional reactivity is a significant mediator of relationship between mediator triangulation and anxiety/depressed problems. Results suggest that total model is significant ($\beta = .81$, $B = .93$, $p < .001$). and account for 66% of the variance. ($R^2 = .66$, $F(1,940) = 1860.72^{***}$). Results also suggest a significant positive direct effect of mediator triangulation on anxiety/depressed problems ($\beta = .56$, $B = .63$, $p < .001$) whereas general positive

emotional reactivity has significant negative impact on anxiety/depressed problems ($\beta = -.33$, $B = -.29$, $p < .001$). The indirect effect of mediator triangulation on anxiety/depressed problems through general positive emotional reactivity is also found to be significant ($\beta = .25$, $B = .29$, 95% CI = .23, .34). These direct as well as indirect paths are shown in Figure below. The Figure 38 shows the unstandardized beta value for all the direct and indirect paths.

Figure 38

Figure Showing all the Direct and Indirect Paths Between Mediator Triangulation and Anxiety Depressed Problems Through General Positive Emotional Reactivity

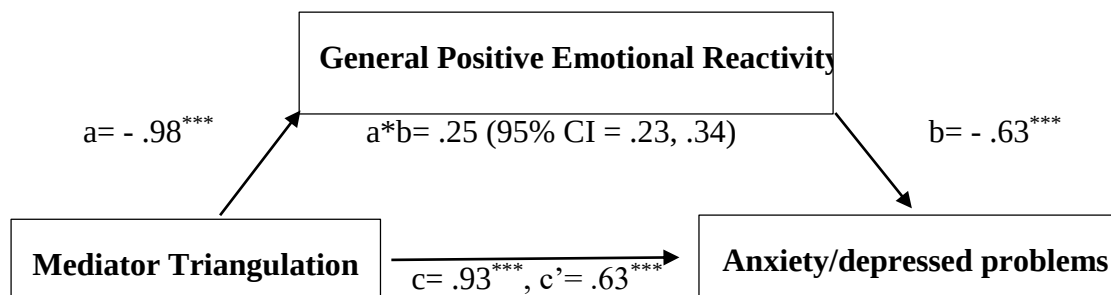
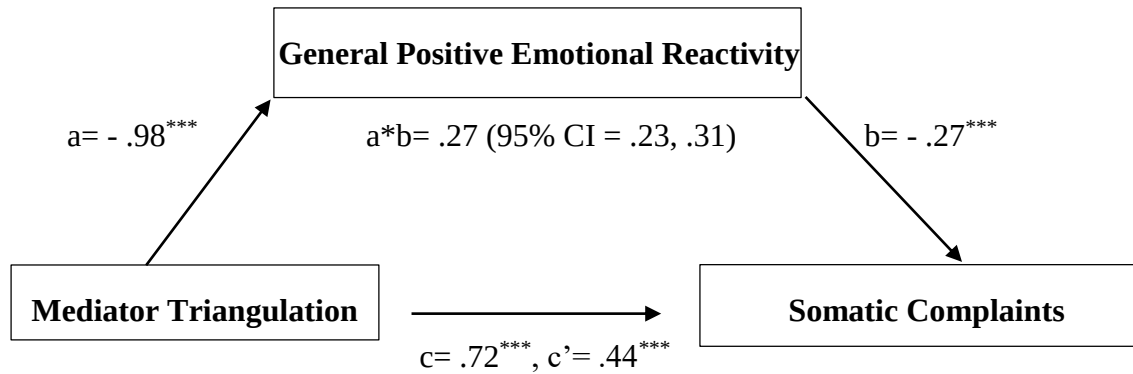


Table 45 show that general positive emotional reactivity is a significant mediator of relationship between mediator triangulation and somatic complaints. Results suggest that total model is significant ($\beta = .81$, $B = .72$, $p < .001$) and explains 66% variance $\{R^2 = .66$, $F(1,940) = 1858.18^{***}\}$. Results also suggest a significant positive direct effect of mediator triangulation on somatic complaints ($\beta = .50$, $B = .44$, $p < .001$) whereas general positive emotional reactivity has significant negative impact on somatic complaints ($\beta = -.40$, $B = -.27$, $p < .001$). The indirect effect of mediator triangulation on somatic complaints through general positive emotional reactivity is also found to be significant ($\beta = .30$, $B = .27$, 95% CI = .23, .31). These direct as well as indirect paths are shown in Figure below. The Figure 39 shows the unstandardized beta value for all the direct and indirect paths.

Figure 39

Figure Showing all the Direct and Indirect Paths Between Mediator Triangulation and Somatic Complaints Through General Positive Emotional Reactivity



Furthermore, Table 45 in the current study provides evidence that general positive emotional reactivity serves as a significant mediator in the relationship between mediator triangulation and withdrawal/depressed problems among the study participants. This finding suggests that when adolescents experience mediator triangulation within their family dynamics, it has an impact on their general positive emotional reactivity, which, in turn, is associated with withdrawal/depressed problems. In essence, this mediation analysis sheds light on the potential underlying psychological mechanisms through which mediator triangulation can influence adolescents' emotional and behavioral well-being. Results suggest that total model is significant ($\beta = .80$, $B = .57$, $p < .001$) and explains 64% variance $\{R^2 = .64$, $F(1,940) = 1724.86^{***}\}$. Results also suggest a significant positive direct effect of mediator triangulation on withdrawal/depressed problems ($\beta = .51$, $B = .36$, $p < .001$) whereas general positive emotional reactivity has significant negative impact on withdrawal/depressed problems ($\beta = -.37$, $B = -.20$, $p < .001$). The indirect effect of mediator triangulation on withdrawal/depressed problems through general positive emotional reactivity is also found to be significant ($\beta = .28$, $B = .20$, 95% CI = .17, .23). These direct as well as

indirect paths are shown in Figure below. The Figure 40 shows the unstandardized beta value for all the direct and indirect paths.

Figure 40

Figure Showing all the Direct and Indirect Paths Between Mediator Triangulation and Withdrawal/Depressed Problems Through General Positive Emotional Reactivity

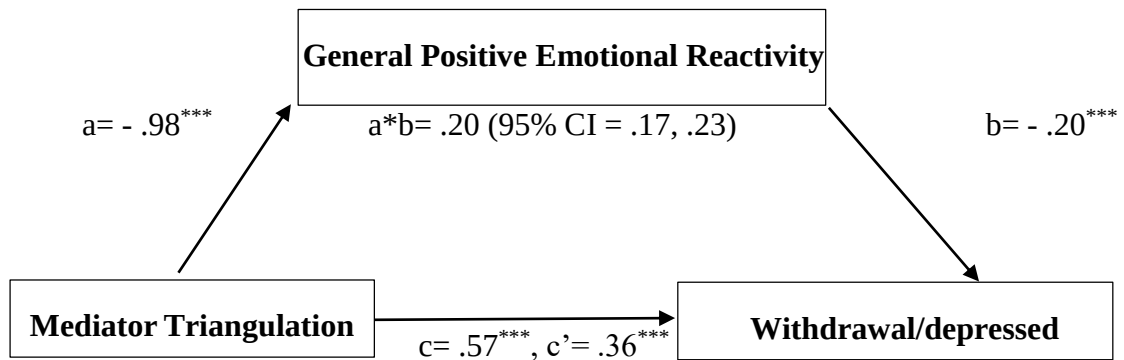
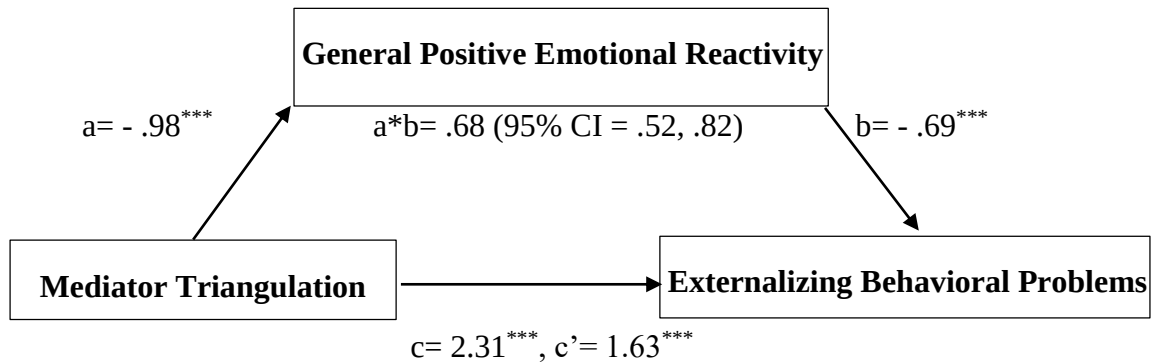


Table 45 show that general positive emotional reactivity is a significant mediator of relationship between mediator triangulation and externalizing behavioral problems. Results suggest that total model is significant ($\beta = .81, B = 2.31, p < .001$). and explains 66% variance $\{R^2 = .66, F(1,940) = 1860.86^{***}\}$. Results also suggest a significant positive direct effect of mediator triangulation on externalizing behavioral problems ($\beta = .57, B = 1.63, p < .001$) whereas general positive emotional reactivity has significant negative impact on externalizing behavioral problems ($\beta = -.31, B = -.69, p < .001$). The indirect effect of mediator triangulation on externalizing behavioral problems through general positive emotional reactivity is also found to be significant ($\beta = .24, B = .68, 95\% \text{ CI} = .52, .82$). These direct as well as indirect paths are shown in Figure below. The Figure 41 shows the unstandardized beta value for all the direct and indirect paths.

Figure 41

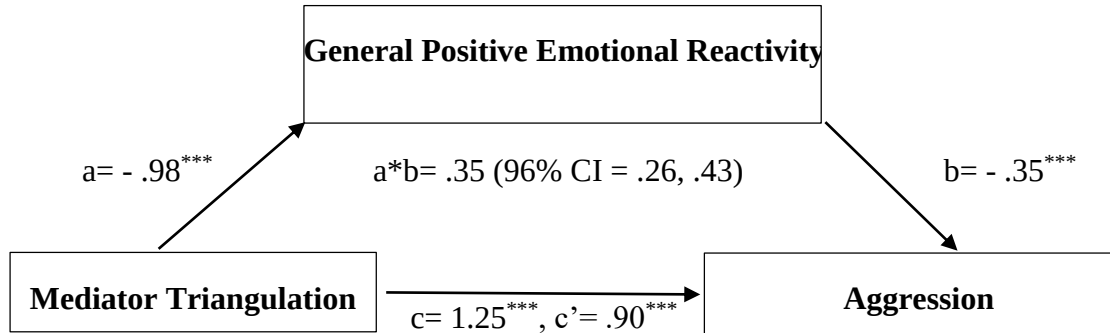
Figure Showing all the Direct and Indirect Paths Between Mediator Triangulation and Externalizing Behavioral Problems Through General Positive Emotional Reactivity



The results presented in Table 45 of the study reveal a noteworthy finding: general positive emotional reactivity emerges as a significant mediator in the relationship between mediator triangulation and aggression among the study participants. This outcome signifies that when adolescents experience mediator triangulation within their family context, it exerts an influence on their general positive emotional reactivity, which, in turn, impacts their levels of aggression. Results suggest that total model is significant ($\beta = .80, B = 1.25, p < .001$). and explains 65% variance $\{R^2 = .65, F(1,940) = 1752.96^{***}\}$. Results also suggest a significant positive direct effect of mediator triangulation on aggression ($\beta = .58, B = .90, p < .001$) whereas general positive emotional reactivity has significant negative impact on aggression ($\beta = -.35, B = -.29, p < .001$). The indirect effect of mediator triangulation on aggression through general positive emotional reactivity is also found to be significant ($\beta = .22, B = .35, 95\% \text{ CI} = .26, .43$). These direct as well as indirect paths are shown in Figure below. The Figure 42 shows the unstandardized beta value for all the direct and indirect paths.

Figure 42

Figure Showing all the Direct and Indirect Paths Between Mediator Triangulation and Aggression Through General Positive Emotional Reactivity



Additionally, as depicted in Table 45 of the study, a notable observation emerges as general positive emotional reactivity emerges as a significant mediator in the relationship between mediator triangulation and rule-breaking behavior within the cohort of study participants. This finding signifies that when adolescents encounter mediator triangulation dynamics within their family context, it triggers an impact on their general positive emotional reactivity. Consequently, this shift in emotional reactivity influences their engagement in rule-breaking behavior. In essence, this mediation analysis underscores the existence of a psychological pathway where mediator triangulation may contribute to alterations in adolescents' positive emotional responses, subsequently affecting their propensity for engaging in rule-breaking behavior. Results suggest that total model is significant ($\beta = .80$, $B = 1.06$, $p < .001$) explains 65% variance $\{R^2 = .65$, $F(1,940) = 1781.49^{***}\}$. Results also suggest a significant positive direct effect of mediator triangulation on rule breaking behavior ($\beta = .55$, $B = .73$, $p < .001$) whereas general positive emotional reactivity has significant negative impact on rule breaking behavior ($\beta = -.33$, $B = -.33$, $p < .001$). The indirect effect of mediator triangulation on rule breaking behavior through general positive emotional reactivity is also found to be significant ($\beta = .25$, $B = .33$, 95% CI = .26, .40).

These direct as well as indirect paths are shown in Figure below. The Figure 43 shows the unstandardized beta value for all the direct and indirect paths.

Figure 43

Figure Showing all the Direct and Indirect Paths Between Mediator Triangulation and Rule Breaking Behavior Through General Positive Emotional Reactivity

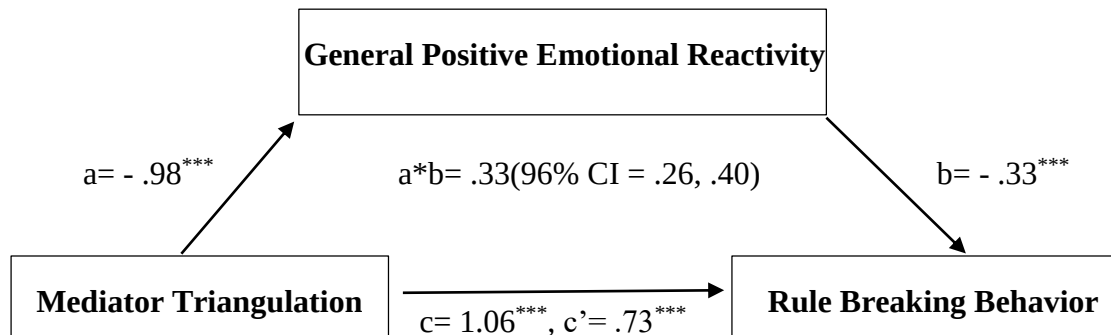


Table 46

Direct and Indirect Effect of Balanced Triangulation on General Positive Emotional Reactivity, Internalizing Behavioral Problems, Externalizing Behavioral Problems, Anxiety/Depressed Problems, Somatic Complaints, Withdrawal/Depressed, Rule Breaking Behavior and Aggression (N=942)

Paths	β	B	SE	p	95%CI
Direct Paths					
BAL→IBP	-.39	-1.27	.08	.000	[-1.43,-1.11]
BAL→AD	-.40	-.55	.03	.000	[-.63,-.48]
BAL→SC	-.36	-.38	.01	.000	[-.44,-.32]
BAL→WD	-.38	-.33	.02	.000	[-.37,-.28]
BAL→EBP	-.47	-1.64	.09	.000	[-1.82,-1.45]
BAL→RBB	-.48	-.77	.04	.000	[-.85,-.68]
BAL→AGG	-.46	-.86	.05	.000	[-.97,-.76]

BAL→GPER	.73	1.14	.03	.000	[1.08,1.21]
GPER→IBP	-.50	-1.03	.05	.000	[-1.14,-.93]
GPER →AD	-.46	-.41	.02	.000	[-.45,-.36]
GPER →SC	-.52	-.35	.01	.000	[-.39,-.32]
GPER →WD	-.48	-.26	.01	.000	[-.29,-.23]
GPER →EBP	-.40	-.88	.06	.000	[-1.00,-.76]
GPER →RBB	-.39	-.40	.02	.000	[-.45,-.35]
GPER →AGG	-.39	-.47	.03	.000	[-.54,-.41]
Indirect Paths					
BAL→GPER→IBP	-.37	-1.19	.06		[-1.31,-1.06]
BAL→GPER→AD	-.34	-.47	.02		[-.52,-.41]
BAL→GPER→SC	-.38	-.41	.02		[-.45,-.37]
BAL→GPER→WD	-.35	-.30	.01		[-.34,-.27]
BAL→GPER→EBP	-.29	-1.01	.07		[-1.16,-.85]
BAL→GPER→RBB	-.29	-.46	.03		[-.53,-.39]
BAL→GPER→AGG	-.29	-.54	.04		[-.63,-.46]

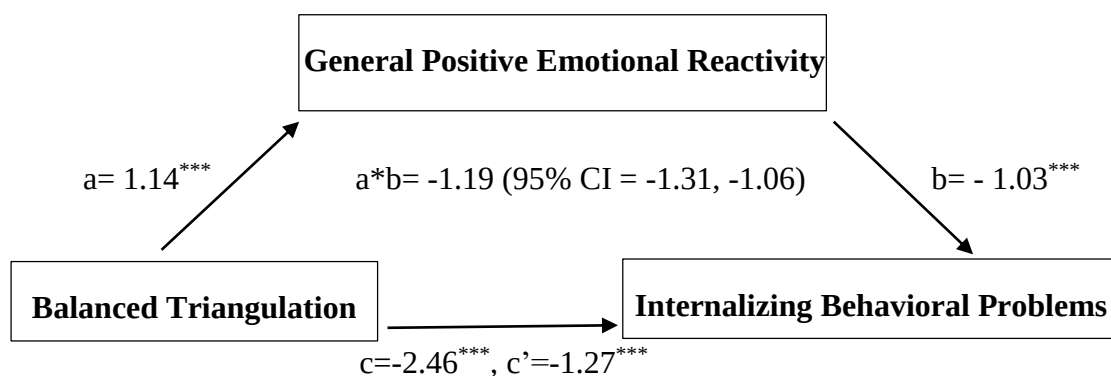
Note. BAL = Balanced Triangulation; GPER=General positive emotional reactivity; IBP=Internalizing Behavioral Problems, AD=Anxiety/depressed problems, WD=Withdrawn/Depressed, SC=Somatic Complaints; EBP=Externalizing Behavioral Problem, RBB = Rule-Breaking Behavior, AGG=Aggressive

Table 46 shows the standardized and unstandardized coefficients for balanced triangulation's direct and indirect impacts on behavioral difficulties via general positive emotional reactivity, as well as the biased adjusted 95% bootstrap confidence intervals and *p* values. Results showed that general positive emotional reactivity is a significant mediator of association between balanced triangulation and internalizing behavioral

problems. The total model is significant ($\beta = -.76$, $B = -2.46$, $p < .001$). and account for 59% of the variation. $\{R^2 = .59, F(1,940) = 1358.43^{***}\}$. According to the findings, balanced triangulation is a substantial positive predictor of general positive emotional reactivity, accounting for 54% of the variance. $\{R^2 = .54, F(1,940) = 1107.22^{***}\}$. According to the findings, general positive emotional reactivity is a major negative predictor of internalizing behavior problems ($\beta = -.50$, $B = -1.03$, $p < .001$). The findings also indicated that balanced triangulation had a considerable detrimental direct influence on internalizing behavioral problems ($\beta = -.39$, $B = -1.27$, $p < .001$). Balanced triangulation has a substantial indirect influence on internalizing behavioral difficulties via overall positive emotional reactivity ($\beta = -.37$, $B = -1.19$, 95% CI = -1.31, -1.06). These direct as well as indirect paths are shown in Figure below. The Figure 44 shows the unstandardized beta value for all the direct and indirect paths.

Figure 44

Figure Showing all the Direct and Indirect Paths Between Balanced Triangulation and Internalizing Behavioral Problems Through General Positive Emotional Reactivity

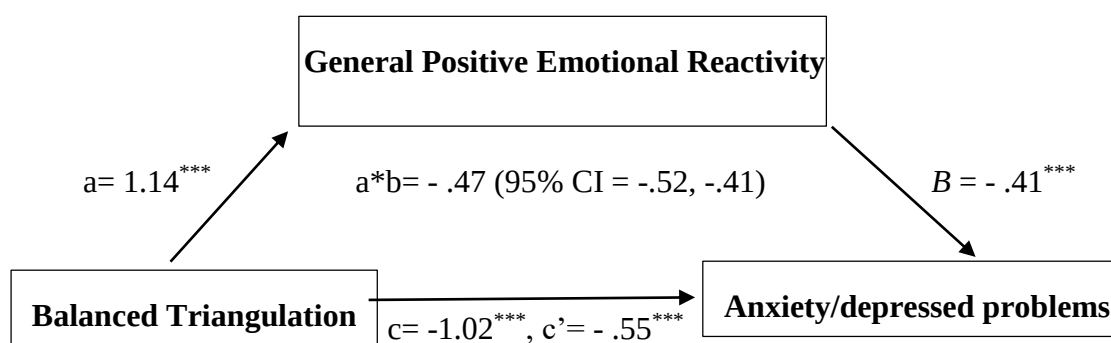


Furthermore, results in Table 46 shows that general positive emotional reactivity is a significant mediator of association between balanced triangulation and anxiety/depressed problems. The total model is significant ($\beta = -.74$, $B = -1.02$, $p < .001$). and explains 55% variance $\{R^2 = .55, F(1,940) = 1174.84^{***}\}$. The findings also indicated that balanced triangulation had a considerable detrimental direct influence on

anxiety/depressed problems ($\beta = -.40$, $B = -.55$, $p < .001$). According to the findings, general positive emotional reactivity is a major negative predictor of anxiety/depressed problems ($\beta = -.46$, $B = -.41$, $p < .001$). Balanced triangulation has a substantial indirect influence on anxiety/depressed behavioral difficulties via overall positive emotional reactivity ($\beta = -.34$, $B = -.47$, 95% CI = $-.52$, $-.41$). These direct as well as indirect paths are shown in Figure below. The Figure 45 shows the unstandardized beta value for all the direct and indirect paths.

Figure 45

Figure Showing all the Direct and Indirect Paths Between Balanced Triangulation and Anxiety/Depressed Problems Through General Positive Emotional Reactivity

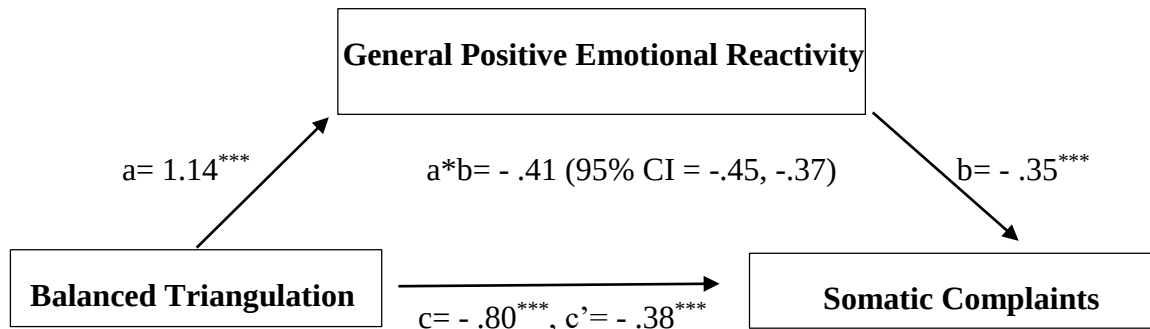


Furthermore, results in Table 46 shows that general positive emotional reactivity is a significant mediator of association between balanced triangulation and somatic complaints. The total model is significant ($\beta = -.74$, $B = -.80$, $p < .001$) and explains 55% variance $\{R^2 = .55$, $F(1,940) = 1186.58^{***}\}$. The findings also indicated that balanced triangulation had a considerable detrimental direct influence on somatic complaints ($\beta = -.36$, $B = -.38$, $p < .001$). According to the findings, general positive emotional reactivity is a major negative predictor of somatic complaints ($\beta = -.52$, $B = -.38$, $p < .001$). Balanced triangulation has a substantial indirect influence on somatic complaints via overall positive emotional reactivity ($\beta = -.38$, $B = -.41$, 95% CI = $-.45$,

- .37). These direct as well as indirect paths are shown in Figure below. The Figure 46 shows the unstandardized beta value for all the direct and indirect paths.

Figure 46

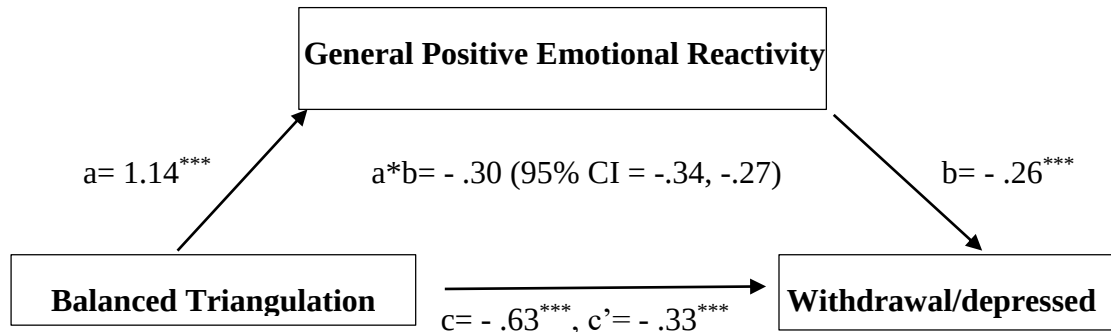
Figure Showing all the Direct and Indirect Paths Between Balanced Triangulation and Somatic Complaints Through General Positive Emotional Reactivity



Moreover, the findings presented in Table 46 of the study provide compelling evidence: general positive emotional reactivity emerges as a significant mediator in the relationship between balanced triangulation and withdrawal/depressed behavioral problems within the cohort of study participants. The total model is significant ($\beta = -.74, B = -.63, p < .001$) and explains 55% variance $\{R^2 = .55, F(1,940) = 1174.85^{***}\}$. The findings also indicated that balanced triangulation had a considerable detrimental direct influence on withdrawal/depressed behavioral problems ($\beta = -.38, B = -.33, p < .001$). According to the findings, general positive emotional reactivity is a major negative predictor of withdrawal/depressed behavioral problems ($\beta = -.48, B = -.26, p < .001$). Balanced triangulation has a substantial indirect influence on withdrawal/depressed behavioral problems via overall positive emotional reactivity ($\beta = -.35, B = -.30, 95\% \text{ CI} = -.34, -.27$). These direct as well as indirect paths are shown in Figure below. The Figure 47 shows the unstandardized beta value for all the direct and indirect paths.

Figure 47

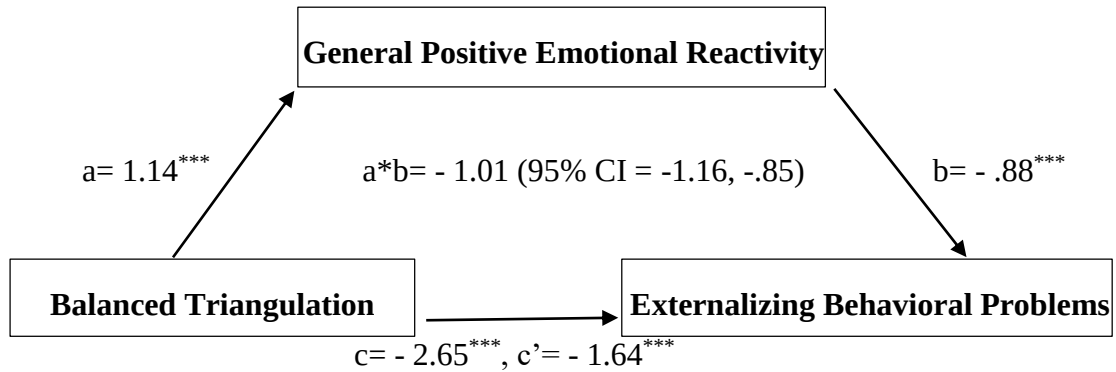
Figure Showing all the Direct and Indirect Paths Between Balanced Triangulation and Withdrawal/Depressed Problems Through General Positive Emotional Reactivity



Furthermore, results in Table 46 shows that general positive emotional reactivity is a significant mediator of association between balanced triangulation and externalizing behavioral problems. The total model is significant ($\beta = -.77$, $B = -2.65$, $p < .001$) and explains 59% variance $\{R^2 = .59, F(1,940) = 1401.07^{***}\}$. The findings also indicated that balanced triangulation had a considerable detrimental direct influence on externalizing behavioral problems ($\beta = -.47$, $B = -1.64$, $p < .001$). According to the findings, general positive emotional reactivity is a major negative predictor of externalizing behavioral problems ($\beta = -.40$, $B = -.88$, $p < .001$). Balanced triangulation has a substantial indirect influence on externalizing behavioral problems via overall positive emotional reactivity ($\beta = -.29$, $B = -1.01$, 95% CI = -1.16, -.85). These direct as well as indirect paths are shown in Figure below. Figure 48 provides a visual representation of the unstandardized beta values for all the direct and indirect paths examined in the study. This graphical presentation enhances the accessibility of the study's results and facilitates a clear interpretation of the pathways and their significance in the context of the research inquiry.

Figure 48

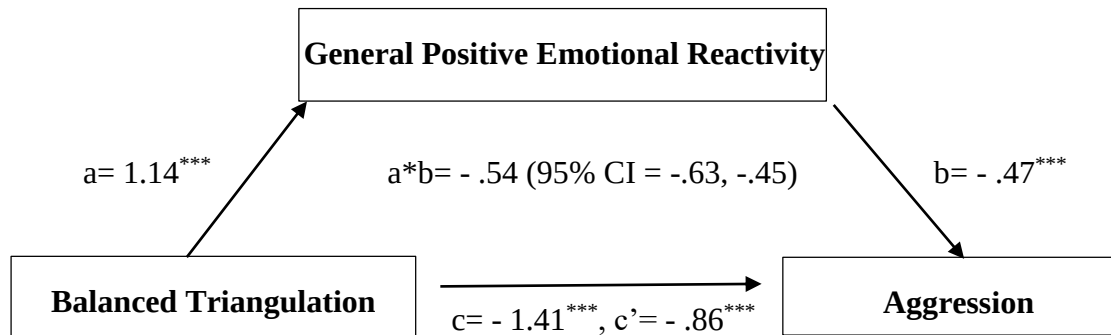
Figure Showing all the Direct and Indirect Paths Between Balanced Triangulation and Externalizing Behavioral Problems Through General Positive Emotional Reactivity



Furthermore, results in Table 46 shows that general positive emotional reactivity is a significant mediator of association between balanced triangulation and aggression. The total model is significant ($\beta = -.75$, $B = -1.41$, $p < .001$) and explains 57% variance $\{R^2 = .57$, $F(1,940) = 1259.34^{***}\}$. The findings also indicated that balanced triangulation had a considerable detrimental direct influence on aggression ($\beta = -.46$, $B = -.86$, $p < .001$). According to the findings, general positive emotional reactivity is a major negative predictor of aggression ($\beta = -.39$, $B = -.44$, $p < .001$). Balanced triangulation has a substantial indirect influence on aggression via overall positive emotional reactivity ($\beta = -.29$, $B = -.54$, 95% CI = -.63, -.45). These direct as well as indirect paths are shown in Figure below. Figure 49 serves as a visual representation of the unstandardized beta values for all the direct and indirect paths related to triangulation's influence on externalizing behavioral problems through the mediating factor of general positive emotional reactivity. This graphical depiction is instrumental in providing a clear and concise overview of the regression coefficients associated with these pathways.

Figure 49

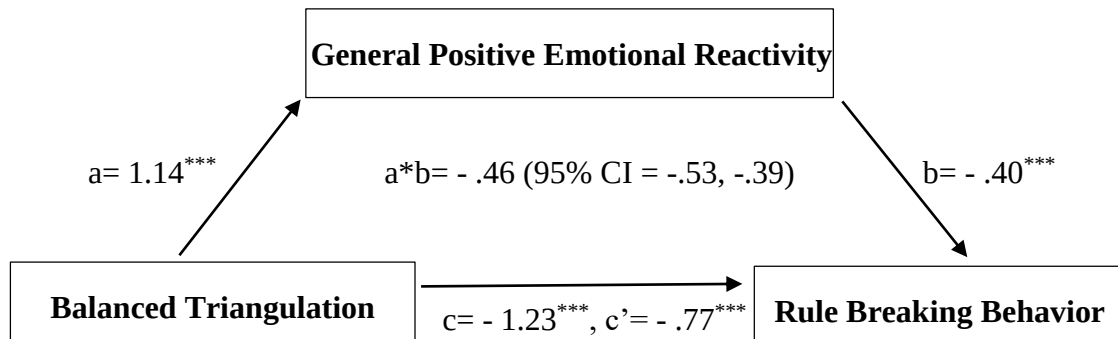
Figure Showing all the Direct and Indirect Paths Between Balanced Triangulation and Aggression Through General Positive Emotional Reactivity



Furthermore, results in Table 46 shows that general positive emotional reactivity is a significant mediator of association between balanced triangulation and rule breaking behavior. The total model is significant ($\beta = -.77$, $B = -1.23$, $p < .001$) and explains 60% variance $\{R^2 = .60$, $F(1,940) = 1446.56^{***}\}$. The findings also indicated that balanced triangulation had a considerable detrimental direct influence on rule breaking behavior ($\beta = -.48$, $B = -.40$, $p < .001$). According to the findings, general positive emotional reactivity is a major negative predictor of rule breaking behavior ($\beta = -.48$, $B = -.40$, $p < .001$). Balanced triangulation has a substantial indirect influence on rule breaking behavior via overall positive emotional reactivity ($\beta = -.29$, $B = -.46$, 95% CI = -.53, -.39). Figure 50 visually represents the unstandardized beta values for all the direct and indirect paths in the context of general positive emotional reactivity serving as a significant mediator in the association between balanced triangulation and rule-breaking behavior. Visual presentations like Figure 50 enhance the comprehensibility of the study's findings, making it easier to grasp the relationships within the research framework and the significance of mediation in this context.

Figure 50

Figure Showing all the Direct and Indirect Paths Between Balanced Triangulation and Rule Breaking Behavior Problems Through General Positive Emotional Reactivity

**Table 47**

Direct and Indirect Effect of Adolescent Triangulation on General Negative Emotional Reactivity, Internalizing Behavioral Problems (Anxiety/Depressed Problems, Somatic Complaints & Withdrawal/Depressed), Externalizing Behavioral Problems (Rule Breaking Behavior & Aggression) (N=942)

Paths	β	B	SE	p	95%CI
Direct Paths					
ATS→IBP	.62	.51	.02	.000	[.47,.56]
ATS→AD	.65	.23	.01	.000	[.21,.25]
ATS→SC	.57	.22	.01	.000	[.18,.26]
ATS→WD	.56	.12	.01	.000	[.11,.13]
ATS→EBP	.71	.63	.02	.000	[.58,.68]
ATS→RBB	.71	.29	.01	.000	[.26,.31]
ATS→AGG	.70	.34	.01	.000	[.31,.37]
ATS→GNER	.83	.34	.01	.000	[.32,.35]
GNER→IBP	.30	.61	.05	.000	[.50,.71]

GNER →AD	.23	.20	.02	.000	[.21,.25]
GNER →SC	.33	.22	.01	.000	[.18,.26]
GNER →WD	.32	.17	.01	.000	[.14,.20]
GNER →EBP	.17	.37	.06	.000	[.25,.50]
GNER →RBB	.17	.17	.03	.000	[.11,.23]
GNER →AGG	.17	.20	.03	.000	[.13,.27]
Indirect Paths					
ATS→GNER→IBP	.25	.17	.01		[.16,.25]
ATS→GNER→AD	.19	.07	.01		[.05,.09]
ATS→GNER→SC	.28	.07	.01		[.06,.09]
ATS→GNER→WD	.27	.06	.01		[.04,.07]
ATS→GNER→EBP	.14	.12	.02		[.07,.18]
ATS→GNER→RBB	.14	.05	.01		[.03,.08]
ATS→GNER→AGG	.14	.06	.01		[.03,.10]

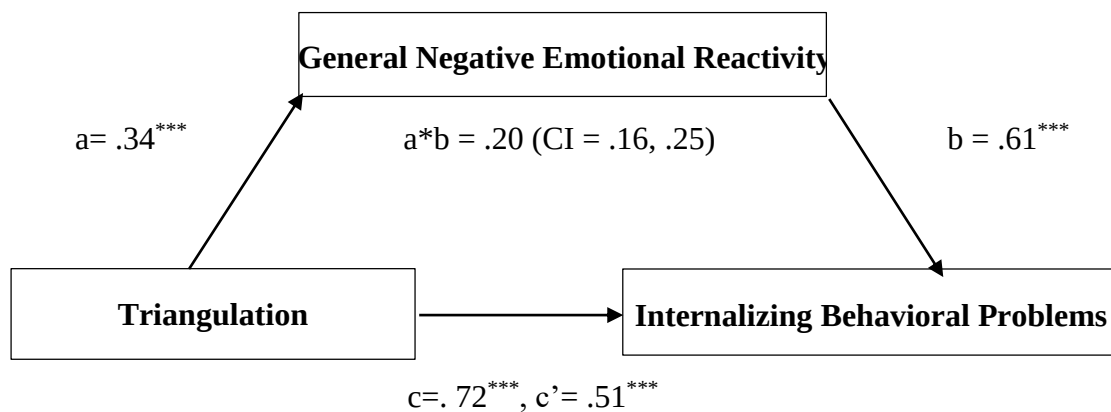
Note. ATS = Adolescent Triangulation Scale GNER=General negative emotional reactivity, IBP=Internalizing Behavioral Problems, AD=Anxiety/depressed problems, WD=Withdrawn/Depressed, SC=Somatic Complaints, EBP=Externalizing Behavioral Problem, RBB = Rule-Breaking Behavior, AGG=Aggressive

Table 47 presents standardized and unstandardized coefficients for direct and indirect effects of triangulation on behavioral problems through general negative emotional reactivity along with the biased corrected 95% bootstrap confidence intervals and p values. Results suggest that total effect of triangulation on adolescent internalizing behavioral problem through general negative emotional reactivity is significant ($\beta = .87$, $B = .72$, $p < .001$). Total model explains 76% of variance with significant F value ($R = .87$, $R^2 = .76$, $F(1,940) = 3013.66$). Considering direct and

indirect paths results show that triangulation is positive predictor of general negative emotional reactivity ($\beta = .83$, $B = .34$, $p < .001$). Results suggest that general negative emotional reactivity is also significant positive predictor of internalizing behavioral problems ($\beta = .30$, $B = .61$, $p < .001$). Furthermore, result reveals that there is a significant positive direct effect of triangulation on internalizing behavioral problems ($\beta = .62$, $B = .51$, $p < .001$). The indirect effect of triangulation on internalizing behavioral problems through general negative emotional reactivity is also found to be significant ($\beta = .25$, $B = .20$, 95% CI .16, .25). Figure below represent the diagrammatic representation of mediating effect of general negative emotional reactivity in relationship between triangulation and internalizing behavioral problems. The Figure 51 shows unstandardized beta coefficient for all the direct and indirect paths.

Figure 51

Figure Showing all the Direct and Indirect Paths Between Triangulation and Internalizing Behavioral Problems Through General Negative Emotional Reactivity

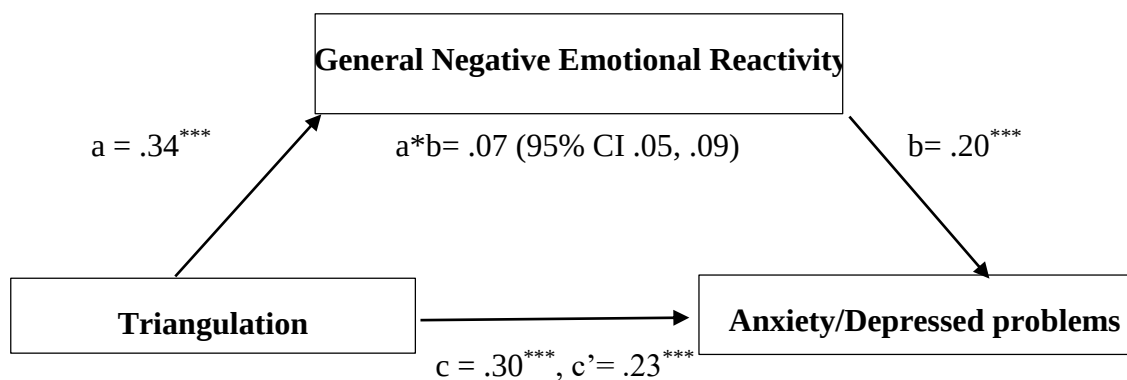


Results suggest that total effect of triangulation on anxiety/depressed behavioral problem among adolescents through general negative emotional reactivity is significant ($\beta = .84$, $B = .30$, $p < .001$). Total model explains 72% of variance with significant F value ($R = .84$, $R^2 = .72$, $F(1,940) = 2422.63$). Considering direct and indirect paths results show that general negative emotional reactivity is significant positive predictor

of anxiety/depressed behavioral problem ($\beta = .23$, $B = .20$, $p < .001$). Furthermore, result reveals that there is a significant positive direct effect of triangulation on anxiety/depressed behavioral problem ($\beta = .65$, $B = .20$, $p < .001$). The indirect effect of triangulation on anxiety/depressed behavioral problem through general negative emotional reactivity is also found to be significant ($B = .19$, $\beta = .07$, 95% CI .05, .09). Figure below represent the diagrammatic representation of mediating effect of general negative emotional reactivity in relationship between triangulation and anxiety/depressed behavioral problems. The Figure 52 shows unstandardized beta coefficient for all the direct and indirect paths.

Figure 52

Figure Showing all the Direct and Indirect Paths Between Triangulation and Anxiety/Depressed Behavioral Problems Through General Negative Emotional Reactivity

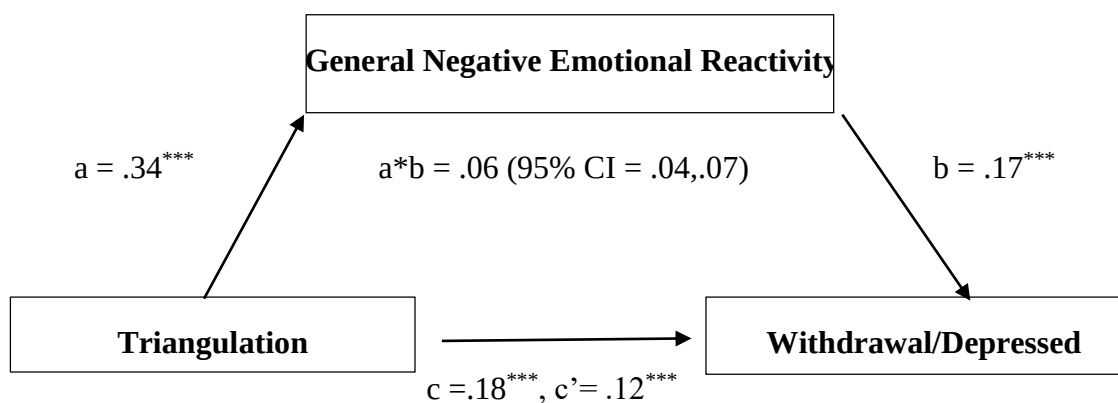


Furthermore, results in Table 47 suggest that total effect of triangulation on withdrawal/depressed behavioral problem among adolescents through general negative emotional reactivity is significant ($\beta = .83$, $B = .18$, $p < .001$). Total model explains 70% of variance with significant F value ($R = .83$, $R^2 = .70$, $F (1,940) = 2244.67$). Considering direct and indirect paths results show that general negative emotional reactivity is significant positive predictor of withdrawal depressed behavioral problem

($\beta = .32, B = .17, p < .001$). Furthermore, result reveals that there is a significant positive direct effect of triangulation on withdrawal/depressed behavioral problem ($\beta = .56, B = .12, p < .001$). The indirect effect of triangulation on withdrawal/depressed behavioral problem through general negative emotional reactivity is also found to be significant ($\beta = .27, B = .06, 95\% \text{ CI} = .04, .07$). Figure below represent the diagrammatic representation of mediating effect of general negative emotional reactivity in relationship between triangulation and withdrawal/depressed behavioral problem. The Figure 53 shows unstandardized beta coefficient for all the direct and indirect paths.

Figure 53

Figure Showing all the Direct and Indirect Paths Between Triangulation and Withdrawal/Depressed Behavioral Problems Through General Negative Emotional Reactivity

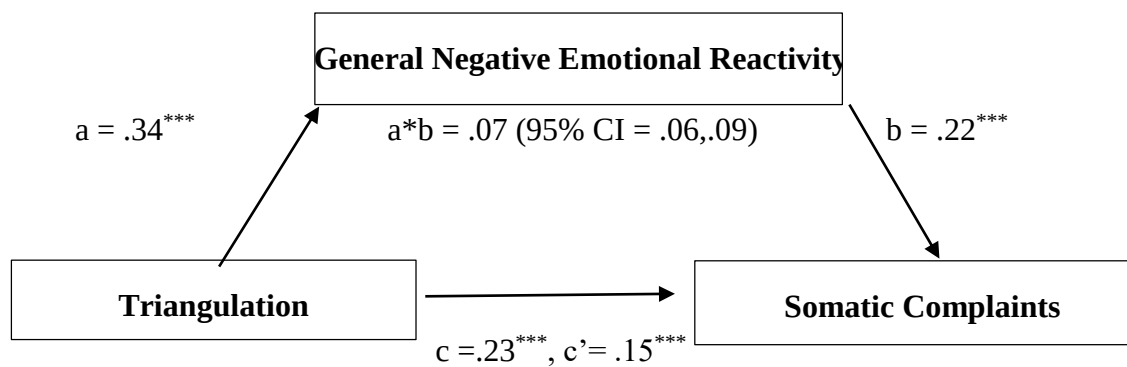


Moreover, results in Table 47 suggest that total effect of triangulation on adolescent somatic complaints through general negative emotional reactivity is significant ($\beta = .85, B = .23, p < .001$). Total model explains 72% of variance with significant F value ($R = .85, R^2 = .72, F(1,940) = 2463.91$). Considering direct and indirect paths results show that general negative emotional reactivity is also significant positive predictor of somatic complaints ($\beta = .33, B = .22, p < .001$). Furthermore, result reveals that there is a significant positive direct effect of triangulation on somatic ($\beta =$

.57, $B = .15$, $p < .001$). The indirect effect of triangulation on somatic complaints through general negative emotional reactivity is also found to be significant ($\beta = .28$, $B = .07$, 95% CI = .06, .09). Figure below represent the diagrammatic representation of mediating effect of general negative emotional reactivity in relationship between triangulation and somatic complaints. The Figure 54 shows unstandardized beta coefficient for all the direct and indirect paths.

Figure 54

Figure Showing all the Direct and Indirect Paths Between Triangulation and Somatic Complaints Through General Negative Emotional Reactivity

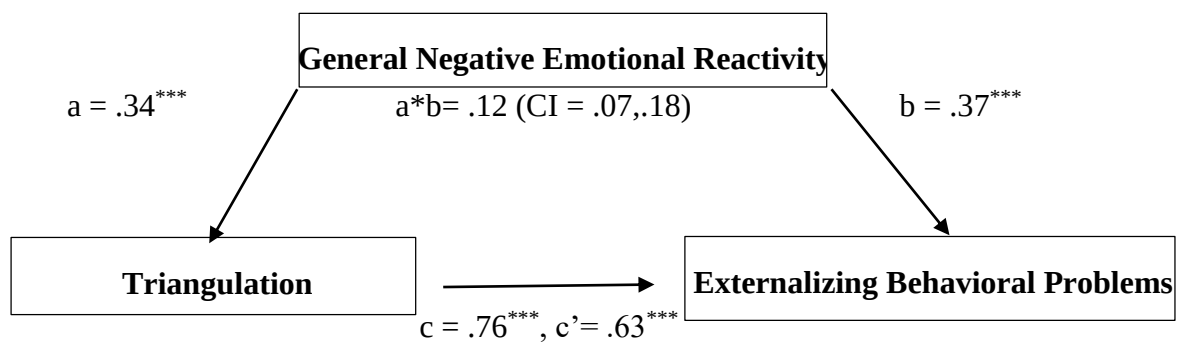


Results suggest that general negative emotional reactivity also significant mediate the relationship between adolescent triangulation and externalizing behavioral problems. Results in Table 47 suggest that total effect of triangulation on externalizing behavioral problems through general negative emotional reactivity is significant ($\beta = .85$, $B = .76$, $p < .001$). Total model explains 73% of variance with significant F value ($R = .85$, $R^2 = .73$, $F(1,940) = 2652.64$). Considering direct and indirect paths results show that general negative emotional reactivity is also significant positive predictor of externalizing behavioral problems ($\beta = .17$, $B = .37$, $p < .001$). Furthermore, result reveals that there is a significant positive direct effect of triangulation on externalizing behavioral problems ($\beta = .71$, $B = .63$, $p < .001$). The indirect effect of triangulation on

externalizing behavioral problems through general negative emotional reactivity is also found to be significant ($\beta = .14$, $B = .12$, 95% CI = .07, .18). Figure below represent the diagrammatic representation of mediating effect of general negative emotional reactivity in relationship between triangulation and externalizing behavioral problem. The Figure 55 shows unstandardized beta coefficient for all the direct and indirect paths.

Figure 55

Figure Showing all the Direct and Indirect Paths Between Triangulation and Externalizing Behavioral Problems Through General Negative Emotional Reactivity

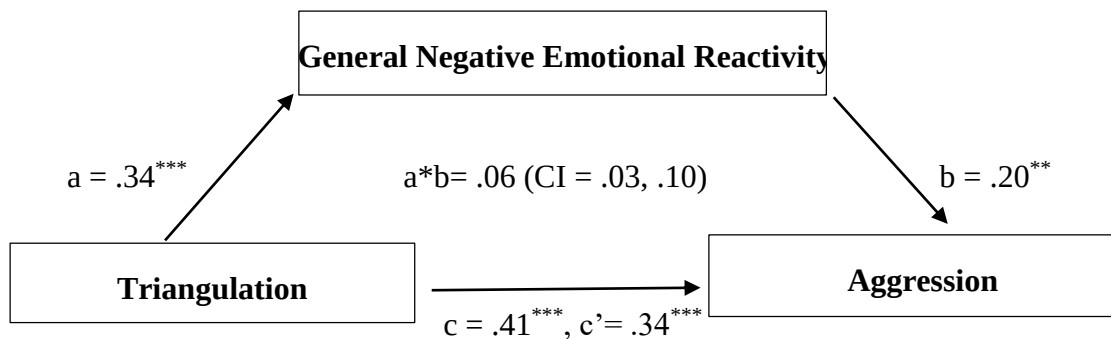


Results suggest that general negative emotional reactivity also significant mediate the relationship between triangulation and aggression among adolescents. Results in Table 47 suggest that total effect of triangulation on aggression through general negative emotional reactivity is significant ($\beta = .84$, $B = .41$, $p < .001$). Total model explains 71% of variance with significant F value ($R = .84$, $R^2 = .71$, $F (1,940) = 2387.33$). Considering direct and indirect paths results show that general negative emotional reactivity is also significant positive predictor of aggression ($\beta = .17$, $B = .20$, $p < .001$). Furthermore, result reveals that there is a significant positive direct effect of triangulation on externalizing behavioral problems ($\beta = .70$, $B = .20$, $p < .001$). The indirect effect of triangulation on aggression through general negative emotional

reactivity is also found to be significant ($\beta = .14$, $B = .06$, 95% CI = .03, .10). Figure below represent the diagrammatic representation of mediating effect of general negative emotional reactivity in relationship between triangulation and aggression among adolescents. The Figure 56 shows unstandardized beta coefficient for all the direct and indirect paths.

Figure 56

Figure Showing all the Direct and Indirect Paths Between Triangulation and Aggression Through General Negative Emotional Reactivity



Moreover, results suggest that general negative emotional reactivity also significant mediate the relationship between triangulation and rule breaking behavior among adolescents. Results in Table 47 suggest that total effect of triangulation on rule breaking behavior through general negative emotional reactivity is significant ($\beta = .85$, $B = .35$, $p < .001$). Total model explains 73% of variance with significant F value ($R = .85$, $R^2 = .73$, $F(1,940) = 2600.47$). Considering direct and indirect paths results show that general negative emotional reactivity is also significant positive predictor of rule breaking behavior ($\beta = .17$, $B = .17$, $p < .001$). Furthermore, result reveals that there is a significant positive direct effect of triangulation on rule breaking behavior ($\beta = .71$, $B = .29$, $p < .001$). The indirect effect of triangulation on rule breaking behavior through general negative emotional reactivity is also found to be significant ($\beta = .14$, $B = .05$, 95% CI = .03, .08). Figure below represent the diagrammatic representation of

mediating effect of general negative emotional reactivity in relationship between triangulation and rule breaking behavior among adolescents. The Figure 57 shows unstandardized beta coefficient for all the direct and indirect paths.

Figure 57

Figure Showing all the Direct and Indirect Paths Between Triangulation and Rule Breaking Behavior Through General Negative Emotional Reactivity

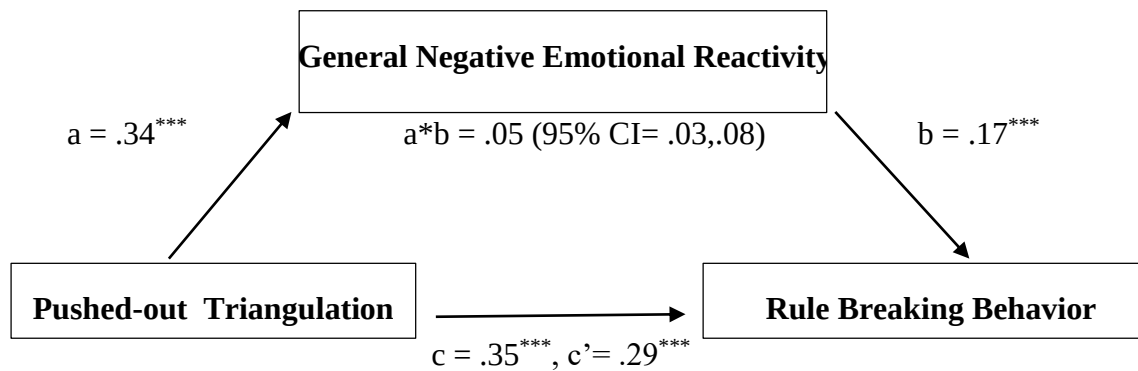


Table 48

Direct and Indirect Effect of pushed-out triangulation on General Negative Emotional Reactivity, Internalizing Behavioral Problems, Externalizing Behavioral Problems, Anxiety/Depressed Problems, Somatic Complaints, Withdrawal/Depressed, Rule Breaking Behavior and Aggression (N=942)

Paths	β	B	SE	p	95%CI
Direct Paths					
PO→IBP	.36	1.40	.09	.000	[1.22,1.59]
PO→AD	.38	.64	.04	.000	[-.55,.73]
PO→SC	.34	.43	.03	.000	[-.37,.50]
PO→WD	.32	.33	.02	.000	[-.27,.38]
PO→EBP	.38	1.57	.11	.000	[1.34,1.80]

PO→RBB	.38	.74	.05	.000	[.63,.84]
PO→AGG	.37	.83	.06	.000	[.70,.96]
PO→GNER	.73	1.39	.04	.000	[1.31,4.28]
GNER→IBP	.54	1.11	.05	.000	[1.01,1.21]
GNER →AD	.49	.42	.02	.000	[.38,.47]
GNER →SC	.56	.37	.01	.000	[.34,.41]
GNER →WD	.56	.30	.01	.000	[.27,.33]
GNER →EBP	.48	1.05	.06	.000	[.93,1.17]
GNER →RBB	.47	.48	.02	.000	[.42,.53]
GNER →AGG	.48	.57	.03	.000	[.50,.63]
Indirect Paths					
PO→GNER→IBP	.40	1.55	.08		[1.38,1.72]
PO→GNER→AD	.36	.59	.04		[.52,.67]
PO→GNER→SC	.41	.52	.02		[.47,.58]
PO→GNER→WD	.41	.42	.01		[.37,.47]
PO→GNER→EBP	.35	1.47	.11		[1.24,1.70]
PO→GNER→RBB	.35	.67	.05		[.56,.77]
PO→GNER→AGG	.35	.79	.06		[.67,.92]

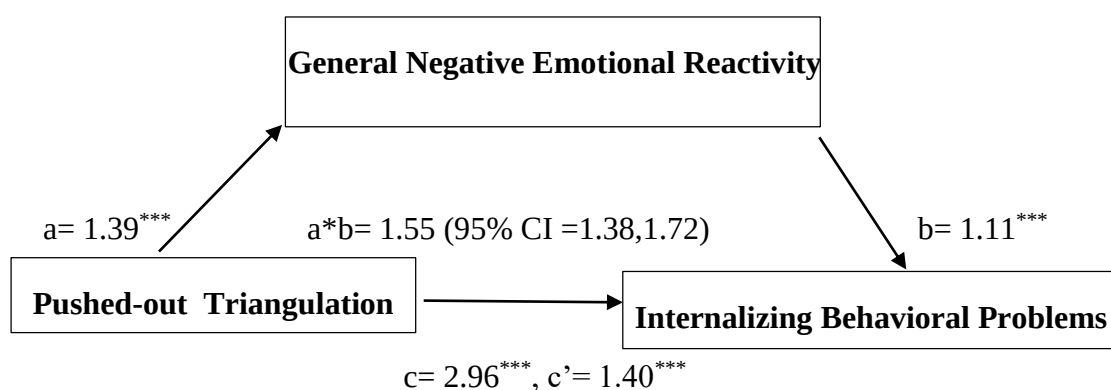
Note. PO = Pushed-out; GNER=General Negative emotional reactivity; IBP=Internalizing Behavioral Problems, AD=Anxiety/depressed problems, WD=Withdrawn/Depressed, SC=Somatic Complaints; EBP=Externalizing Behavioral Problem, RBB = Rule-Breaking Behavior, AGG=Aggressive

Table 48 presents standardized and unstandardized coefficients for direct and indirect effects of pushed-out triangulation on behavioral problems through general negative emotional reactivity along with the biased corrected 95% bootstrap confidence

intervals and p values. Results suggest that total effect of pushed-out triangulation on adolescent internalizing behavioral problem through general negative emotional reactivity is significant ($\beta = .77$, $B = 2.96$, $p < .001$). Total model explains 59% of variance with significant F value ($R = .77$, $R^2 = .59$, $F(1,940) = 1387.02$). Considering direct and indirect paths results show that pushed-out triangulation is positive predictor of general negative emotional reactivity ($\beta = .73$, $B = 1.39$, $p < .001$), which explains 54% variance ($R^2 = .54$, $F(1,940) = 1125.26$). Results suggest that general negative emotional reactivity is also significant positive predictor of internalizing behavioral problems ($\beta = .54$, $B = 1.11$, $p < .001$). Furthermore, result reveals that there is a significant positive direct effect of pushed-out triangulation on internalizing behavioral problems ($\beta = .36$, $B = 1.40$, $p < .001$). The indirect effect of pushed-out triangulation on internalizing behavioral problems through general negative emotional reactivity is also found to be significant ($\beta = .40$, $B = 1.55$, 95% CI = 1.38,1.72). The Figure 58 shows unstandardized beta coefficient for all the direct and indirect paths.

Figure 58

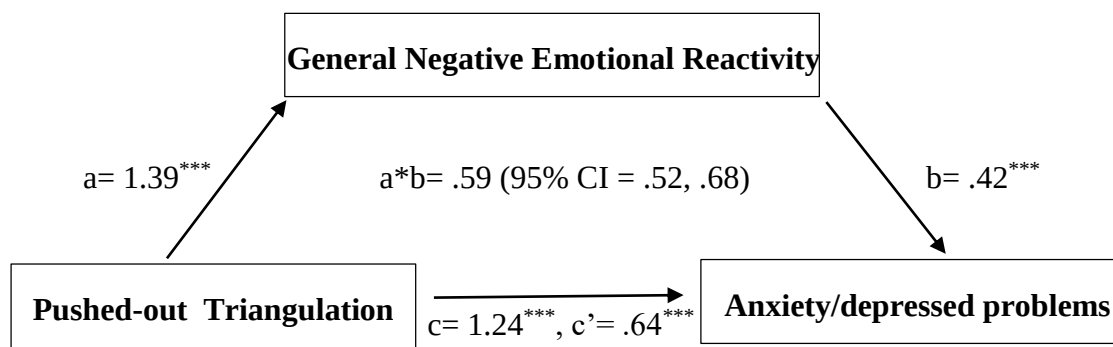
Figure Showing all the Direct and Indirect Paths Between pushed-out triangulation and Internalizing Behavioral Problems Through General Negative Emotional Reactivity



Results suggest that total effect of pushed-out triangulation on anxiety/depressed problems through general negative emotional reactivity is significant ($\beta = .75$, $B = 1.24$, $p < .001$). Total model explains 56% variance $\{R^2 = .56$, $F(1,940) = 1227.56^{***}\}$. Considering direct and indirect paths results suggest that general negative emotional reactivity is significant positive predictor of anxiety/depressed problems ($\beta = .49$, $B = .42$, $p < .001$). Furthermore, result reveals that there is a significant positive direct effect of pushed-out triangulation on anxiety/depressed problems ($\beta = .38$, $B = .64$, $p < .001$). The indirect effect of pushed-out triangulation on anxiety/depressed problems through general negative emotional reactivity is also found to be significant ($\beta = .36$, $B = .59$, 95% CI = .52, .68). Figure below represent the diagrammatic representation of mediating effect of general negative emotional reactivity in relationship between pushed-out triangulation and anxiety/depressed problems. The Figure 59 shows unstandardized beta coefficient for all the direct and indirect paths.

Figure 59

Figure Showing all the Direct and Indirect Paths Between pushed-out triangulation and Anxiety/Depressed Problems Through General Negative Emotional Reactivity

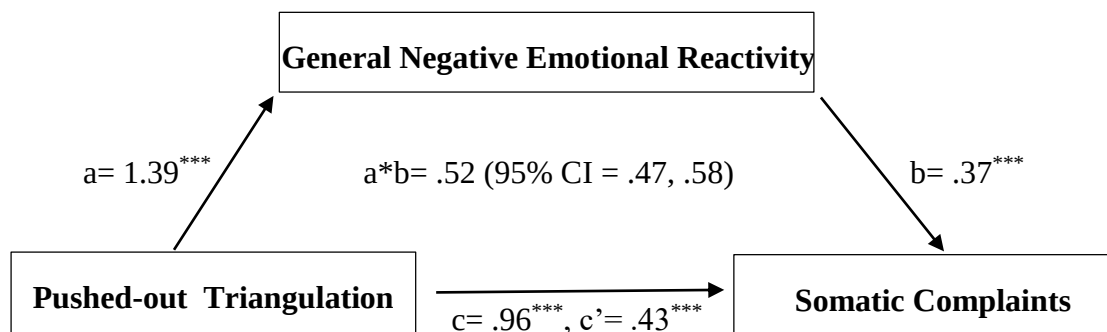


Results suggest that total effect of pushed-out triangulation on somatic complaints through general negative emotional reactivity is significant ($\beta = .75$, $B = .96$, $p < .001$). Total model explains 56% variance $\{R^2 = .56$, $F(1,940) = 1241.71^{***}\}$.

Considering direct and indirect paths results suggest that general negative emotional reactivity is significant positive predictor of somatic complaints ($\beta = .56$, $B = .37$, $p < .001$). Furthermore, result reveals that there is a significant positive direct effect of pushed-out triangulation on somatic complaints ($\beta = .34$, $B = .37$, $p < .001$). The indirect effect of pushed-out triangulation on somatic complaints through general negative emotional reactivity is also found to be significant ($\beta = .41$, $B = .52$, 95% CI = .47, .58). Figure below represent the diagrammatic representation of mediating effect of general negative emotional reactivity in relationship between pushed-out triangulation and somatic complaints. The Figure 60 shows unstandardized beta coefficient for all the direct and indirect paths

Figure 60

Figure Showing all the Direct and Indirect Paths Between pushed-out triangulation and Somatic Complaints Through General Negative Emotional Reactivity

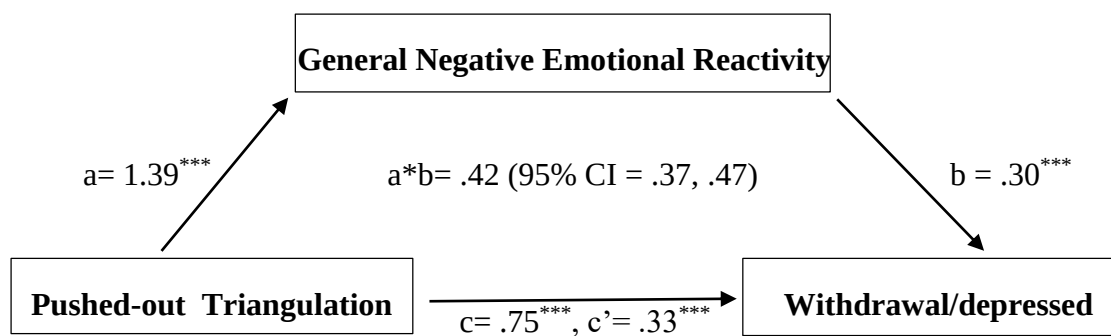


Results suggest that total effect of pushed-out triangulation on withdrawal/depressed problems through general negative emotional reactivity is significant ($\beta = .73$, $B = .75$, $p < .001$). Total model explains 54% variance $\{R^2 = .54$, $F(1,940) = 1115.33^{***}\}$. Considering direct and indirect paths results suggest that general negative emotional reactivity is significant positive predictor of withdrawal/depressed problems ($\beta = .56$, $B = .30$, $p < .001$). Furthermore, result reveals that there is a significant positive direct effect of pushed-out triangulation on

withdrawal/depressed problems ($\beta = .32$, $B = .33$, $p < .001$). The indirect effect of pushed-out triangulation on withdrawal/depressed problems through general negative emotional reactivity is also found to be significant ($\beta = .41$, $B = .42$, 95% CI = .37, .47). Figure below represent the diagrammatic representation of mediating effect of general negative emotional reactivity in relationship between pushed-out triangulation and withdrawal/depressed problems. The Figure 61 below shows unstandardized beta coefficient for all the direct and indirect paths.

Figure 61

Figure Showing all the Direct and Indirect Paths Between pushed-out triangulation and Withdrawal/Depressed Problems Through General Negative Emotional Reactivity

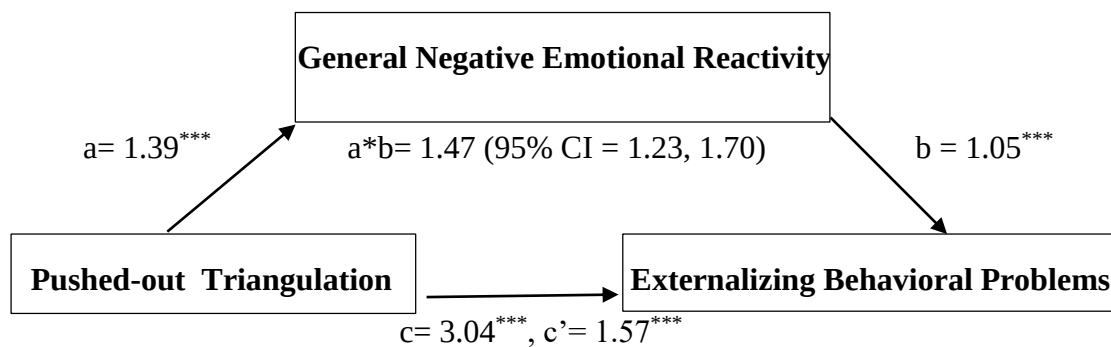


Results suggest that total effect of pushed-out triangulation on externalizing behavioral problems through general negative emotional reactivity is significant ($\beta = .74$, $B = 3.04$, $p < .001$). Total model explains 55% variance $\{R^2 = .55$, $F(1,940) = 1154.57^{***}\}$. Considering direct and indirect paths results suggest that general negative emotional reactivity is significant positive predictor of externalizing behavioral problems ($\beta = .48$, $B = 1.05$, $p < .001$). Furthermore, result reveals that there is a significant positive direct effect of pushed-out triangulation on externalizing behavioral problems ($\beta = .38$, $B = 1.57$, $p < .001$). The indirect effect of pushed-out triangulation on externalizing behavioral problems through general negative emotional reactivity is also found to be significant ($\beta = .35$, $B = 1.47$, 95% CI = 1.23, 1.70). Figure below

represent the diagrammatic representation of mediating effect of general negative emotional reactivity in relationship between pushed-out triangulation and externalizing behavioral problems. The Figure 62 shows unstandardized beta coefficient for all the direct and indirect paths.

Figure 62

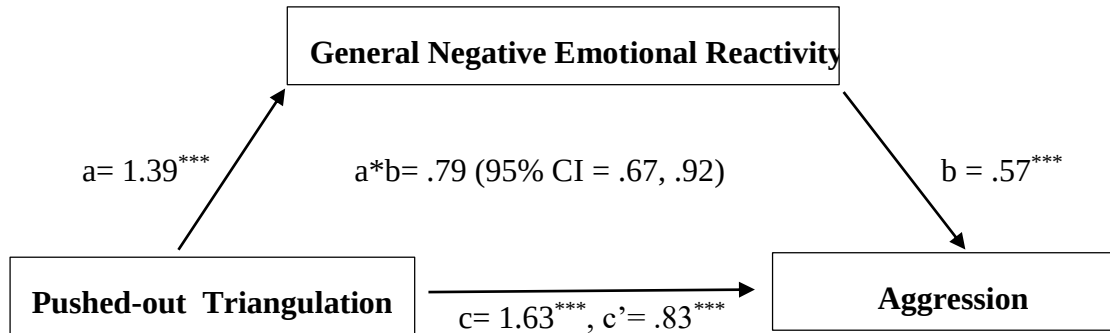
Figure Showing all the Direct and Indirect Paths Between pushed-out triangulation and Externalizing Behavioral Problems Through General Negative Emotional Reactivity



Results suggest that total effect of pushed-out triangulation on aggression through general negative emotional reactivity is significant ($\beta = .72$, $B = 1.63$, $p < .001$). Total model explains 53% variance $\{R^2 = .53$, $F(1,940) = 1067.57^{***}\}$. Considering direct and indirect paths results suggest that general negative emotional reactivity is significant positive predictor of aggression ($\beta = .48$, $B = .57$, $p < .001$). Furthermore, result reveals that there is a significant positive direct effect of pushed-out triangulation on aggression ($\beta = .37$, $B = .83$, $p < .001$). The indirect effect of pushed-out triangulation on aggression through general negative emotional reactivity is also found to be significant ($\beta = .35$, $B = .79$, 95% CI = .67, .92). Figure below represent the diagrammatic representation of mediating effect of general negative emotional reactivity in relationship between pushed-out triangulation and aggression. The Figure 63 shows unstandardized beta coefficient for all the direct and indirect paths.

Figure 63

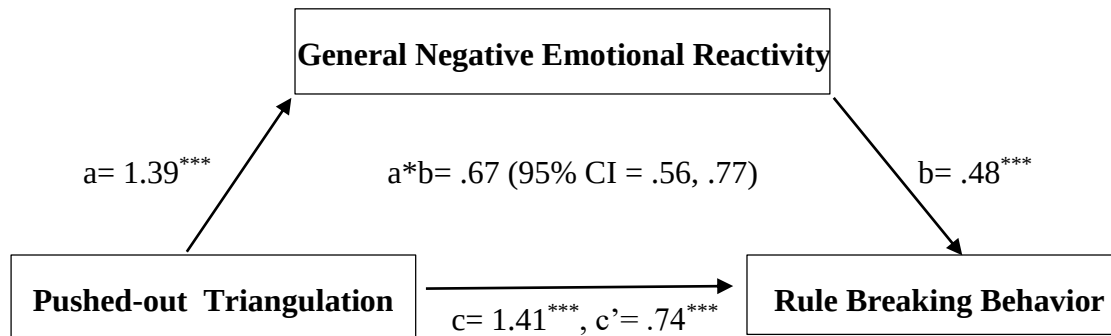
Figure Showing all the Direct and Indirect Paths Between pushed-out triangulation and Aggression Through General Negative Emotional Reactivity



Results in Table 48 suggest that total effect of pushed-out triangulation on rule breaking behavior problems through general negative emotional reactivity is significant ($\beta = .74$, $B = 1.41$, $p < .001$). Total model explains 55% variance $\{R^2 = .55$, $F(1,940) = 1162.82^{***}\}$. Considering direct and indirect paths results suggest that general negative emotional reactivity is significant positive predictor of rule breaking behavior problems ($\beta = .47$, $B = .48$, $p < .001$). Furthermore, result reveals that there is a significant positive direct effect of pushed-out triangulation on rule breaking behavior problems ($\beta = .39$, $B = .74$, $p < .001$). The indirect effect of pushed-out triangulation on rule breaking behavior problems through general negative emotional reactivity is also found to be significant ($\beta = .35$, $B = .74$, 95% CI = .56, .77). Figure below represent the diagrammatic representation of mediating effect of general negative emotional reactivity in relationship between pushed-out triangulation and rule breaking behavior problems. The Figure 64 unstandardized beta coefficient for all the direct and indirect paths.

Figure 64

Figure Showing all the Direct and Indirect Paths Between pushed-out triangulation and Rule Breaking Behavior Through General Negative Emotional Reactivity

**Table 49**

Direct and Indirect Effect of pulled-in triangulation on General Negative Emotional Reactivity, Internalizing Behavioral Problems, Externalizing Behavioral Problems, Anxiety/Depressed Problems, Somatic Complaints, Withdrawal/Depressed, Rule Breaking Behavior and Aggression (N=942)

Paths	β	B	SE	p	95%CI
Direct Paths					
PI→IBP	.37	1.14	.08	.000	[.98,1.29]
PI→AD	.39	.51	.03	.000	[.44,.59]
PI→SC	.34	.34	.02	.000	[.29,.40]
PI→WD	.33	.27	.02	.000	[.22,.31]
PI→EBP	.46	1.53	.09	.000	[1.35,1.71]
PI→RBB	.45	.69	.04	.000	[.60,.77]
PI→AGG	.47	.84	.05	.000	[.73,.94]
PI→GNER	.76	1.15	.03	.000	[1.09,1.21]

GNER→IBP	.53	1.08	.05	.000	[.97,1.18]
GNER →AD	.47	.41	.02	.000	[.36,.46]
GNER →SC	.55	.37	.01	.000	[.33,.40]
GNER →WD	.54	.29	.01	.000	[.26,.32]
GNER →EBP	.41	.89	.06	.000	[.77,1.01]
GNER →RBB	.41	.42	.02	.000	[.36,.47]
GNER →AGG	.39	.47	.03	.000	[.40,.53]
Indirect Paths					
PI→GNER→IBP	.40	1.25	.07		[1.11,1.39]
PI→GNER→AD	.36	.48	.03		[.41,.55]
PI→GNER→SC	.42	.43	.02		[.38,.48]
PI→GNER→WD	.41	.34	.02		[.30,.38]
PI→GNER→EBP	.31	1.03	.08		[.86,1.20]
PI→GNER→RBB	.31	.48	.04		[.40,.56]
PI→GNER→AGG	.30	.54	.04		[.45,.64]

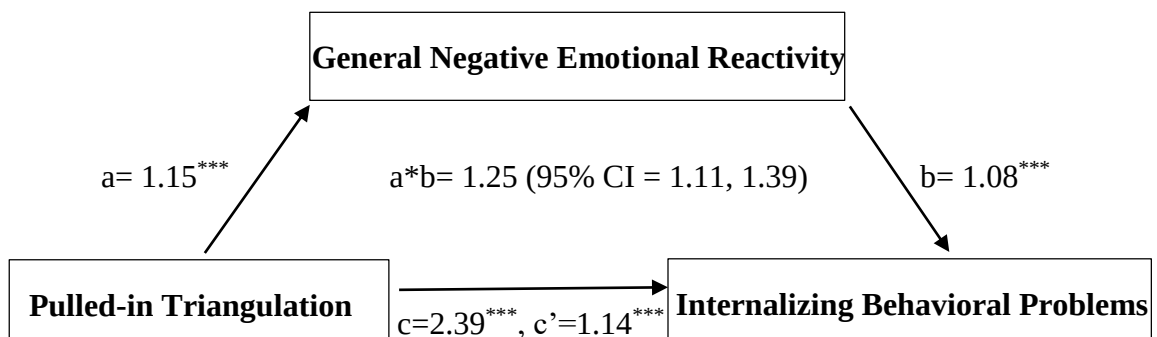
Note. PI = pulled-in triangulation; GNER=General negative emotional reactivity; IBP=Internalizing Behavioral Problems, AD=Anxiety/depressed problems, WD=Withdrawn/Depressed, SC=Somatic Complaints; EBP=Externalizing Behavioral Problem, RBB = Rule-Breaking Behavior, AGG=Aggressive

In Table 49, a comprehensive overview of the relationships between pulled-in triangulation, general negative emotional reactivity, and their impacts on behavioral problems is presented. This table includes both standardized and unstandardized coefficients, allowing for a detailed understanding of the direct and indirect effects of pulled-in triangulation. Results suggest that total effect of pulled-in triangulation on adolescent internalizing behavioral problem through general negative emotional

reactivity is significant ($\beta = .78, B = 2.39, p < .001$). Total model explains 61% variance $\{R^2 = .61, F(1,940) = 1470.83^{***}\}$. Considering direct and indirect paths results show that pulled-in triangulation is positive predictor of general negative emotional reactivity ($\beta = .76, B = 1.15, p < .001$), which explains 58% variance $\{R^2 = .58, F(1,940) = 1323.26^{***}\}$. Results in Table 49 suggest that general negative emotional reactivity is also significant positive predictor of internalizing behavioral problems ($\beta = .53, B = 1.08, p < .001$). Furthermore, result reveals that there is a significant positive direct effect of pulled-in triangulation on internalizing behavioral problems ($\beta = .37, B = 1.14, p < .001$). The indirect effect of pulled-in triangulation on internalizing behavioral problems through general negative emotional reactivity is also found to be significant ($\beta = .40, B = 1.25, 95\% \text{ CI} = 1.11, 1.39$). Figure 65 below represent the diagrammatic representation of mediating effect of general negative emotional reactivity in relationship between pulled-in triangulation and internalizing behavioral problems. The Figure 65 shows unstandardized beta coefficient for all the direct and indirect paths.

Figure 65

Figure Showing all the Direct and Indirect Paths Between pulled-in Triangulation and Internalizing Behavioral Problems Through General Negative Emotional Reactivity

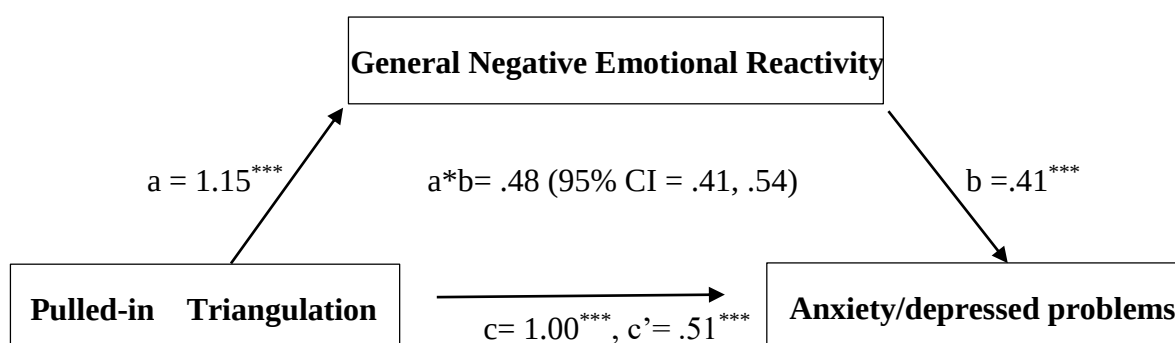


Results suggest that total effect of pulled-in triangulation on adolescent anxiety/depressed problems through general negative emotional reactivity is significant

($\beta = .75$, $B = 1.00$, $p < .001$). Total model explains 57% variance ($R^2 = .57$, $F(1,940) = 1282.78^{***}$). Considering direct and indirect paths results suggest that general negative emotional reactivity is also significant positive predictor of anxiety/depressed problems ($\beta = .47$, $B = .41$, $p < .001$). Furthermore, result reveals that there is a significant positive direct effect of pulled-in triangulation on anxiety/depressed problems ($\beta = .39$, $B = .51$, $p < .001$). The indirect effect of pulled-in triangulation on anxiety/depressed problems through general negative emotional reactivity is also found to be significant ($\beta = .36$, $B = .48$, 95% CI = .41, .54). Figure below represent the diagrammatic representation of mediating effect of general negative emotional reactivity in relationship between pulled-in triangulation and anxiety/depressed problems. The Figure 66 shows unstandardized beta coefficient for all the direct and indirect paths.

Figure 66

Figure Showing all the Direct and Indirect Paths Between Pulled-In Triangulation and Anxiety/Depressed Problems Through General Negative Emotional Reactivity

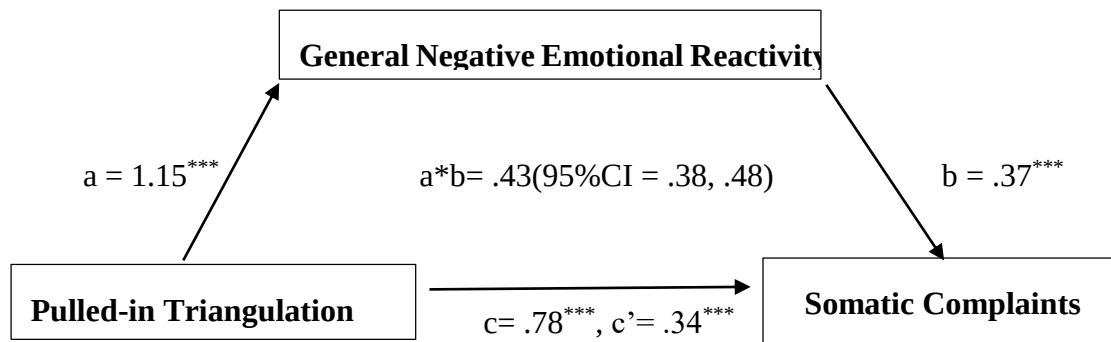


Results suggest that total effect of pulled-in triangulation on adolescent somatic complaints through general negative emotional reactivity is significant ($\beta = .76$, $B = .78$, $p < .001$). Total model explains 58% variance ($R^2 = .58$, $F(1,940) = 1305.96^{***}$). Considering direct and indirect paths results suggest that general negative emotional

reactivity is also significant positive predictor of somatic complaints ($\beta = .55$, $B = .37$, $p < .001$). Furthermore, result in Table 49 reveals that there is a significant positive direct effect of pulled-in triangulation on somatic complaints ($\beta = .34$, $B = .34$, $p < .001$). The indirect effect of pulled-in triangulation on somatic complaints through general negative emotional reactivity is also found to be significant ($\beta = .43$, $B = .42$, 95% CI = .38, .48). Figure below represent the diagrammatic representation of mediating effect of general negative emotional reactivity in relationship between pulled-in triangulation and somatic complaints. The Figure 67 shows unstandardized beta coefficient for all the direct and indirect paths.

Figure 67

Figure Showing all the Direct and Indirect Paths Between Pulled-In Triangulation and Somatic Complaints Through General Negative Emotional Reactivity

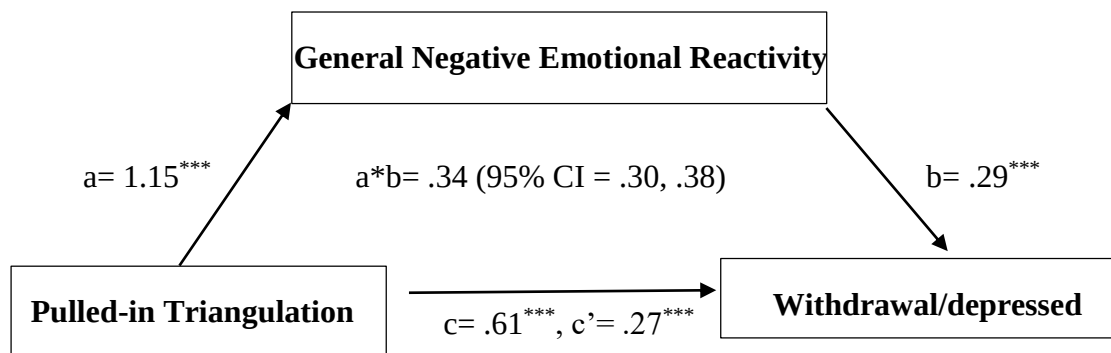


Results suggest that total effect of pulled-in triangulation on adolescent withdrawal/depressed problems through general negative emotional reactivity is significant ($\beta = .74$, $B = .61$, $p < .001$). Total model explains 56% variance $\{R^2 = .56$, $F(1,940) = 1200.53^{***}\}$. Considering direct and indirect paths results suggest that general negative emotional reactivity is also significant positive predictor of withdrawal/depressed problems ($\beta = .54$, $B = .29$, $p < .001$). Furthermore, result reveals that there is a significant positive direct effect of pulled-in triangulation on withdrawal/depressed problems ($\beta = .33$, $B = .27$, $p < .001$). The indirect effect of

pulled-in triangulation on withdrawal/depressed problems through general negative emotional reactivity is also found to be significant ($\beta = .41$, $B = .34$, 95% CI = .30, .38). Figure below represent the diagrammatic representation of mediating effect of general negative emotional reactivity in relationship between pulled-in triangulation and withdrawal/depressed problems. The Figure 68 shows unstandardized beta coefficient for all the direct and indirect paths.

Figure 68

Figure Showing all the Direct and Indirect Paths Between Pulled-in Triangulation and Withdrawal/Depressed Problems Through General Negative Emotional Reactivity

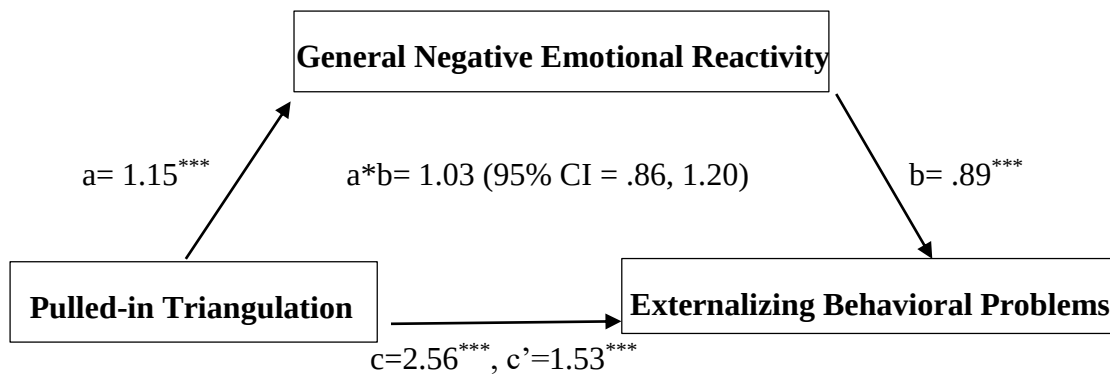


Results suggest that total effect of pulled-in triangulation on adolescent externalizing behavioral problems through general negative emotional reactivity is significant ($\beta = .78$, $B = 2.56$, $p < .001$). Total model explains 61% variance $\{R^2 = .61$, $F(1,940) = 1482.84^{***}\}$. Considering direct and indirect paths results suggest that general negative emotional reactivity is also significant positive predictor of externalizing behavioral problems ($\beta = .41$, $B = .89$, $p < .001$). Furthermore, result reveals that there is a significant positive direct effect of pulled-in triangulation on externalizing behavioral problems ($\beta = .46$, $B = 1.53$, $p < .001$). The indirect effect of pulled-in triangulation on externalizing behavioral problems through general negative emotional reactivity is also found to be significant ($\beta = .31$, $B = 1.03$, 95% CI = .86, 1.20). Figure below represent the diagrammatic representation of mediating effect of

general negative emotional reactivity in relationship between pulled-in triangulation and externalizing behavioral problems. The Figure 69 shows unstandardized beta coefficient for all the direct and indirect paths.

Figure 69

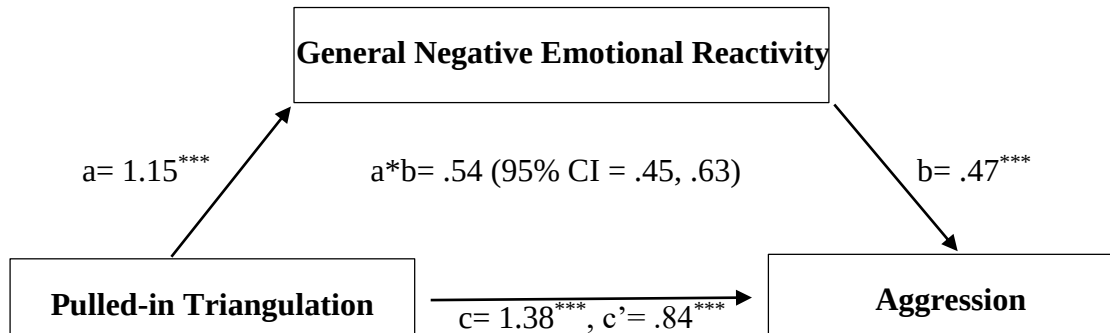
Figure Showing all the Direct and Indirect Paths Between pulled-in Triangulation and Externalizing Behavioral Problems Through General Negative Emotional Reactivity



Results in Table 49 also suggest that total effect of pulled-in triangulation on adolescent aggressions through general negative emotional reactivity is significant ($\beta = .77$, $B = 1.38$, $p < .001$). Total model explains 60% variance $\{R^2 = .60$, $F(1,940) = 1412.96^{***}\}$. Considering direct and indirect paths results suggest that general negative emotional reactivity is also significant positive predictor of aggressions ($\beta = .39$, $B = .47$, $p < .001$). Furthermore, result reveals that there is a significant positive direct effect of pulled-in triangulation on aggressions ($\beta = .39$, $B = .84$, $p < .001$). The indirect effect of pulled-in triangulation on aggressions through general negative emotional reactivity is also found to be significant ($\beta = .30$, $B = .54$, 95% CI = .45, .63). Figure below represent the diagrammatic representation of mediating effect of general negative emotional reactivity in relationship between pulled-in triangulation and aggressions. The Figure 70 shows unstandardized beta coefficient for all the direct and indirect paths.

Figure 70

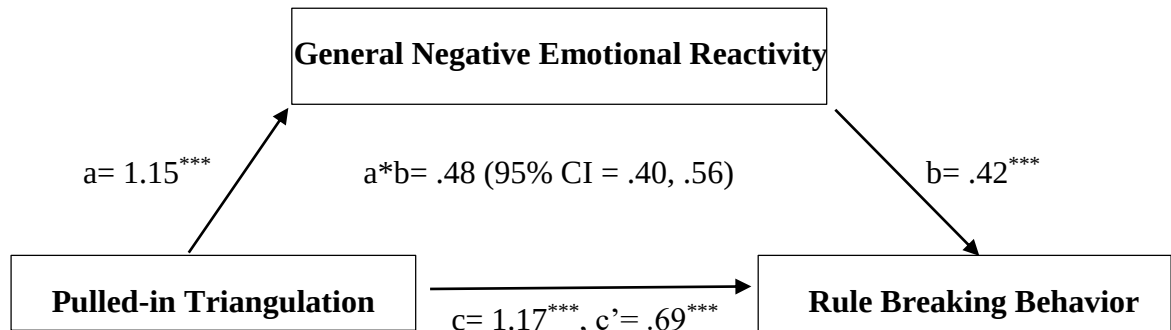
Figure Showing all the Direct and Indirect Paths Between Pulled-in Triangulation and Internalizing Behavioral Problems Through General Negative Emotional Reactivity



Results suggest that total effect of pulled-in triangulation on adolescent rule breaking behaviors through general negative emotional reactivity is significant ($\beta = .76$, $B = .78$, $p < .001$). Total model explains 60% variance $\{R^2 = .60$, $F(1,940) = 1421.74^{***}\}$. Considering direct and indirect paths results suggest that general negative emotional reactivity is also significant positive predictor of rule breaking behaviors ($\beta = .77$, $B = 1.17$, $p < .001$). Furthermore, result reveals that there is a significant positive direct effect of pulled-in triangulation on rule breaking behaviors ($\beta = .41$, $B = .69$, $p < .001$). The indirect effect of pulled-in triangulation on rule breaking behaviors through general negative emotional reactivity is also found to be significant ($\beta = .31$, $B = .48$, 95% CI = .40, .56). The figure presented below offers a diagrammatic representation of the mediating effect of general negative emotional reactivity in the relationship between pulled-in triangulation and rule-breaking behaviors. This visual representation provides an intuitive depiction of the complex interplay among these variables, illustrating how pulled-in triangulation may impact rule-breaking behaviors through its influence on general negative emotional reactivity. The Figure 71 shows unstandardized beta coefficient for all the direct and indirect paths.

Figure 71

Figure Showing all the Direct and Indirect Paths Between Pulled-in Triangulation and Internalizing Behavioral Problems Through General Negative Emotional Reactivity

**Table 50**

Direct and Indirect Effect of Mediator Triangulation on General Negative Emotional Reactivity, Internalizing Behavioral Problems, Externalizing Behavioral Problems, Anxiety/Depressed Problems, Somatic Complaints, Withdrawal/Depressed, Rule Breaking Behavior and Aggression (N=942)

Paths	β	B	SE	P	95%CI
Direct Paths					
MED→IBP	.50	1.34	.06	.000	[1.21,1.47]
MED→AD	.52	.60	.03	.000	[.54,.66]
MED→SC	.46	.41	.02	.000	[.36,.45]
MED→WD	.46	.32	.01	.000	[.29,.36]
MED→EBP	.55	1.56	.08	.000	[1.40,1.72]
MED→RBB	.53	.70	.03	.000	[.63,.78]
MED→AGG	.55	.85	.04	.000	[.76,.94]
MED→GNER	.78	1.02	.02	.000	[.97,1.07]
GNER→IBP	.42	.86	.05	.000	[.76,.95]

GNER →AD	.36	.31	.02	.000	[.27,.36]
GNER →SC	.44	.30	.01	.000	[.26,.33]
GNER →WD	.43	.23	.01	.000	[.20,.26]
GNER →EBP	.33	.73	.06	.000	[.61,.85]
GNER →RBB	.34	.34	.02	.000	[.29,.40]
GNER →AGG	.32	.38	.03	.000	[.32,.45]
Indirect Paths					
MED→GNER→IBP	.33	.88	.06		[.75,1.00]
MED→GNER→AD	.28	.32	.02		[.27,.38]
MED→GNER→SC	.35	.31	.02		[.26,.35]
MED→GNER→WD	.34	.24	.01		[.20,.27]
MED→GNER→EBP	.26	.75	.08		[.57,.91]
MED→GNER→RBB	.27	.35	.04		[.27,.43]
MED→GNER→AGG	.25	.39	.04		[.19,.31]

Note. MED = Mediator Triangulation; GNER=General negative emotional reactivity; IBP=Internalizing Behavioral Problems, AD=Anxiety/depressed problems, WD=Withdrawn/Depressed, SC=Somatic Complaints; EBP=Externalizing Behavioral Problem, RBB = Rule-Breaking Behavior, AGG=Aggressive

In Table 50, both standardized and unstandardized coefficients are presented, revealing the direct and indirect effects of mediator triangulation on behavioral problems. These effects are mediated through general negative emotional reactivity. Furthermore, the table provides additional information by including biased corrected 95% bootstrap confidence intervals and corresponding p-values. By presenting both standardized and unstandardized coefficients, the table offers a comprehensive view of the relationships between mediator triangulation, general negative emotional reactivity,

and their influence on behavioral problems. The inclusion of bootstrap confidence intervals and p-values enhances the interpretation of these effects by accounting for potential sampling variability and assessing their statistical significance. Overall, Table 50 serves as a valuable resource for understanding the complex interplay between mediator triangulation, emotional reactivity, and behavioral problems.

Results suggest that total effect of mediator triangulation on adolescent internalizing behavioral problem through general negative emotional reactivity is significant ($\beta = .83$, $B = 2.22$, $p < .001$). Total model explains 70% variance ($R^2 = .70$, $F(1,940) = 2203.60^{***}$). Considering direct and indirect paths results show that mediator triangulation is positive predictor of general negative emotional reactivity ($\beta = .78$, $B = 1.02$, $p < .001$), which explains 61% variance ($R^2 = .61$, $F(1,940) = 1472.94^{***}$). Results suggest that general negative emotional reactivity is also significant positive predictor of internalizing behavioral problems ($\beta = .42$, $B = .86$, $p < .001$). Furthermore, result reveals that there is a significant positive direct effect of mediator triangulation on internalizing behavioral problems ($\beta = .50$, $B = 1.34$, $p < .001$). The indirect effect of mediator triangulation on internalizing behavioral problems through general negative emotional reactivity is also found to be significant ($\beta = .33$, $B = .88$, 95% CI = .75, 1.00). The Figure 72 presented below serves as a diagrammatic representation, depicting the mediating effect of general negative emotional reactivity in the relationship between mediator triangulation and internalizing behavioral problems. This visual representation provides an intuitive illustration of the intricate relationships among these variables, showcasing how mediator triangulation may influence internalizing behavioral problems through its influence on general negative emotional reactivity. The Figure 72 shows unstandardized beta coefficient for all the direct and indirect paths.

Figure 72

Figure Showing all the Direct and Indirect Paths Between Mediator Triangulation and Internalizing Behavioral Problems Through General Negative Emotional Reactivity

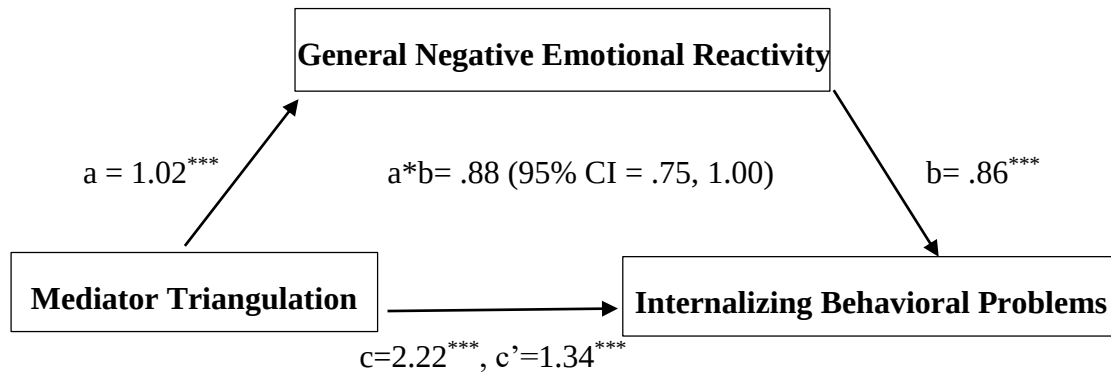
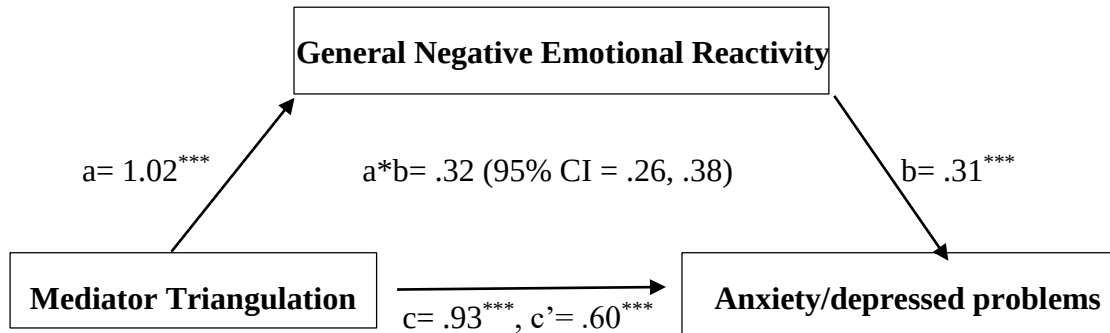


Table 50 shows that general negative emotional reactivity plays a significant mediating role in relationship between mediator triangulation and anxiety/depressed behavioral problems. Results suggest that total effect is significant ($\beta = .81, B = .93, p < .001$). Total model explains 66% variance $\{R^2 = .66, F(1,940) = 1860.72^{***}\}$. Considering direct and indirect paths results suggest that general negative emotional reactivity is also significant positive predictor of anxiety/depressed problems ($\beta = .36, B = .31, p < .001$). Furthermore, result reveals that there is a significant positive direct effect of mediator triangulation on anxiety/depressed problems ($\beta = .52, B = .60, p < .001$). The indirect effect of mediator triangulation on anxiety/depressed problems through general negative emotional reactivity is also found to be significant ($\beta = .28, B = .32, 95\% \text{ CI} = .26, .38$). The figure below provides a diagrammatic representation illustrating the mediating effect of general negative emotional reactivity in the relationship between mediator triangulation and anxiety/depressed problems, offering visual clarity to the complex interplay between these variables. The Figure 73 shows unstandardized beta coefficient for all the direct and indirect paths.

Figure 73

Figure Showing all the Direct and Indirect Paths Between Mediator Triangulation and Anxiety/Depressed Problems Through General Negative Emotional Reactivity



The data in Table 50 indicate that general negative emotional reactivity serves as a significant mediator in the connection between mediator triangulation and somatic complaints. This suggests that individuals' levels of negative emotional responsiveness contribute to the link between experiencing mediator triangulation and exhibiting somatic complaints. Results suggest that total effect is significant ($\beta = .81$, $B = .72$, $p < .001$). Total model explains 66% variance $\{R^2 = .66$, $F(1,940) = 1858.18^{***}\}$. Considering direct and indirect paths results suggest that general negative emotional reactivity is also significant positive predictor of somatic complaints ($\beta = .44$, $B = .30$, $p < .001$). Furthermore, result reveals that there is a significant positive direct effect of mediator triangulation on somatic complaints ($\beta = .46$, $B = .41$, $p < .001$). The indirect effect of mediator triangulation on somatic complaints problems through general negative emotional reactivity is also found to be significant ($\beta = .35$, $B = .31$, 95% CI = .26, .35). The figure below serves as a diagrammatic representation depicting the mediating effect of general negative emotional reactivity in the relationship between mediator triangulation and somatic complaints, offering a visual depiction of the intricate relationships among these variables within the study's framework. The Figure 74 shows unstandardized beta coefficient for all the direct and indirect paths.

Figure 74

Figure Showing all the Direct and Indirect Paths Between Mediator Triangulation and Somatic Complaints Through General Negative Emotional Reactivity

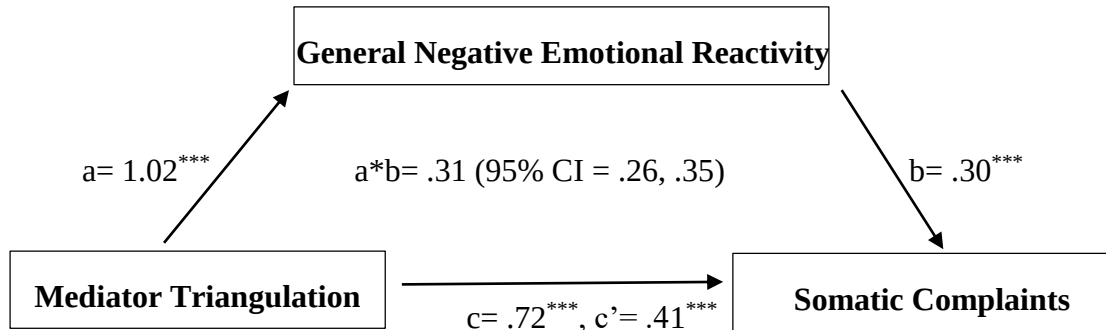


Table 50 shows that general negative emotional reactivity plays a significant mediating role in relationship between mediator triangulation and withdrawal/depressed problem. Results suggest that total effect is significant ($\beta = .80$, $B = .57$, $p < .001$). Total model explains 64% variance $\{R^2 = .64$, $F(1,940) = 1724.86^{***}\}$. Considering direct and indirect paths results suggest that general negative emotional reactivity is also significant positive predictor of withdrawal/depressed problem ($\beta = .43$, $B = .23$, $p < .001$). Furthermore, result reveals that there is a significant positive direct effect of mediator triangulation on withdrawal/depressed problem ($\beta = .46$, $B = .23$, $p < .001$). The indirect effect of mediator triangulation on withdrawal/depressed problem problems through general negative emotional reactivity is also found to be significant ($\beta = .34$, $B = .24$, 95% CI = .20, .27). The figure below provides a diagrammatic representation illustrating the mediating effect of general negative emotional reactivity in the relationship between mediator triangulation and withdrawal/depressed problems, offering a visual representation of the complex interplay among these variables. Furthermore, Figure 75 displays the unstandardized beta coefficients for all the direct and indirect paths within this mediation model, quantifying the strength and direction of the relationships between the variables

involved and facilitating a comprehensive understanding of the mediation effects in this context.

Figure 75

Figure Showing all the Direct and Indirect Paths Between Mediator Triangulation and Withdrawal/Depressed Problems Through General Negative Emotional Reactivity

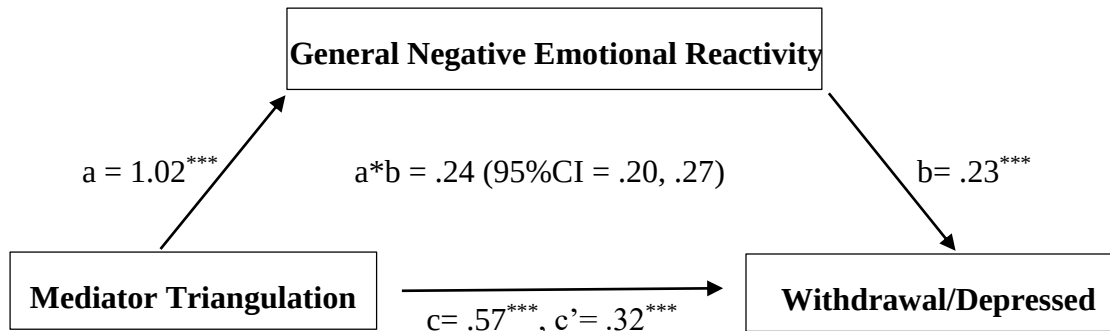


Table 50 shows that general negative emotional reactivity plays a significant mediating role in relationship between mediator triangulation and externalizing behavioral problem. Results suggest that total effect is significant ($\beta = .81, B = 2.31, p < .001$). Total model explains 66% variance $\{R^2 = .66, F(1,940) = 1860.86^{***}\}$. Considering direct and indirect paths results suggest that general negative emotional reactivity is also significant positive predictor of externalizing behavioral problem ($\beta = .33, B = .73, p < .001$). Furthermore, result reveals that there is a significant positive direct effect of mediator triangulation on externalizing behavioral problem ($\beta = .55, B = 1.56, p < .001$). The indirect effect of mediator triangulation on externalizing behavioral problem problems through general negative emotional reactivity is also found to be significant ($\beta = .26, B = .73, 95\% CI = .58, .91$). Figure below represent the diagrammatic representation of mediating effect of general negative emotional reactivity in relationship between mediator triangulation and externalizing behavioral problem. The Figure 76 shows unstandardized beta coefficient for all the direct and indirect paths.

Figure 76

Figure Showing all the Direct and Indirect Paths Between Mediator Triangulation and Externalizing Behavioral Problems Through General Negative Emotional Reactivity

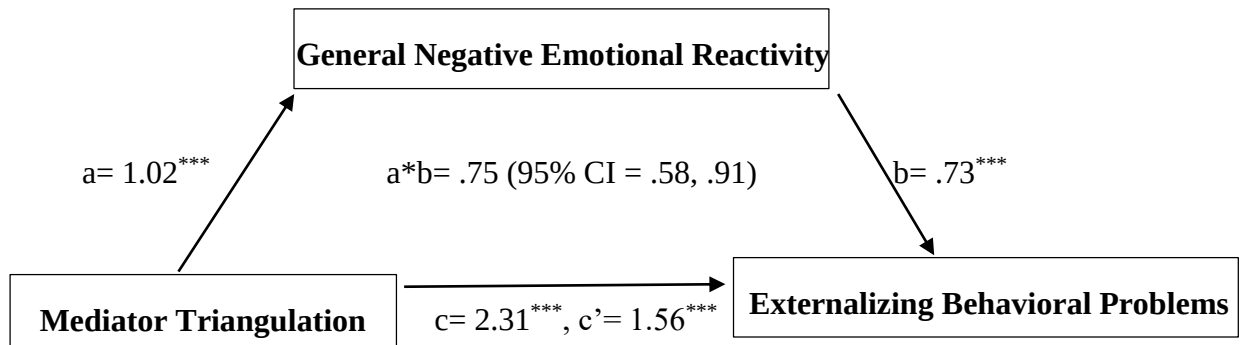


Table 50 shows that general negative emotional reactivity plays a significant mediating role in relationship between mediator triangulation and aggression. Results suggest that total effect is significant ($\beta = .80, B = 1.25, p < .001$). Total model explains 65% variance $\{R^2 = .65, F(1,940) = 1752.96^{***}\}$. Considering direct and indirect paths results suggest that general negative emotional reactivity is also significant positive predictor of aggression ($\beta = .32, B = .38, p < .001$). Furthermore, result reveals that there is a significant positive direct effect of mediator triangulation on aggression ($\beta = .55, B = .85, p < .001$). The indirect effect of mediator triangulation on aggression problems through general negative emotional reactivity is also found to be significant ($\beta = .25, B = .39, 95\% \text{ CI} = .30, .48$). The figure below visually represents the diagrammatic illustration of the mediating effect of general negative emotional reactivity in the relationship between mediator triangulation and aggression. This diagram provides a clear visual depiction of the intricate relationships among these variables within the study's framework. Additionally, Figure 77 displays the unstandardized beta coefficients for all the direct and indirect paths within this mediation model, quantifying the strength and direction of the relationships between

the variables involved and facilitating a comprehensive understanding of the mediation effects in the context of mediator triangulation and aggression.

Figure 77

Figure Showing all the Direct and Indirect Paths Between Mediator Triangulation and Aggression Through General Negative Emotional Reactivity

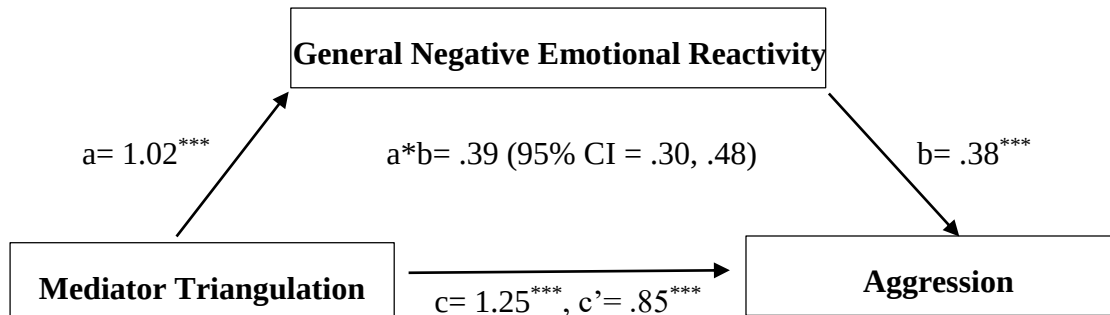
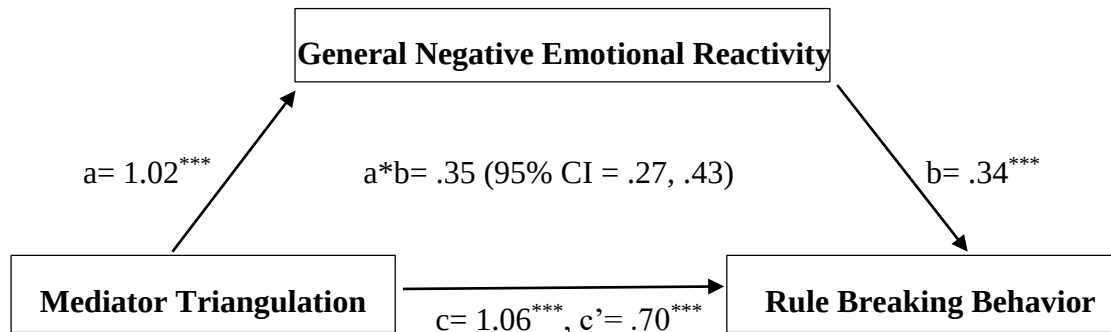


Table 50 shows that general negative emotional reactivity plays a significant mediating role in relationship between mediator triangulation and rule breaking behavior. Results suggest that total effect is significant ($\beta = .80, B = 1.06, p < .001$). Total model explains 65% variance $\{R^2 = .65, F(1,940) = 1781.49^{***}\}$. Considering direct and indirect paths results suggest that general negative emotional reactivity is also significant positive predictor of rule breaking behavior ($\beta = .34, B = .34, p < .001$). Furthermore, result reveals that there is a significant positive direct effect of mediator triangulation on rule breaking behavior ($\beta = .53, B = .70, p < .001$). The indirect effect of mediator triangulation on rule breaking behavior problems through general negative emotional reactivity is also found to be significant ($\beta = .27, B = .35, 95\% \text{ CI} = .27, .43$). Figure below represent the diagrammatic representation of mediating effect of general negative emotional reactivity in relationship between mediator triangulation and rule breaking behavior. The Figure 78 shows unstandardized beta coefficient for all the direct and indirect paths.

Figure 78

Figure Showing all the Direct and Indirect Paths Between Mediator Triangulation and Rule Breaking Behavior Through General Negative Emotional Reactivity

**Table 51**

Direct and Indirect Effect of Balanced Triangulation on General Negative Emotional Reactivity, Internalizing Behavioral Problems, Externalizing Behavioral Problems, Anxiety/Depressed Problems, Somatic Complaints, Withdrawal/Depressed, Rule Breaking Behavior and Aggression (N=942)

Paths	β	B	SE	p	95%CI
Direct Paths					
BAL→IBP	-.36	-1.16	.07	.000	[-1.32,-1.01]
BAL→AD	-.37	-.51	.03	.000	[-.59,-.44]
BAL→SC	-.32	-.35	.02	.000	[-.40,-.29]
BAL→WD	-.34	-.29	.02	.000	[-.34,-.25]
BAL→EBP	-.45	-1.55	.09	.000	[-1.73,-1.37]
BAL→RBB	-.46	-.74	.04	.000	[-.82,-.66]
BAL→AGG	-.43	-.81	.05	.000	[-.91,-.71]
BAL→GNER	-.73	-1.16	.03	.000	[-1.22,-1.09]
GNER→IBP	.55	1.12	.05	.000	[1.02,1.22]

GNER →AD	.50	.43	.02	.000	[.39,.48]
GNER →SC	.57	.38	.01	.000	[.35,.42]
GNER →WD	.54	.29	.01	.000	[.26,.32]
GNER →EBP	.43	.94	.05	.000	[.83,1.06]
GNER →RBB	.42	.42	.02	.000	[.37,.47]
GNER →AGG	.43	.52	.03		[.45,.58]
Indirect Paths					
BAL→GNER→IBP	-.40	-1.30	.06		[-1.42,-1.17]
BAL→GNER→AD	-.36	-.51	.02		[-.56,-.45]
BAL→GNER→SC	-.41	-.44	.02		[-.40,-.29]
BAL→GNER→WD	-.39	-.34	.01		[-.44,-.36]
BAL→GNER→EBP	-.31	-1.09	.08		[-1.25,-.93]
BAL→GNER→RBB	-.31	-.49	.03		[-.56,-.42]
BAL→GNER→AGG	-.32	-.60	.04		[-.68,-.51]

Note. BAL = Balanced Triangulation; GNER = General negative emotional reactivity; IBP=Internalizing Behavioral Problems, AD=Anxiety/depressed problems, WD=Withdrawn/Depressed, SC=Somatic Complaints; EBP=Externalizing Behavioral Problem, RBB = Rule-Breaking Behavior, AGG=Aggressive

Table 51 displays both standardized and unstandardized coefficients elucidating the direct and indirect effects of balanced triangulation on behavioral problems, mediated by general negative emotional reactivity. Additionally, the table provides the biased corrected 95% bootstrap confidence intervals and corresponding p-values, offering insights into the statistical significance and magnitude of these effects. The inclusion of both standardized and unstandardized coefficients facilitates a comprehensive understanding of the relationships between variables, while the

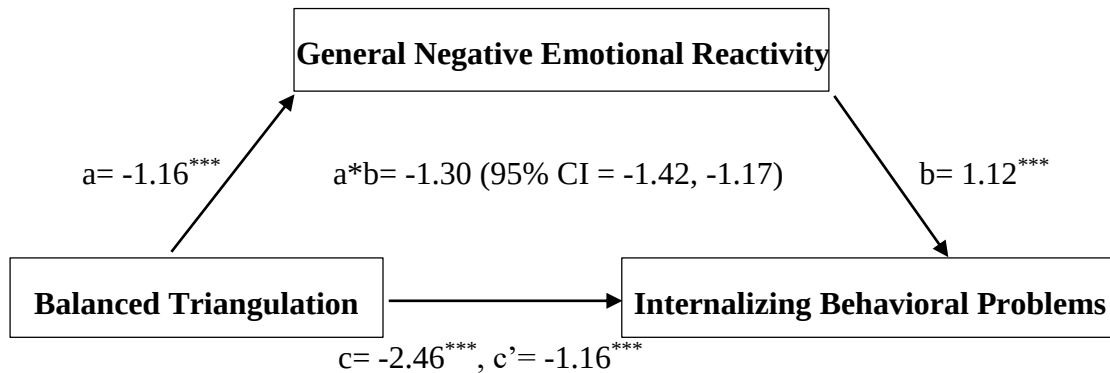
presentation of bootstrap confidence intervals ensures the robustness of the observed effects by considering potential sampling variations. By encompassing these elements, Table 51 offers a comprehensive overview of the intricate interplay between balanced triangulation, general negative emotional reactivity, and subsequent impacts on behavioral problems.

Results suggest that total effect of balanced triangulation on adolescent internalizing behavioral problem through general negative emotional reactivity is significant ($\beta = -.76$, $B = -2.46$, $p < .001$). Total model explains 59% variance ($R^2 = .59$, $F(1,940) = 1358.43^{***}$). Considering direct and indirect paths results show that balanced triangulation is negative predictor of general negative emotional reactivity ($\beta = -.73$, $B = -1.16$, $p < .001$), which explains 53% variance ($R^2 = .53$, $F(1,940) = 1091.62^{***}$). Results suggest that general negative emotional reactivity is also significant positive predictor of internalizing behavioral problems ($\beta = .55$, $B = 1.12$, $p < .001$). Furthermore, result reveals that there is a significant negative direct effect of balanced triangulation on internalizing behavioral problems ($\beta = -.36$, $B = -1.16$, $p < .001$). The indirect effect of balanced triangulation on internalizing behavioral problems through general negative emotional reactivity is also found to be significant ($\beta = -.40$, $B = -1.30$, 95% CI = -1.42, -1.17). The figure below serves as a diagrammatic representation illustrating the mediating effect of general negative emotional reactivity in the relationship between balanced triangulation and internalizing behavioral problems. This visual representation offers a clear depiction of the complex interplay among these variables within the study's framework. Furthermore, Figure 79 displays the unstandardized beta coefficients for all the direct and indirect paths within this mediation model, providing quantitative insights into the strength and direction of the relationships between the variables involved and enhancing the understanding of the

mediation effects in the context of balanced triangulation and internalizing behavioral problems.

Figure 79

Figure Showing all the Direct and Indirect Paths Between Balanced Triangulation and Internalizing Behavioral Problems Through General Negative Emotional Reactivity

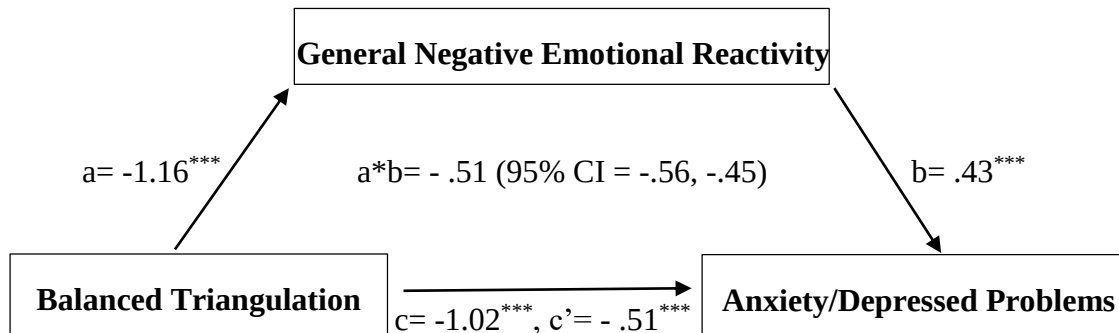


Results in Table 51 further suggests that general negative emotional reactivity is a significant mediator of relationship between balanced triangulation and anxiety/depressed problems. Results suggest that total effect of balanced triangulation on adolescent anxiety/depressed problems through general negative emotional reactivity is significant ($\beta = -.74$, $B = -1.02$, $p < .001$). Total model explains 55% variance $\{R^2 = .55$, $F(1,940) = 1174.84^{***}\}$. Considering direct and indirect paths results show that general negative emotional reactivity is also significant positive predictor of anxiety/depressed problems ($\beta = .50$, $B = .43$, $p < .001$). Furthermore, result reveals that there is a significant negative direct effect of balanced triangulation on anxiety/depressed problems ($\beta = -.37$, $B = -.51$, $p < .001$). The indirect effect of balanced triangulation on anxiety/depressed problems through general negative emotional reactivity is also found to be significant ($\beta = -.36$, $B = -.51$, 95% CI = -.56, -.45). Figure below represent the diagrammatic representation of mediating effect of general negative emotional reactivity in relationship between balanced triangulation and

anxiety/depressed problems. The Figure 80 shows unstandardized beta coefficient for all the direct and indirect paths.

Figure 80

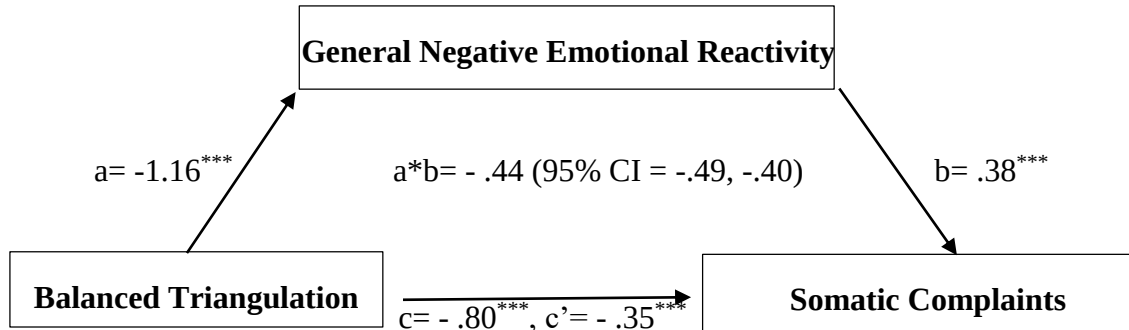
Figure Showing all the Direct and Indirect Paths Between Balanced Triangulation and Anxiety/Depressed Problems Through General Negative Emotional Reactivity



Results in Table 51 further suggests that general negative emotional reactivity is a significant mediator of relationship between balanced triangulation and somatic complaints. Results suggest that total effect of balanced triangulation on adolescent somatic complaints through general negative emotional reactivity is significant ($\beta = -.74$, $B = -.80$, $p < .001$). Total model explains 55% variance $\{R^2 = .55$, $F(1,940) = 1186.58^{***}\}$. Considering direct and indirect paths results show that general negative emotional reactivity is also significant positive predictor of somatic complaints ($\beta = .57$, $B = .38$, $p < .001$). Furthermore, result reveals that there is a significant negative direct effect of balanced triangulation on somatic complaints ($\beta = -.32$, $B = -.38$, $p < .001$). The indirect effect of balanced triangulation on somatic complaints through general negative emotional reactivity is also found to be significant ($\beta = -.41$, $B = -.44$, 95% CI = $-.49, -.41$). Figure below represent the diagrammatic representation of mediating effect of general negative emotional reactivity in relationship between balanced triangulation and somatic complaints. The Figure 81 shows unstandardized beta coefficient for all the direct and indirect paths.

Figure 81

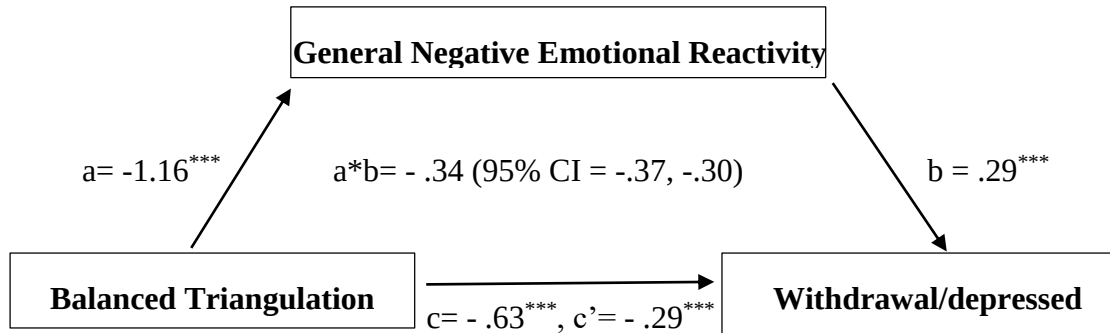
Figure Showing all the Direct and Indirect Paths Between Balanced Triangulation and Somatic Complaints Through General Negative Emotional Reactivity



Results in Table 51 further suggests that general negative emotional reactivity is a significant mediator of relationship between balanced triangulation and withdrawal/depressed problems. Results suggest that total effect of balanced triangulation on adolescent withdrawal/depressed problems through general negative emotional reactivity is significant ($\beta = -.74$, $B = -.68$, $p < .001$). Total model explains 55% variance $\{R^2 = .55$, $F(1,940) = 1174.85^{***}\}$. Considering direct and indirect paths results show that general negative emotional reactivity is also significant positive predictor of withdrawal/depressed problems ($\beta = .54$, $B = .29$, $p < .001$). Furthermore, result reveals that there is a significant negative direct effect of balanced triangulation on withdrawal/depressed problems ($\beta = -.34$, $B = -.29$, $p < .001$). The indirect effect of balanced triangulation on withdrawal/depressed problems through general negative emotional reactivity is also found to be significant ($\beta = -.39$, $B = -.34$, 95% CI = -.37, -.30). Figure below represent the diagrammatic representation of mediating effect of general negative emotional reactivity in relationship between balanced triangulation and withdrawal/depressed problems. The Figure 82 shows unstandardized beta coefficient for all the direct and indirect paths.

Figure 82

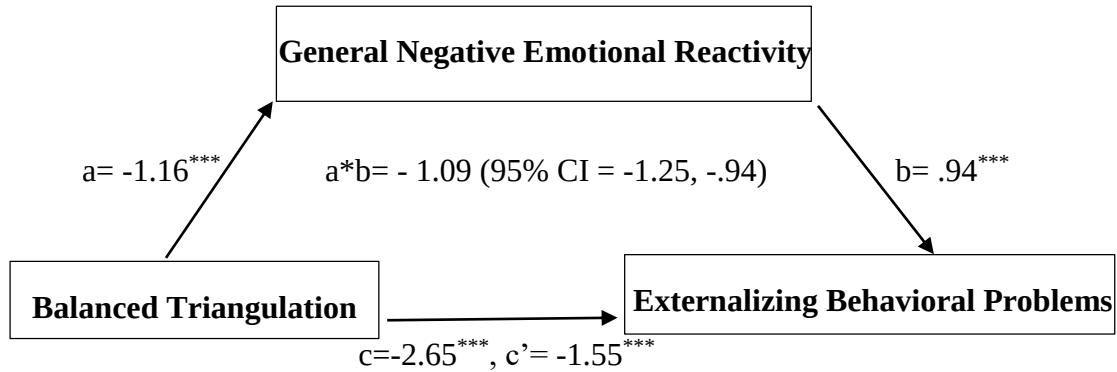
Figure Showing all the Direct and Indirect Paths Between Balanced Triangulation and Withdrawal/Depressed Problems Through General Negative Emotional Reactivity



Results in Table 51 further suggests that general negative emotional reactivity is a significant mediator of relationship between balanced triangulation and externalizing behavioral problems. Results suggest that total effect of balanced triangulation on adolescent externalizing behavioral problems through general negative emotional reactivity is significant ($\beta = -.77$, $B = -2.65$, $p < .001$). Total model explains 59% variance $\{R^2 = .59$, $F(1,940) = 1401.07^{***}\}$. Considering direct and indirect paths results show that general negative emotional reactivity is also significant positive predictor of externalizing behavioral problems ($\beta = .43$, $B = .94$, $p < .001$). Furthermore, result reveals that there is a significant negative direct effect of balanced triangulation on externalizing behavioral problems ($\beta = -.43$, $B = -1.55$, $p < .001$). The indirect effect of balanced triangulation on externalizing behavioral problems through general negative emotional reactivity is also found to be significant ($\beta = -.31$, $B = -1.09$, 95% CI = $-1.25, -.94$). Figure below represent the diagrammatic representation of mediating effect of general negative emotional reactivity in relationship between balanced triangulation and externalizing behavioral problems. The Figure 83 shows unstandardized beta coefficient for all the direct and indirect paths.

Figure 83

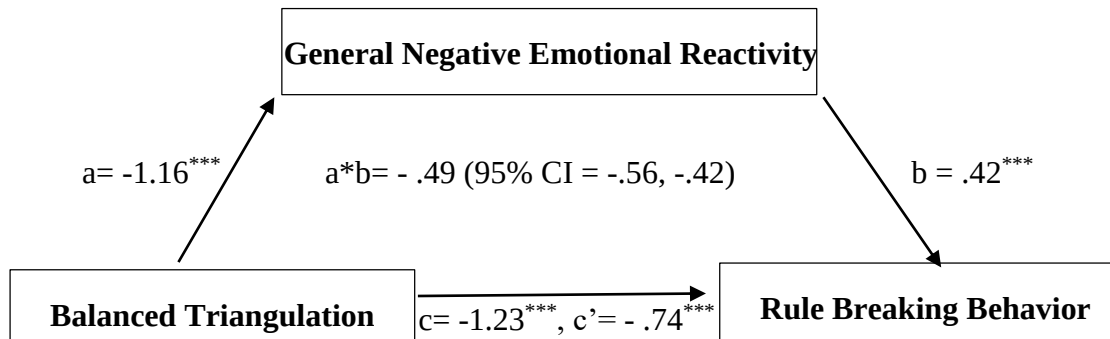
Figure Showing all the Direct and Indirect Paths Between Balanced Triangulation and Externalizing Behavioral Problems Through General Negative Emotional Reactivity



Results in Table 51 further suggests that general negative emotional reactivity is a significant mediator of relationship between balanced triangulation and rule breaking behavior. Results suggest that total effect of balanced triangulation on adolescent rule breaking behavior through general negative emotional reactivity is significant ($\beta = -.77$, $B = -1.23$, $p < .001$). Total model explains 60% variance $\{R^2 = .60$, $F(1,940) = 1446.56^{***}\}$. Considering direct and indirect paths results show that general negative emotional reactivity is also significant positive predictor of rule breaking behavior ($\beta = .42$, $B = .42$, $p < .001$). Furthermore, result reveals that there is a significant negative direct effect of balanced triangulation on rule breaking behavior ($\beta = -.46$, $B = -.74$, $p < .001$). The indirect effect of balanced triangulation on rule breaking behavior through general negative emotional reactivity is also found to be significant ($\beta = -.31$, $B = -.49$, 95% CI = $-.56, -.42$). Figure below represent the diagrammatic representation of mediating effect of general negative emotional reactivity in relationship between balanced triangulation and rule breaking behavior. The Figure 84 shows unstandardized beta coefficient for all the direct and indirect paths.

Figure 84

Figure Showing all the Direct and Indirect Paths Between Balanced Triangulation and Rule Breaking Behavior Through General Negative Emotional Reactivity

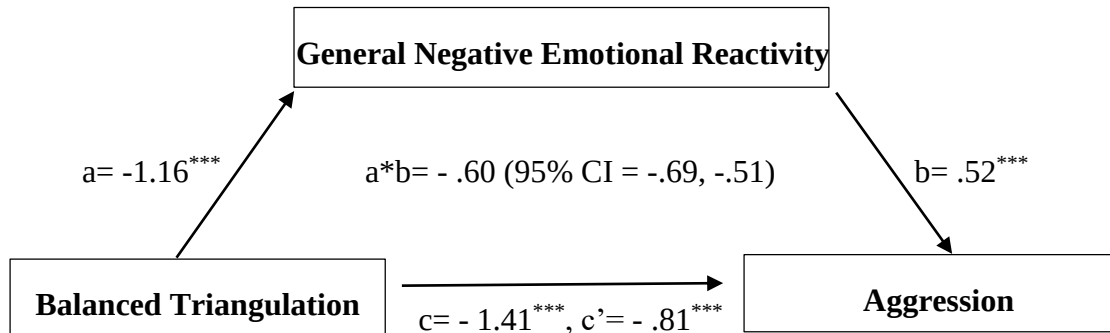


Results in Table 51 further suggests that general negative emotional reactivity is a significant mediator of relationship between balanced triangulation and aggression. Results suggest that total effect of balanced triangulation on adolescent aggression through general negative emotional reactivity is significant ($\beta = -.75$, $B = -1.41$, $p < .001$). Total model explains 57% variance $\{R^2 = .57$, $F(1,940) = 1259.34^{***}\}$. Considering direct and indirect paths results show that general negative emotional reactivity is also significant positive predictor of aggression ($\beta = .43$, $B = .52$, $p < .001$). Furthermore, result reveals that there is a significant negative direct effect of balanced triangulation on aggression ($\beta = -.43$, $B = -.52$, $p < .001$). The indirect effect of balanced triangulation on aggression through general negative emotional reactivity is also found to be significant ($\beta = -.32$, $B = -.60$, 95% CI = -.69, -.51). The figure below presents a diagrammatic representation illustrating the mediating effect of general negative emotional reactivity in the relationship between balanced triangulation and aggression. This visual representation offers a clear depiction of the intricate interplay among these variables within the study's framework. Additionally, Figure 85 displays the unstandardized beta coefficients for all the direct and indirect paths within this mediation model, quantifying the strength and direction of the relationships between

the variables involved and providing valuable insights into the mediation effects in the context of balanced triangulation and aggression.

Figure 85

Figure Showing all the Direct and Indirect Paths Between Balanced Triangulation and Aggression Through General Negative Emotional Reactivity



Path Analysis

The hypothesized correlation matrices and causal paths between variables were described using a path analytic technique. Multiple regression and mediation analysis were used in prior portions of this study to investigate the association between triangulation, emotional reactivity, and behavioral difficulties. According to Tabachnick & Fidell (2019), multiple regression is an easy way to predict the association between one dependent variable and one or more independent variables. Mediation analysis, on the other hand, seeks to comprehend the mediating mechanism that exists between an independent and dependent variable. Path analysis, as a larger technique, includes both direct and indirect interactions between numerous variables, making it appropriate for evaluating complicated causal models and comprehending underlying mechanisms.

In the present study, the estimation of path coefficients and overall model fit was conducted using the Maximum Likelihood (ML) estimation method. As detailed by Kline (1998), while multiple regression analysis estimates individual path

coefficients, the ML method employed in path modeling estimates a multitude of paths concurrently. This method encompasses the simultaneous estimation of all parameters within the model and employs an iterative process to generate estimates iteratively. Additionally, ML estimation accounts for disturbances or error terms associated with unobserved external variables, further enhancing the robustness of the modeling process.

Among the variety of model-fitting estimation methods available, ML estimation stands as one of the most widely utilized. The analytical tool employed to assess the path models in this study was the IBM AMOS program. This choice was informed by the fact that the AMOS program employs the ML estimating approach, aligning with the methodology utilized in this study. Furthermore, the AMOS program offers goodness-of-fit indices, aiding in the comprehensive evaluation of the model's fit to the observed data. In the structural models developed for the study, the hypothesized interactions among variables were accurately represented. Through the utilization of the ML estimation method, the study ensures a rigorous and comprehensive approach to understanding the intricate relationships and dynamics among the variables under investigation.

Before delving into the path analysis, it is crucial to ensure that the approach adheres to the three primary assumptions outlined by Wright (as referenced in Wuensch, 2016). The first assumption, concerning linearity, holds significant importance. It is confirmed that all relationships among the variables in the current study, namely triangulation (including pushed-out, mediator, pulled-in, and balanced forms), emotional reactivity (encompassing general positive emotional reactivity and general negative emotional reactivity), internalizing behavioral problems (encompassing anxiety/depressed, withdrawal/depressed, and somatic complaints), and

externalizing behavioral problems (encompassing aggression and rule-breaking behavior), exhibit a linear nature, as evidenced by the data presented in Table 38.

The second assumption, termed "closure," emphasizes that the path diagram must encapsulate all direct impacts of one variable on another to ensure causal closure. This is achieved by incorporating arrows between variables, signifying their close and interdependent associations. Implicitly, the presence of these arrows implies a strong conceptual linkage between the corresponding variables. Additionally, the incorporation of residual variables becomes imperative in cases where perfect additivity and determination by given factors are not expected. In order to ensure the diagram's formal completeness, these residual variables need to be included, provided they are not already represented as one of the final variables.

. Third, unitary variables, or variables that do not consist of components that respond differently with distinct variables in the system, should fluctuate as a whole. In the current investigation, all variables, triangulation, emotional reactivity, and behavioral difficulties, as well as their individual components, are hypothesized to be associated with each other and with dimensions of other variables (see Table 28 – 34 for item total correlation).

On the bases of literature from Bowen Family system theory (Kerr & Bowen, 1988) and Emotional Security Theory (Davis & Cummings, 1990), all four form of triangulation i.e. pushed-out, pulled-in, mediator and balanced triangulation are categorized as exogenous variables and their variation is believed to be wholly explained by factors not included in the causal model. The connecting line with arrows at both ends shows that the correlation between these variables will go unanalyzed since we would prefer not to identify one variable as a cause of the other variable, and any connection among dimensions of each variable may really be sharing similar causes. In

this case, internalizing and externalizing behavioral problems and its sub types i.e. anxiety/depressed, somatic complaints, withdrawal/depressed, aggression and rule breaking behavior can be termed endogenous variables. However, the intermediate variables, general positive emotional reactivity and general negative emotional reactivity were examined as both independent and dependent variables.

In the current research, a structural model was employed to represent the causal conceptualizations of the study, aligning with established methodologies (Kline, 1998). Additionally, a modified model, as proposed by Ingram, Cope, Harju, and Wuensch in 2000, was utilized to depict the research findings. The outcomes of the analysis are presented in two distinct components: first, an elucidation of the structural model and the results of the AMOS analysis, as visualized through a modified model; second, a comprehensive summary of model fit indices for each of the four distinct models examined in the study. This methodological approach allowed for a thorough exploration of the relationships and constructs under investigation, facilitating a nuanced understanding of the research's key findings and implications. The first structural model was conceptualized to assess the impact of all four form of triangulation (pushed-out, pulled-in, mediator & balanced) on anxiety/depressed problems, somatic complaints, withdrawal/depressed, aggression and rule breaking behavior with the mediating role of general positive emotional reactivity. The second model was conceptualized to study the predictive role of all four forms of triangulation (pushed-out, pulled-in, mediator & balanced) on anxiety/depressed problems, somatic complaints, withdrawal/depressed, aggression and rule breaking behavior with the general negative emotional reactivity as a mediating variable. The third model was conceptualized to explore the effect of all four forms of triangulation (pushed-out, pulled-in, mediator & balanced) on internalizing and externalizing behavioral problems

with mediating role of general positive emotional reactivity. The fourth and final model was conceptualized to investigate the role of all four forms of triangulation (pushed-out, pulled-in, mediator & balanced) on internalizing and externalizing behavioral problems with mediating role of general negative emotional reactivity.

Structural Model 1. reveals the impact of all four forms of triangulation i.e. pushed-out, pulled-in, mediator and balanced on anxiety/depressed problems, somatic complaints, withdrawal/depressed, aggression and rule breaking behavior. This model is grounded on the assumptions that (a) there is a positive association of pushed-out, pulled-in and mediator triangulation with anxiety/depressed problems, somatic complaints, withdrawal/depressed, aggression and rule breaking behavior (b) there is negative impact of balanced triangulation on anxiety/depressed problems, somatic complaints, withdrawal/depressed, aggression and rule breaking behavior (c) There is a negative role of pushed-out, pulled-in and mediator triangulation on general positive emotional reactivity. (d) There is a positive association between balanced triangulation and general positive emotional reactivity (e) There is also a negative association of general positive emotional reactivity with anxiety/depressed problems, somatic complaints, withdrawal/depressed, aggression and rule breaking behavior. (f) emotional reactivity significantly mediates the association of triangulation (pushed-out, pulled-in, mediator & balanced) with internalizing behavioral problems (anxiety/depressed, withdrawal/depressed & Somatic complaints) and externalizing behavioral problems (aggression & rule breaking behavior). The modified model after applying covariance on error terms is shown in Figure 86. Whereas the standardized regression weight with 95% bootstrapped corrected confidence interval are shown in Table 52.

Figure 86

A Mediation Model of Relationship Between pushed-out, Pulled-In, Mediator and Balanced Triangulation on Anxiety/Depressed, Somatic Complaints, Withdrawal/Depressed, Aggression and Rule Breaking Behavior Through General Positive Emotional Reactivity (N=942)

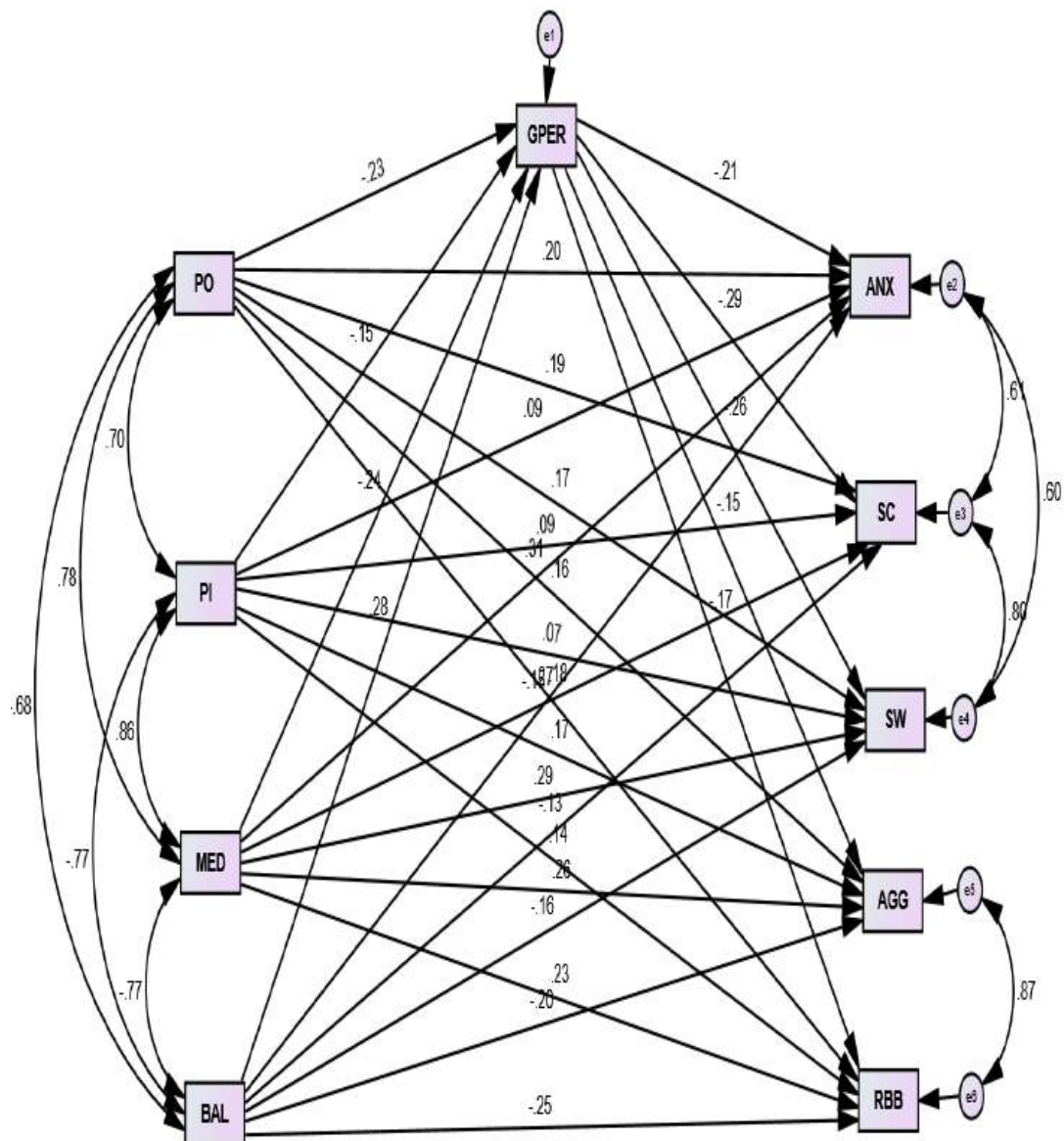


Table 52Path Coefficients for Direct and Indirect Effects ($N=942$)

Direct effect	β	95% CI	Direct effect	β	95% CI	Direct effect	β	95% CI	Direct effect	β	95% CI
PO→ANX	.20**	[.13,.26]	PI→ANX	.08	[-.01,.19]	MED→ANX	.30**	[.20,.42]	BAL→ANX	-.14**	[-.20,-.08]
PO→SC	.16**	[.12,.24]	PI→SC	.06*	[.01,.17]	MED→SC	.27**	[.18,.36]	BAL→SC	-.12**	[-.18,-.06]
PO→WD	.18**	[.10,.23]	PI→WD	.08	[-.01,.15]	MED→WD	.29**	[.18,.39]	BAL→WD	-.16**	[-.22,-.09]
PO→RBB	.16**	[.11,.25]	PI→RBB	.17**	[.04,.24]	MED→RBB	.24**	[.11,.33]	BAL→RBB	-.24**	[-.32,-.17]
PO→AGG	.18**	[.09,.22]	PI→AGG	.14**	[.07,.27]	MED→AGG	.20**	[.14,.37]	BAL→AGG	-.20**	[-.28,-.12]
PO→GPER	-.22**	[-.29,-.16]	PI→GPER	-.14**	[-.23,-.06]	MED→GPER	-.24**	[-.34,-.14]	BAL→GPER	.28**	[.19,.36]
GPER →ANX	-.21**	[-.27,1.14]									
GPER →SC	-.29**	[-.34,-.22]									
GPER →WD	-.26**	[-.32,-.20]									
GPER →RBB	-.16**	[-.23,-.10]									
GPER →AGG	-.15***	[-.21,-.08]									
Indirect Paths			Indirect Paths			Indirect Paths			Indirect Paths		
PO→GPER→ANX	.04**	[.03,.06]	PI→GPER→ANX	.03***	[.01,.05]	MED→GPER→ANX	.05**	[.02,.08]	BAL→GPER→ANX	-.05***	[-.08,-.03]
PO→GPER→SC	.06**	[.04,.09]	PI→GPER→SC	.04**	[.01,.07]	MED→GPER→SC	.07**	[.04,.11]	BAL→GPER→SC	-.08**	[-.11,-.05]
PO→GPER→WD	.06**	[.04,.08]	PI→GPER→WD	.03**	[.01,.06]	MED→GPER→WD	.06**	[.03,.10]	BAL→GPER→WD	-.07**	[-.10,-.04]
PO→GPER→RBB	.03**	[.02,.06]	PI→GPER→RBB	.02***	[.01,.04]	MED→GPER→RBB	.04**	[.02,.06]	BAL→GPER→RBB	-.04**	[-.07,-.02]
PO→GPER→AGG	.03**	[.01,.05]	PI→GPER→AGG	.02***	[.01,.04]	MED→GPER→AGG	.03**	[.01,.06]	BAL→GPER→AGG	-.04**	[-.06,-.02]

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

The modified model after applying covariance on error terms is shown in Figure 86. There are significant positive associations of pushed-out triangulation with anxiety/depressed problems, somatic complaints, withdrawal/depressed, aggression and rule breaking behavior. However, there are also significant positive impact of pulled-in triangulation on, withdrawal/depressed, aggression and rule breaking behavior. Whereas a non-significant impact on anxiety/depressed problems and somatic complaints. Furthermore, result shows that there are also significant positive association between mediator triangulation with anxiety/depressed problems, somatic complaints, withdrawal/depressed, aggression and rule breaking behavior. Moreover, there are significant negative role of balanced triangulation on anxiety/depressed problems, somatic complaints, withdrawal/depressed, aggression and rule breaking behavior. pushed-out, pulled-in and mediator triangulation has significant negative impact on general positive emotional reactivity, which in turn has a negative association with anxiety/depressed problems, somatic complaints, withdrawal/depressed, aggression and rule breaking behavior. Beside this balanced triangulation has a positive association with general positive emotional reactivity.

The examination of the indirect influence of the various forms of triangulation (including pushed-out, pulled-in, mediator, and balanced) on outcomes such as anxiety/depressed problems, somatic complaints, withdrawal/depressed, aggression, and rule-breaking behavior was conducted through rigorous statistical analysis. Specifically, the evaluation involved the consideration of both p-values and biased corrected 95% bootstrap confidence intervals. The absence of zero points within these confidence intervals for all the calculated indirect effects strongly supports the conclusion that general positive emotional reactivity indeed plays a mediating role in these relationships. This comprehensive approach provides robust evidence for the

hypothesized mediating role, enhancing the understanding of how specific forms of triangulation impact various behavioral outcomes through the mechanism of general positive emotional reactivity.

The adequacy of fit for Structural Model 1 was evaluated through various fit indices, including the Relative χ^2 (χ^2/df), The Goodness of Fit Index (GFI), the Normed Fit Index (NFI), the Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), Root Mean Square Error of Approximation (RMSEA), Root Mean Squared Residual (RMR), and Standardized Root Mean Squared Residual (SRMR). These indices collectively offer insights into the model's fit to the collected data. The results of these calculations are presented in Table 53, providing a comprehensive overview of the model's goodness of fit. These indices serve as critical indicators to ascertain the extent to which the proposed Structural Model 1 aligns with the observed data, aiding in the evaluation of the model's overall robustness and appropriateness.

Table 53

Chi-Square and Fit Indices for Structural Model 1 (N= 942)

Models	χ^2	df	Fit Indices								
			χ^2/df	GFI	TLI	CFI	NFI	RMSEA	<i>pclose</i>	RMR	SRMR
1	2769.21	10	276.92	.70	.06	.79	.79	.54	.00	6.23	.05
2	16.52	6	2.75	.99	.99	.99	.99	.04	.63	.46	.00

Note. GFI = goodness-of-fit index, CFI= Comparative Fit Index, RMSEA= Root Mean Square Error of Approximation, TLI = Tucker-Lewis Index

Table 53 represented the stepwise model fit indices of types of triangulation (pushed-out, pulled-in, mediator & balanced) and subtypes of internalizing as well as externalizing behavioral problems i.e. anxiety/depressed problems, somatic complaints,

withdrawal/depressed, aggression and rule breaking behavior. Model 1 was the initially proposed model that specified all possible direct paths among the variables. The first model shows unacceptable chi-square to *df* ratio of 276.92 and unacceptable values of GFI, TLI, CFI, NFI, RMSEA, *p*Close, RMR and standardized RMR, which suggested a poorly fitted model. The model was re-specified by allowing error variances that looked to be conceptually linked to co-vary according to the modification indices. The examination of fit indices for model 2 reveals that it demonstrates an exceptional fit to the collected data. This assertion is reinforced by the presence of a significant chi-square value ($\chi^2(6) = 16.52, p = .011$). Moreover, the other model fit indices further support the notion of an excellently fitted model, as all of these indices surpass the established cutoff point of .95. Specifically, the Comparative Fit Index (CFI), Goodness of Fit Index (GFI), Normed Fit Index (NFI), and Tucker-Lewis Index (TLI) all exhibit values of .99, reinforcing the model's robust fit. The Root Mean Square Error of Approximation (RMSEA) value, calculated at .04, also aligns with an excellent fit, especially when considering its associated metrics, such as the *P*close value of .63 and the confidence interval ranging from .02 to .07. The standardized Root Mean Squared Residual (RMR), with a value of .00, further attests to the model's strong fit and reliability.

The Structural Model 2, as depicted in Figure 86, provides a comprehensive exploration of the roles played by all four forms of triangulation—namely, pushed-out, pulled-in, mediator, and balanced triangulation—in influencing a range of psychological and behavioral outcomes, including anxiety/depressed problems, somatic complaints, withdrawal/depressed symptoms, aggression, and rule-breaking behavior. Notably, this model incorporates general negative emotional reactivity as a mediating variable, shedding light on the intricate pathways through which

triangulation dynamics impact these outcomes. By examining these complex relationships within a single model, the study aims to offer a holistic understanding of how various forms of triangulation may contribute to adolescents' emotional and behavioral well-being, with general negative emotional reactivity playing a pivotal role in mediating these effects. This model is grounded on the assumptions that (a) there is a positive association of pushed-out, pulled-in and mediator triangulation with anxiety/depressed problems, somatic complaints, withdrawal/depressed, aggression and rule breaking behavior (b) there is negative impact of balanced triangulation on anxiety/depressed problems, somatic complaints, withdrawal/depressed, aggression and rule breaking behavior (c) There is a positive role of pushed-out, pulled-in and mediator triangulation on general negative emotional reactivity. (d) There is a negative impact of balanced triangulation on general negative emotional reactivity (e) There is also positive association of general negative emotional reactivity with anxiety/depressed problems, somatic complaints, withdrawal/depressed, aggression and rule breaking behavior. (f) general negative emotional reactivity mediated the association of triangulation (pushed-out, pulled-in, mediator & balanced) with internalizing behavioral problems (anxiety/depressed, withdrawal/depressed & somatic complaints) and externalizing behavioral problems (aggression & rule breaking behavior). The modified model after applying covariance on error terms is shown in Figure 87.

Figure 87

A Mediational Model of Relationship Between Pushed-Out, Pulled-In, Mediator and Balanced Triangulation on Anxiety/Depressed, Somatic Complaints, Withdrawal/Depressed, Aggression and Rule Breaking Behavior Through General Negative Emotional Reactivity (N=942)

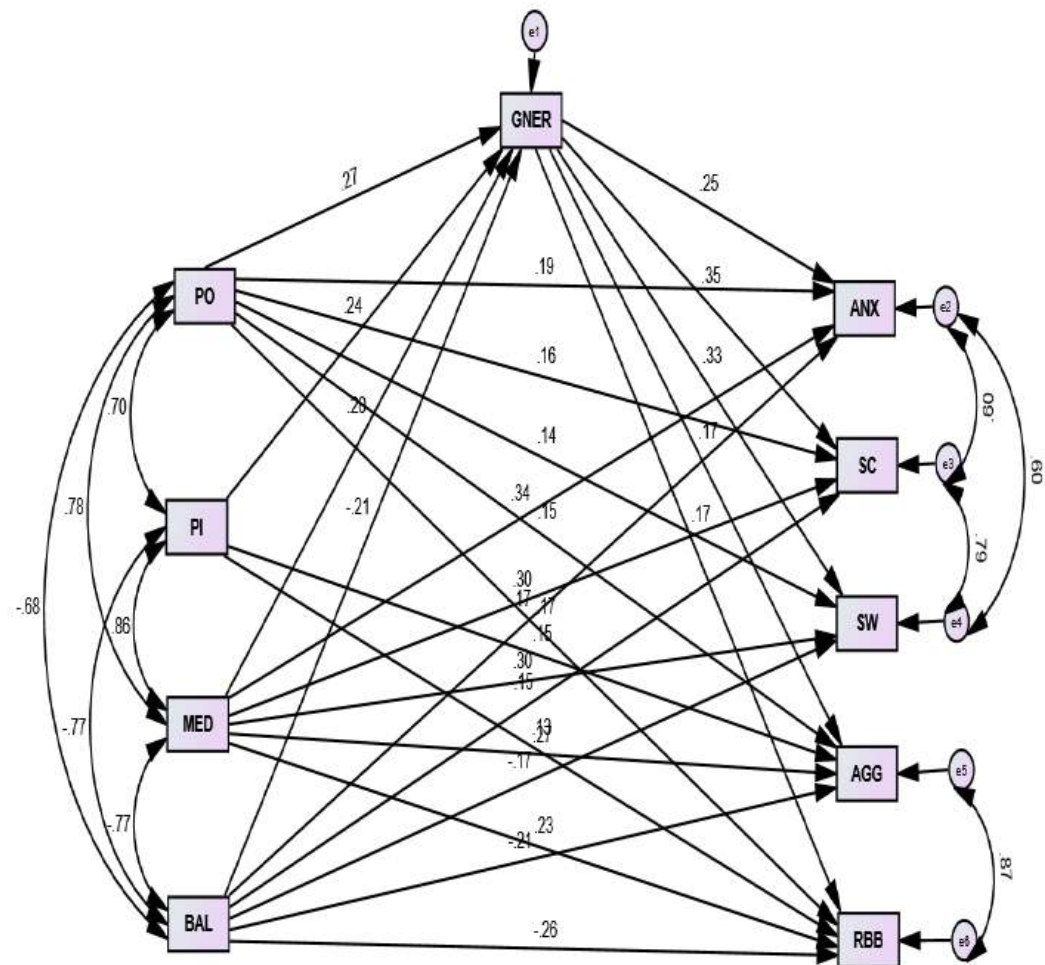


Table 54*Path Coefficient for Direct and Indirect Paths of Structural Model 2 (N=942)*

Direct effect	β	95% CI	Direct effect	β	95% CI	Direct effect	B	95% CI	Direct effect	β	95% CI
PO→AD	.18**	[.12,.25]	PI→ANX	.06	[-.03,.16]	MED→AD	.31**	[.19,.41]	BAL→AD	-.15**	[-.22,-.09]
PO→SC	.16**	[.10,.22]	PI→SC	.04	[-.03,.13]	MED→SC	.27**	[.18,.37]	BAL→SC	-.13**	[-.20,-.07]
PO→WD	.13**	[.07,.20]	PI→WD	.02	[-.05,.11]	MED→WD	.28**	[.18,.38]	BAL→WD	-.16**	[-.23,-.09]
PO→RBB	.17**	[.10,.24]	PI→RBB	.12*	[.03,.23]	MED→RBB	.23**	[.12,.34]	BAL→RBB	-.25**	[-.33,-.18]
PO→AGG	.14**	[.08,.22]	PI→AGG	.15**	[.05,.26]	MED→AGG	.26**	[.15,.37]	BAL→AGG	-.20**	[-.28,-.12]
PO→GNER	.27**	[.20,.33]	PI→GNER	.24**	[.14,.33]	MED→GNER	.20**	[.10,.31]	BAL→GNER	-.20**	[-.29,-.12]
GNER →AD	.23**	[.17,.30]									
GNER →SC	.33**	[.26,.40]									
GNER →WD	.32**	[.25,.39]									
GNER →RBB	.17**	[.09,.24]									
GNER →AGG	.17**	[.09,.24]									
Indirect Paths			Indirect Paths			Indirect Paths			Indirect Paths		
PO→GNER→AD	.06**	[.04,.09]	PI→GNER→ANX	.05**	[.03,.09]	MED→GNER→AD	.04**	[.02,.08]	BAL→GNER→AD	-.04**	[-.07,-.02]
PO→GNER→S	.09**	[.06,.12]	PI→GNER→SC	.08**	[.04,.12]	MED→GNER→SC	.06**	[.03,.11]	BAL→GNER→SC	-.06**	[-.10,-.04]
PO→GNER→WD	.08**	[.06,.12]	PI→GNER→WD	.08**	[.04,.12]	MED→GNER→WD	.06**	[.03,.11]	BAL→GNER→WD	-.06**	[-.10,-.04]
PO→GNER→RBB	.04**	[.02,.07]	PI→GNER→RBB	.04**	[.02,.06]	MED→GNER→RBB	.03**	[.01,.06]	BAL→GNER→RBB	-.03**	[-.06,-.01]
PO→GNER→AGG	.04**	[.02,.07]	PI→GNER→AGG	.04**	[.02,.06]	MED→GNER→AGG	.03**	[.01,.06]	BAL→GNER→AGG	-.03**	[-.05,-.01]

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

Results in Table 54 shows the direct and indirect pathways of structural model 2. Results are in accordance with proposed assumption. There are significant positive association of pushed-out triangulation with anxiety/depressed problems, somatic complaints, withdrawal/depressed, aggression and rule breaking behavior. However, there are also significant positive impact of pulled triangulation on, aggression and rule breaking behavior. Whereas, a non-significant relationship with anxiety/depressed problems withdrawal/depressed, and somatic complaints. Furthermore, result shows that there are also significant positive association between mediator triangulation with anxiety/depressed problems, somatic complaints, withdrawal/depressed, aggression and rule breaking behavior. Moreover, there are significant negative relationship of balanced triangulation with anxiety/depressed problems, somatic complaints, withdrawal/depressed, aggression and rule breaking behavior. pushed-out, pulled-in and mediator triangulation has significant positive impact on general negative emotional reactivity, which in turn has a positive association with anxiety/depressed problems, somatic complaints, withdrawal/depressed, aggression and rule breaking behavior. Beside this balanced triangulation has a negative association with general negative emotional reactivity.

The investigation of the indirect associations between the various forms of triangulation (pushed-out, pulled-in, mediator, and balanced) and factors such as anxiety/depressed problems, somatic complaints, withdrawal/depressed, aggression, and rule-breaking behavior is accomplished by assessing the mediating role of general positive emotional reactivity. To evaluate these indirect relationships, a method involving biased-corrected 95% bootstrap confidence intervals and associated p-values is employed. Notably, the absence of a zero point within the biased-corrected 95% bootstrap confidence intervals across all the examined indirect effects lends support to

the conclusion that there exists a significant mediating influence of general positive emotional reactivity. This outcome underscores the pivotal role played by general positive emotional reactivity in mediating the relationships between the different forms of triangulation and the specified behavioral outcomes.

The assessment of the model fit for Structural Model 2 was conducted using various fit indices. These indices include the Relative χ^2 (χ^2 /df), The Goodness of Fit Index (GFI), the Normed Fit Index (NFI), the Comparative Fit Index (CFI), the Tucker-Lewis Index (TLI), the Root Mean Square Error of Approximation (RMSEA), the Root Mean Squared Residual (RMR), and the Standardized Root Mean Squared Residual (SRMR). The results of these fit indices are presented in Table 55. The Relative χ^2 value helps gauge the appropriateness of the model fit relative to the degrees of freedom, while indices like GFI, NFI, CFI, and TLI offer insights into the overall goodness of fit by comparing the proposed model to a baseline model. Additionally, RMSEA provides information about the approximation error between the model and the observed data, and RMR and SRMR offer measures of the discrepancies between the model and observed covariance. The combined assessment of these fit indices serves as a comprehensive approach to evaluating the appropriateness and effectiveness of Structural Model 2 in accurately representing the underlying relationships within the data. These fit indices provide crucial information about how well the model aligns with the observed data, helping researchers gauge the model's overall goodness of fit and its capacity to capture the complex relationships among the variables under investigation. By considering multiple fit indices, the study ensures a robust evaluation of the model's adequacy in reflecting the data, ultimately enhancing the reliability and validity of the study's findings and conclusions.

Table 55*Chi-Square and Fit Indices for Structural Model 2 (N=942)*

Models	χ^2	df	Fit Indices								
			χ^2/df	GFI	TLI	CFI	NFI	RMSEA	pclose	RMR	SRMR
1	2730.42	10	273.04	.70	.08	.79	.79	.53	.00	6.18	.03
2	21.13	9	2.34	.99	.99	.99	.99	.03	.81	.51	.00

Note. GFI = goodness-of-fit index, CFI= Comparative Fit Index, RMSEA= Root Mean Square Error of Approximation, TLI = Tucker-Lewis Index

Table 55 offers a comprehensive overview of the stepwise model fit indices for the model involving triangulation (pushed-out, pulled-in, mediator, and balanced) and subtypes of internalizing and externalizing behavioral problems, including anxiety/depressed problems, somatic complaints, withdrawal/depressed symptoms, aggression, and rule-breaking behavior. These fit indices play a crucial role in assessing the suitability of the proposed model in explaining the relationships among these variables. By presenting these stepwise model fit indices, the table provides a systematic and detailed evaluation of the model's appropriateness in capturing the complex associations within the data, contributing to a more robust interpretation of the study's findings and the validity of the proposed model. Model 1 was the initially proposed model that specified all possible direct paths among the variables. The first model shows unacceptable chi-square to *df* ratio of 273.04 and unacceptable values of GFI, TLI, CFI, NFI, RMSEA, *p*CLOSE, RMR and standardized RMR, which shows poorly fitted model. The model was specified again by removing non-significant paths and by adjusting the error variances that appeared to be theoretically associated were allowed to co-vary as per the modification indices. The assessment of model fit indices reveals that model 2 exhibits a strong fit to the data, despite yielding a statistically

significant chi-square value ($\chi^2 (9) = 21.13, p = .012$). This significance can be attributed to the sensitivity of the chi-square test to large sample sizes. However, other robust measures of model fit provide compelling evidence of a good fit, consistently surpassing the recommended threshold of .95. Specifically, the Comparative Fit Index (CFI), Goodness of Fit Index (GFI), Normed Fit Index (NFI), and Tucker-Lewis Index (TLI) all indicate excellent model fit with values of .99. Additionally, the Root Mean Square Error of Approximation (RMSEA) value of .03 (with $p_{close} = .81$ and a confidence interval of LL = .01 to UL = .05) and a standardized Root Mean Squared Residual (RMR) value of .00 further bolster the credibility of the proposed model's fit to the data.

Structural Model 3. as shown in Figure 88 reveals the relationship of all four forms of triangulation i.e. pushed-out, pulled-in, mediator and balanced with internalizing and externalizing behavioral problems with the mediating role of general positive emotional reactivity. This model is grounded on the assumptions that (a) there is a positive relationship of pushed-out, pulled-in and mediator triangulation with internalizing and externalizing behavioral problems (b) there is negative relationship of balanced triangulation with internalizing and externalizing behavioral problems (c) There is a negative relationship of pushed-out, pulled-in and mediator triangulation with general positive emotional reactivity. (d) There is a positive relationship between balanced triangulation and general positive emotional reactivity (e) There is also negative association of general positive emotional reactivity with internalizing and externalizing behavioral problems. (f) general positive emotional reactivity mediates the association of triangulation (pushed-out, pulled-in, mediator & balanced) with internalizing and externalizing behavioral problems. The initial model is well fitted model and needs no modification.

Figure 88

A Mediation Model of Relationship Between Pushed-Out, Pulled-In, Mediator and Balanced Triangulation on Internalizing and Externalizing Behavioral Problems Through General Positive Emotional Reactivity (N=942)

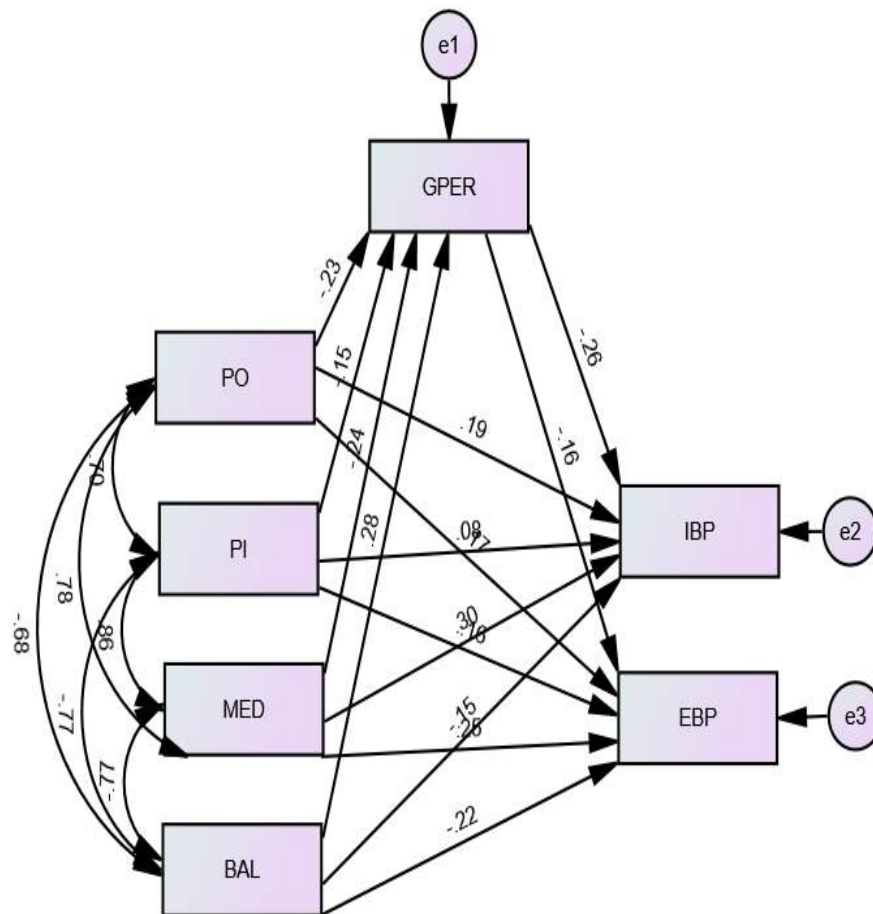


Table 56*Path Coefficient for Direct and Indirect Paths of Structural Model 3 (N=942)*

Direct Effect	β	95% CI	Direct Effect	β	95% CI	Direct Effect	β	95% CI	Direct Effect	β	95% CI
PO→IBP	.19**	[.14,.25]	PI→IBP	.08*	[.00,.16]	MED→IBP	.30**	[.20,.39]	BAL→IBP	-.14**	[-.21,-.08]
PO→EBP	.17**	[.10,.23]	PI→EBP	.16**	[.06,.26]	MED→EBP	.24**	[.13,.35]	BAL→EBP	-.22**	[-.30,-.14]
PO→GPER	-.22**	[-.29,-.16]	PI→GPER	-.14**	[-.23,-.06]	MED→GPER	-.24**	[-.34,-.14]	BAL→GPER	.28**	[.19,.36]
GPER →IBP	-.25**	[-.31,-.19]									
GPER →EBP	-.15**	[-.22,-.09]									
Indirect Paths			Indirect Paths			Indirect Paths			Indirect Paths		
PO→GPER→IBP	.05**	[.04,.08]	PI→GPER→IBP	.03**	[.01,.06]	MED→GPER→IBP	.06**	[.03,.09]	BAL→GPER→IBP	-.07**	[-.10,-.04]
PO→GPER→EBP	.03**	[.02,.05]	PI→GPER→EBP	.02**	[.01,.04]	MED→GPER→EBP	.03**	[.02,.06]	BAL→GPER→EBP	-.04**	[-.07,-.04]

Results in Table 56 shows the direct and indirect pathways of structural model 3. Results are in accordance with proposed assumption. There are significant positive relationships of pushed-out, pulled-in and mediator triangulation with internalizing and externalizing behavioral problems. Moreover, there are significant negative relationship of balanced triangulation with internalizing and externalizing behavioral problems. pushed-out, pulled-in and mediator triangulation has significant negative impact on general positive emotional reactivity, which in turn has a negative association with internalizing and externalizing behavioral problems. Beside this balanced triangulation has positive association with general positive emotional reactivity.

The examination of indirect relationships involving all four forms of triangulation (pushed-out, pulled-in, mediator, and balanced) with internalizing and externalizing behavioral problems through the mediating factor of general positive emotional reactivity was conducted using biased corrected 95% bootstrap confidence intervals and p-values. The key finding of note is that none of the bootstrap confidence intervals contain zero, and the associated p-values are all statistically significant. This outcome provides strong evidence for the mediating role of general positive emotional reactivity in the relationships between the various forms of triangulation and the internalizing and externalizing behavioral problems.

To assess the goodness of fit for Structural Model 3, a range of fit indices were computed, including the Relative χ^2 (χ^2/df), The Goodness of Fit Index (GFI), the Normed Fit Index (NFI), the Comparative Fit Index (CFI), the Tucker-Lewis Index (TLI), the Root Mean Square Error of Approximation (RMSEA), the Root Mean Squared Residual (RMR), and the Standardized Root Mean Squared Residual (SRMR). These computed indices are summarized in Table 57, providing a comprehensive basis for evaluating the model's fit to the observed data. These fit indices collectively

contribute to the assessment of how well Structural Model 3 aligns with the empirical data, helping to determine the model's overall goodness of fit and its ability to effectively represent the relationships among the study's variables.

Table 57

Chi-Square and Fit Indices for Structural Model 3 (N= 942)

Models	χ^2	df	Fit Indices								
	χ^2/df	GFI	TLI	CFI	NFI	RMSEA	p_{close}	RMR	SRMR		
1	2.10	1	2.10	.99	.99	.99	.99	.03	.53	1.37	.00

Note. GFI = goodness-of-fit index, CFI= Comparative Fit Index, RMSEA= Root Mean Square Error of Approximation, TLI = Tucker-Lewis Index

The initial model demonstrates a remarkable fit to the data, as indicated by a non-significant chi-square value ($\chi^2(1) = 2.10, p = .146$). Moreover, the other indicators of data fit also underscore its strong fit, with all of them surpassing the threshold of .95 (CFI = .99, GFI = .99, NFI = .99, TLI = .99). The RMSEA value of .03 ($p_{close} = .53$, LL = .01 – UL = .10) and the standardized RMR value of .00 further validate the model's excellent fit. This array of fit indices collectively underscores the robust alignment between the proposed model and the observed data.

Structural Model 4, as illustrated in Figure 89, provides a comprehensive depiction of the relationships between all four forms of triangulation (pushed-out, pulled-in, mediator, and balanced) and internalizing as well as externalizing behavioral problems. Importantly, this model incorporates the mediating influence of general negative emotional reactivity, shedding light on how these various forms of triangulation may impact adolescent behavioral outcomes through the lens of negative emotional reactivity. By considering both internalizing and externalizing behavioral problems, this model offers a holistic understanding of the complex dynamics at play,

emphasizing the central role of general negative emotional reactivity in mediating these relationships. The comprehensive framework provided by this model enables a nuanced exploration of the intricate interplay between family dynamics, emotional responses, and behavioral outcomes within the context of triangulation. By considering various forms of triangulation and their influence on both internalizing and externalizing behavioral problems while incorporating the mediating role of general negative emotional reactivity, this framework offers a holistic perspective on the complex relationships at play. It allows researchers to delve deeper into the multifaceted dynamics within families and how they contribute to adolescents' emotional and behavioral well-being, thereby enhancing our understanding of these intricate processes. This model is established on the assumptions that (a) there is a positive relationship of pushed-out, pulled-in and mediator triangulation with internalizing and externalizing behavioral problems (b) there is negative relationship of balanced triangulation with internalizing and externalizing behavioral problems (c) There is a positive relationship of pushed-out, pulled-in and mediator triangulation with general negative emotional reactivity. (d) There is a negative relationship between balanced triangulation and general negative emotional reactivity (e) There is also positive association of general negative emotional reactivity with internalizing and externalizing behavioral problems. General negative emotional reactivity mediates the association of all four forms of triangulation i.e. pushed-out, pulled-in , mediator and balanced with internalizing and externalizing behavioral problems. The initial model is the best fitted model and need no modifications.

Figure 89

A Mediation Model of Relationship Between Pushed-Out, Pulled-In, Mediator and Balanced Triangulation on Internalizing and Externalizing Behavioral Problems Through General Negative Emotional Reactivity (N=942)

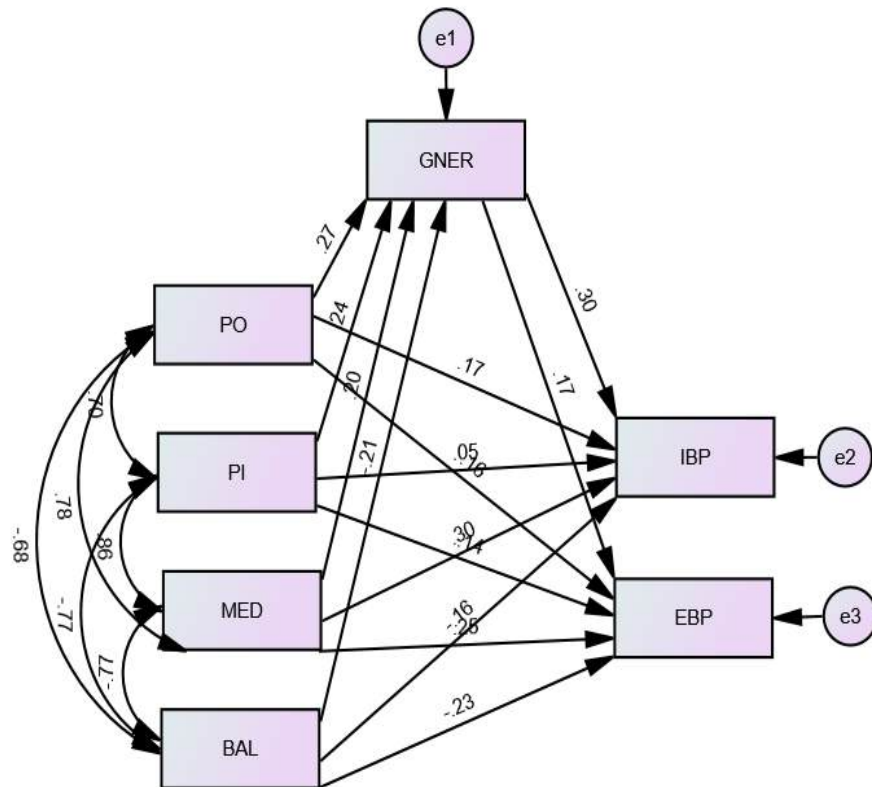


Table 58*Path Coefficient for Direct and Indirect Paths of Structural Model 4 (N=942)*

Direct Effect	β	95% CI	Direct Effect	β	95% CI	Direct Effect	β	95% CI	Direct Effect	β	95% CI
PO→IBP	.17**	[.11,.23]	PI→IBP	.04	[-.03,.13]	MED→IBP	.30**	[.20,.39]	BAL→IBP	-.20**	[-.22,-.09]
PO→EBP	.16**	[.09,.23]	PI→EBP	.14**	[.04,.24]	MED→EBP	.25**	[.14,.36]	BAL→EBP	-.23**	[-.31,-.15]
PO→GNER	.27**	[.20,.33]	PI→GNER	.24**	[.15,.33]	MED→GNER	.20**	[.10,.31]	BAL→GNER	-.20**	[-.28,-.12]
GNER →IBP	.30**	[-.31,-.19]									
GNER →EBP	.17**	[-.22,-.09]									
Indirect Paths			Indirect Paths			Indirect Paths			Indirect Paths		
PO→GNER→IBP	.05**	[.02,.06]	PI→GNER→IBP	.03**	[.04,.11]	MED→GNER→IBP	.06**	[.03,.09]	BAL→GNER→IBP	-.07**	[-.09,-.03]
PO→GNER→EBP	.03**	[.04,.11]	PI→GNER→EBP	.02**	[.02,.06]	MED→GNER→EBP	.03**	[.01,.06]	BAL→GNER→EBP	-.04**	[-.06,-.01]

Results in Table 58 shows the direct and indirect pathways of structural model 4. Results are in accordance with proposed assumption. There are significant positive relationships of pushed-out and mediator triangulation with internalizing and externalizing behavioral problems. However, pulled-in triangulation does not significantly predicts internalizing behavioral problems, whereas has significant direct effect on externalizing behavioral problems. Moreover, there are significant negative association of balanced triangulation with internalizing and externalizing behavioral problems. pushed-out, pulled-in and mediator triangulation has significant positive impact on general negative emotional reactivity, which in turn has a positive association with internalizing and externalizing behavioral problems. Beside this balanced triangulation has negative association with general negative emotional reactivity.

However, indirect relationships of all the four forms of triangulation (pushed-out, pulled-in, mediator and balanced) with internalizing and externalizing behavioral problems through general negative emotional reactivity are evaluated through biased corrected 95% bootstrap confidence intervals and *p* values. There is no zero point in between biased corrected 95% bootstrap confidence intervals for all the indirect effects and hence proved the mediating role of general negative emotional reactivity.

The goodness of fit for Structural Model 4 was assessed using various fit indices, including the Relative χ^2 (χ^2 /df), the Goodness of Fit Index (GFI), the Normed Fit Index (NFI), the Comparative Fit Index (CFI), the Tucker-Lewis Index (TLI), the Root Mean Square Error of Approximation (RMSEA), the Root Mean Squared Residual (RMR), and the Standardized Root Mean Squared Residual (SRMR). The specific values of these indices for Structural Model 4 can be found in Table 59. These fit indices serve as crucial indicators to evaluate how well the proposed model aligns with the observed data, providing insights into the reliability and validity of the model.

Table 59*Chi-Square and Fit Indices for Structural Model 4 (N= 942)*

Models	χ^2	df	Fit Indices								
			χ^2/df	GFI	TLI	CFI	NFI	RMSEA	pclose	RMR	SRMR
1	3.98	2	1.99	.99	.99	.99	.99	.03	.66	1.39	.00

Note. GFI = goodness-of-fit index, CFI= Comparative Fit Index, RMSEA= Root Mean Square Error of Approximation, TLI = Tucker-Lewis Index

The fit indices presented in the analysis clearly indicate that Model 1 exhibits an exceptional fit to the dataset, further substantiated by a significant chi-square value (χ^2 (1) = 1.46, p = .227). These results are complemented by a range of other established measures of model fit that consistently exceed the widely accepted threshold of .95, indicating a robust model fit. Notably, the Comparative Fit Index (CFI = .99), Goodness of Fit Index (GFI = .99), Normed Fit Index (NFI = .99), and Tucker-Lewis Index (TLI = .99) all reaffirm the appropriateness of the proposed model. The Root Mean Square Error of Approximation (RMSEA) value of .02, with its associated p-value (p_{close} = .63) and the lower and upper bounds of the confidence interval (LL = .00 – UL = .09), attests to the close alignment between the model and the observed data. Moreover, the standardized Root Mean Square Residual (RMR) value of .00 serves as an additional endorsement of the model's fit. Collectively, these fit indices unequivocally indicate the congruence of the proposed model with the empirical data, underscoring its reliability and validity.

Moderating role of Positive Parenting

Positive parenting is proposed as a moderator of various paths of the structural model of adolescents' triangulation and various measures of internalizing and externalizing behavioral through emotional reactivity in the current study. The current

study sought to evaluate the moderated mediation of the association between adolescent's triangulation and behavioral problems both internalizing and externalizing using emotional reactivity as a mediator with positive parenting as a moderator. Understanding the connection between family dynamics, emotional reactions, and parenting practices is a complicated and fascinating issue.

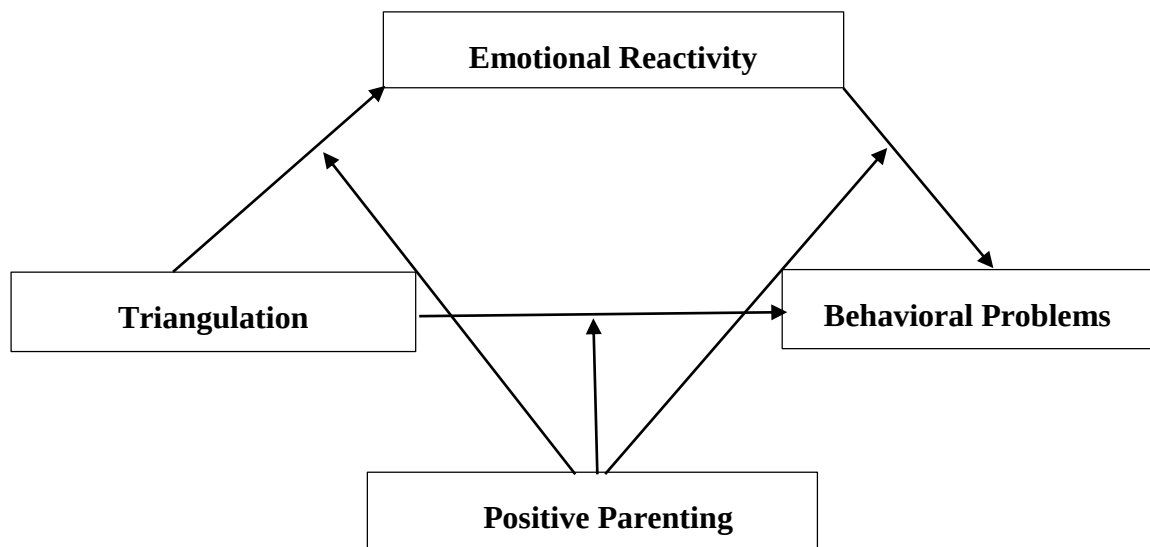
As a result of triangulation adolescents may experience emotional discomfort. Understanding how this process may result in internalizing and externalizing behavioral problems required investigation of the underlying systems. Emotional reactivity, or how powerfully and swiftly an individual perceives emotions, might operate as a possible mediator in this relationship. Adolescents who exhibit strong emotional reactivity in reaction to parental disagreements may be predisposed to developing behavioral problems. Positive parenting practices, characterized by parental warmth, supportiveness, positive reinforcement and proactive parenting act as a buffer against the negative effects of triangulation and emotional reactivity. As a result of triangulation positive parenting teaches adolescents coping skills and emotional regulation, which may reduce the influence of excessive emotional reactivity on the development of behavioral problems. Positive parenting may not only directly affect emotional well-being among adolescents, but it may also minimize the indirect effect of emotional reactivity on the link between triangulation and behavioral problems. Positive parenting was hypothesized to weaken the indirect link from triangulation to behavioral disorders via emotional reactivity.

The next section provides a basic overview of the moderation analyses performed in IBMSPSS using the PROCESS macro v4.1 (Hayes, 2012). Model 59 of the PROCESS macro was used for all moderation analyses because we hypothesized that positive parenting moderated all paths in the mediation model. More specifically,

we hypothesized that positive parenting would moderate the direct paths from adolescent triangulation to emotional reactivity; and the direct paths from adolescent triangulation and emotional reactivity to internalizing and externalizing behavioral problems. Additionally, we hypothesized that positive parenting will buffer against the deleterious indirect effects of adolescent triangulation on their internalizing and externalizing behavioral difficulties via emotional reactivity. The diagram below shows the conceptual model of relationship between triangulation and behavioral problems through emotional reactivity and moderating role of positive parenting on all the direct and indirect associations

Figure 90

Figure Depicting the Conceptual Model for Moderating Role of Positive Parenting on the Direct and Indirect Association Between Triangulation and Behavioral Problems Through Emotional Reactivity



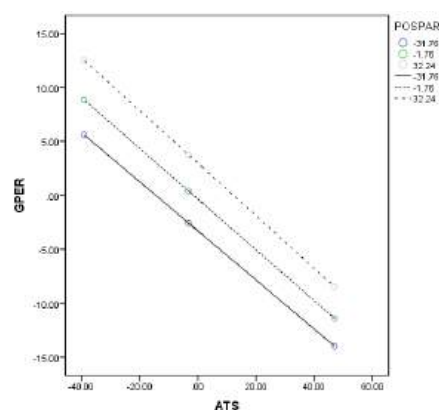
High	.09	.09	[.04,.13]
$F(3,938) = 611.70^{***}$		$F(5,936) = 708.58^{***}$	

Note. ATS = Triangulation; POSPAR = Positive Parenting *** $p < .001$.

The results presented in Table 60 indicate that the negative association between triangulation and general positive emotional reactivity is not moderated by positive parenting ($B = -.00$, $p > .05$). This finding suggests that, in the examined context, positive parenting does not significantly influence or interact with the relationship between triangulation and general positive emotional reactivity. In other words, positive parenting practices do not appear to modify the impact of triangulation on an adolescent's general positive emotional reactivity. Figure 90 suggest that moderating role of the positive parenting in predicting general positive emotional reactivity by triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a negative relationship between triangulation and general positive emotional reactivity. However, Figure 91 depicted that positive parenting does not significantly moderate the relationship between triangulation and general positive emotional reactivity.

Figure 91

Graph of Moderating Role of Positive Parenting in Relationship Between Triangulation and General Positive Emotional Reactivity (N= 942)

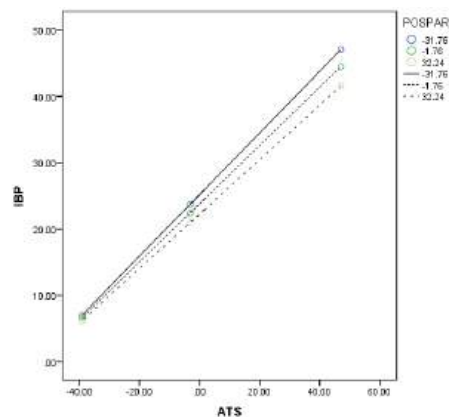


Furthermore, results in Table 60 shows non-significant interaction effect of positive parenting and triangulation ($B = -.00, p > .05$) on internalizing behavioral problems among adolescents. This implied that the direct positive effect of triangulation on internalizing behavioral problems is not moderated by positive parenting. Figure 92 suggests that moderating role of the positive parenting in predicting internalizing behavioral problems by triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship between triangulation and internalizing behavioral problems. Furthermore, it is clear from the graph that positive parenting does not significantly moderates the relationship between triangulation and internalizing behavioral problems.

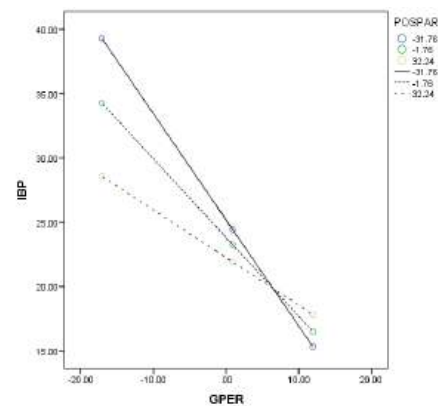
Moreover, results in Table 60 suggest significant moderating impact of positive parenting on relationship between general positive emotional reactivity and internalizing behavioral problems among adolescents ($B = .01, p < .01$). Conditional direct effect of general positive emotional reactivity on internalizing behavioral problems is negative and strongest at lower level of positive parenting and it gradually decreases as the level of the moderator increased, however, it remains significant at the three levels of positive parenting. This implied that the direct negative effect of general positive emotional reactivity on internalizing behavioral problems is strengthened by positive parenting. Figure 93 suggests that moderating role of the positive parenting in predicting internalizing behavioral problems by general positive emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a negative relationship between general positive emotional reactivity and internalizing behavioral problems.

Figure 92

Graph of Moderating Role of Positive Parenting in Relationship Between Triangulation and Internalizing Behavioral Problems (N= 942)

**Figure 93**

Graph of Moderating Role of Positive Parenting in Relationship Between General Positive Emotional Reactivity and Internalizing Behavioral Problems (N= 942)



The final piece of evidence supporting the concept of moderated mediation emerges from the analysis of the bootstrapped 95% confidence interval for the conditional indirect effect of triangulation on internalizing behavioral problems through general positive emotional reactivity. The results of this analysis indicate that at low, medium, and high levels of positive parenting, the 95% bootstrapped confidence intervals for the indirect effect consistently exclude zero. This finding underscores the presence of an indirect relationship between triangulation and internalizing behavioral problems through general positive emotional reactivity, regardless of the level of positive parenting. Furthermore, the results also reveal that positive parenting acts as a moderator in this indirect relationship. Specifically, positive parenting weakens the strength of the indirect association between triangulation and internalizing behavioral problems via general positive emotional reactivity.

Table 61

Positive Parenting as the Moderator of Direct and Indirect Effects of Triangulation and General Positive Emotional Reactivity on the Externalizing Behavioral Problem (N=942)

Predictor	Outcome Variables									
Variable	General Positive Emotional Reactivity					Externalizing Behavioral Problems				
	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>R</i> ²	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>R</i> ²
Constant	-.17	.32	.594	[-.80,.46]	.66	28.58	.61	.000	[27.38,29.78]	.75
ATS	-.23	.01	.000	[-.26,-.21]		.64	.02	.000	[.59,.69]	
POSPAR	.09	.01	.000	[.06,.13]		.09	.03	.002	[.03,.16]	
ATS*POSPAR	-.00	.00	.447	[-.00,.00]		-.00	.00	.003	[-.01,-.00]	
Conditional Direct Effect										
Low						.73	.04	.000	[.65,.81]	
Medium						.64	.02	.000	[.59,.70]	
High						.55	.04	.000	[.47,.63]	
GPER						-.36	.06	.000	[-.48,-.23]	
GPER*POSPAR						-.01	.00	.000	[-.01,-.00]	
Conditional Direct Effect										
Low						-.03	.11	.731	[-.26,.18]	
Medium						-.34	.06	.000	[-.46,-.21]	
High						-.68	.09	.000	[-.86,-.50]	
Conditional Indirect Effect										
Low						.01	.03		[-.06,.08]	
Medium						.08	.02		[.04,.12]	
High						.16	.02		[.11,.22]	

$$F(3,938) = 611.70^{***}$$

$$F(5,936) = 579.18^{***}$$

Note. *** $p < .001$

The results presented in Table 61 highlight the moderating role of positive parenting in both the direct and indirect effects of triangulation on externalizing behavioral problems through general positive emotional reactivity. These findings indicate that positive parenting plays a significant role in influencing the strength and nature of the relationships between triangulation, general positive emotional reactivity, and externalizing behavioral problems. Result shows that positive parenting does not significant moderate the association between triangulation and general positive emotional reactivity ($B = -.00, p > .05$). Furthermore, result shows that positive parenting significantly moderates the association between triangulation and externalizing behavioral problems among adolescents ($B = -.00, p < .01$). Conditional direct effect of triangulation is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased. This implied that the direct positive effect of triangulation on externalizing behavioral problems is weakened by positive parenting. Figure 94 suggests that moderating role of the positive parenting in association between triangulation and externalizing behavioral problems. The value and shape of slope for three levels of positive parenting i.e. low medium and high reflected a positive relationship between triangulation and externalizing behavioral problems. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between triangulation and externalizing behavioral problems.

Furthermore, results in Table 61 show significant moderating role of positive parenting in association between general positive emotional reactivity and externalizing behavioral problems among adolescents ($B = -.01, p < .01$). Conditional direct effect of general positive emotional reactivity is non-significant on the low level of moderator

and it gradually increases as the level of the moderator increased, even though the impact becomes significant at medium and high level of positive parenting. This implied that the direct negative effect of general positive emotional reactivity on externalizing behavioral problems is strengthening by positive parenting. Figure 95 suggests that moderating role of the positive parenting in predicting externalizing behavioral problems by general positive emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low medium and high reflected a negative relationship between general positive emotional reactivity and externalizing behavioral problems. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between general positive emotional reactivity and externalizing behavioral problems.

Figure 94

Graph of Moderating Role of Positive Parenting in Relationship Between Triangulation and Externalizing Behavioral Problems (N= 942)

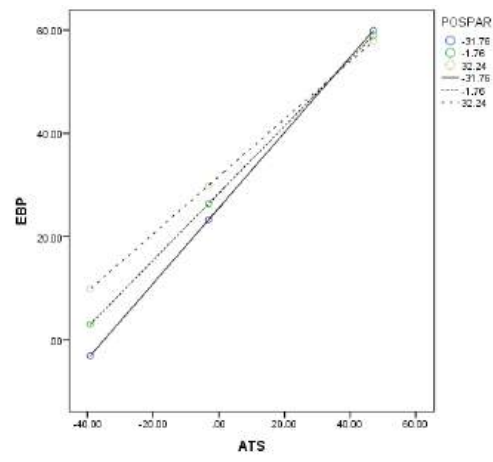


Figure 95

Graph of Moderating Role of Positive Parenting in Relationship Between General Positive Emotional Reactivity and Externalizing Behavioral Problems (N= 942)

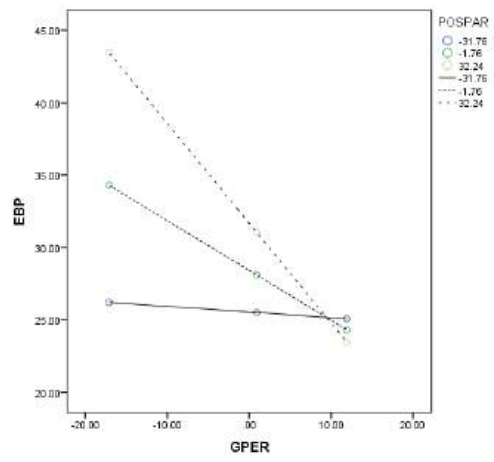


Table 62

Positive Parenting as The Moderator of Direct and Indirect Effects of Triangulation and General Positive Emotional Reactivity on Anxiety/Depressed Problems, Somatic Complaint and Withdrawal/Depressed Problems (N=942)

Predictor	Outcome variables															
Variables	General Positive Emotional Reactivity				Anxiety/Depressed Problems				Somatic Complaint				Withdrawal/Depressed			
	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>B</i>	<i>SE</i>	<i>P</i>	95% CI	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI
Constant	-.17	.32	.594	[-.80,.46]	11.23	.25	.000	[10.73,11.74]	6.87	.18	.000	[6.51,7.23]	5.61	.15	.000	[5.30,5.92]
ATS	-.23	.01	.000	[-.26,-.21]	.20	.01	.000	[.18,.22]	.12	.00	.000	[.11,.14]	.10	.01	.000	[.09,.11]
POSPAR	.09	.01	.000	[.06,.13]	-.00	.01	.950	[-.02,.02]	-.02	.01	.008	[-.04,-.00]	-.01	.01	.014	[-.03,-.00]
ATS*POSPAR	-.00	.00	.447	[-.00,.00]	.00	.00	.191	[-.00,.00]	-.00	.00	.004	[-.00,-.00]	-.00	.00	.022	[-.00,-.00]
Conditional Direct Effect																
Low									.15	.01	.000	[.12,.17]	.12	.01	.000	[.10,.14]
Medium									.12	.01	.000	[.11,.14]	.10	.01	.000	[.09,.11]
High									.10	.01	.000	[.07,.12]	.08	.01	.000	[.06,.10]
GPER					-.22	.02	.000	[-.27,-.16]	-.21	.01	.000	[-.25,-.18]	-.16	.01	.000	[-.19,-.12]

GPER*POSPAR		.00	.00	.016	[.00,.00]	.00	.00	.001	[.00,.00]	.00	.00	.003	[.00,.00]
Conditional Direct Effect													
Low		-.30	.04	.000	[-.39,-.20]	-.29	.03	.000	[-.36,-.23]	-.22	.02	.000	[-.28,-.16]
Medium		-.22	.02	.000	[-.27,-.17]	-.22	.01	.000	[-.26,-.18]	-.16	.01	.000	[-.19,-.13]
High		-.13	.03	.000	[-.21,-.06]	-.13	.02	.000	[-.19,-.08]	-.09	.02	.000	[-.14,-.05]
Conditional Indirect Effect													
Low		.06	.06		[.04,.09]	.06	.01		[.04,.08]	.05	.01		[.03,.06]
Medium		.05	.05		[.03,.06]	.05	.01		[.03,.06]	.03	.01		[.02,.04]
High		.03	.03		[.01,.05]	.03	.01		[.01,.04]	.02	.01		[.01,.03]
R^2	.66	.68				.77				.74			
		$F(3,938) = 611.70^{***}$			$F(5,936) = 512.75^{***}$			$F(5,936) = 634.39^{***}$			$F(5,936) = 540.92^{***}$		

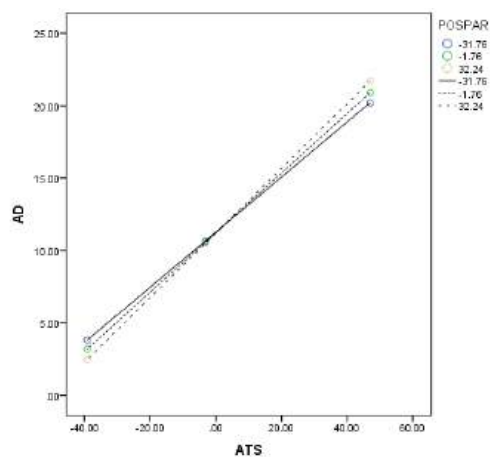
Note. *** $p < .001$

Results in Table 62 shows that positive parenting does not significantly moderate the relationship between triangulation and general positive emotional reactivity ($B = -.00, p > .05$). As well as positive parenting also does not significantly moderated the relationship between triangulation and anxiety/depressed problems among adolescents ($B = .00, p > .05$). Figure 96 shows the moderating effect of the positive parenting in predicting anxiety/depressed problems by triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship between triangulation and anxiety/depressed problems among adolescents. However, Figure depicted that positive parenting does not significantly moderate the relationship between triangulation and anxiety/depressed problems.

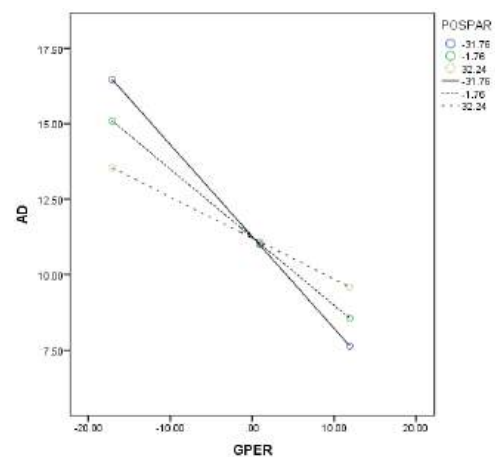
Furthermore, result in Table 62 shows significant interaction effect of positive parenting and general positive emotional reactivity on anxiety/depressed problems among adolescents ($B = .00, p < .05$). Conditional direct effect of general positive emotional reactivity is high on the low level of moderator and it gradually decreases as the level of the moderator increased, however it remained significant at all three levels of positive parenting. This implied that positive parenting weakened the direct negative effect of general positive emotional reactivity on anxiety/depressed problems. Figure 97 suggests that moderating role of the positive parenting in predicting anxiety/depressed problems by general positive emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a negative relationship between general positive emotional reactivity and anxiety/depressed problems. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between general positive emotional reactivity and anxiety/depressed problems.

Figure 96

Graph of Moderating Role of Positive Parenting in Relationship Between Triangulation and Anxiety/Depressed Problems (N= (942)

**Figure 97**

Graph of Moderating Role of Positive Parenting in Relationship Between General Positive Emotional Reactivity and Anxiety/Depressed Problems (N= (942)



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of triangulation on anxiety/depressed problems through general positive emotional reactivity. Results confirmed that at the low, medium and high level of positive parenting, the 95% BCCI for the indirect effect does not contain zero. Results also reveal that positive parenting weakened the indirect relationship between triangulation and anxiety/depressed problems through general positive emotional reactivity.

Results in Table 62 also shows significant interaction effect of positive parenting and triangulation on somatic complaints among adolescents ($B = -.00$, $p < .01$). Conditional direct effect of triangulation is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased, however, it remains significant at the three levels of moderator. This implied that the direct

positive effect of triangulation on somatic complaints is weakened by positive parenting. Figure 98 suggests that moderating role of the positive parenting in predicting somatic complaints by triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship between triangulation and somatic complaints. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between triangulation and somatic complaints among adolescents.

The results further reveal a significant interaction effect between positive parenting and general positive emotional reactivity on somatic complaints among adolescents ($B = .00, p < .01$). This interaction effect signifies that the relationship between general positive emotional reactivity and somatic complaints is influenced by the level of positive parenting.

Specifically, the conditional direct effect of general positive emotional reactivity is high at the low level of the moderator (positive parenting) and gradually decreases as the level of the moderator increases. However, it remains statistically significant at all three levels of positive parenting. This suggests that the impact of general positive emotional reactivity on somatic complaints is more pronounced when positive parenting practices are low. As positive parenting practices increase, the direct effect of general positive emotional reactivity on somatic complaints diminishes but remains significant. These findings underscore the intricate interplay between positive parenting, emotional responses, and somatic complaints in adolescents, highlighting the moderating effect of positive parenting in this relationship. This implied that that direct negative effect of general positive emotional reactivity on somatic complaints is weakened by positive parenting. Figure 98 suggests that moderating role of the positive parenting in predicting somatic complaints by general positive emotional reactivity.

The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a negative relationship between general positive emotional reactivity and somatic complaints. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between general positive emotional reactivity and somatic complaints.

Figure 98

Graph of Moderating Role of Positive Parenting in Relationship Between Triangulation and Somatic Complaints (N= 942)

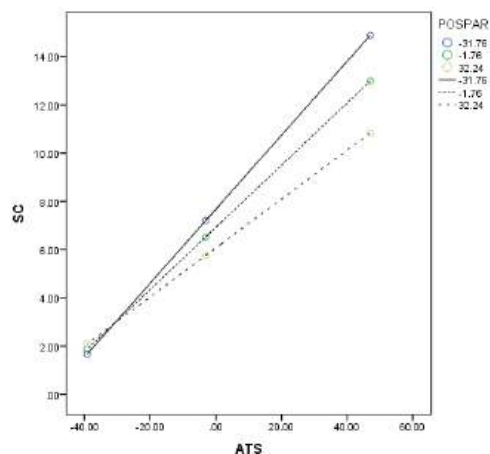
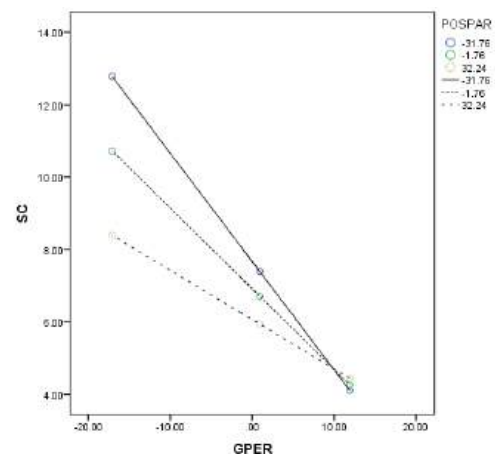


Figure 99

Graph of Moderating Role of Positive Parenting in Relationship Between General Positive Emotional Reactivity and Somatic Complaints (N= 942)



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of triangulation on somatic complaint through general positive emotional reactivity. Results confirmed that at the low, medium and high level of positive parenting, the 95% BCCI for the indirect effect does not contain zero. Results also reveal that positive parenting weakened the indirect relationship between triangulation and somatic complaints through general positive emotional reactivity.

Results also show significant interaction effect of positive parenting and triangulation on withdrawal/depressed problems among adolescents ($B = -.00, p < .05$). Conditional direct effect of triangulation is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased, however, it remains significant at the three levels of moderator. This implied that the direct effect of triangulation on withdrawal/depressed problems is weakened by positive parenting. Figure 100 suggests that moderating role of the positive parenting in predicting withdrawal/depressed problems by triangulation. The value and shape of slope for three levels of positive parenting i.e. low medium and high reflected a positive relationship between pushed-out and withdrawal/depressed problems. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between triangulation and withdrawal/depressed problems among adolescents.

Results also shows significant interaction effect of positive parenting and general positive emotional reactivity on withdrawal/depressed problems among adolescents ($B = .00, p < .01$). Conditional direct effect of general positive emotional reactivity is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased, however, it remains significant at the three levels of moderator. This shows that the direct negative effect of general positive emotional reactivity on withdrawal/depressed problems is weakened by positive parenting. Figure 101 suggests that moderating role of the general positive emotional reactivity in predicting withdrawal/depressed problems by triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a significant negative relationship between general positive emotional reactivity and withdrawal/depressed. Furthermore, it is clear from the graph that positive parenting

significantly moderates the relationship between general positive emotional reactivity and withdrawal/depressed problems among adolescents.

Figure 100

Graph Showing Moderating Effect of Positive Parenting in Relationship Between Triangulation and Withdrawal/Depressed Problems (N=942)

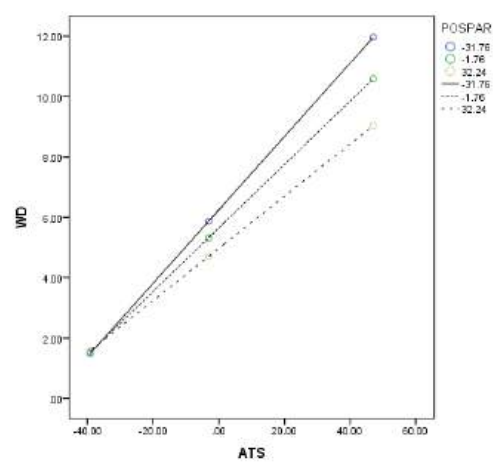
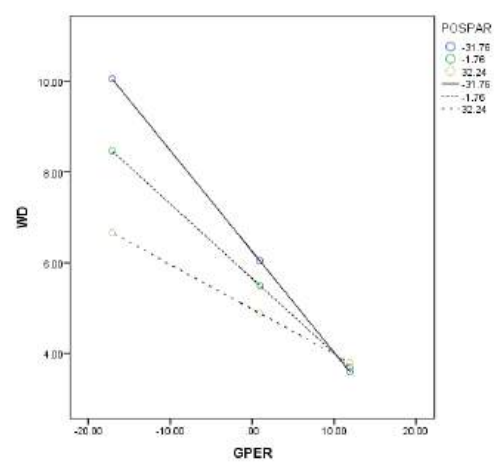


Figure 101

Graph Showing Moderating Effect of Positive Parenting on General Positive Emotional Reactivity and Withdrawal/Depressed Problems (N=942)



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of triangulation on withdrawal/depressed problems through general positive emotional reactivity, which confirmed that at the low, medium and high level of positive parenting, the 95% BCCI for the indirect effect does not contain zero. Results also reveal that positive parenting weakened the indirect relationship between triangulation and withdrawal/depressed problems through general positive emotional reactivity.

Table 63

Positive Parenting as The Moderator of Direct and Indirect Effects of Triangulation and General Positive Emotional Reactivity on Aggression and Rule Breaking Behavior (N=942)

Predictor	Mediator				Outcome Variables							
Variables	General Positive Emotional Reactivity				Rule Breaking Behavior				Aggression			
	<i>B</i>	<i>SE</i>	<i>p</i>	95% CL	<i>B</i>	<i>SE</i>	<i>p</i>	95% CL	<i>B</i>	<i>SE</i>	<i>p</i>	95% CL
Constant	-.17	.32	.594	[-.80,.46]	13.08	.28	.000	[12.52,13.63]	15.50	.34	.000	[14.82,16.19]
ATS	-.23	.01	.000	[-.26,-.21]	.29	.01	.000	[.26,.31]	.35	.01	.000	[.31,.38]
POSPAR	.09	.01	.000	[.06,.13]	.04	.01	.002	[.01,.07]	.05	.01	.005	[.01,.08]
ATS*POSPAR	-.00	.00	..447	[-.00,.00]	-.00	.00	.000	[-.00,-.00]	-.00	.00	.021	[-.00,-.00]
Conditional Direct Effect												
Low					.34	.01	.000	[.30,.37]	.39	.02	.000	[.34,.43]
Medium					.29	.01	.000	[.27,.32]	.35	.01	.000	[.32,.38]
High					.24	.01	.000	[.20,.28]	.31	.02	.000	[.26,.35]
GPER					-.18	.02	.000	[-.23,-.12]	-.18	.03	.000	[-.25,-.11]
GPER*POSPAR					-.00	.00	.000	[-.01,-.00]	-.01	.00	.000	[-.01,-.00]

Conditional Direct Effect									
Low		-.03	.05	.520	[-.13,.07]	-.00	.06	.937	[-.13,.12]
Medium		-.17	.02	.000	[-.23,-.11]	-.17	.03	.000	[-.24,-.10]
High		-.32	.04	.000	[-.41,-.24]	-.36	.05	.000	[-.46,-.25]
Conditional Indirect Effect									
Low		.00	.01		[-.02,.04]	.00	.02		[-.03,.04]
Medium		.04	.01		[.02,.05]	.04	.01		[.01,.06]
High		.07	.01		[.05,.10]	.08	.01		[.06,.11]
R^2	.66		.75			.73			
		$F(3,938) = 611.70^{***}$			$F(5,936) = 572.04^{***}$			$F(5,936) = 515.01^{***}$	

Results shows that positive parenting does not significantly moderate the relationship between triangulation and general positive emotional reactivity. Results in Table 63 shows significant interaction effect of positive parenting and triangulation on aggression among adolescents ($B = -.00, p < .05$). Conditional direct effect of triangulation is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased, however, it remained significant at all the three levels of moderator. This implied that the direct effect of triangulation on aggression is weakened by positive parenting. Figure 102 suggests that moderating role of the positive parenting in predicting aggression by triangulation. The value and shape of slope for three levels of positive parenting i.e. low medium and high reflected a positive relationship between triangulation and aggression. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between triangulation and aggression.

Results in Table 63 also show significant interaction effect of positive parenting and general positive emotional reactivity on aggression among adolescents ($B = -.01, p < .001$). Conditional direct effect of general positive emotional reactivity is low and non-significant on the low level of positive parenting and it gradually increases as the level of the moderator increased and becomes significant at the middle and high levels of positive parenting. This implied that the direct negative effect of general positive emotional reactivity on aggression is strengthen by positive parenting. Figure 103 suggests that moderating role of the positive parenting in predicting aggression by general positive emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a negative relationship between general positive emotional reactivity and aggression. Furthermore, it is clear from the

graph that positive parenting significantly moderates the relationship between general positive emotional reactivity and aggression.

Figure 102

Graph Showing Moderating Effect of Positive Parenting in Relationship Between Triangulation and Aggression (N=942)

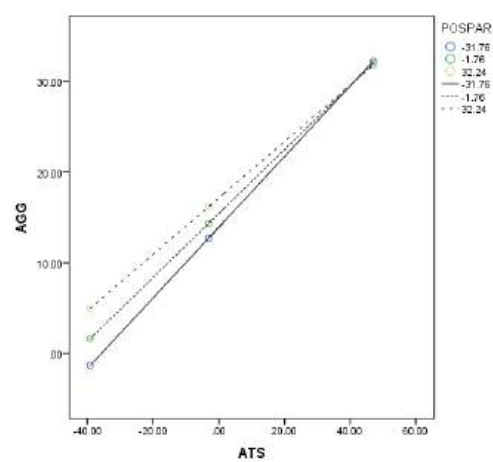
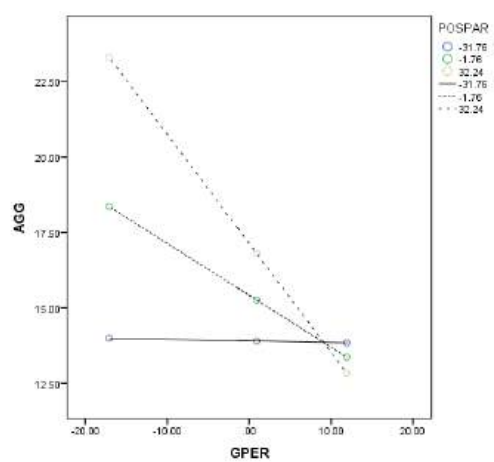


Figure 103

Graph Showing Moderating Effect of Positive Parenting in Relationship Between General Positive Emotional Reactivity and Aggression (N=942)



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of triangulation on aggression through general positive emotional reactivity. Results confirmed that at the medium and high level of positive parenting, the 95% BCCI for the indirect effect does not contain zero. Results also reveal that positive parenting strengthen the indirect relationship between triangulation and aggression through general positive emotional reactivity.

Results in Table 63 show significant interaction effect of triangulation on rule breaking behavior among adolescents ($B = -.00, p < .001$). Conditional direct effect of triangulation is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased. This implied that the direct positive effect of triangulation on rule breaking behavior is weakened by positive parenting. Figure 104 suggests that moderating role of the positive parenting in predicting rule breaking

behavior by triangulation. The value and shape of slope for three levels of positive parenting i.e. low medium and high reflected a positive relationship between triangulation and rule breaking behavior. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between triangulation and rule breaking behavior.

The results presented in Table 63 reveal a significant interaction effect between positive parenting and general positive emotional reactivity on rule-breaking behavior among adolescents ($B = -.00$, $p < .001$). This interaction effect suggests that the relationship between general positive emotional reactivity and rule-breaking behavior is contingent upon the level of positive parenting.

Specifically, the conditional direct effect of general positive emotional reactivity is low and non-significant at the low level of positive parenting, and it gradually increases as the level of the moderator (positive parenting) increases. However, it remains statistically significant at all three levels of positive parenting. This implies that the direct negative effect of general positive emotional reactivity on rule-breaking behavior is strengthened by positive parenting practices. In other words, when positive parenting is more pronounced, the influence of general positive emotional reactivity in reducing rule-breaking behavior becomes more robust. These findings emphasize the role of positive parenting as a moderator that enhances the protective effect of positive emotional reactivity against rule-breaking behavior among adolescents.

Figure 105 suggests that moderating role of the positive parenting in predicting rule breaking behavior by general positive emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low medium and high reflected a negative relationship between general positive emotional reactivity and rule breaking behavior.

Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between general Positive emotional reactivity and rule breaking behavior.

Figure 104

Graph Showing Moderating Effect of Positive Parenting in Relationship Between Triangulation and Rule Breaking Behavior (N=942)

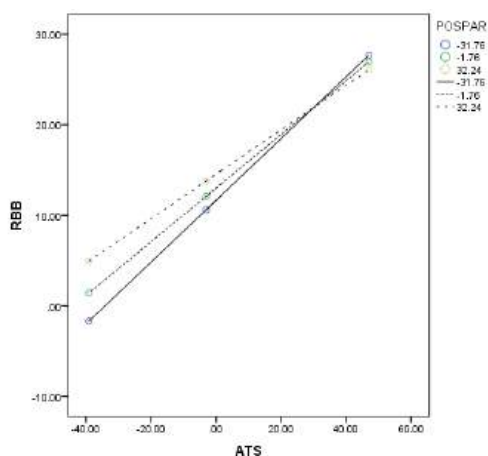
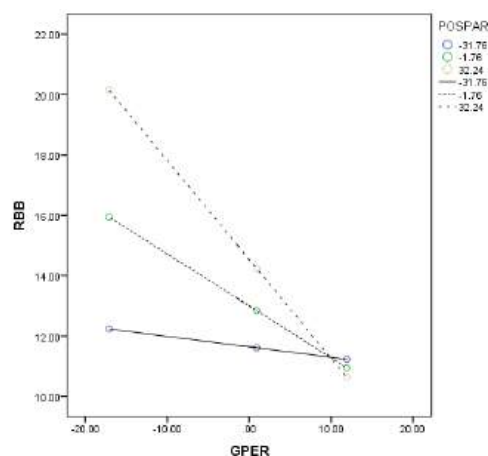


Figure 105

Graph Showing Moderating Role of Positive Parenting in Relationship Between General Positive Emotional Reactivity and Rule Breaking Behavior (N=942)



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of triangulation on rule breaking behavior through general positive emotional reactivity. Result shows that at low level of positive parenting there is non-significant impact of triangulation on rule breaking behavior. However, result confirms that at the medium and high level of positive parenting, the 95% BCCI for the indirect does not contain zero. Results also reveal that positive parenting strengthen the indirect relationship between triangulation and rule breaking behavior through general positive emotional reactivity.

Table 64

Positive Parenting as the Moderator of Direct and Indirect Effects of Triangulation and General Negative Emotional Reactivity on the Internalizing Behavioral Problem (N=942)

Predictor	Outcome Variables									
Variable	General Negative Emotional Reactivity					Internalizing Behavioral Problems				
	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>R</i> ²	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>R</i> ²
Constant	.73	.30	.016	[.13,1.34]	.70	23.49	.52	.000	[22.46,24.51]	.79
ATS	.25	.01	.000	[.23,.27]		.40	.02	.000	[.36,.45]	
POSPAR	-.09	.01	.000	[-.12,-.06]		-.04	.02	.110	[-.09,-.01]	
ATS*POSPAR	.00	.00	.000	[.00,.00]		-.01	.00	.008	[-.00,-.00]	
Conditional Direct Effect										
Low	.22	.01	.000	[.19,.24]		.48	.03	.000	[.41,.55]	
Medium	.25	.01	.000	[.22,.27]		.41	.02	.000	[.36,.46]	
High	.28	.01	.000	[.25,.32]		.33	.03	.000	[.25,.41]	
GNER						.67	.05	.000	[.56,.77]	
GNER*POSPAR						-.00	.00	.127	[-.01,.00]	
Conditional Direct Effect										
Low										
Medium										
High										
Conditional Indirect Effect										
Low						.17	.02		[.12,.22]	
Medium						.17	.01		[.13,.21]	

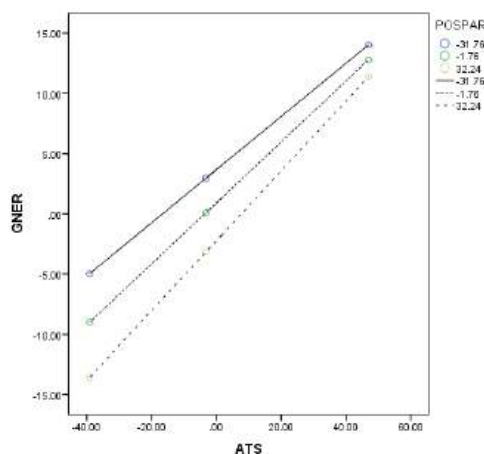
High	.16	.03	[.10,.22]
$F(3,938) = 737.30^{***}$		$F(5,936) = 731.04^{***}$	

Note. *** $p < .001$

Results in Table 64 shows that positive parenting significantly moderate the relationship between triangulation and general negative emotional reactivity ($B = .00$, $p < .001$). Conditional direct effect of triangulation is low on the low level of positive parenting and it gradually increases as the level of the moderator increased, however, it remains significant at the three levels of positive parenting. This implied that the direct positive effect of triangulation on general negative emotional reactivity is strengthened by positive parenting. Figure 105 suggests that moderating role of the positive parenting in predicting general negative emotional reactivity by triangulation. The value and shape of slope for three levels of positive parenting i.e. low medium and high reflected a positive relationship between triangulation and general negative emotional reactivity. Furthermore, it is clear from the graph in Figure 106 that positive parenting significantly moderates the relationship between triangulation and general negative emotional reactivity.

Figure 106

Graph Showing Moderating Role of Positive Parenting in Relationship Between Triangulation and General Negative Emotional Reactivity (N=942)



Results in Table 64 also show significant interaction effect of positive parenting and triangulation on internalizing behavioral problems among adolescents ($B = -.01, p < .01$). Conditional direct effect of triangulation is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased. This implied that the direct positive effect of triangulation on internalizing behavioral problems is weakened by positive parenting. Figure 107 suggests that moderating role of the positive parenting in predicting internalizing behavioral problem by adolescent triangulation. The value and shape of slope for three levels of positive parenting i.e. low medium and high reflected a positive relationship between triangulation and internalizing behavioral problem. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between triangulation and internalizing behavioral problem.

The results also indicate a non-significant interaction effect between positive parenting and general negative emotional reactivity on internalizing behavioral problems among adolescents ($B = -.00, p > .05$). This finding suggests that the relationship between general negative emotional reactivity and internalizing behavioral problems is not significantly influenced by the level of positive parenting. In other words, regardless of the level of positive parenting, the impact of general negative emotional reactivity on internalizing behavioral problems remains relatively consistent and does not show significant variation based on the level of positive parenting practices. This result highlights that positive parenting may not play a moderating role in the relationship between general negative emotional reactivity and internalizing behavioral problems among adolescents in the examined context.

Figure 108 suggests that moderating role of the positive parenting in predicting internalizing behavioral problem by general negative emotional reactivity. The value

and shape of slope for three levels of positive parenting i.e. low medium and high reflected a positive relationship between general negative emotional reactivity and internalizing behavioral problem. Furthermore, it is clear from the graph that positive parenting does not moderates the relationship between general negative emotional reactivity and internalizing behavioral problem.

Figure 107

Graph Showing Moderating Effect of Positive Parenting in Relationship Between Triangulation and Internalizing Behavioral Problems (N=942)

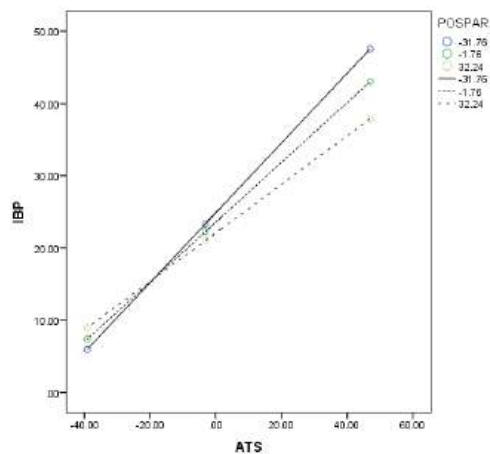
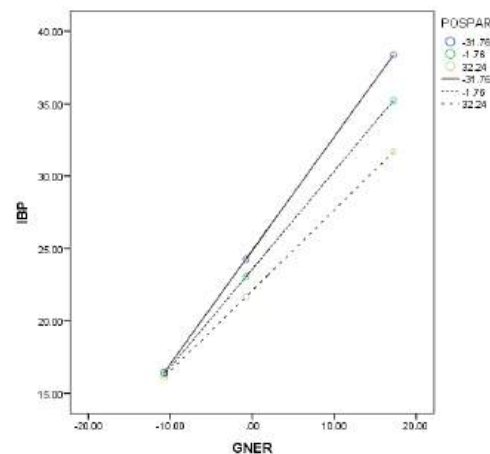


Figure 108

Graph Showing Moderating Effect of Positive Parenting in Relationship Between General Negative Emotional Reactivity and Internalizing Behavioral Problems (N=942)



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of triangulation on internalizing behavioral problems through general negative emotional reactivity, which confirmed that at the low, medium and high level of positive parenting, the 95% confidence interval for the indirect effect of triangulation on internalizing behavioral problems through general negative emotional reactivity does not contain zero. However, there is no difference in the impact of triangulation through general negative emotional reactivity on internalizing behavioral at low and middle level of positive

parenting. Results also reveal that positive parenting does not moderate the indirect relationship between triangulation and internalizing behavioral problems through general negative emotional reactivity.

Table 65

Positive Parenting as The Moderator of Direct and Indirect Effects of Triangulation and General Negative Emotional Reactivity on The Externalizing Behavioral Problem (N=942)

Predictor	Outcome Variables									
Variable	General Negative Emotional Reactivity					Externalizing Behavioral Problems				
	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>R</i> ²	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>R</i> ²
Constant	.73	.30	.016	[.13,1.34]	.70	28.34	.60	.000	[27.14,29.54]	.75
ATS	.25	.01	.000	[.23,.27]		.61	.02	.000	[.56,.67]	
POSPAR	-.09	.01	.000	[-.12,-.06]		.09	.03	.002	[.03,.15]	
ATS*POSPAR	.00	.00	.000	[.00,.00]		-.00	.00	.000	[-.01,-.00]	
Conditional Direct Effect										
Low	.22	.01	.000	[.19,.24]		.75	.04	.000	[.67,.83]	
Medium	.25	.01	.000	[.22,.27]		.62	.02	.000	[.57,.68]	
High	.28	.01	.000	[.25,.32]		.48	.04	.000	[.39,.56]	
GNER						.41	.16	.000	[.28,.53]	
GNER*POSPAR						.01	.00	.000	[.01,.02]	
Conditional Direct Effect										
Low						-.01	.11	.904	[-.23,.20]	
Medium						.38	.06	.000	[.26,.51]	
High						.84	.10	.000	[.63,1.04]	

Conditional Indirect Effect			
Low	-.00	.03	[-.07,.06]
Medium	.09	.02	[.05,.14]
High	.24	.03	[.17,.31]
$F(3,938) = 532.62^{***}$		$F(5,936) = 585.17^{***}$	
<i>Note.</i> *** $p < .001$			

Results in Table 65 reveal that positive parenting significantly moderate the relationship between triangulation and general negative emotional reactivity ($B = .00$, $p < .001$) and also shows significant interaction effect of positive parenting and triangulation on externalizing behavioral problems among adolescents ($B = -.00$, $p < .001$). Conditional direct effect of triangulation is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased. However, the direct impact of triangulation on externalizing behavioral problems is significant at all the three levels of positive parenting. This implied that the direct positive effect of general negative emotional reactivity on externalizing behavioral problems is strengthened by positive parenting. Figure 109 suggests that moderating role of the positive parenting in predicting externalizing behavioral problems by triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship between triangulation and externalizing behavioral problems suggesting significant moderating effects.

Moreover, Table 65 shows significant interaction effect of positive parenting and general negative emotional reactivity on externalizing behavioral problems among adolescents ($B = .01$, $p < .001$). Conditional direct effect of general negative emotional reactivity is low as well as non-significant on the low level of positive parenting and it gradually increases and becomes significant as the level of the moderator increased.

This implied that the direct positive effect of general negative emotional reactivity on externalizing behavioral problems is strengthened by positive parenting. Figure 110 suggests that moderating role of the positive parenting in predicting externalizing behavioral problems by general negative emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low medium and high reflected a positive relationship between general negative emotional reactivity and externalizing behavioral problems. Furthermore, this graphical representation highlights the dynamic interplay between positive parenting practices and negative emotional reactivity in shaping adolescent externalizing behavioral outcomes. It emphasizes the importance of fostering positive parenting strategies to potentially reduce the risk of externalizing behavioral problems in adolescents with higher levels of negative emotional reactivity.

Figure 109
Graph Showing the Moderating Role of Positive Parenting in Relationship Between Triangulation and Externalizing Behavioral Problems (N = 942)

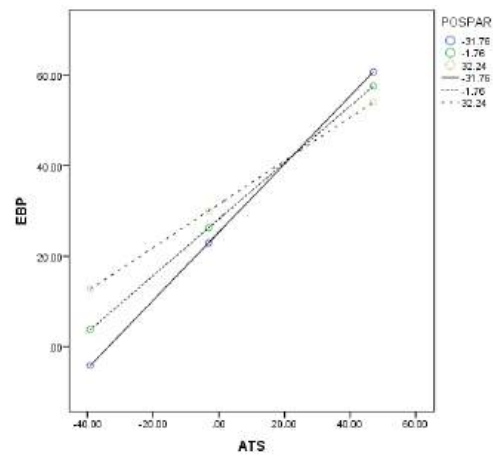
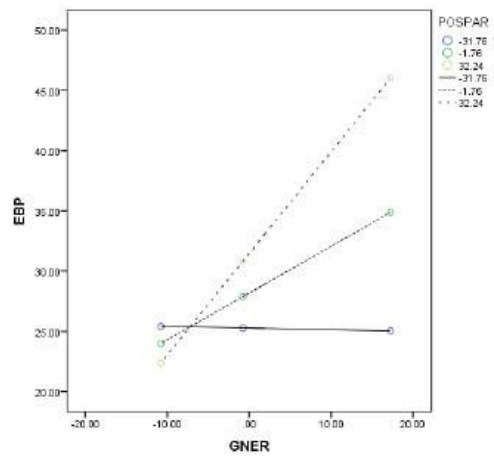


Figure 110
Graph Showing the Moderating Role of Positive Parenting in Relationship Between General Negative Emotional Reactivity and Externalizing Behavioral Problems (N = 942)



The final piece of evidence supporting the concept of moderated mediation is derived from the analysis of the bootstrapped 95% confidence interval for the conditional indirect effect of triangulation on externalizing behavioral problems through general negative emotional reactivity. The results of this analysis confirm that, at the medium and high levels of positive parenting, the 95% bootstrapped confidence intervals for the indirect effect consistently do not include zero. This indicates the presence of an indirect relationship between triangulation and externalizing behavioral problems through general negative emotional reactivity, specifically when positive parenting practices are at medium and high levels.

However, at the lower level of positive parenting, the indirect effect is non-significant, as evidenced by the 95% bootstrapped confidence interval including zero. This suggests that at lower levels of positive parenting, the indirect relationship between triangulation and externalizing behavioral problems through general negative emotional reactivity is not significant. Furthermore, the results also reveal that positive parenting strengthens the strength of the indirect association between triangulation and externalizing behavioral problems via general negative emotional reactivity, particularly at medium and high levels of positive parenting. This emphasizes the role of positive parenting as a moderator in the mediation process, influencing the strength and significance of these relationships.

Table 66

Positive Parenting as The Moderator of Direct and Indirect Effects of Triangulation and General Negative Emotional Reactivity on Anxiety/Depressed Problems, Somatic Complaint and Withdrawal/Depressed Problems (N=942)

Predictor	Outcome Variables															
Variables	General Negative Emotional Reactivity				Anxiety/Depressed Problems				Withdrawal/Depressed				Somatic Complaints			
	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI
Constant	.73	.30	.016	[.13,1.34]	11.17	.25	.000	[10.66,11.67]	5.53	.15	.000	[5.23,5.83]	6.78	.18	.000	[6.42,7.13]
ATS	.25	.01	.000	[.23,.27]	.20	.01	.000	[.17,.22]	.09	.01	.000	[.07,.10]	.11	.01	.000	[.09,.13]
POSPAR	-.09	.01	.000	[-.12,-.06]	-.00	.01	.910	[-.02,.02]	-.01	.01	.023	[-.03,-.00]	-.02	.01	.011	[-.04,-.01]
ATS*POSPAR	.00	.00	.000	[.00,.00]	-.00	.00	.861	[-.00,.00]	-.00	.00	.000	[-.00,-.00]	-.00	.00	.000	[-.00,-.00]
Conditional Direct Effect																
Low	.22	.01	.000	[.19,.24]					.12	.01	.000	[.10,.14]	.15	.01	.000	[.13,.18]
Medium	.25	.01	.000	[.22,.27]					.09	.01	.000	[.08,.10]	.11	.01	.000	[.10,.13]
High	.28	.01	.000	[.25,.32]					.06	.01	.000	[.04,.08]	.07	.01	.000	[.04,.10]
GNER					.22	.02	.000	[.17,.28]	.19	.01	.000	[.16,.22]	.24	.01	.000	[.21,.28]

Results in Table 66 reveal that positive parenting significantly moderate the relationship between triangulation and general negative emotional reactivity ($B = .00$, $p < .001$) as well as non-significant interaction effect of positive parenting and triangulation on anxiety/depressed problems among adolescents ($B = -.00$, $p > .05$). Figure 111 suggests that moderating role of the positive parenting in predicting anxiety/depressed problems by triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship between triangulation and anxiety/depressed problems. Furthermore, it is clear from the graph that positive parenting does not significantly moderates the relationship between triangulation and anxiety/depressed problems.

The results presented in Table 66 further indicate a non-significant interaction effect between positive parenting and general negative emotional reactivity on anxiety/depressed problems among adolescents ($B = -.00$, $p > .05$). This suggests that the relationship between general negative emotional reactivity and anxiety/depressed problems is not significantly influenced by the level of positive parenting.

In essence, regardless of the level of positive parenting, the impact of general negative emotional reactivity on anxiety/depressed problems remains relatively consistent and does not exhibit significant variation based on the level of positive parenting practices. This result suggests that positive parenting may not play a moderating role in the relationship between general negative emotional reactivity and anxiety/depressed problems among adolescents in the examined context.

Figure 112 suggests that moderating role of the positive parenting in predicting anxiety/depressed problems by general negative emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low medium and high reflected a positive relationship between general negative emotional reactivity and

anxiety/depressed problems. Furthermore, it is clear from the graph that positive parenting does not significantly moderates the relationship between general negative emotional reactivity and anxiety/depressed problems.

Figure 111

Graph of Moderating Role of Positive Parenting in Relationship Between Triangulation and Anxiety/Depressed Problems (N= (942)

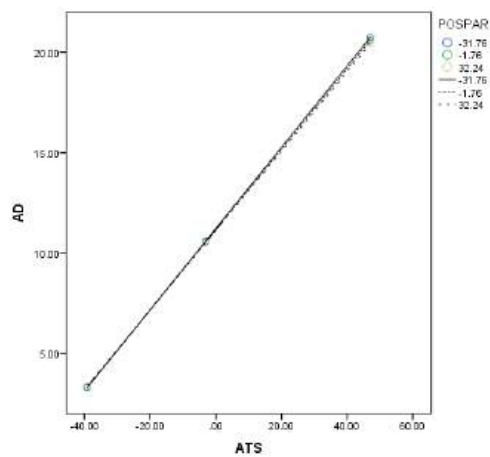
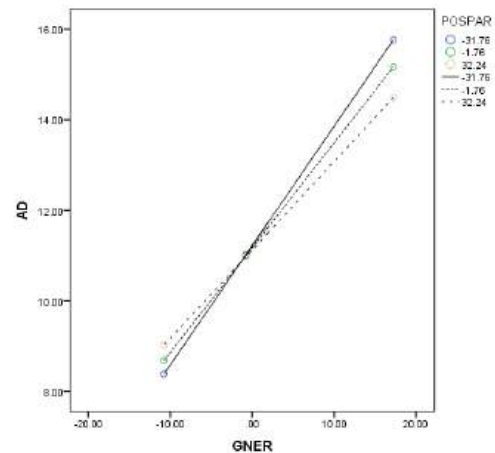


Figure 112

Graph of Moderating Role of Positive Parenting in Relationship Between General Negative Emotional Reactivity and Anxiety/Depressed Problems (N= (942)



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of triangulation on anxiety/depressed problems through general negative emotional reactivity. Result confirms that at the low, medium and high level of positive parenting, the 95%BCCI for the indirect effect does not contain zero. Results also reveal that positive parenting does not significantly moderate the indirect relationship between triangulation and anxiety/depressed problems through general negative emotional reactivity.

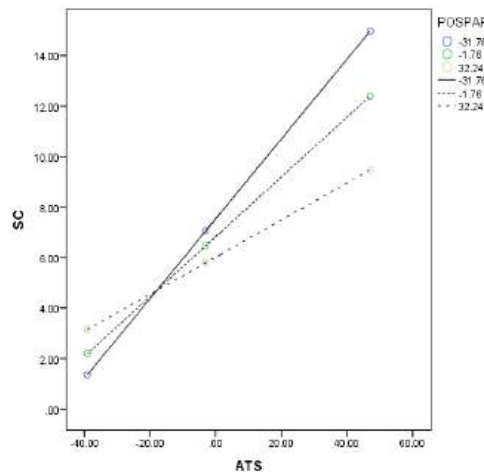
Furthermore, results show significant interaction effect of positive parenting and triangulation on somatic complaints among adolescents ($B = -.00, p < .001$). Conditional direct effect of somatic complaints is high on the low level of positive

parenting and it gradually increases. This implied that the direct positive effect of triangulation on externalizing behavioral problems is weakened by positive parenting. Figure 113 suggests that moderating role of the positive parenting in predicting externalizing behavioral problems by general negative emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low medium and high reflected a positive relationship between general negative emotional reactivity and externalizing behavioral problems. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between general negative emotional reactivity and externalizing behavioral problems.

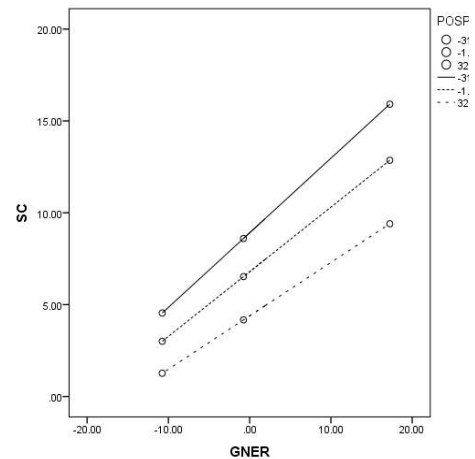
Results also shows non-significant interaction effect of positive parenting and general negative emotional reactivity on somatic complaints among adolescents ($B = -.00, p > .05$). Figure 114 suggests that moderating role of the positive parenting in predicting somatic complaints by general negative emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low medium and high reflected a positive relationship between general negative emotional reactivity and somatic complaints. The graphical representation of the results makes it evident that positive parenting does not significantly moderate the relationship between general negative emotional reactivity and somatic complaints. This is evident in the graph, where the lines representing the relationship between general negative emotional reactivity and somatic complaints remain relatively parallel regardless of the level of positive parenting practices.

Figure 113

Graph of Moderating Role of Positive Parenting in Relationship Between Triangulation and Somatic Complaints (N= (942)

**Figure 114**

Graph of Moderating Role of Positive Parenting in Relationship Between General Negative Emotional Reactivity and Somatic Complaints (N= (942)



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of triangulation on somatic complaint through general negative emotional reactivity. Result confirms that at the low, medium and high level of positive parenting, the 95% BCCI for the indirect effect does not contain zero. Results also reveal that there is no difference in the impact of triangulation on somatic complaints through general negative emotional reactivity at lower and middle level of positive parenting, suggesting non-significant moderating effect of positive parenting.

Results also shows significant interaction effect of positive parenting and triangulation ($B = -.00$, $p < .001$) on withdrawal/depressed problems among adolescents. Conditional direct effect of triangulation is high on the low level of positive parenting and it gradually decreases and becomes significant as the level of the moderator increased. This implied that the direct positive effect of triangulation on

withdrawal/depressed problems is strengthened by positive parenting. Figure 114 suggests that moderating role of the positive parenting in predicting withdrawal/depressed problems by triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship between triangulation and withdrawal/depressed problems. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between triangulation and withdrawal/depressed problems.

Results also show a non-significant interaction effect of positive parenting and general negative emotional reactivity on withdrawal/depressed behavioral problems ($B = -.00, p > .05$) Figure 116 provides insight into the moderating role of general negative emotional reactivity in predicting withdrawal/depressed problems by triangulation. The graph illustrates the values and shapes of the slope for three levels of positive parenting—low, medium, and high. It shows a significant positive relationship between general negative emotional reactivity and withdrawal/depressed problems across these different levels of positive parenting.

Furthermore, the graphical representation makes it clear that positive parenting does not significantly moderate the relationship between general negative emotional reactivity and withdrawal/depressed problems among adolescents. This suggests that the influence of general negative emotional reactivity on withdrawal/depressed problems remains relatively consistent across varying levels of positive parenting practices, as indicated by the parallel lines in the graph.

Figure 115

Graph Showing Moderating Effect of Positive Parenting on Triangulation and Withdrawal/Depressed Problems (N=942)

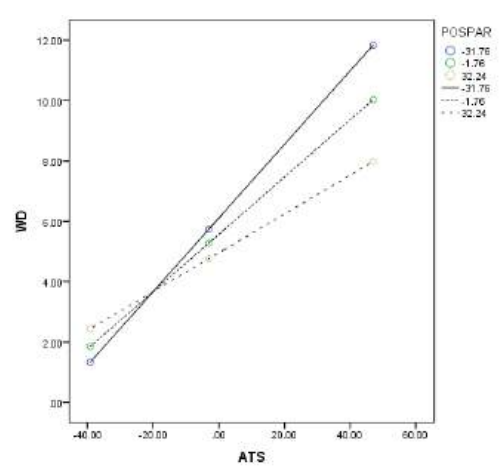
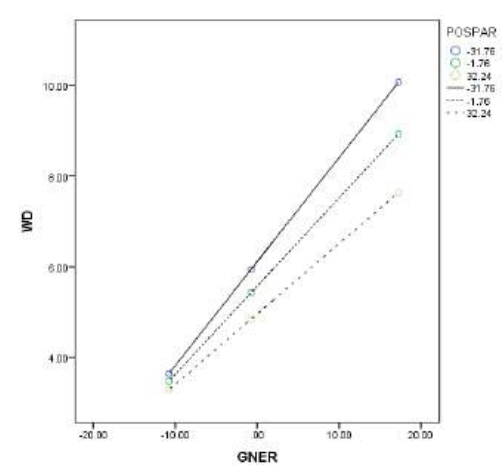


Figure 116

Graph Showing Moderating Effect of Positive Parenting on General Negative Emotional Reactivity and Withdrawal/Depressed Problems (N=942)



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of triangulation on withdrawal/depressed problems through general negative emotional reactivity, which confirmed that at the low, medium and high level of positive parenting, the 95% BCCI for the indirect effect does not contain zero. Additionally, the results indicate that positive parenting does not serve as a moderating factor in the indirect relationship between triangulation and withdrawal/depressed problems mediated by general negative emotional reactivity. This finding suggests that regardless of the level of positive parenting practices, the indirect influence of triangulation on withdrawal/depressed problems through general negative emotional reactivity remains consistent and does not exhibit significant variation. Positive parenting does not appear to substantially alter the strength or significance of this mediated relationship.

Table 67

Positive Parenting as The Moderator of Direct and Indirect Effects of Triangulation and General Negative Emotional Reactivity on Aggression And Rule Breaking Behavior (N=942)

Predictor	Mediator				Outcome Variables							
Variables	General Negative Emotional Reactivity				Rule Breaking Behavior				Aggression			
	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>B</i>	<i>SE</i>	<i>P</i>	95% CI	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI
Constant	.73	.30	.016	[.13,1.34]	12.98	.28	.000	[12.42,13.54]	15.36	.34	.000	[14.67,16.04]
ATS	.25	.01	.000	[.23,.27]	.28	.01	.000	[.25,.30]	.33	.01	.000	[.30,.36]
POSPAR	-.09	.01	.000	[-.12,-.06]	.04	.01	.002	[.01,.07]	.05	.01	.003	[.01,.08]
ATS*POSPAR	.00	.00	.000	[.00,.00]	-.00	.00	.000	[-.00,-.00]	-.00	.00	.000	[-.00,-.00]
Conditional Direct Effect												
Low	.22	.01	.000	[.19,.24]	.35	.01	.000	[.32,.39]	.39	.02	.000	[.35,.44]
Medium	.25	.01	.000	[.22,.27]	.28	.01	.000	[.26,.31]	.33	.01	.000	[.30,.36]
High	.28	.01	.000	[.25,.32]	.20	.02	.000	[.16,.24]	.27	.02	.000	[.22,.32]
GNER					.19	.02	.000	[.13,.25]	.21	.03	.000	[.14,.29]
GNER*POSPAR					.01	.00	.000	[.00,.01]	.01	.00	.000	[.00,.01]

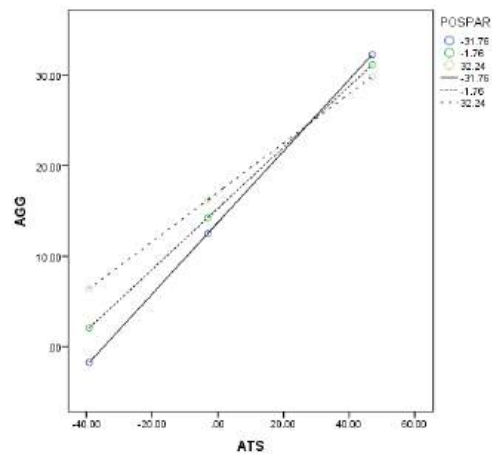
Conditional Direct Effect									
Low									
						</			

Results in Table 67 also shows significant interaction effect of positive parenting and triangulation on general negative emotional reactivity ($B = .00, p < .001$). Results also show significant interaction effect of positive parenting and triangulation on aggression among adolescents ($B = -.00, p < .001$). Conditional direct effect of triangulation is higher on the lower level of positive parenting and it gradually decreases as the level of the moderator increased, however, it remains significant at the all levels of positive parenting. Figure 117 suggests that moderating role of the positive parenting in predicting aggression by triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship between triangulation and aggression. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between general negative emotional reactivity and aggression.

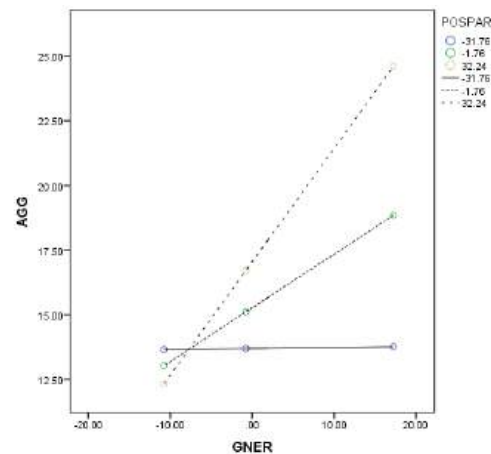
Furthermore, results show that positive parenting significantly moderates the association of general negative emotional reactivity and aggression. Conditional direct effect of general negative emotional reactivity is lower and non-significant on the lower level of positive parenting and it gradually increases and becomes significant as the level of the moderator increased, however, it remains significant at the middle and upper levels of positive parenting. Figure 118 suggests that moderating role of the positive parenting in predicting aggression by general negative emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship between general negative emotional reactivity and aggression. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between general negative emotional reactivity and aggression.

Figure 117

Graph Showing Moderating Effect of Positive Parenting in Relationship Between Triangulation and Aggression (N=942)

**Figure 118**

Graph Showing Moderating Effect of Positive Parenting in Relationship Between General Negative Emotional Reactivity and Aggression (N=942)



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of triangulation on aggression through general negative emotional reactivity, which confirmed that at the medium and high level of positive parenting, the 95% confidence interval for the indirect effect of triangulation on aggression through general negative emotional reactivity does not contain zero. However, for lower level of positive parenting the indirect effect of triangulation on aggression through general negative emotional reactivity is non-significant. Results also reveal that positive parenting strengthen the indirect relationship between triangulation and aggression through general negative emotional reactivity.

Results also shows significant interaction effect of positive parenting and triangulation ($B = -.00, p < .001$) on rule breaking behavior among adolescents. Conditional direct effect of triangulation is high on the lower level of positive parenting and it gradually decreases as the level of the moderator increased, however, it remains

significant at the middle and upper levels of positive parenting. Figure 119 suggests that moderating role of the positive parenting in predicting rule breaking behavior by triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship between triangulation and rule breaking behavior. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between general negative emotional reactivity and rule breaking behavior.

The results presented in Table 67 further demonstrate a significant interaction effect between positive parenting and general negative emotional reactivity on rule-breaking behavior among adolescents ($B = .01, p < .001$). This indicates that the relationship between general negative emotional reactivity and rule-breaking behavior is significantly influenced by the level of positive parenting. Specifically, at varying levels of positive parenting practices, the impact of general negative emotional reactivity on rule-breaking behavior exhibits distinct patterns. This interaction effect implies that positive parenting may serve as a moderating factor in shaping how general negative emotional reactivity contributes to rule-breaking behavior among adolescents.

Conditional direct effect of general negative emotional reactivity is low and non-significant on the lower level of positive parenting and it gradually increases and becomes significant as the level of the moderator increased, however, it remains significant at the middle and upper levels of positive parenting. Figure 120 suggests that moderating role of the positive parenting in predicting rule breaking behavior by general negative emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low medium and high reflected a positive relationship between general negative emotional reactivity and rule breaking behavior. Furthermore, it is

clear from the graph that positive parenting significantly moderates the relationship between general negative emotional reactivity and rule breaking behavior.

Figure 119

Graph Showing Moderating Role of Positive Parenting in Relationship Between Triangulation and Rule Breaking Behavior (N=942)

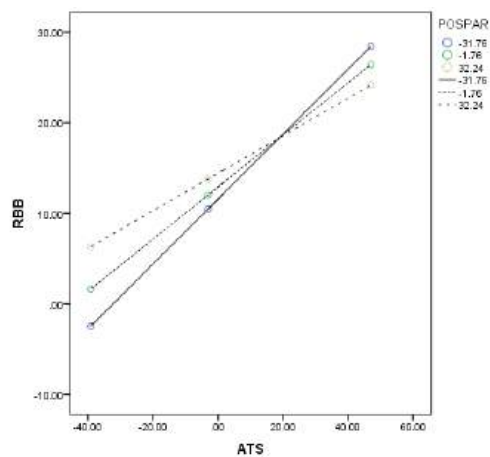
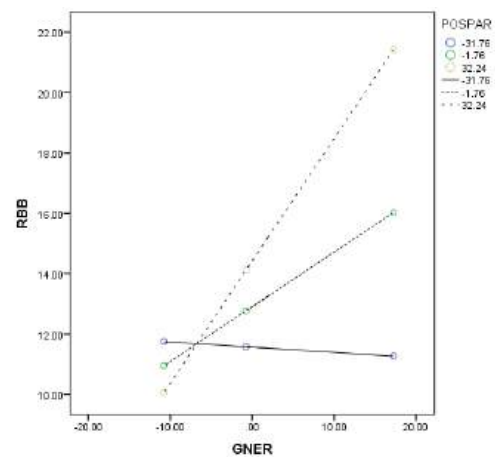


Figure 120

Graph Showing Moderating Role of Positive Parenting in Relationship Between General Negative Emotional Reactivity and Rule Breaking Behavior (N=942)



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of triangulation on rule breaking behavior through general negative emotional reactivity. Result confirmed that at the medium and high level of positive parenting, the 95% BCCI for the indirect effect does not contain zero. However, the indirect effect is non-significant at the lower level of moderator. Results also reveal that positive parenting strengthen the indirect relationship between triangulation and rule breaking behavior through general negative emotional reactivity.

Table 68

Positive Parenting as the Moderator of Direct and Indirect Effects of pushed-out triangulation and General Positive Emotional Reactivity on the Internalizing Behavioral Problem (N=942)

Predictor	Outcome Variables									
Variable	General Positive Emotional Reactivity					Internalizing Behavioral Problems				
	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>R</i> ²	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>R</i> ²
Constant	-.39	.33	.239	[-1.05,.26]	.59	22.98	.56	.000	[21.88,24.09]	.74
PO	-.71	.06	.000	[-.83,-.59]		1.06	.10	.000	[.85,1.27]	
POSPAR	-.21	.01	.000	[.18,.24]		-.19	.02	.000	[-1.02,-.82]	
PO*POSPAR	-.00	.00	.073	[-.00,.00]		-.01	.00	.022	[-.01,-.00]	
Conditional Direct Effect										
Low						1.34	.13	.000	[1.07,1.61]	
Medium						1.07	.10	.000	[.86,1.28]	
High						.77	.18	.000	[.41,1.14]	
GPER						-.92	.05	.000	[-1.02,-.82]	
GPER*POSPAR						.01	.00	.000	[.00,.01]	
Conditional Direct Effect										
Low						-1.18	.09	.000	[-1.36,-1.00]	
Medium						-.93	.05	.000	[-1.04,-.83]	
High						-.66	.08	.000	[-.82,-.50]	
Conditional Indirect Effect										
Low						.72	.09		[.55,.91]	
Medium						.66	.09		[.49,.85]	

High	.54	.14	[.28,.85]
	$F(3,938) = 451.74^{***}$		$F(5,936) = 559.92^{***}$

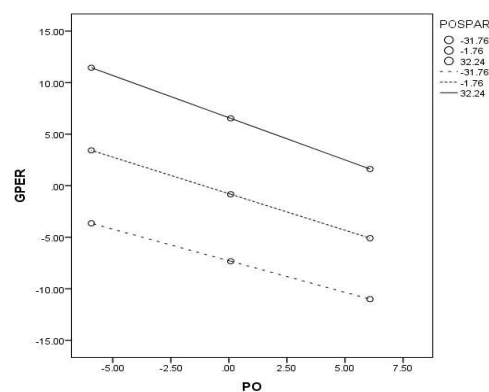
Note. PO = pushed-out triangulation; POSPAR = Positive Parenting

Note. $***p < .001$.

Results in Table 68 shows that positive parenting does not significantly moderate the negative relationship between pushed-out triangulation and general positive emotional reactivity ($B = -.00, p > .05$). Figure 121 shows moderating effect of the positive parenting in predicting general positive emotional reactivity by pushed-out triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a negative relationship between pushed-out triangulation and general positive emotional reactivity. However, Figure depicted that positive parenting does not significantly moderate the relationship between pushed-out triangulation and general positive emotional reactivity.

Figure 121

Graph of Moderating Role of Positive Parenting in Relationship Between pushed-out triangulation and General Positive Emotional Reactivity (N= 942)



Result in Table 68 shows significant interaction effect of positive parenting and pushed-out triangulation on internalizing behavioral problems among adolescents ($B = -.01, p < .05$). Conditional direct effect of pushed-out triangulation is high on the low

level of moderator and it gradually decreases as the level of the positive parenting increased, however, it remains significant at the three levels of moderator. This implies that the direct positive effect of pushed-out triangulation on internalizing behavioral problems is weakened by positive parenting. Figure 122 suggests that moderating role of the positive parenting in predicting internalizing behavioral problems by pushed-out triangulation. The value and shape of slope for three levels of positive parenting i.e. low medium and high reflected a positive relationship between pushed-out triangulation and internalizing behavioral problems. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between pushed-out triangulation and internalizing behavioral problems.

Results in Table 68 also shows significant interaction effect of positive parenting and general positive emotional reactivity on internalizing behavioral problems among adolescents ($B = .01, p < .01$). Conditional direct negative effect of general positive emotional reactivity is high on the low level of moderator and it gradually decreases as the level of the positive parenting increased, however, it remains significant at the three levels of moderator. This implies that the direct negative effect of general positive emotional reactivity on internalizing behavioral problems is weakened by positive parenting. Figure 123 suggests that moderating role of the positive parenting in predicting internalizing behavioral problems by general positive emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low medium and high reflected a negative relationship between general positive emotional reactivity and internalizing behavioral problems. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between general positive emotional reactivity and internalizing behavioral problems.

Figure 122

Graph of Moderating Role of Positive Parenting in Relationship Between pushed-out Triangulation and Internalizing Behavioral Problems (N= 942)

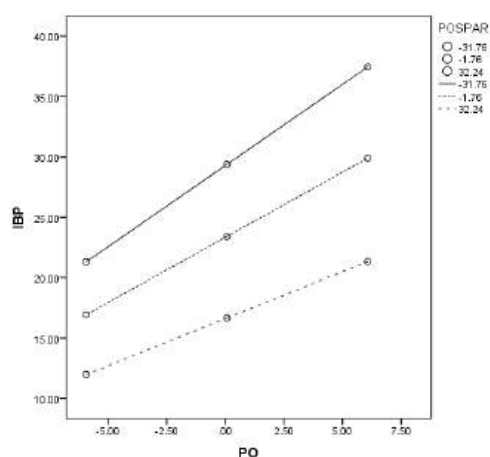
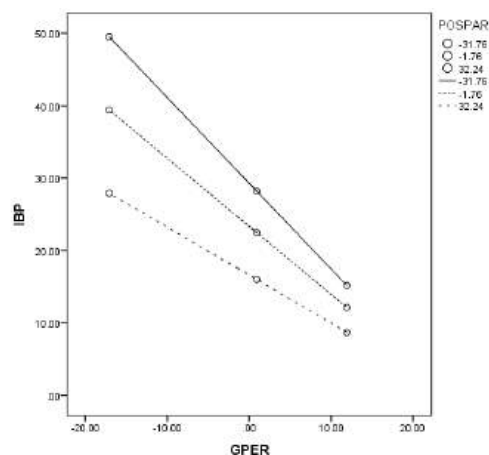


Figure 123

Graph of Moderating Role of Positive Parenting in Relationship Between General Positive Emotional Reactivity and Internalizing Behavioral Problems (N= 942)



The final evidence supporting the concept of moderated mediation is derived from the analysis of bootstrapped 95% confidence intervals for the conditional indirect effect of pushed-out triangulation on internalizing behavioral problems through general positive emotional reactivity. The results affirm that at low, medium, and high levels of positive parenting, the 95% bootstrap confidence intervals for the indirect effect consistently exclude zero. This suggests that the indirect relationship between pushed-out triangulation and internalizing behavioral problems through general positive emotional reactivity remains statistically significant across different levels of positive parenting.

Additionally, the results indicate that positive parenting serves to weaken the strength of this indirect relationship. In other words, higher levels of positive parenting are associated with a reduction in the magnitude of the indirect effect, suggesting that

positive parenting may mitigate the impact of pushed-out triangulation on internalizing behavioral problems through general positive emotional reactivity.

Table 69

Positive Parenting as the Moderator of Direct and Indirect Effects of pushed-out triangulation and General Positive Emotional Reactivity on the Externalizing Behavioral Problem (N=942)

Predictor	Outcome Variables									
Variable	General Positive Emotional Reactivity					Externalizing Behavioral Problems				
	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>R</i> ²	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>R</i> ²
Constant	-.39	.33	.239	[-1.05,.26]	.59	27.25	.69	.000	[25.88,28.61]	.66
PO	-.71	.06	.000	[-.83,-.59]		1.26	.13	.000	[1.00,1.53]	
POSPAR	-.21	.01	.000	[.18,.24]		-.17	.03	.000	[-.23,-.10]	
PO*POSPAR	-.00	.00	.073	[-.00,.00]		-.02	.00	.000	[-.03,-.01]	
Conditional Direct Effect										
Low						2.07	.16	.000	[1.74,2.40]	
Medium						1.31	.13	.000	[1.05,1.57]	
High						.45	.23	.050	[-.00,.90]	
GPER						-.88	.06	.000	[-1.01,-.75]	
GPER*POSPAR						-.01	.00	.000	[-.01,-.00]	
Conditional Direct Effect										
Low						-.57	.11	.000	[-.79,-.34]	
Medium						-.86	.06	.000	[-.99,-.73]	
High						-1.19	.10	.000	[-1.39,-1.00]	
Conditional Indirect Effect										

Low	.35	[.16,.57]
Medium	.61	[.43,.81]
High	.98	[.64,1.37]
$F(3,938) = 451.74^{***}$		$F(5,936) = 379.44^{***}$

Note. *** $p < .001$

Results in Table 69 show significant interaction effect of pushed-out triangulation on externalizing behavioral problems among adolescents ($B = -.02$, $p < .01$). Conditional direct effect of pushed-out triangulation is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased, even though the impact becomes non-significant at high level of positive parenting. This implied that the direct positive effect of pushed-out triangulation on externalizing behavioral problems is weakened by positive parenting. Figure 124 suggests that moderating role of the positive parenting in predicting externalizing behavioral problems by pushed-out triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship between pushed-out triangulation and externalizing behavioral problems. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between pushed-out triangulation and externalizing behavioral problems.

Results in Table 69 also show significant interaction effect of general positive emotional reactivity on externalizing behavioral problems among adolescents ($B = -.01$, $p < .001$). Conditional direct effect of general positive emotional reactivity is low on the low level of positive parenting and it gradually increases as the level of the moderator increased. This implied that the direct negative effect of general positive emotional reactivity on externalizing behavioral problems is strengthening by positive parenting. Figure 125 suggests that moderating role of the positive parenting in

predicting externalizing behavioral problems by general positive emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflects a negative relationship between general positive emotional reactivity and externalizing behavioral problems. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between general positive emotional reactivity and externalizing behavioral problems.

Figure 124

Graph of Moderating Role of Positive Parenting in Relationship Between pushed-out Triangulation and Externalizing Behavioral Problems (N= 942)

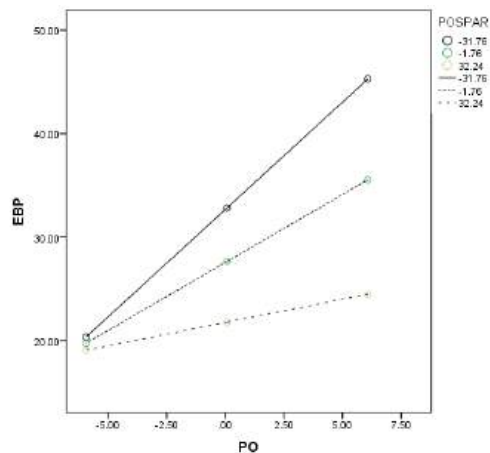
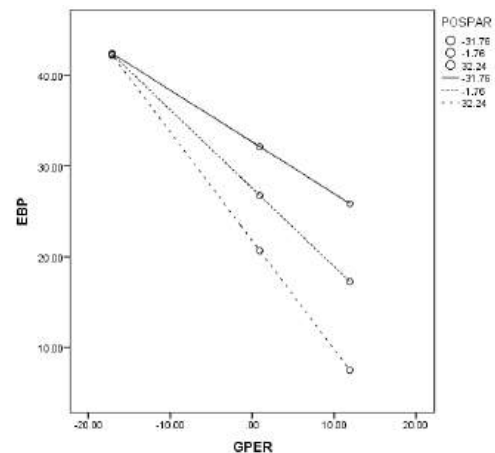


Figure 125

Graph of Moderating Role of Positive Parenting in Relationship Between General Positive Emotional Reactivity and Externalizing Behavioral Problems (N= 942)



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of pushed-out triangulation on externalizing behavioral problems through general positive emotional reactivity. Results confirms that at the low, medium and high level of positive parenting, the 95% BCCI for the indirect effect does not contain zero. Results also reveal that positive parenting strengthen the indirect relationship.

Table 70

Positive Parenting as The Moderator of Direct and Indirect Effects of pushed-out triangulation and General Positive Emotional Reactivity on Anxiety/Depressed Problems, Somatic Complaint and Withdrawal/Depressed Problems (N=942)

Predictor	Outcome variables															
Variables	General Positive Emotional Reactivity				Anxiety/Depressed Problems				Somatic Complaint				Withdrawal/Depressed			
	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>B</i>	<i>SE</i>	<i>P</i>	95% CI
Constant	-.39	.33	.239	[-1.05,.26]	10.81	.27	.000	[10.28,11.35]	6.69	.19	.000	[6.32,7.07]	5.47	.16	.000	[5.15,5.79]
PO	-.71	.06	.000	[-.83,-.59]	.54	.05	.000	[.44,.64]	.29	.03	.000	[.21,.36]	.22	.03	.000	[.16,.28]
POSPAR	.21	.01	.000	[.18,.24]	-.06	.01	.000	[-.09,.04]	-.07	.01	.000	[-.09,-.05]	-.05	.00	.000	[-.07,-.04]
PO*POSPAR	-.00	.00	.073	[-.01,.00]	-.00	.00	.549	[-.00,.00]	-.00	.00	.000	[-.00,-.00]	-.00	.00	.007	[-.00,-.00]
Conditional Direct Effect																
Low									.44	.04	.000	[.35,.53]	.32	.04	.000	[.24,.39]
Medium									.29	.03	.000	[.22,.37]	.23	.03	.000	[.17,.29]
High									.13	.06	.030	[.01,.26]	.13	.05	.016	[.02,.23]
GPER					-.36	.02	.000	[-.41,-.31]	-.31	.01	.000	[-.35,-.28]	-.24	.01	.000	[-.27,-.21]

Results in Table 70 show that positive parenting does not significantly moderate the relationship between pushed-out triangulation and general positive emotional reactivity ($B = -.00, p > .05$) as well as positive parenting also does not significantly moderated the relationship between pushed-out triangulation and anxiety/depressed problems among adolescents ($B = -.00, p > .05$). Figure 126 suggests that moderating role of the positive parenting in predicting anxiety/depressed problems by pushed-out triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship between pushed-out triangulation and anxiety/depressed problems among adolescents. However, Figure depicted that positive parenting does not significantly moderate the relationship between pushed-out triangulation and anxiety/depressed problems.

Results also shows significant interaction effect of general positive emotional reactivity on anxiety/depressed problems among adolescents ($B = .00, p < .05$). Conditional direct effect of general positive emotional reactivity is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased. This implied that the direct negative effect of general positive emotional reactivity on anxiety/depressed problems is weakened by positive parenting. Figure 127 suggests that moderating role of the positive parenting in predicting anxiety/depressed problems by general positive emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflects a negative relationship between general positive emotional reactivity and anxiety/depressed problems. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between general positive emotional reactivity and anxiety/depressed problems.

The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of pushed-out triangulation

on anxiety/depressed problems through general positive emotional reactivity. Result confirms that at the low, medium and high level of positive parenting, the 95% BCCI for the indirect effect does not contain zero. Results also reveal that positive parenting does not significantly moderate the indirect relationship between pushed-out triangulation and anxiety/depressed problems through general positive emotional reactivity. As the indirect effect is same at the low and middle level of moderator with slight decrease in the effect at the high level of positive parenting.

Figure 126

Graph of Moderating Role of Positive Parenting in Relationship Between Pushed-Out Triangulation and Anxiety/Depressed Problems (N= (942)

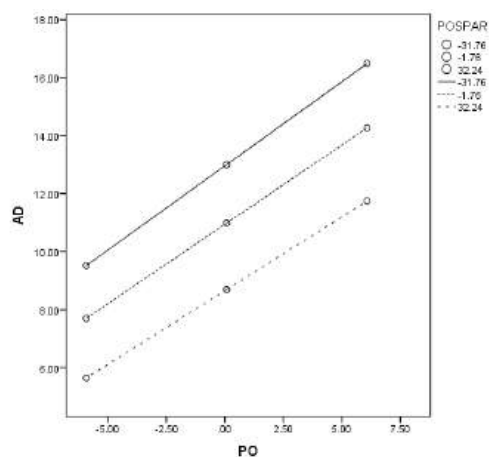
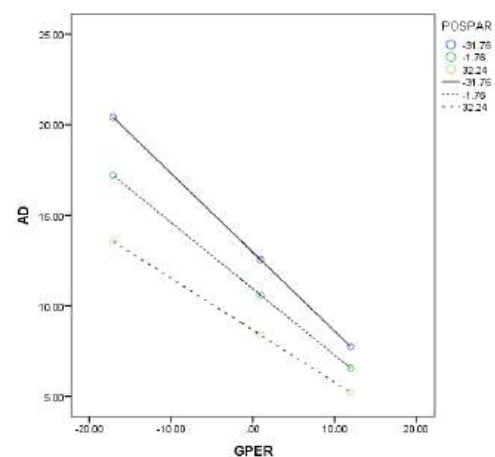


Figure 127

Graph of Moderating Role of Positive Parenting in Relationship Between General Positive Emotional Reactivity and Anxiety/Depressed Problems (N= (942)



Results in Table 70 also shows significant interaction effect of pushed-out triangulation on somatic complaints among adolescents ($B = -.00$, $p < .001$). Conditional direct effect of pushed-out triangulation is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased, however, it remains significant at the three levels of moderator. This implied that the direct positive effect of pushed-out triangulation on somatic complaints is weakened by

positive parenting. Figure 128 suggests that moderating role of the positive parenting in predicting somatic complaints by pushed-out triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship between pushed-out triangulation and somatic complaints. Furthermore, it is clear from the graph that positive parenting is a significant moderator of the relationship between pushed-out triangulation and somatic complaints among adolescents.

Results also shows significant interaction effect of positive parenting and general positive emotional reactivity on somatic complaints among adolescents ($B = .00, p < .01$). The analysis reveals that the conditional direct effect of general positive emotional reactivity is relatively high when positive parenting is at a low level and progressively decreases as the level of positive parenting increases. However, it's important to note that even as positive parenting practices increase, the conditional direct effect of general positive emotional reactivity remains statistically significant at all three levels of the moderator. This implies that general positive emotional reactivity continues to have an impact on internalizing behavioral problems across varying levels of positive parenting, although the strength of the effect diminishes as positive parenting practices become more pronounced. This implied that the direct negative effect of general positive emotional reactivity on somatic complaints is weakened by positive parenting.

Figure 129 suggests that moderating role of the positive parenting in predicting somatic complaints by general positive emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a negative relationship between general positive emotional reactivity pushed-out triangulation and somatic complaints. Furthermore, it is clear from the graph that

positive parenting is a significant moderator of the relationship between general positive emotional reactivity and somatic complaints among adolescents.

Figure 128

Graph of Moderating Role of Positive Parenting in Relationship Between Pushed-Out Triangulation and Somatic Complaints (N= 942)

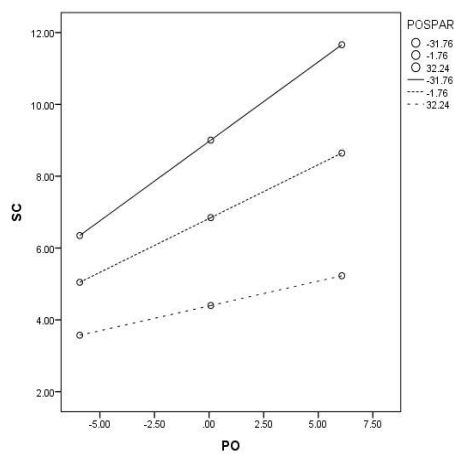
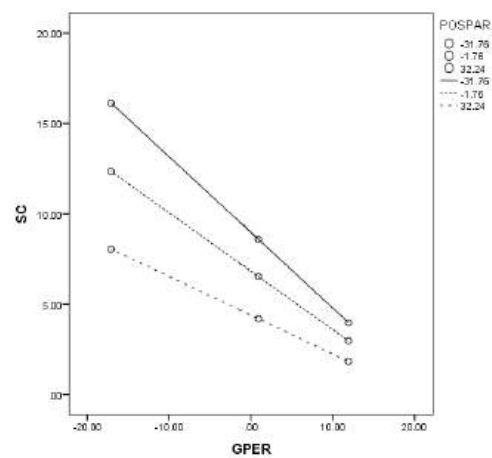


Figure 129

Graph of Moderating Role of Positive Parenting in Relationship Between General Positive Emotional Reactivity and Somatic Complaints (N= 942)



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of pushed-out triangulation on somatic complaint through general positive emotional reactivity. Results confirmed that at the low, medium and high level of positive parenting, the 95% BCCI for the indirect effect does not contain zero. Results also reveal that positive parenting weakened the indirect relationship.

Results also shows significant interaction effect of positive parenting and pushed-out triangulation on withdrawal/depressed problems among adolescents ($B = -.00, p < .01$). Conditional direct effect of pushed-out triangulation is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased, however, it remains significant at the three levels of moderator. This implied

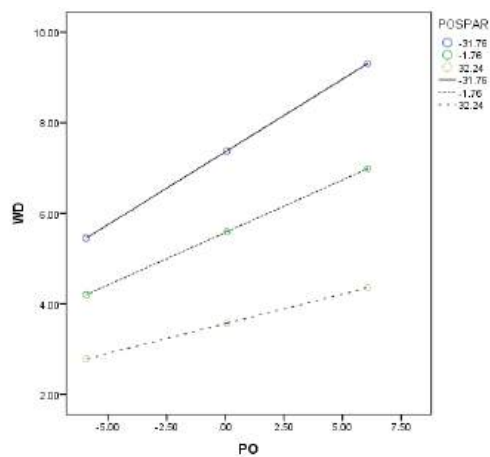
that the direct positive effect of pushed-out triangulation on withdrawal/depressed problems is weakened by positive parenting. Figure 130 suggests that moderating role of the positive parenting in predicting withdrawal/depressed problems by pushed-out triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship between pushed-out triangulation and withdrawal/depressed. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship.

Results also shows significant interaction effect of general positive emotional reactivity on withdrawal/depressed problems among adolescents ($B = .00, p < .001$). Conditional direct effect of general positive emotional reactivity is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased, however, it remains significant at the three levels of moderator. This observation suggests that positive parenting serves to weaken the direct negative effect of general positive emotional reactivity on withdrawal/depressed problems among adolescents. In other words, as positive parenting practices increase, their mitigating influence on withdrawal/depressed problems becomes more pronounced, counteracting the potential negative impact of general positive emotional reactivity on these behavioral outcomes.

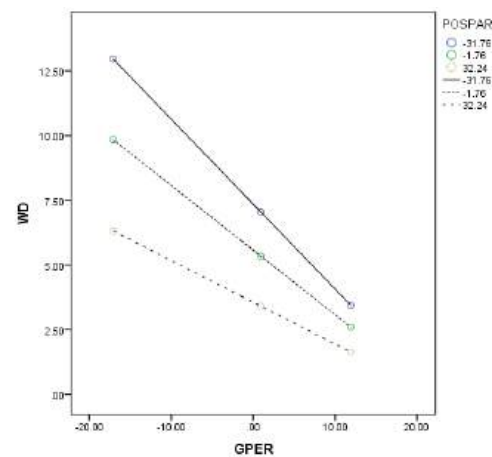
Figure 131 suggests that moderating role of the positive parenting in predicting withdrawal/depressed problems by general positive emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a negative relationship. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between general positive emotional reactivity and withdrawal/depressed problems among adolescents.

Figure 130

Graph Showing Moderating Effect of Positive Parenting in Relationship Between Pushed-Out Triangulation and Withdrawal/Depressed Problems (N=942)

**Figure 131**

Graph Showing Moderating Effect of Positive Parenting in Relationship Between General Positive Emotional Reactivity and Withdrawal/Depressed Problems (N=942)



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of pushed-out triangulation on withdrawal/depressed problems through general positive emotional reactivity. Results confirms that at the low, medium and high level of positive parenting, the 95% BCCI for the indirect effect does not contain zero. Indeed, the results indicate that positive parenting has a moderating effect on the indirect relationship between pushed-out triangulation and withdrawal/depressed problems, specifically through the pathway of general positive emotional reactivity. This means that as positive parenting practices increase, the strength of the indirect influence of pushed-out triangulation on withdrawal/depressed problems, mediated by general positive emotional reactivity, is diminished. In other words, positive parenting appears to mitigate the impact of pushed-out triangulation on withdrawal/depressed problems by influencing how general positive emotional reactivity operates in this context.

Table 71

Positive Parenting as The Moderator of Direct and Indirect Effects of Pushed-Out Triangulation and General Positive Emotional Reactivity on Aggression and Rule Breaking Behavior (N=942)

Predictor	Mediator				Outcome Variables							
Variables	General Positive Emotional Reactivity				Aggression				Rule Breaking Behavior			
	<i>B</i>	<i>SE</i>	<i>p</i>	95% CL	<i>B</i>	<i>SE</i>	<i>p</i>	95% CL	<i>B</i>	<i>SE</i>	<i>p</i>	95% CL
Constant	-.39	.33	.239	[-1.05,.26]	14.77	.39	.000	[14.00,15.54]	12.47	.31	.000	[11.84,13.10]
PO	-.71	.06	.000	[-.83,-.59]	.68	.07	.000	[.53,.83]	.58	.06	.000	[.46,.70]
POSPAR	.21	.01	.000	[.18,.24]	-.09	.01	.000	[-.13,-.05]	-.07	.01	.000	[-.10,-.04]
PO*POSPAR	-.00	.00	.073	[-.01,.00]	-.01	.00	.000	[-.01,-.00]	-.01	.00	.000	[-.01,-.00]
Conditional Direct Effect												
Low					1.08	.09	.000	[.89,1.26]	.99	.07	.000	[.84,1.14]
Medium					.70	.07	.000	[.56,.85]	.60	.06	.000	[.48,.72]
High					.28	.13	.027	[.03,.54]	.16	.10	.127	[-.04,.37]
GPER					-.46	.03	.000	[-.53,-.39]	-.41	.03	.000	[-.47,-.35]
GPER*POSPAR					-.01	.00	.000	[-.01,-.00]	-.00	.00	.000	[-.01,-.00]

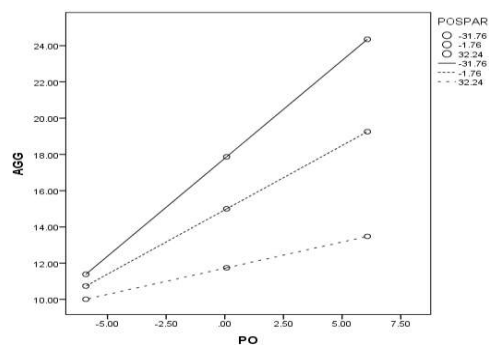
Conditional Direct Effect									
Low		-.29	.06	.000	[.89,1.26]	-.27	.05	.000	[-.37,-.17]
Medium		-.45	.03	.000	[.56,.85]	-.40	.03	.000	[-.46,-.34]
High		-.63	.05	.000	[.03,.54]	-.56	.04	.000	[-.65,-.47]
Conditional Indirect Effect									
Low		.18	.05		[.07,.30]	.16	.04		[.07,.26]
Medium		.32	.05		[.22,.43]	.29	.04		[.20,.38]
High		.52	.10		[.33,.72]	.45	.08		[.30,.63]
R^2	.59	.64				.67			
		$F(3,938) = 451.74^{***}$			$F(5,936) = 339.52^{***}$			$F(5,936) = 386.95^{***}$	

Results in Table 71 shows that positive parenting does not significantly moderate the relationship between pushed-out triangulation and general positive emotional reactivity ($B = -.00, p > .05$). Moreover, result shows significant interaction effect of positive parenting and pushed-out triangulation on aggression among adolescents ($B = -.01, p < .001$). Conditional direct effect of pushed-out triangulation is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased, however, it remained significant at all the three levels of moderator. This implied that the direct positive effect of pushed-out triangulation on aggression is weakened by positive parenting. Figure 132 suggests that moderating role of the positive parenting in predicting aggression by pushed-out triangulation. The value and shape of slope for three levels of positive parenting i.e. low medium and high reflected a positive relationship. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between pushed-out triangulation and aggression.

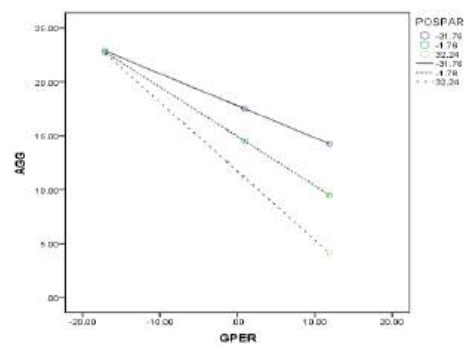
Result in Table 71 also shows significant interaction effect of general positive emotional reactivity on aggression among adolescents ($B = .01, p < .01$). Conditional direct effect of general positive emotional reactivity is lesser on the low level of positive parenting and it gradually increases as the level of the moderator increased, however, it remained significant at all the three levels of moderator. This implied that the direct positive effect is weakened by positive parenting. Figure 133 suggests that moderating role of the positive parenting in predicting aggression by general positive emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between of general positive emotional reactivity and aggression.

Figure 132

Graph Showing Moderating Effect of Positive Parenting in Relationship Between Pushed-Out Triangulation and Aggression

**Figure 133**

Graph Showing Moderating Effect of Positive Parenting in Relationship Between General Positive Emotional Reactivity and Aggression



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of pushed-out triangulation on aggression through general positive emotional reactivity. Result confirmed that at the low, medium and high level of positive parenting, the 95% BCCI for the indirect effect does not contain zero. Results also reveal that positive parenting strengthen the indirect relationship between pushed-out triangulation and aggression through general positive emotional reactivity.

Results in Table 71 shows significant interaction effect of pushed-out triangulation on rule breaking behavior among adolescents ($B = -.01, p < .001$). Conditional direct positive effect of pushed-out triangulation is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased, even though the impact becomes non-significant at high level of positive parenting. This implied that the direct positive effect of pushed-out triangulation on rule breaking behavior is weakened by positive parenting. Figure 134 suggests that moderating role

of the positive parenting in predicting rule breaking behavior by pushed-out triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between pushed-out triangulation and rule breaking behavior.

Results in Table 71 also shows significant interaction effect of general positive emotional reactivity on rule breaking behavior among adolescents ($B = -.01, p < .001$). Conditional direct negative effect of general positive emotional reactivity is low on the low level of positive parenting and it gradually increases as the level of the moderator increased. This implied that the direct negative effect of general positive emotional reactivity on rule breaking behavior is strengthened by positive parenting. Figure 135 suggests that moderating role of the positive parenting in predicting rule breaking behavior by general positive emotional reactivity. The analysis of the relationship between positive parenting, general positive emotional reactivity, and rule breaking behavior reveals that the slope of this relationship varies across different levels of positive parenting. Specifically, the value and shape of the slope indicate a negative relationship. This means that as positive parenting levels increase from low to high, the negative relationship between general positive emotional reactivity and rule breaking behavior becomes more pronounced. In other words, positive parenting serves to moderate and mitigate the impact of general positive emotional reactivity on rule breaking behavior among adolescents.

The graphical representation of this relationship reinforces the findings, clearly showing that positive parenting significantly moderates the association between general positive emotional reactivity and rule breaking behavior. This moderation effect implies that positive parenting practices play a crucial role in influencing how general

positive emotional reactivity affects the likelihood of adolescents engaging in rule breaking behavior.

Figure 134

Graph Showing Moderating Effect of Positive Parenting in Relationship Between Pushed-Out Triangulation and Rule Breaking Behavior (N=942)

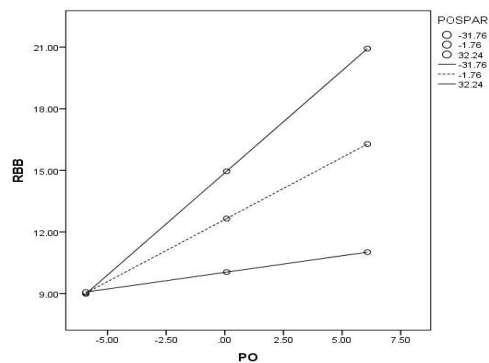
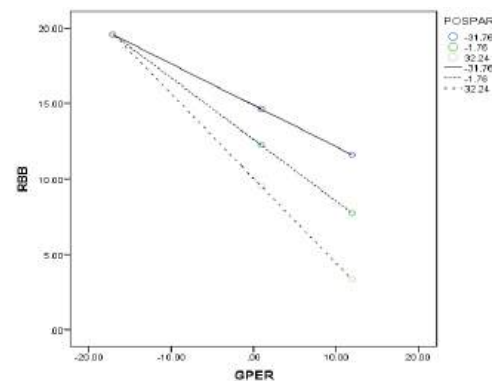


Figure 135

Graph Showing Moderating Effect of Positive Parenting in Relationship Between General Positive Emotional Reactivity and Rule Breaking Behavior (N=942)



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of pushed-out triangulation on rule breaking behavior through general positive emotional reactivity. Result confirmed that at the low, medium and high level of positive parenting, the 95% BCCI for the indirect effect does not contain zero. The findings suggest that positive parenting not only moderates the direct relationship between pushed-out triangulation and rule breaking behavior but also strengthens the indirect relationship between these variables through the mediating factor of general positive emotional reactivity. In other words, when positive parenting practices are more prevalent, they enhance the influence of pushed-out triangulation on rule breaking behavior, and this influence operates through the pathway general positive emotional reactivity.

Table 72

Positive Parenting as the Moderator of Direct and Indirect Effects of pushed-out triangulation and General Negative Emotional Reactivity on the Internalizing Behavioral Problem (N=942)

Predictor	Outcome Variables									
Variable	General Negative Emotional Reactivity					Internalizing Behavioral Problems				
	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>R</i> ²	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>R</i> ²
Constant	.72	.32	.024	[.9,1.36]	.63	22.96	.55	.000	[21.87,24.09]	.75
PO	.82	.06	.000	[.70,.94]		.85	.10	.000	[.63,1.06]	
POSPAR	-.20	.01	.000	[-.23,-.17]		-.19	.02	.000	[-.25,-.14]	
PO*POSPAR	.00	.00	.000	[.00,.01]		-.01	.00	.000	[-.02,-.00]	
Conditional Direct Effect										
Low	.63	.06	.000	[.50,.77]		1.40	.13	.000	[1.13,1.67]	
Medium	.81	.05	.000	[.69,.93]		.88	.10	.000	[.67,1.09]	
High	1.01	.09	.000	[.83,1.19]		.29	.19	.125	[-.08,.66]	
GNER						1.01	.05	.000	[.90,1.11]	
GNER*POSPAR						-.00	.00	.113	[-.01,.00]	
Conditional Direct Effect										
Low										
Medium										
High										
Conditional Indirect Effect										
Low						.71	.09		[.53,.91]	
Medium						.83	.10		[.62,1.05]	

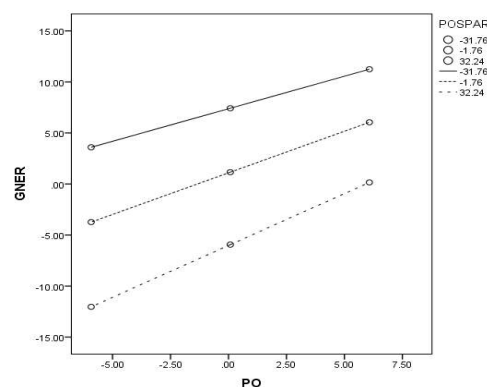
High	.91	.20	[.56,1.35]
$F(3,938) = 532.62^{***}$		$F(5,936) = 591.53^{***}$	

Note. *** $p < .001$

Results in Table 72 shows that positive parenting significantly moderate the relationship between pushed-out triangulation and general negative emotional reactivity ($B = .00$ $p < .001$). Conditional direct effect of pushed-out triangulation is low on the low level of positive parenting and it gradually increases as the level of the moderator increased, however, it remains significant at the three levels of positive parenting. This implied that the direct positive effect of pushed-out triangulation on general negative emotional reactivity is strengthened by positive parenting. Figure 136 suggests that moderating role of the positive parenting in predicting general negative emotional reactivity by pushed-out triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between pushed-out triangulation and general negative emotional reactivity.

Figure 136

Graph Showing Moderating Role of Positive Parenting in Relationship Between Pushed-Out Triangulation and General Negative Emotional Reactivity (N=942)



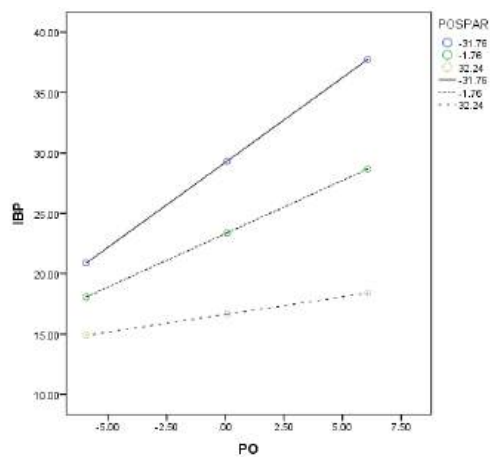
Results in table 72 also show significant interaction effect of positive parenting and pushed-out triangulation on internalizing behavioral problems among adolescents ($B = -.01, p < .001$). Conditional direct effect of pushed-out triangulation is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased, even though it becomes non-significant at high level of positive parenting. This implied that the direct positive effect of pushed-out triangulation on internalizing behavioral problem is weakened by positive parenting. Figure 137 suggests that moderating role of the positive parenting in predicting internalizing behavioral problems by pushed-out triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between pushed-out triangulation and internalizing behavioral problems.

Results also shows non-significant interaction effect of general negative emotional reactivity ($B = -.00, p > .05$) on internalizing behavioral problem among adolescents.

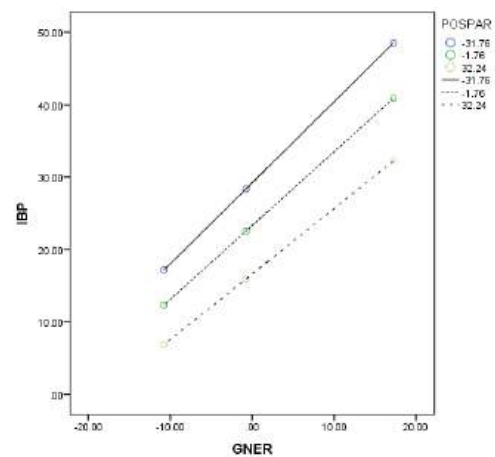
Figure 138 suggests that moderating role of the positive parenting in predicting internalizing behavioral problems by general negative emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship. The graphical representation and corresponding analysis indicate that positive parenting does not have a significant moderating effect on the relationship between general negative emotional reactivity and internalizing behavioral problems among adolescents. In other words, regardless of the level of positive parenting practices, the association between general negative emotional reactivity and internalizing behavioral problems remains relatively consistent.

Figure 137

Graph Showing Moderating Role of Positive Parenting in Relationship Between Pushed-Out Triangulation and Internalizing Behavioral Problems (N=942)

**Figure 138**

Graph Showing Moderating Role of Positive Parenting in Relationship Between General Negative Emotional Reactivity and Internalizing Behavioral Problems (N=942)



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of pushed-out triangulation on internalizing behavioral problems through general negative emotional reactivity. Result confirmed that at the low, medium and high level of positive parenting, the 95% BCCI for the indirect effect of pushed-out triangulation on internalizing behavioral problems through general negative emotional reactivity does not contains zero. Furthermore, result shows that positive parenting strengthened the indirect path between pushed-out triangulation and internalizing behavioral problems through general negative emotional reactivity.

Table 73

Positive Parenting as The Moderator of Direct and Indirect Effects of pushed-out Triangulation and General Negative Emotional Reactivity on The Externalizing Behavioral Problem (N=942)

Predictor	Outcome Variables									
Variable	General Negative Emotional Reactivity					Externalizing Behavioral Problems				
	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>R</i> ²	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>R</i> ²
Constant	.72	.32	.024	[.09,1.36]	.63	27.30	.68	.000	[25.95,28.64]	.68
PO	.82	.06	.000	[.70,.94]		1.06	.13	.000	[.79,1.32]	
POSPAR	-.20	.01	.000	[-.23,-.17]		-.16	.03	.000	[-.23,-.09]	
PO*POSPAR	.01	.01	.000	[.00,.01]		-.03	.00	.000	[-.04,-.02]	
Conditional Direct Effect										
Low	.63	.06	.000	[.50,.77]		2.18	.16	.000	[1.85,2.51]	
Medium	.81	.05	.000	[.69,.93]		1.12	.13	.000	[.86,1.38]	
High	1.01	.09	.000	[.83,1.19]		-.07	.23	.741	[-.53,.38]	
GNER						.96	.06	.000	[.83,1.09]	
GNER*POSPAR						.01	.00	.000	[.01,.02]	
Conditional Direct Effect										
Low						.49	.10	.000	[.27,.70]	
Medium						.94	.06	.000	[.81,1.07]	
High						1.45	.10	.000	[1.24,1.65]	
Conditional Indirect Effect										
Low						.31	.10		[.11,.53]	
Medium						.76	.11		[.55,1.00]	

High	1.47	.24	[1.02,2.00]
$F(3,938) = 532.62^{***}$		$F(5,936) = 401.23^{***}$	

Note. *** $p < .001$

Results shown in Table 73 reveal that positive parenting significantly moderate the relationship between pushed-out triangulation and general negative emotional reactivity ($B = .01$, $p < .01$). Result and also shows significant interaction effect of positive parenting and pushed-out triangulation on externalizing behavioral problems among adolescents ($B = -.03$, $p < .001$). Conditional direct effect of pushed-out triangulation is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased, even though it becomes non-significant at highest level of positive parenting. This implied that the direct positive effect of pushed-out triangulation on externalizing behavioral problems is weakened by positive parenting. Figure 139 suggests that moderating role of the positive parenting in predicting externalizing behavioral problems by pushed-out triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between pushed-out triangulation and externalizing behavioral problems.

Results in also shows significant interaction effect of general negative emotional reactivity on externalizing behavioral problems among adolescents ($B = .01$, $p < .001$). Conditional direct effect of general negative emotional reactivity is low on the low level of positive parenting and it gradually increases as the level of the moderator increased, however, it remains significant at the three levels of positive parenting. This implied that the direct positive effect of general negative emotional reactivity on externalizing behavioral problems is strengthened by positive parenting.

Figure 140 suggests that moderating role of the positive parenting in predicting externalizing behavioral problems by general negative emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between general negative emotional reactivity and externalizing behavioral problems.

Figure 139

Graph Showing Moderating Role of Positive Parenting in Relationship Between Pushed-Out Triangulation and Externalizing Behavioral Problems (N=942)

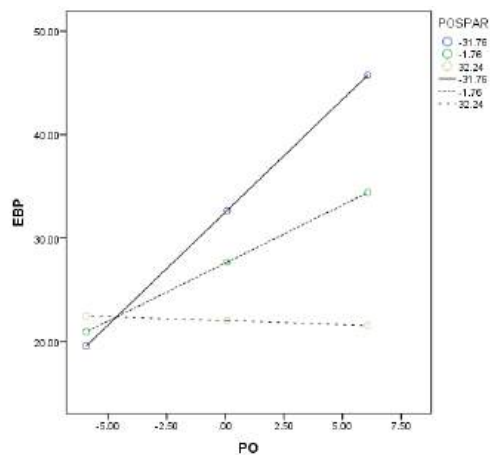
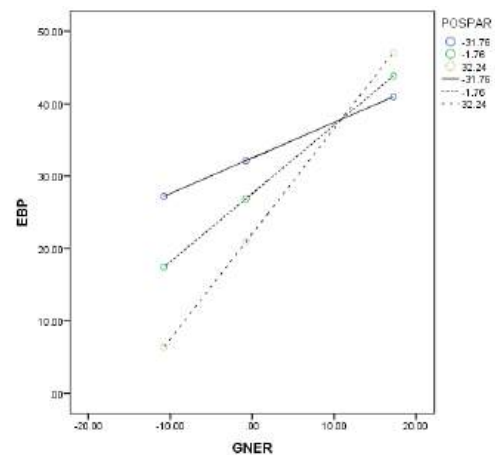


Figure 140

Graph Showing Moderating Role of Positive Parenting in Relationship Between General Negative emotional reactivity and Externalizing Behavioral Problems (N=942)



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of pushed-out triangulation on externalizing behavioral problems through general negative emotional reactivity. Result confirmed that at the low, medium and high level of positive parenting, the 95% BCCI for the indirect effect does not contain zero. Results also reveal that positive parenting strengthened the indirect relationship between pushed-out triangulation and externalizing behavioral problems through general negative emotional reactivity.

Table 74

Positive Parenting as The Moderator of Direct and Indirect Effects of pushed-out triangulation and General Negative Emotional Reactivity on Anxiety/Depressed Problems, Somatic Complaint and Withdrawal/Depressed Problems (N=942)

Predictor	Outcome Variables															
Variables	General Negative Emotional Reactivity				Anxiety/Depressed Problems				Somatic Complaint				Withdrawal/Depressed			
	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI
Constant	.72	.32	.024	[.09,1.36]	10.85	.27	.000	[10.31,11.38]	6.66	.18	.000	[6.30,7.03]	5.44	.15	.000	[5.12,5.75]
PO	.82	.06	.000	[.70,.94]	.46	.05	.000	[.36,.57]	.21	.03	.000	[.14,.29]	.16	.03	.000	[.10,.22]
POSPAR	-.20	.01	.000	[-.23,-.17]	-.06	.01	.000	[-.09,-.04]	-.07	.01	.000	[-.08,-.05]	-.05	.00	.000	[-.07,-.04]
PO*POSPAR	.00	.00	.000	[.00,.01]	-.00	.00	.007	[-.00,-.00]	-.00	.00	.000	[-.01,-.00]	-.00	.00	.000	[-.01,-.00]
Conditional Direct Effect																
Low	.63	.06	.000	[.50,.77]	.62	.06	.000	[.49,.75]	.40	.02	.000	[.34,.46]	.32	.03	.000	[.24,.40]
Medium	.81	.05	.000	[.69,.93]	.47	.05	.000	[.37,.57]	.35	.01	.000	[.31,.38]	.17	.03	.000	[.11,.23]
High	1.01	.09	.000	[.83,1.19]	.30	.09	.001	[.12,.48]	.29	.02	.000	[.23,.34]	.00	.05	.926	[-.10,.11]
GNER					.38	.02	.000	[.33,.43]	.34	.01	.000	[.31,.38]	.27	.01	.000	[.24,.30]

GNER*POSPAR	.00	.00	.982	[-.00,.00]	-.00	.00	.012	[-.00,-.00]	-.00	.00	.009	[-.00,-.00]
Conditional Direct Effect												
Low					.40	.02	.000	[.49,.75]	.32	.02	.000	[.27,.37]
Medium					.35	.01	.000	[.37,.57]	.27	.01	.000	[.24,.31]
High					.29	.02	.000	[.23,.34]	.22	.02	.000	[.17,.27]
Conditional Indirect Effect												
Low					.24	.03		[.17,.32]	.25	.03		[.19,.32]
Medium					.31	.04		[.23,.40]	.28	.03		[.21,.35]
High					.39	.08		[.23,.57]	.29	.06		[.17,.42]
R^2	.63				.68				.75			.72
	$F(3,938) = 532.62^{***}$				$F(5,936) = 404.24^{***}$				$F(5,936) = 569.74^{***}$			$F(5,936) = 486.94^{***}$

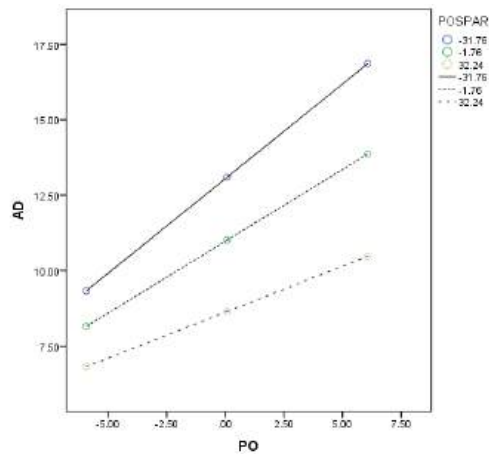
Note. *** $p < .001$.

Results in Table 74 reveal that positive parenting significantly moderate the relationship between pushed-out triangulation and general negative emotional reactivity ($B = .00$ $p < .001$) as well as significant interaction effect of pushed-out triangulation on anxiety/depressed problems among adolescents ($B = -.00$, $p < .01$). Conditional direct effect of pushed-out triangulation is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased, however, it remains significant at the three levels of positive parenting. This implied that the direct positive effect of pushed-out triangulation on anxiety/depressed problems is weakened by positive parenting. Figure 141 suggests that moderating role of the positive parenting in predicting anxiety/depressed problems by pushed-out triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between pushed-out triangulation and anxiety/depressed problems.

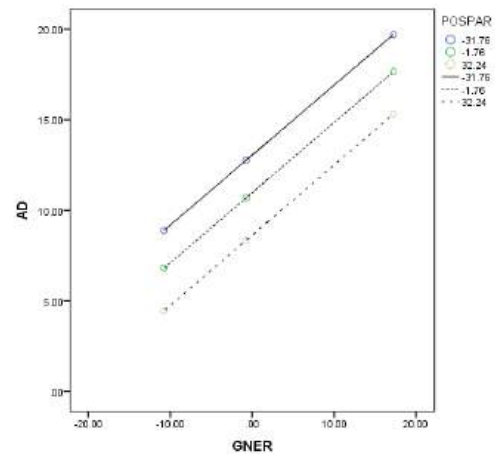
Moreover, Results show non-significant interaction effect of general negative emotional reactivity ($B = .00$, $p > .05$) on anxiety/depressed problems among adolescents. Figure 142 suggests that moderating role of the positive parenting in predicting anxiety/depressed problems by general negative emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship. The graphical representation and analysis suggest that positive parenting does not have a significant moderating effect on the relationship between general negative emotional reactivity and anxiety/depressed problems among adolescents. Regardless of the level of positive parenting practices, the association between general negative emotional reactivity and anxiety/depressed problems remains relatively consistent.

Figure 141

Graph Showing Moderating Role of Positive Parenting in Relationship Between Pushed-Out Triangulation and Anxiety/Depressed Problems (N=942)

**Figure 142**

Graph Showing Moderating Role of Positive Parenting in Relationship Between General Negative Emotional Reactivity and Anxiety/depressed (N=942)



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of pushed-out triangulation on anxiety/depressed problems through general negative emotional reactivity. Result confirmed that at the low, medium and high level of positive parenting, the 95% BCCI for the indirect effect does not contain zero. Results also reveal that positive parenting strengthened the indirect relationship between pushed-out triangulation and anxiety/depressed problems through general negative emotional reactivity.

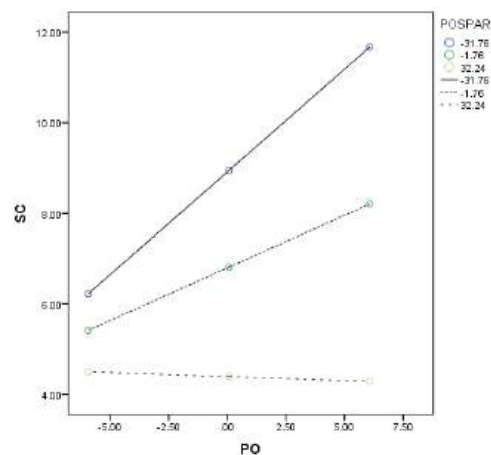
Furthermore, results show significant interaction effect of pushed-out triangulation on somatic complaints among adolescents ($B = -.00$, $p < .001$). Conditional direct effect of pushed-out triangulation is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased, however, it remains significant at the three levels of positive parenting. This implied that the direct positive effect of pushed-out triangulation on somatic complaint is weakened by

positive parenting. Figure 143 suggests that moderating role of the positive parenting in predicting somatic complaints by pushed-out triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between pushed-out triangulation and somatic complaints.

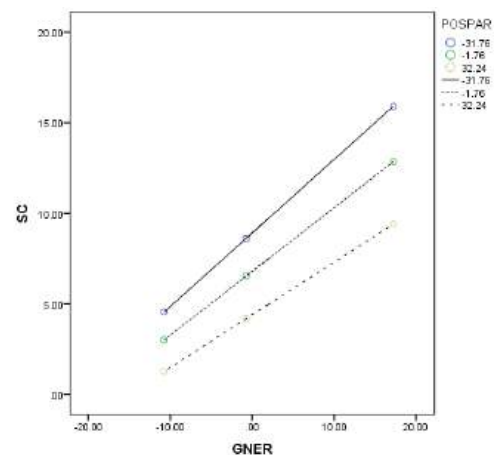
The results reveal a significant interaction effect between positive parenting and general negative emotional reactivity on somatic complaints among adolescents ($B = -.00, p < .05$). This indicates that the relationship between general negative emotional reactivity and somatic complaints is moderated by the level of positive parenting. In other words, the impact of general negative emotional reactivity on somatic complaints varies depending on the level of positive parenting practices. Conditional direct effect of general negative emotional reactivity is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased, however, it remains significant at the three levels of positive parenting. This implied that the direct positive effect of general negative emotional reactivity on somatic complaints is weakened by positive parenting. Figure 144 suggests that moderating role of the positive parenting in predicting somatic complaints by general negative emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between general negative emotional reactivity and somatic complaints.

Figure 143

Graph Showing Moderating Role of Positive Parenting in Relationship Between pushed-out triangulation and Somatic Complaints(N=942)

**Figure 144**

Graph Showing Moderating Role of Positive Parenting in Relationship Between General negative emotional reactivity and Somatic Complaints (N=942)



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of pushed-out triangulation on somatic complaint through general negative emotional reactivity. Results confirmed that at the low, medium and high level of positive parenting, the 95% BCCI for the indirect effect does not contain zero. Results also reveal that positive parenting strengthened the indirect relationship between pushed-out triangulation and somatic complaints through general negative emotional reactivity.

Results also shows significant interaction effect of positive parenting and pushed-out triangulation on withdrawal/depressed problems ($B = -.00, p < .001$). Conditional direct effect of pushed-out triangulation is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased, even though it becomes non-significant at the high levels of positive parenting. This implied that the direct positive effect of pushed-out triangulation on withdrawal/depressed

problems is weakened by positive parenting. Figure 145 suggests that moderating role of the positive parenting in predicting withdrawal/depressed problem by pushed-out triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between pushed-out triangulation and withdrawal/depressed problems.

Moreover, result in Table 74 show that positive parenting significantly moderates the relationship between general negative emotional reactivity and withdrawal/depressed problems among adolescents ($B = -.00, p < .01$). Conditional direct effect of general negative emotional reactivity is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased, however, it remains significant at the three levels of positive parenting. This implied that the direct positive effect of general negative emotional reactivity on withdrawal/depressed problem is weakened by positive parenting. Figure 146 suggests that moderating role of the positive parenting in predicting withdrawal/depressed problems by general negative emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship. The graph provides clear evidence that positive parenting significantly moderates the relationship between general negative emotional reactivity and withdrawal/depressed problems among adolescents. The slope and pattern of the relationship change across different levels of positive parenting. This suggests that the impact of general negative emotional reactivity on withdrawal/depressed problems is influenced by the level of positive parenting in the adolescent's life. Positive parenting practices can either amplify or attenuate the association between negative emotional reactivity and withdrawal/depressed problems. This finding highlights the crucial role of positive

parenting in buffering or exacerbating the emotional well-being of adolescents, particularly in the context of withdrawal and depressive symptoms.

Figure 145

Graph Showing Moderating Role of Positive Parenting in Relationship Between pushed-out triangulation and Withdrawal/Depressed Problems (N=942)

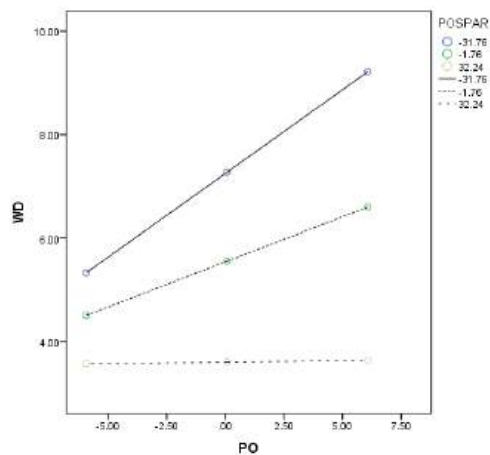
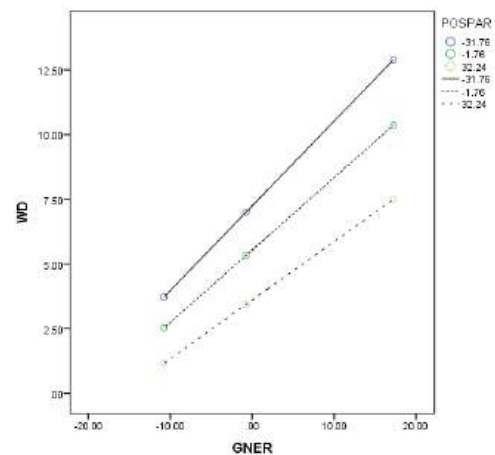


Figure 146

Graph Showing Moderating Role of Positive Parenting in Relationship Between General negative emotional reactivity and Withdrawal/Depressed Problems (N=942)



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of pushed-out triangulation on withdrawal/depressed problems through general negative emotional reactivity. Result confirmed that at the low, medium and high level of positive parenting, the 95% BCCI for the indirect effect does not contain zero. The results indicate that positive parenting strengthens the indirect relationship between pushed-out triangulation and withdrawal/depressed problems through general negative emotional reactivity. However, it's important to note that this strengthening effect is not statistically significant.

Table 75

Positive Parenting as The Moderator of Direct and Indirect Effects of pushed-out Triangulation and General Negative Emotional Reactivity on Aggression And Rule Breaking Behavior (N=942)

Predictor	Mediator				Outcome Variables							
Variables	General Negative Emotional Reactivity				Aggression				Rule Breaking Behavior			
	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI
Constant	.72	.32	.024	[.09,1.36]	14.77	.38	.000	[14.01,15.53]	12.52	.31	.000	[11.90,13.14]
PO	.82	.06	.000	[.70,.94]	.57	.07	.000	[.42,.72]	.48	.06	.000	[.36,.61]
POSPAR	-.20	.01	.000	[-.23,-.17]	-.08	.01	.000	[-.12,-.05]	-.07	.01	.000	[-.10,-.04]
PO*POSPAR	.00	.00	.000	[.00,.00]	-.01	.00	.000	[-.02,-.01]	-.01	.00	.000	[-.02,-.01]
Conditional Direct Effect												
Low	.63	.06	.000	[.50,.77]	1.12	.09	.000	[.93,1.30]	1.05	.07	.000	[.90,1.21]
Medium	.81	.05	.000	[.69,.93]	.60	.07	.000	[.45,.74]	.52	.06	.000	[.40,.64]
High	1.01	.09	.000	[.83,1.19]	.01	.13	.937	[-.24,.27]	-.08	.10	.417	[-.03,.12]
GNER					.57	.03	.000	[.44,.59]	.44	.03	.000	[.38,.50]
GNER*POSPAR					.01	.00	.000	[.00,.01]	.01	.00	.000	[.00,.01]

Conditional Direct Effect									
Low		.27	.06	.000	[.15,.39]	.21	.05	.000	[.12,.31]
Medium		.50	.03	.000	[.43,.58]	.43	.03	.000	[.37,.49]
High		.77	.05	.000	[.65,.89]	.67	.04	.000	[.58,.77]
Conditional Indirect Effect									
Low		.17	.05		[.06,.29]	.13	.04		[.04,.24]
Medium		.41	.05		[.30,.53]	.35	.05		[.26,.45]
High		.78	.13		[.54,1.05]	.68	.11		[.47,.92]
R^2	.63	.65				.68			
		$F(3,938) = 532.62^{***}$			$F(5,936) = 360.56^{***}$			$F(5,936) = 405.18^{***}$	

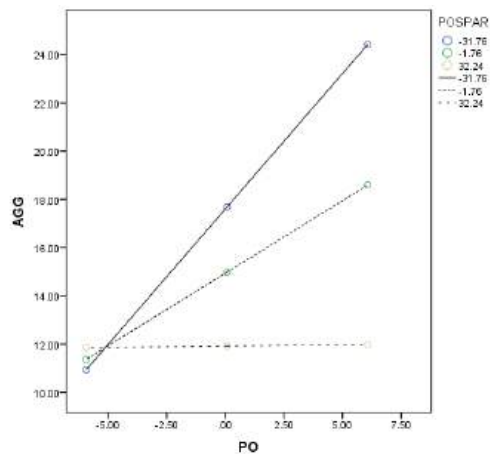
Note. *** $p < .001$.

Result in Table 75 also shows significant interaction effect of positive parenting and pushed-out triangulation on aggression ($B = -.01, p < .001$). Conditional direct effect of pushed-out triangulation is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased, even though it becomes non-significant at high levels of positive parenting. This implied that the direct positive effect of pushed-out triangulation on aggression is weakened by positive parenting. Figure 147 suggests that moderating role of the positive parenting in predicting aggression by pushed-out triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between pushed-out triangulation and aggression among adolescents.

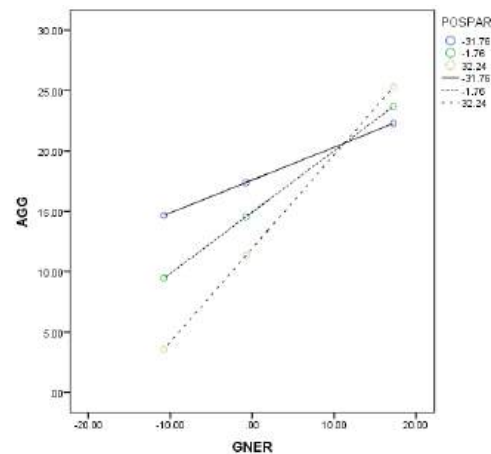
Result in table 75 also shows the significant interaction effect of positive parenting and general negative emotional reactivity ($B = .01, p < .001$) on aggression among adolescents. Conditional direct effect of general negative emotional reactivity is low on the low level of positive parenting and it gradually increases as the level of the moderator increased, however, it remains significant at the three levels of positive parenting. This implied that the direct positive effect of general negative emotional reactivity on aggression is strengthened by positive parenting. Figure 148 suggests that moderating role of the positive parenting in predicting aggression by general negative emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between general negative emotional reactivity and aggression.

Figure 147

Graph Showing Moderating Role of Positive Parenting in Relationship Between Pushed-Out Triangulation and Aggression (N=942)

**Figure 148**

Graph Showing Moderating Role of Positive Parenting in Relationship Between General Negative Emotional Reactivity and Aggression (N=942)



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of pushed-out triangulation on aggression through general negative emotional reactivity. Result confirmed that at the low, medium and high level of positive parenting, the 95% BCCI for the indirect effect does not contain zero. Results also reveal that positive parenting strengthened the indirect relationship between pushed-out triangulation and aggression through general negative emotional reactivity.

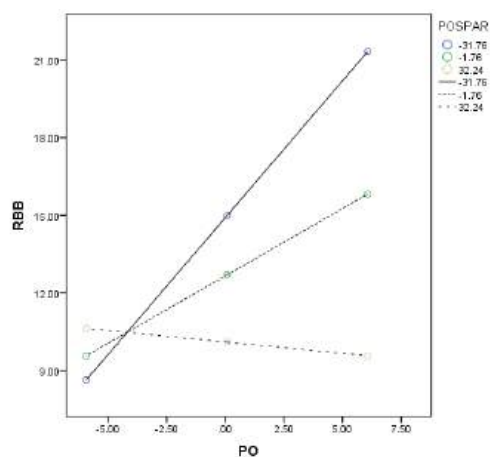
Results also show significant interaction effect of positive parenting and pushed-out triangulation on rule breaking behavior ($B = -.01, p < .01$). Conditional direct effect of pushed-out triangulation is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased, even though it becomes non-significant at high levels of positive parenting. This suggests that positive parenting weakens the direct positive effect of pushed-out triangulation on rule-breaking behavior among adolescents. In other words, when positive parenting is

present at higher levels, it reduces the likelihood that pushed-out triangulation will lead to increased rule-breaking behavior in adolescents. This finding highlights the potential buffering effect of positive parenting on the association between family dynamics (triangulation) and adolescent behavior (rule-breaking). Figure 149 suggests that moderating role of the positive parenting in predicting rule breaking behavior by pushed-out triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between pushed-out triangulation and rule breaking behavior.

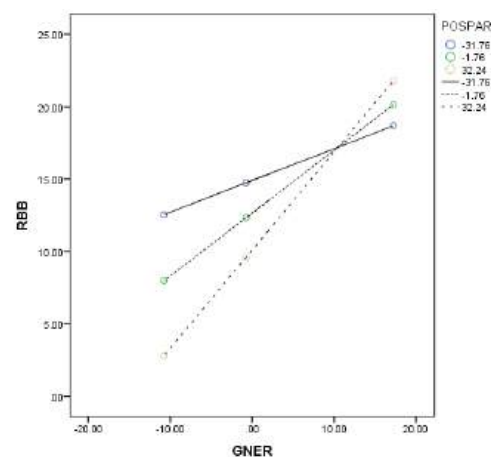
Result in Table 75 also reveals significant interaction effect of positive parenting and general negative emotional reactivity on rule breaking behavior among adolescents ($B = .01, p < .001$). Conditional direct effect of general negative emotional reactivity is low on the low level of positive parenting and it gradually increases as the level of the moderator increased, however, it remains significant at the three levels of positive parenting. This implied that the direct positive effect of general negative emotional reactivity on rule breaking behavior is strengthened by positive parenting. Figure 150 suggests that moderating role of the positive parenting in predicting rule breaking behavior by general negative emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship. The graph indicates that positive parenting significantly moderates the relationship between general negative emotional reactivity and rule-breaking behavior among adolescents. This suggests that the strength and nature of the association between general negative emotional reactivity and rule-breaking behavior vary depending on the level of positive parenting.

Figure 149

Graph Showing Moderating Role of Positive Parenting in Relationship Between Pushed-Out Triangulation and Rule Breaking Behavior (N=942)

**Figure 150**

Graph Showing Moderating Role of Positive Parenting in Relationship Between General Negative Emotional Reactivity and Rule Breaking Behavior (N=942)



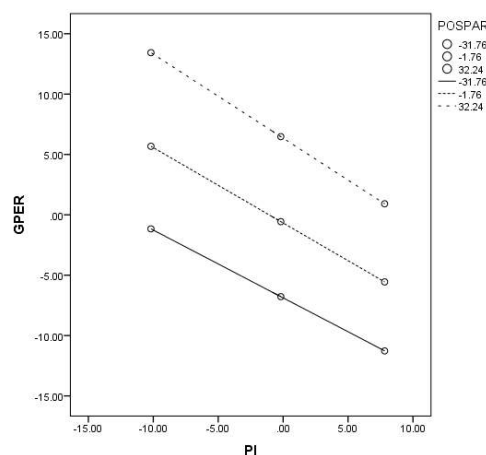
The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of pushed-out triangulation on rule breaking behavior through general negative emotional reactivity. Result confirmed that at the low, medium and high level of positive parenting, the 95% BCCI for the indirect effect does not contain zero. These results indicate that positive parenting enhances the indirect relationship between pushed-out triangulation and rule-breaking behavior through the influence of general negative emotional reactivity. In other words, when positive parenting is more prevalent, it amplifies the role of general negative emotional reactivity as a mediator in the relationship between pushed-out triangulation and rule-breaking behavior among adolescents. This suggests that positive parenting can exacerbate the impact of negative emotional reactivity on rule-breaking behavior in the context of pushed-out triangulation.

High	.27	.08	[.12,.44]
	$F(3,938)=495.27^{***}$		$F(5,936)=576.46^{***}$

Results show that positive parenting does not significantly moderate the negative relationship between pulled-in triangulation and general positive emotional reactivity ($B = -.00, p > .05$). Figure 151 suggests that moderating role of the positive parenting in predicting general positive emotional reactivity by pulled-in triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a negative relationship between pulled-in triangulation and general positive emotional reactivity. However, Figure depicted that positive parenting does not significantly moderate the relationship between pulled-in triangulation and general emotional reactivity.

Figure 151

Graph of Moderating Role of Positive Parenting in Relationship Between pulled-in triangulation and General Positive Emotional Reactivity (N= (942)



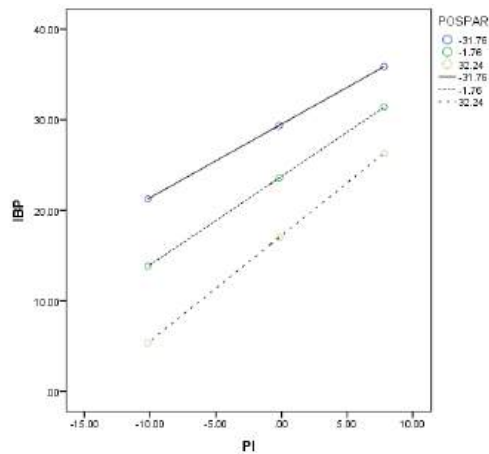
As well as results also reveal that positive parenting does not significantly moderate the relationship between pulled-in triangulation and internalizing behavioral problems ($B = .00, p > .05$). Figure 152 suggests that moderating role of the positive

parenting in predicting internalizing behavioral problems by pulled-in triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship between pulled-in triangulation and internalizing behavioral problems. However, it is clear from the graph that positive parenting does not significantly moderates the relationship between pulled-in triangulation and internalizing behavioral problems.

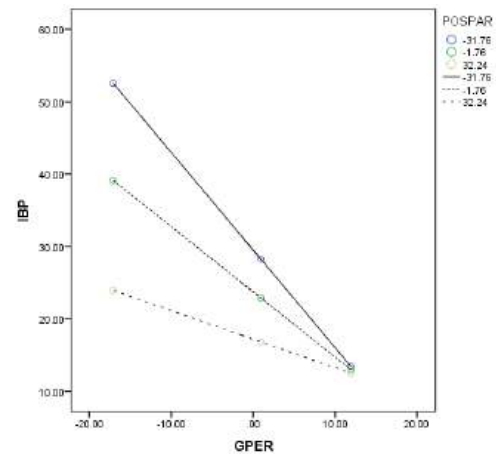
Results in Table 76 also shows significant interaction effect of general positive emotional reactivity ($B = .01, p < .001$) on internalizing behavioral problems among adolescents. Conditional direct negative effect of general positive emotional reactivity is high on the low level of moderator and it gradually decreases as the level of the positive parenting increased, however, it remains significant at the three levels of moderator. This implies that the direct negative effect of general positive emotional reactivity on internalizing behavioral problems is weakened by positive parenting. Figure 153 suggests that moderating role of the positive parenting in predicting internalizing behavioral problems by general positive emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a negative relationship between general positive emotional reactivity and internalizing behavioral problems. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between pulled in triangulation and internalizing behavioral problems.

Figure 152

Graph of Moderating Role of Positive Parenting in Relationship Between Pulled-In Triangulation and Internalizing Behavioral Problems (N= 942)

**Figure 153**

Graph of Moderating Role of Positive Parenting in Relationship Between General Positive Emotional Reactivity and Internalizing Behavioral Problems (N= 942)



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of pulled-in triangulation on internalizing behavioral problems through general positive emotional reactivity. Result confirmed that at the low, medium and high level of positive parenting, the 95% BCCI for the indirect effect does not contain zero. Results also reveal that positive parenting weakened the indirect relationship between pulled-in triangulation and internalizing behavioral problems through general positive emotional reactivity.

Table 77

Positive Parenting as The Moderator of Direct and Indirect Effects of pulled-in triangulation and General Positive Emotional Reactivity on The Externalizing Behavioral Problem (N=942)

Predictor	Outcome Variables									
Variable	General Positive Emotional Reactivity					Externalizing Behavioral problems				
	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>R</i> ²	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>R</i> ²
Constant	-.31	.32	.337	[-.95,.32]	.61	28.94	.66	.000	[27.64,30.25]	.69
PI	-.62	.04	.000	[-.71,-.53]		1.50	.09	.000	[1.31,1.69]	
POSPAR	.20	.01	.000	[.17,.23]		-.10	.03	.000	[-.17,-.04]	
PI*POSPAR	-.00	.00	.143	[-.00,.00]		.01	.00	.000	[.01,.02]	
Conditional Direct Effect										
Low						.94	.14	.000	[.65,1.23]	
Medium						1.47	.09	.000	[1.28,1.66]	
High						2.06	.15	.000	[1.75,2.37]	
GPER						-.77	.06	.000	[-.90,-.65]	
GPER*POSPAR						.00	.00	.000	[.00,.01]	
Conditional Direct Effect										
Low						-1.04	.10	.000	[-1.26,-.83]	
Medium						-.79	.06	.000	[-.92,-.66]	
High						-.50	.09	.000	[-.69,-.31]	
Conditional Indirect effect										
Low						.58	.09		[.41,.77]	
Medium						.49	.06		[.36,.62]	
High						.34	.07		[.20,.51]	

$$F(3,938) = 495.27^{***}$$

$$F(5,936) = 426.44^{***}$$

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

Results in Table 77 shows that positive parenting does not significantly moderate the relationship between pulled-in triangulation and general positive emotional reactivity. Results also shows significant interaction effect of pulled-in triangulation on externalizing behavioral problems ($B = .01$, $p < .001$). Conditional direct effect of pulled-in triangulation is low on the low level of moderator and it gradually increases as the level of the moderator increased, however, it remained significant at all three levels of moderator. This implied that the direct positive effect of pulled-in triangulation on externalizing behavioral problems is strengthened by positive parenting. Figure 154 suggests that moderating role of the positive parenting in predicting externalizing behavioral problems by pulled-in triangulation. The value and shape of slope for three levels of positive parenting i.e. low medium and high reflected a positive relationship between pulled-in triangulation and externalizing behavioral problems. However, it is clear from the graph that positive parenting significantly moderates the relationship between pulled-in triangulation and externalizing behavioral problems.

Results in Table 77 also show significant interaction effect of general positive emotional reactivity on externalizing behavioral problems among adolescents ($B = .00$, $p < .001$). Conditional direct effect of general positive emotional reactivity is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased. This implied that the direct positive effect of pulled in triangulation on externalizing behavioral problems is weakened by positive parenting. Figure 155 suggests that moderating role of the positive parenting in predicting externalizing behavioral problems by general positive emotional reactivity. The value

and shape of slope for three levels of positive parenting i.e. low, medium and high reflects a negative relationship between general positive emotional reactivity and externalizing behavioral problems. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between pulled in triangulation and externalizing behavioral problems.

Figure 154

Graph of Moderating Role of Positive Parenting in Relationship Between Pulled-In Triangulation and Externalizing Behavioral Problems (N= 942)

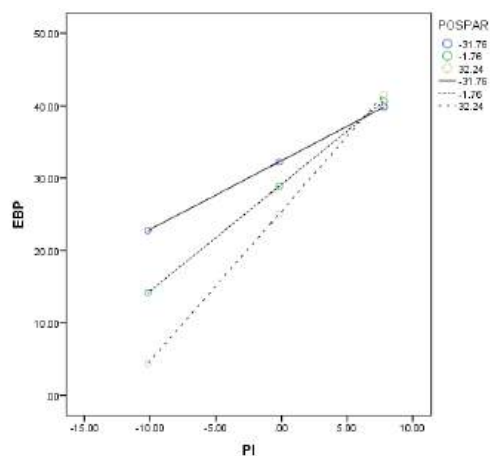
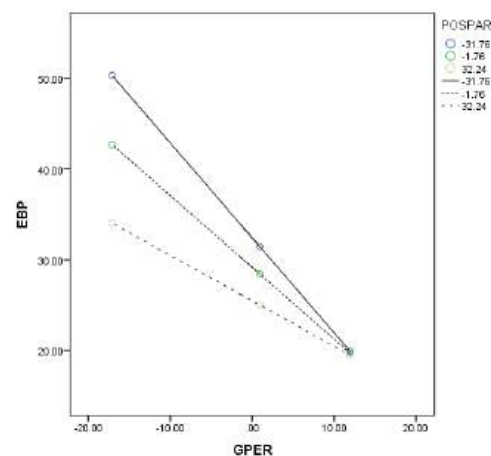


Figure 155

Graph of Moderating Role of Positive Parenting in Relationship Between General Positive Emotional Reactivity and Externalizing Behavioral Problems (N= 942)



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of pulled-in triangulation on externalizing behavioral problems through general positive emotional reactivity. Result confirmed that at the low, medium and high level of positive parenting, the 95% BCCI for the indirect effect does not contain zero. Results also reveal that positive parenting weakened the indirect relationship between pulled-in triangulation and externalizing behavioral problems through general positive emotional reactivity.

Table 78

Positive Parenting As The Moderator Of Direct And Indirect Effects Of Pulled-In Triangulation And General Positive Emotional Reactivity On Anxiety/Depressed Problems, Somatic Complaint And Withdrawal/Depressed Problems (N=942)

Predictor	Outcome Variables															
Variables	General Positive Emotional Reactivity				Anxiety/Depressed Problems				Somatic Complaint				Withdrawal/Depressed			
	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI
Constant	-.31	.32	.337	[-.95,.32]	11.03	.26	.000	[10.51,11.56]	6.83	.19	.000	[6.45,7.20]	5.53	.16	.000	[5.22,5.85]
PI	-.62	.04	.000	[-.71,-.53]	.46	.03	.000	[.39,.54]	.28	.02	.000	[.23,.34]	.22	.02	.000	[.18,.27]
POSPAR	.20	.01	.000	[.17,.23]	-.07	.01	.000	[-.09,-.04]	-.06	.01	.000	[-.08,-.04]	-.05	.00	.000	[-.07,-.03]
PI*POSPAR	-.00	.00	.143	[-.00,.00]	.00	.00	.000	[.00,.01]	.00	.00	.931	[-.00,.00]	-.00	.00	.823	[-.00,.00]
Conditional Direct Effect																
Low					.29	.05	.000	[.17,.40]								
Medium					.45	.03	.000	[.38,.53]								
High					.64	.06	.000	[.52,.77]								
GPER					-.34	.02	.000	[-.39,-.29]	-.30	.01	.000	[-.33,-.26]	-.22	.01	.000	[-.26,-.19]

GPER*POSPAR	.01	.00	.000	[.00,.01]	.00	.00	.000	[.00,.01]	.00	.00	.000	[.00,.00]
Conditional Direct Effect												
Low	-.52	.04	.000	[-.61,-.44]	-.47	.03	.000	[-.53,-.40]	-.35	.02	.000	[-.40,-.30]
Medium	-.35	.02	.000	[-.40,-.30]	-.31	.01	.000	[-.34,-.27]	-.23	.01	.000	[-.26,-.20]
High	-.15	.03	.000	[-.23,-.08]	-.13	.02	.000	[-.18,-.07]	-.10	.02	.000	[-.15,-.05]
Conditional Indirect Effect												
Low	.29	.04		[.22,.37]	.26	.03		[.20,.33]	.19	.02		[.14,.24]
Medium	.22	.02		[.16,.27]	.19	.02		[.14,.24]	.14	.01		[.11,.18]
High	.10	.03		[.04,.18]	.09	.02		[.03,.14]	.07	.02		[.03,.12]
R^2	.61				.74				.71			
	$F(3,938) = 495.27^{***}$				$F(5,936) = 420.55^{***}$				$F(5,936) = 541.78^{***}$			$F(5,936) = 462.51^{***}$

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

Result in Table 78 shows that positive parenting does not significantly moderate the relationship between pulled-in triangulation and general positive emotional reactivity. Result also shows significant interaction effect of positive parenting with pulled-in triangulation ($B = .00, p < .001$) on anxiety/depressed problems among adolescents. Conditional direct effect of pulled-in triangulation is low on the low level of moderator and it increases as the level of the moderator increased, however, it remained significant at all three levels of moderator. This implied that the direct positive effect of pulled-in triangulation on anxiety/depressed problems is strengthened by positive parenting. Figure 156 suggests that moderating role of the positive parenting in predicting anxiety/depressed problems by pulled-in triangulation. The value and shape of slope for three levels of positive parenting i.e. low medium and high reflected a positive relationship between pulled-in triangulation and anxiety/depressed problems among adolescents. Furthermore, Figure depicted that positive parenting significantly moderates the relationship between pulled-in triangulation and anxiety/depressed problems.

Results also show significant interaction effect of general positive emotional reactivity on anxiety/depressed problems among adolescents ($B = .01, p < .001$). Conditional direct effect of general positive emotional reactivity is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased. This implied that the direct negative effect of general positive emotional reactivity on anxiety/depressed problems is weakened by positive parenting. Figure 157 suggests that moderating role of the positive parenting in predicting anxiety/depressed problems by general positive emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflect a negative relationship between general positive emotional reactivity and anxiety/depressed problems. Furthermore, it is clear from the graph that positive parenting

significantly moderates the relationship between general positive emotional reactivity and anxiety/depressed problems.

Figure 156

Graph of Moderating Role of Positive Parenting in Relationship Between Pulled-In Triangulation and Anxiety/Depressed Problems (N= 942)

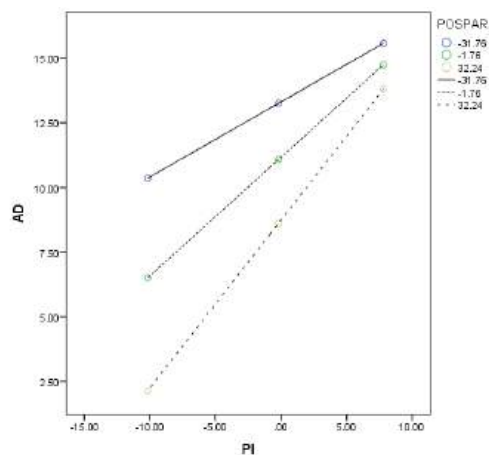
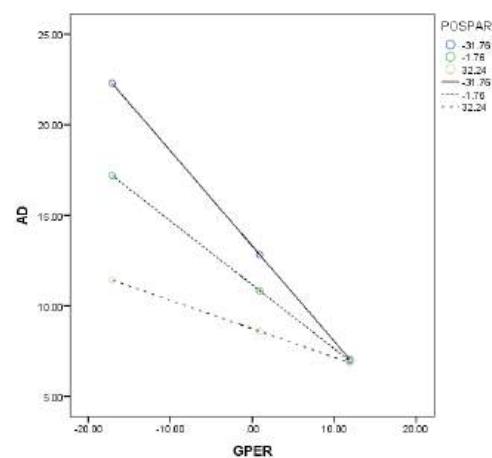


Figure 157

Graph of Moderating Role of Positive Parenting in Relationship Between General Positive Emotional Reactivity and Anxiety/Depressed Problems (N= 942)



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of pulled-in triangulation on anxiety/depressed problems through general positive emotional reactivity. Result confirmed that at the low, medium and high level of positive parenting, the 95% BCCI for the indirect effect does not contain zero. Results also reveal that positive parenting weakened the indirect relationship between pulled-in triangulation and anxiety/depressed problems through general positive emotional reactivity.

Results in Table 67 also show non-significant interaction effect of pulled-in triangulation ($B = .00, p > .05$) on somatic complaints among adolescents. Figure 158 suggests

that moderating role of the positive parenting in predicting somatic complaints by pulled-in triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship between pulled-in triangulation and somatic complaints. However, it is clear from the graph that positive parenting does not significantly moderates the relationship between pulled-in triangulation and somatic complaints among adolescents.

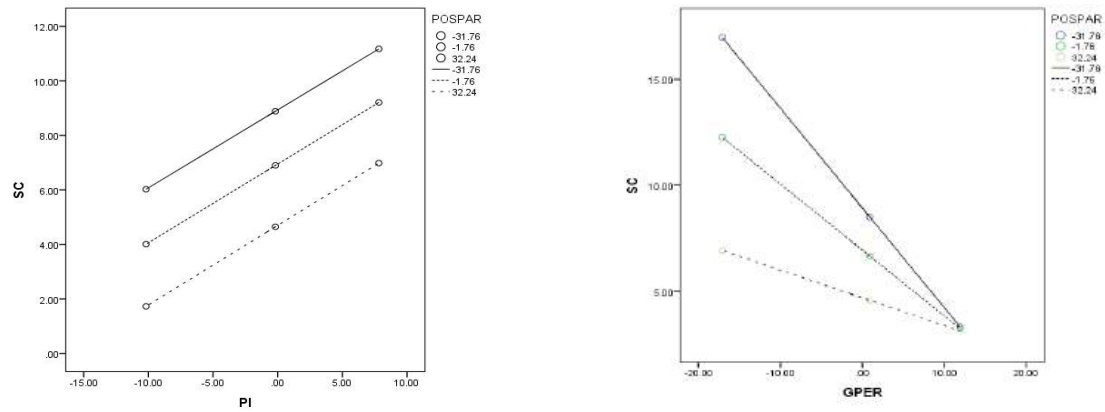
Result also show significant moderating role of positive parenting in relationship between general positive emotional reactivity and somatic complaints ($B = .00, p < .001$). Conditional direct effect of general positive emotional reactivity is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased, however, it remains significant at the three levels of moderator. This implied that the direct negative impact of general positive emotional reactivity on somatic complaints is weakened by positive parenting. Figure 159 suggests that moderating role of the positive parenting in predicting somatic complaints by general positive emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a negative relationship between general positive emotional reactivity and somatic complaints. Furthermore, it is clear from the graph that positive parenting is a significant moderator of the relationship between general positive emotional reactivity and somatic complaints among adolescents.

Figure 158

Graph of Moderating Role of Positive Parenting in Relationship Between Pulled-In triangulation and Somatic Complaints (N= 942)

Figure 159

Graph of Moderating Role of Positive Parenting in Relationship Between General Positive Emotional Reactivity and Somatic Complaints (N= 942)



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of pulled-in triangulation on somatic complaint through general positive emotional reactivity. Result confirmed that at the low, medium and high level of positive parenting, the 95% BCCI does not contain zero. Results also reveal that positive parenting weakened the indirect relationship between pulled-in triangulation and somatic complaints through general positive emotional reactivity.

Results also shows non-significant interaction effect of positive parenting and pulled-in triangulation ($B = -.00$, $p > .05$) on withdrawal/depressed problems among adolescents. Figure 160 suggests that moderating role of the positive parenting in predicting withdrawal/depressed problems by pulled-in triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship between pulled-in triangulation and withdrawal/depressed. Furthermore, it is clear from the graph that positive parenting does not significantly moderates the relationship between pulled-in triangulation and withdrawal/depressed problems among adolescents.

Result also shows significant interaction effect of general positive emotional reactivity on withdrawal/depressed problems among adolescents ($B = .00$, $p < .001$). Conditional direct effect of general positive emotional reactivity is high on the low level of positive parenting and

it gradually decreases as the level of the moderator increased, however, it remains significant at the three levels of moderator. This implied that the direct negative effect of general positive emotional reactivity on withdrawal/depressed problems is weakened by positive parenting. Figure 161 suggests that moderating role of the positive parenting in predicting withdrawal/depressed problems by general positive emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a negative relationship. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between general positive emotional reactivity and withdrawal/depressed problems among adolescents.

Figure 160

Graph Showing Moderating Effect of Positive Parenting in Relationship Between Pulled-In Triangulation and Withdrawal/Depressed Problems (N=942)

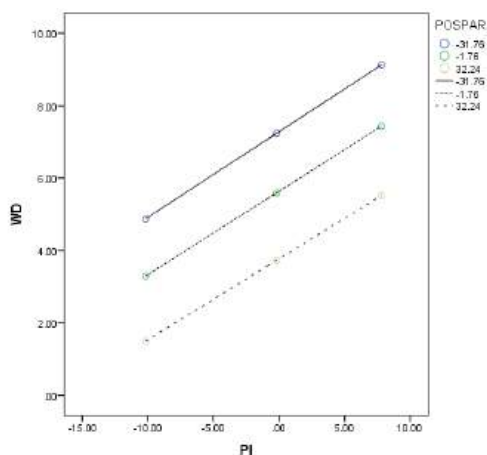


Figure 161

Graph Showing Moderating Effect of Positive Parenting in Relationship Between General Positive Emotional Reactivity and Withdrawal/Depressed Problems (N=942)

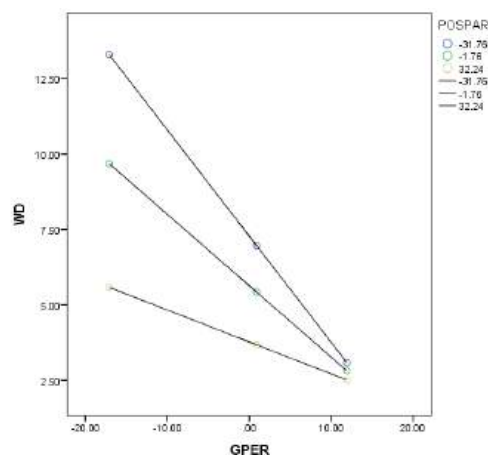


Table 79

Positive Parenting as The Moderator of Direct and Indirect Effects of Pulled-In Triangulation and General Positive Emotional Reactivity on Aggression and Rule Breaking Behavior (N=942)

Predictor	Mediator				Outcome Variables							
Variables	General Positive Emotional Reactivity				Aggression				Rule Breaking Behavior			
	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI
Constant	-.31	.32	.337	[-.95,.32]	15.67	.37	.000	[14.93,16.40]	13.27	.31	.000	[12.66,13.88]
PI	-.62	.04	.000	[-.71,-.53]	.83	.05	.000	[.72,.94]	.66	.04	.000	[.57,.75]
POSPAR	.20	.01	.000	[.17,.23]	-.05	.01	.000	[-.09,-.02]	-.04	.01	.000	[-.07,-.02]
PI*POSPAR	-.00	.00	.143	[-.00,.00]	.01	.00	.000	[.00,.01]	.00	.00	.000	[.00,.01]
Conditional Direct Effect												
Low					.51	.08	.000	[.35,.68]	.42	.06	.000	[.29,.56]
Medium					.81	.05	.000	[.71,.92]	.65	.04	.000	[.56,.74]
High					1.15	.08	.000	[.98,1.33]	.91	.07	.000	[.76,1.05]
GPER					-.40	.03	.000	[-.47,-.33]	-.37	.03	.000	[-.43,-.31]
GPER*POSPAR					.01	.00	.002	[.00,.01]	.00	.00	.000	[.00,.01]

Conditional Direct Effect									
Low		-.53	.06	.000	[-.65,-.41]	-.51	.05	.000	[-.61,-.41]
Medium		-.40	.03	.000	[-.48,-.33]	-.38	.03	.000	[-.44,-.32]
High		-.26	.05	.000	[-.37,-.15]	-.23	.04	.000	[-.32,-.14]
Conditional Indirect Effect									
Low		.30	.04		[.20,.39]	.28	.04		[.20,.37]
Medium		.25	.03		[.18,.32]	.23	.03		[.17,.29]
High		.18	.04		[.10,.27]	.16	.03		[.09,.24]
R^2	.61		.67			.67			
		$F(3,938) = 495.27^{***}$			$F(5,936) = 392.86^{***}$			$F(5,936) = 415.71^{***}$	

Results shows that positive parenting does not significantly moderate the relationship between pulled-in triangulation and general positive emotional reactivity ($B = -.00, p > .05$). Results also shows significant interaction effect of pulled-in triangulation on aggression ($B = .01, p < .001$). Conditional direct effect of pulled in triangulation is lower on the low level of positive parenting and it gradually increases as the level of the moderator increased, however, it remained significant at all the three levels of moderator. This implied that the direct positive effect of pulled in triangulation on aggression is strengthen by positive parenting. Figure 162 suggests that moderating role of the positive parenting in predicting aggression by pulled-in triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between pulled in triangulation and aggression.

Result in Table 79 also shows significant interaction effect of general positive emotional reactivity on aggression among adolescents ($B = .01, p < .01$). Conditional direct effect of general positive emotional reactivity is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased, however, it remained significant at all the three levels of moderator. This implied that the direct negative effect is weakened by positive parenting. Figure 163 suggests that moderating role of the positive parenting in predicting aggression by general positive emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low medium and high reflected a negative relationship. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between pulled in triangulation and aggression.

Figure 162

Graph Showing Moderating Effect of Positive Parenting in Relationship Between Pulled-In Triangulation and Aggression

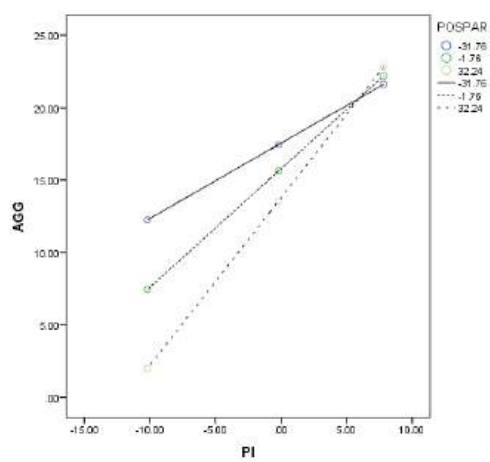
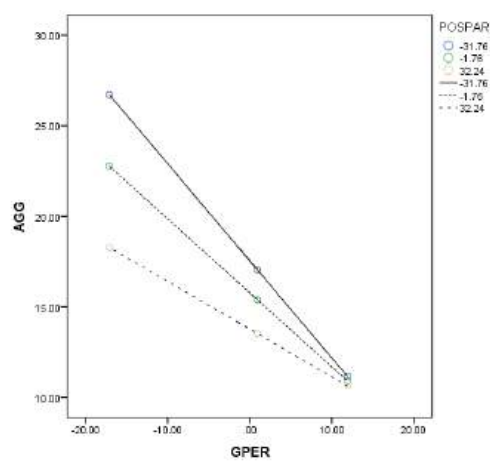


Figure 163

Graph Showing Moderating Effect of Positive Parenting in Relationship Between General Positive Emotional reactivity and Aggression



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of pulled-in triangulation on aggression through general positive emotional reactivity. Results confirmed that at the low, medium and high level of positive parenting, the 95% BCCI for the indirect effect does not contain zero. Results also reveal that positive parenting weakened the indirect relationship between pulled-in triangulation and aggression through general positive emotional reactivity.

Results in Table 79 show significant interaction effect of pulled in triangulation on rule breaking behavior among adolescents ($B = .01, p < .001$). Conditional direct positive effect of pulled in triangulation is low on the low level of positive parenting and it gradually increases as the level of the moderator increased. This implied that the direct positive effect of pulled-in triangulation on rule breaking behavior is strengthened by positive parenting. Figure 164 suggests that moderating role of the positive parenting in predicting rule breaking behavior by pulled-in triangulation. The

value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between pulled-in triangulation and rule breaking behavior.

Results in Table 79 also shows significant interaction effect of general positive emotional reactivity on rule breaking behavior among adolescents ($B = .01, p < .001$). Conditional direct negative effect of general positive emotional reactivity is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased. This implied that the direct negative effect of general positive emotional reactivity on rule breaking behavior is weakened by positive parenting. Figure 165 suggests that moderating role of the positive parenting in predicting rule breaking behavior by general positive emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a negative relationship. The graphical representation of the moderation effect further illustrates the role of positive parenting in influencing the relationship between general positive emotional reactivity and rule breaking behavior among adolescents. The graph likely shows that as positive parenting increases from low to high levels, the negative impact of general positive emotional reactivity on rule breaking behavior becomes more pronounced. This suggests that positive parenting serves as a significant moderator, strengthening the inverse relationship between general positive emotional reactivity and rule breaking behavior. In essence, the presence of positive parenting appears to amplify the protective effect of positive emotional reactivity on reducing rule breaking behavior in adolescents.

Figure 164

Graph Showing Moderating Effect of Positive Parenting in Relationship Between Pulled-In Triangulation and Rule Breaking Behavior (N=942)

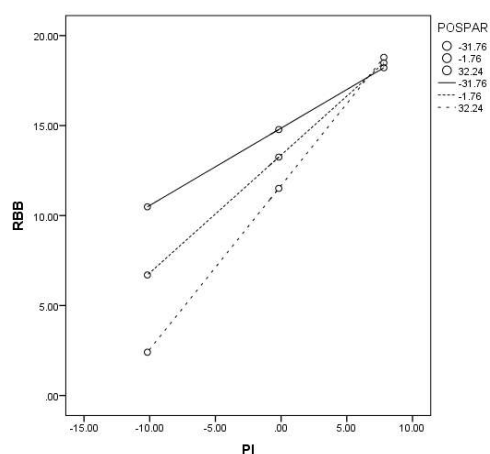
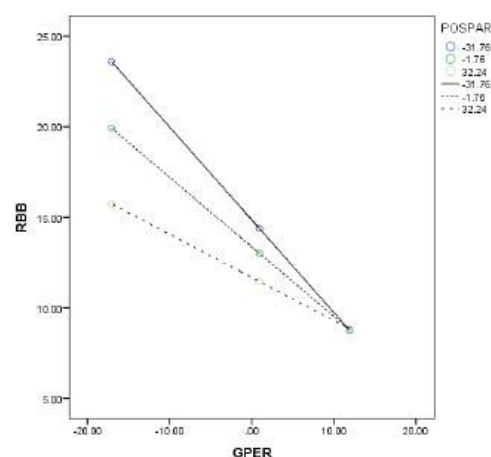


Figure 165

Graph Showing Moderating Effect of Positive Parenting in Relationship Between General Positive Emotional Reactivity and Rule Breaking Behavior (N=942)



The final piece of evidence supporting the concept of moderated mediation is derived from the bootstrapped 95% confidence intervals, which assess the conditional indirect effect of pulled-in triangulation on rule breaking behavior through general positive emotional reactivity. These results consistently demonstrate that, at low, medium, and high levels of positive parenting, the 95% confidence intervals for the indirect effect do not contain zero. In other words, the indirect relationship between pulled-in triangulation and rule breaking behavior through general positive emotional reactivity remains significant across different levels of positive parenting. This underscores the robustness of the mediated effect. Additionally, these findings reveal that positive parenting acts as a weakening factor in the indirect relationship between pulled-in triangulation and rule breaking behavior, indicating that higher levels of positive

parenting mitigate the influence of general positive emotional reactivity on reducing rule breaking behavior among adolescents.

Table 80

Positive Parenting as The Moderator of Direct and Indirect Effects of pulled-In Triangulation and General Negative Emotional Reactivity on Internalizing Behavioral Problem (N=942)

Predictor	Outcome Variables									
Variable	General Negative Emotional Reactivity					Internalizing Behavioral Problems				
	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>R</i> ²	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>R</i> ²
Constant	.75	.30	.015	[.14,1.36]	.66	23.33	.55	.000	[22.25,24.42]	.75
PI	.72	.04	.000	[.63,.80]		.86	.08	.000	[.70,1.03]	
POSPAR	-.19	.01	.000	[-.22,-.17]		-.19	.02	.000	[-.24,-.13]	
PI*POSPAR	.00	.00	.000	[.00,.01]		.00	.00	.892	[-.01,.01]	
Conditional Direct Effect										
Low	.56	.05	.000	[.44,.67]						
Medium	.71	.04	.000	[.62,.79]						
High	.88	.06	.000	[.75,1.00]						
GNER						.93	.05	.000	[.82,1.04]	
GNER*POSPAR						-.01	.00	.000	[-.01,-.00]	
Conditional Direct Effect										
Low						1.29	.08	.000	[1.12,1.47]	
Medium						.95	.05	.000	[.84,1.06]	
High						.56	.09	.000	[.38,.74]	
Conditional Indirect Effect										

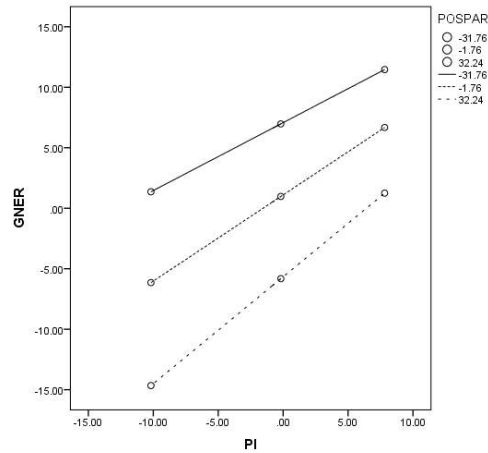
Low	.72	.09	[.54,.92]
Medium	.68	.07	[.53,.83]
High	.50	.11	[.28,.72]
$F(3,938) = 610.24^{***}$		$F(5,936) = 586.62^{***}$	

Note. *** $p < .001$

Results shows that positive parenting significantly moderate the relationship between pulled-in triangulation and general negative emotional reactivity ($B = .00$ $p < .001$). Conditional direct effect of pulled-in triangulation is low on the low level of positive parenting and it gradually increases as the level of the moderator increased, however, it remains significant at the three levels of positive parenting. This implied that the direct positive effect of pulled-in triangulation on general negative emotional reactivity is strengthened by positive parenting. Figure 166 suggests that moderating role of the positive parenting in predicting general negative emotional reactivity by pulled-in triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship between pulled-in triangulation and general negative emotional reactivity. The graphical representation highlights that positive parenting plays a significant moderating role in the relationship between pulled-in triangulation and general negative emotional reactivity. This visual depiction underscores the importance of positive parenting in influencing the strength and direction of this relationship.

Figure 166

Graph Showing Moderating Role of Positive Parenting in Relationship Between Pulled-In Triangulation and General Negative Emotional Reactivity (N=942)



Results also show non-significant interaction effect of positive parenting and pulled-in triangulation on internalizing behavioral problems among adolescents ($B = .00$, $p > .05$). Figure 167 suggests that moderating role of the positive parenting in predicting internalizing behavioral problems pulled-in triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between pulled-in triangulation and internalizing behavioral problems.

Results also shows significant interaction effect of general negative emotional reactivity on internalizing behavioral problem among adolescents ($B = -.01$, $p < .001$). Conditional direct effect of general negative emotional reactivity is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased, however, it remains significant at the three levels of positive parenting. This implied that the direct positive effect of general negative emotional reactivity on internalizing behavioral problem is weakened by positive parenting. Figure 168

suggests that moderating role of the positive parenting in predicting internalizing behavioral problems by general negative emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between general negative emotional reactivity and internalizing behavioral problems.

Figure 167
Graph Showing Moderating Role of Positive Parenting in Relationship Between Pulled-In Triangulation and Internalizing Behavioral Problems (N=942)

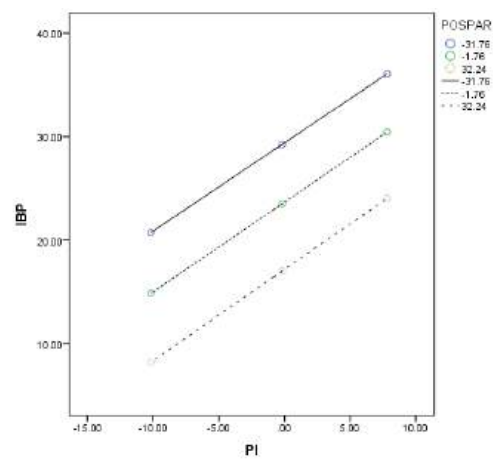
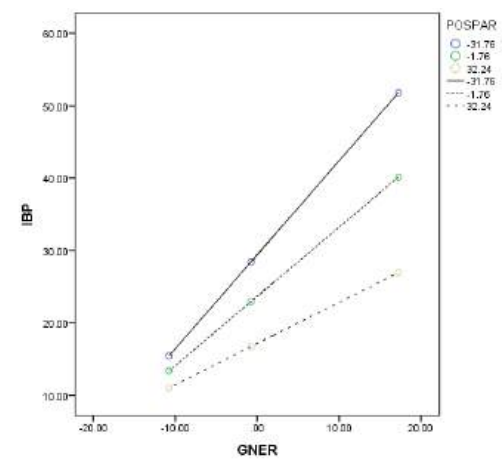


Figure 168
Graph Showing Moderating Role of Positive Parenting in Relationship Between General Negative Emotional Reactivity and Internalizing Behavioral Problems (N=942)



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of pulled-in triangulation on internalizing behavioral problems through general negative emotional reactivity. Results confirmed that at the low, medium and high level of positive parenting, the 95% BCCI for the indirect effect does not contain zero. Results also reveal that positive parenting weakened the indirect relationship between pulled-in triangulation and internalizing behavioral problems through general negative emotional reactivity.

Table 81

Positive Parenting as The Moderator of Direct and Indirect Effects of pulled-in triangulation and General Negative Emotional Reactivity on The Externalizing Behavioral Problem (N=942)

Predictor	Outcome Variables									
Variable	General Negative Emotional Reactivity					Externalizing Behavioral Problems				
	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>R</i> ²	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>R</i> ²
Constant	.75	.30	.015	[.14,1.36]	.66	28.82	.66	.000	[27.51,30.13]	.69
PI	.72	.04	.000	[.63,.80]		1.44	.10	.000	[1.24,1.64]	
POSPAR	-.19	.01	.000	[-.22,-.17]		-.11	.03	.000	[-.18,-.05]	
PI*POSPAR	.00	.00	.000	[.00,.01]		.01	.00	.000	[.00,.02]	
Conditional Direct Effect										
Low	.56	.05	.000	[.44,.67]		.99	.15	.000	[.70,1.29]	
Medium	.71	.04	.000	[.62,.79]		1.41	.10	.000	[1.21,1.61]	
High	.88	.06	.000	[.75,1.00]		1.88	.17	.000	[1.54,2.23]	
GNER						.76	.06	.000	[.83,1.09]	
GNER*POSPAR						-.01	.00	.017	[-.01,-.00]	
Conditional Direct Effect										
Low						.97	.10	.000	[.75,1.18]	
Medium						.77	.06	.000	[.64,.91]	
High						.56	.11	.000	[.34,.77]	
Conditional Indirect Effect										
Low						.54	.08		[.38,.71]	
Medium						.55	.06		[.41,.69]	

High	.49	.11	[.28,.72]
$F(3,938) = 610.24^{***}$		$F(5,936) = 417.59^{***}$	

Note. *** $p < .001$.

Results in Table 81 reveal that positive parenting significantly moderate the relationship between pulled-in triangulation and general negative emotional reactivity ($B = .00, p < .001$). Result also shows significant interaction effect of positive parenting and pulled-in triangulation on externalizing behavioral problems among adolescents ($B = .01, p < .001$). Conditional direct effect of pulled-in triangulation is low on the low level of positive parenting and it gradually increases as the level of the moderator increased. This implied that the direct positive effect of pulled-in triangulation on externalizing behavioral problems is weakened by positive parenting. Figure 169 suggests that moderating role of the positive parenting in predicting externalizing behavioral problems by pulled-in triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between pulled-in triangulation and externalizing behavioral problems.

Results in Table 81 also shows significant interaction effect of general negative emotional reactivity on externalizing behavioral problems among adolescents ($B = -.01, p < .05$). Conditional direct effect of general negative emotional reactivity is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased, however, it remains significant at the three levels of positive parenting. This implied that the direct positive effect of general negative emotional reactivity on externalizing behavioral problems is weakened by positive parenting. Figure 170 suggests that moderating role of the positive parenting in predicting externalizing behavioral problems by general negative emotional reactivity. The value

and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between general negative emotional reactivity and externalizing behavioral problems.

Figure 169

Graph Showing Moderating Role of Positive Parenting in Relationship Between Pulled-In Triangulation and Externalizing Behavioral Problems (N=942)

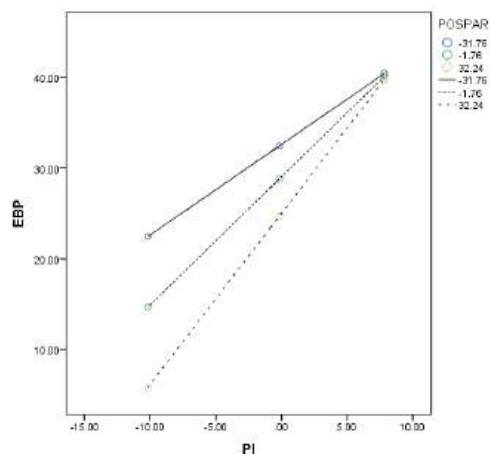
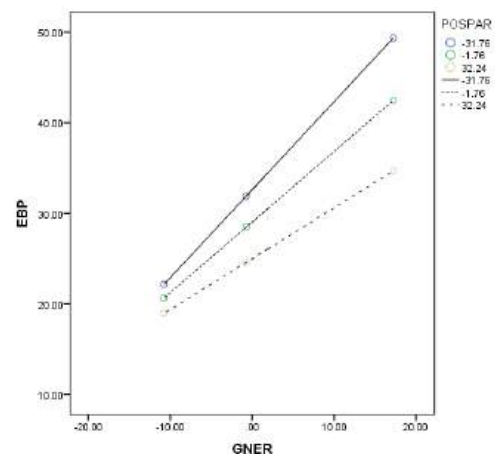


Figure 170

Graph Showing Moderating Role of Positive Parenting in Relationship Between General Negative Emotional Reactivity and Externalizing Behavioral Problems (N=942)



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of pulled-in triangulation on externalizing behavioral problems through general negative emotional reactivity. Result shows that at the low, medium and high level of positive parenting, the 95% BCCI for the indirect effect does not contain zero. Result also reveals that positive parenting weakens the indirect relationship between pulled-in triangulation and externalizing behavioral problems through general negative emotional reactivity.

Table 82

Positive Parenting as The Moderator of Direct and Indirect Effects of Pulled-In Triangulation and General Negative Emotional Reactivity on Anxiety/Depressed Problems, Somatic Complaint and Withdrawal/Depressed Problems (N=942)

Predictor	Outcome Variables															
Variables	General Negative Emotional Reactivity				Anxiety/Depressed Problems				Somatic Complaint				Withdrawal/Depressed			
	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI
Constant	.75	.30	.015	[.14,1.36]	11.03	.27	.000	[10.50,11.55]	6.80	.18	.000	[6.43,7.16]	5.50	.15	.000	[5.19,5.81]
PI	.72	.04	.000	[.63,.80]	.43	.04	.000	[.35,.51]	.24	.02	.000	[.18,.30]	.18	.02	.000	[.14,.23]
POSPAR	-.19	.01	.000	[-.22,-.17]	-.07	.01	.000	[-.09,-.04]	-.06	.01	.000	[-.08,-.04]	-.05	.00	.000	[-.06,-.03]
PI*POSPAR	.00	.00	.000	[.00,.01]	.00	.00	.031	[.00,.01]	-.00	.00	.177	[-.00,.00]	-.00	.00	.112	[-.00,.00]
Conditional Direct Effect																
Low	.56	.05	.000	[.44,.67]	.31	.06	.000	[.19,.43]								
Medium	.71	.04	.000	[.62,.79]	.42	.04	.000	[.34,.50]								
High	.88	.06	.000	[.75,1.00]	.54	.07	.000	[.40,.68]								
GNER					.35	.02	.000	[.29,.40]	.32	.01	.000	[.28,.36]	.25	.01	.000	[.22,.28]

Results in Table 82 reveal that positive parenting significantly moderate the relationship between pulled-in triangulation and general negative emotional reactivity ($B = .00, p < .001$) as well as significant interaction effect of pulled-in triangulation on anxiety/depressed problems among adolescents ($B = -.00, p < .05$). Conditional direct effect of pulled-in triangulation is lesser on the low level of positive parenting and it gradually increases as the level of the moderator increased, however, it remains significant at the three levels of positive parenting. This implied that the direct positive effect of pulled-in triangulation on anxiety/depressed problems is strengthened by positive parenting. Figure 171 suggests that moderating role of the positive parenting in predicting anxiety/depressed problems by pulled-in triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between pulled-in triangulation and anxiety/depressed problems.

Moreover, Results show significant interaction effect of general negative emotional reactivity ($B = -.00, p < .001$) on anxiety/depressed problems among adolescents. Conditional direct effect of general negative emotional reactivity is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased, however, it remains significant at the three levels of positive parenting. This implied that the direct positive effect of general negative emotional reactivity on anxiety/depressed problem is weakened by positive parenting. Figure 172 suggests that moderating role of the positive parenting in predicting anxiety/depressed problems by general negative emotional reactivity. Figure 175 indicates the moderating role of positive parenting in predicting anxiety/depressed problems by general negative emotional reactivity. The graph shows the relationship between these variables across

three levels of positive parenting (low, medium, and high), with the slopes reflecting a positive association. Moreover, it is evident from the graph that positive parenting significantly moderates the relationship between general negative emotional reactivity and anxiety/depressed problems, as the slopes vary across different levels of positive parenting, indicating a moderating effect.

Figure 171
Graph Showing Moderating Role of Positive Parenting in Relationship Between Pulled-In Triangulation and Anxiety/Depressed Problems (N=942)

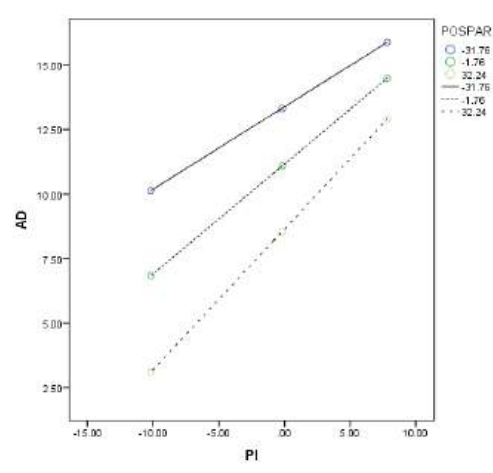
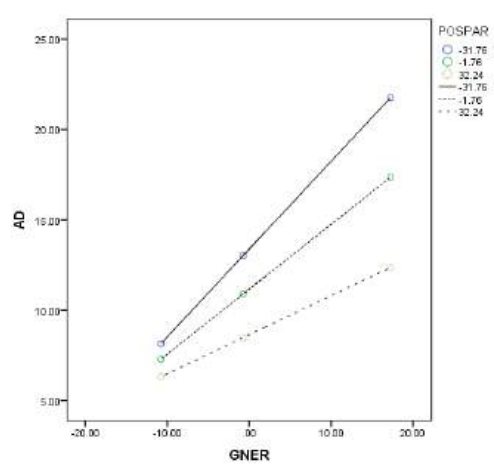


Figure 172
Graph Showing Moderating Role of Positive Parenting in Relationship Between General Negative Emotional Reactivity and Anxiety/depressed (N=942)



The final piece of evidence supporting the moderated mediation comes from the analysis of bootstrapped 95% confidence intervals. These intervals were used to assess the conditional indirect effect of pulled-in triangulation on anxiety/depressed problems through general negative emotional reactivity at different levels of positive parenting. The results confirm that at low, medium, and high levels of positive parenting, the 95% confidence intervals for the indirect effect do not contain zero, indicating the presence of a significant indirect relationship. Furthermore, the findings reveal that positive parenting weakens the indirect relationship between pulled-in triangulation and

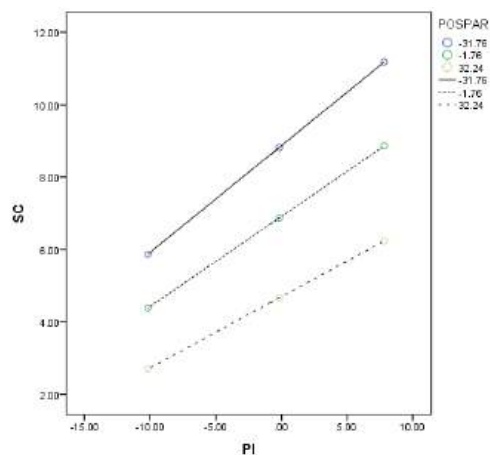
anxiety/depressed problems through general negative emotional reactivity, suggesting a moderating effect of positive parenting on this relationship.

Furthermore, results show non-significant interaction effect of pulled-in triangulation on somatic complaints among adolescents ($B = -.00, p > .05$). Figure 173 illustrates the moderating role of positive parenting in predicting somatic complaints based on pulled-in triangulation. The graph displays the relationship between these variables across three levels of positive parenting (low, medium, and high), showing a positive association. However, it is evident from the graph that positive parenting does not significantly moderate the relationship between pulled-in triangulation and somatic complaints, as the slopes remain relatively consistent across different levels of positive parenting.

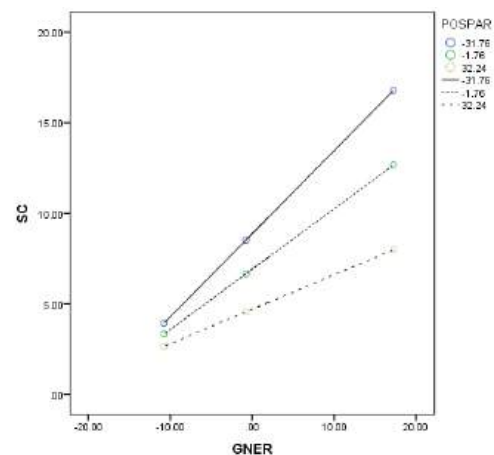
Results also show significant interaction effect of general negative emotional reactivity ($B = -.00, p < .001$) on somatic complaints among adolescents. Conditional direct effect of general negative emotional reactivity is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased, however, it remains significant at the three levels of positive parenting. This implied that the direct positive effect of general negative emotional reactivity on somatic complaints is weakened by positive parenting. Figure 174 illustrates the moderating role of positive parenting in predicting somatic complaints based on general negative emotional reactivity. The graph shows the relationship between these variables across three levels of positive parenting (low, medium, and high), highlighting a positive association. Additionally, the graph visually emphasizes that positive parenting significantly moderates the connection between general negative emotional reactivity and somatic complaints, further emphasizing the impact of positive parenting on this relationship.

Figure 173

Graph Showing Moderating Role of Positive Parenting in Relationship Between Pulled-In Triangulation and Somatic Complaints(N=942)

**Figure 174**

Graph Showing Moderating Role of Positive Parenting in Relationship Between General Negative Emotional Reactivity and Somatic Complaints (N=942)



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of pulled-in triangulation on somatic complaint through general negative emotional reactivity. Results confirmed that at the low, medium and high level of positive parenting, the 95% BCCI for the indirect effect does not contain zero. Results also reveal that positive parenting weakened the indirect relationship between pulled-in triangulation and somatic complaints through general negative emotional reactivity.

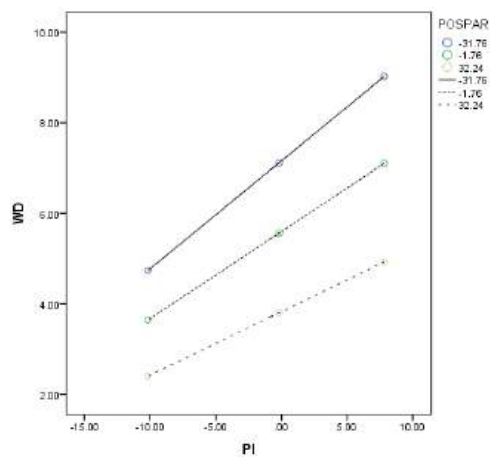
Results also shows non-significant interaction effect of positive parenting and pulled-in triangulation on withdrawal/depressed problems ($B = -.00, p > .05$). In Figure 175, the moderating role of positive parenting in predicting withdrawal/depressed problems by pulled-in triangulation is depicted. The graph illustrates the values and shapes of the slopes for three levels of positive parenting, which include low, medium, and high levels. These slopes reflect a positive relationship between positive parenting

and withdrawal/depressed problems. However, it is evident from the graph that positive parenting does not significantly moderate the relationship between pulled-in triangulation and withdrawal/depressed problems among adolescents. In this context, the graph demonstrates that regardless of the level of positive parenting, there is a consistent positive association between pulled-in triangulation and withdrawal/depressed problems. This suggests that the presence of positive parenting does not significantly alter the impact of pulled-in triangulation on withdrawal/depressed problems, indicating that other factors or mechanisms might be at play in influencing these behavioral outcomes among adolescents.

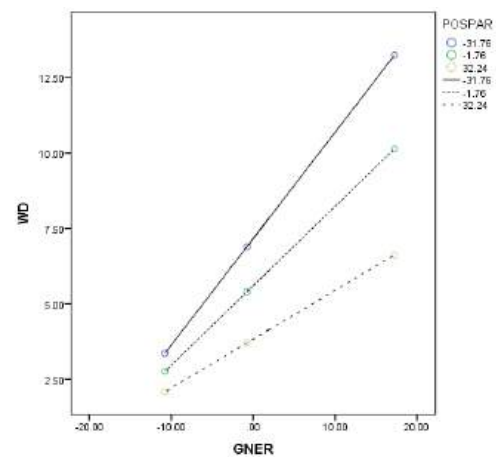
Moreover, result in Table 82 show that positive parenting significantly moderates the relationship between general negative emotional reactivity on withdrawal/depressed problems among adolescents ($B = -.00, p < .001$). Conditional direct effect of pulled-in triangulation is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased, however, it remains significant at the three levels of positive parenting. This implied that the direct positive effect of general negative emotional reactivity on withdrawal/depressed problem is weakened by positive parenting. Figure 176 illustrates the moderating role of positive parenting in predicting withdrawal/depressed problems by general negative emotional reactivity. The graph shows the relationship between these variables across three levels of positive parenting (low, medium, and high), with the slopes indicating a positive association. Moreover, it is evident from the graph that positive parenting significantly moderates the relationship between general negative emotional reactivity and withdrawal/depressed problems, as the slopes vary across different levels of positive parenting, signifying a moderating effect.

Figure 175

Graph Showing Moderating Role of Positive Parenting in Relationship Between Pulled-In Triangulation and Withdrawal/Depressed Problems (N=942)

**Figure 176**

Graph Showing Moderating Role of Positive Parenting in Relationship Between General Negative Emotional Reactivity and Withdrawal/Depressed Problems (N=942)



The conclusive evidence for moderated mediation is derived from bootstrapped 95% confidence intervals of the conditional indirect effect of pulled-in triangulation on withdrawal/depressed problems via general negative emotional reactivity. These results affirm that across low, medium, and high levels of positive parenting, the 95% bootstrap confidence intervals for the indirect effect consistently exclude zero. Furthermore, the findings indicate that positive parenting moderates the indirect relationship between pulled-in triangulation and withdrawal/depressed problems through general negative emotional reactivity. Specifically, positive parenting attenuates the strength of this indirect association, highlighting its buffering effect on the impact of family dynamics on emotional and behavioral outcomes.

Table 83

Positive Parenting as The Moderator of Direct and Indirect Effects of Pulled in Triangulation and General Negative Emotional Reactivity on Aggression and Rule Breaking Behavior (N=942)

Predictor	Mediator				Outcome Variables							
Variables	General Negative Emotional Reactivity				Aggression				Rule Breaking Behavior			
	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI
Constant	.75	.30	.015	[.14,1.36]	15.58	.37	.000	[14.84,16.31]	13.24	.31	.000	[12.62,13.86]
PI	.72	.04	.000	[.63,.80]	.79	.05	.000	[.68,.90]	.64	.04	.000	[.54,.73]
POSPAR	-.19	.01	.000	[-.22,-.17]	-.06	.01	.000	[-.09,-.02]	-.05	.01	.000	[-.08,-.02]
PI*POSPAR	.00	.00	.000	[.00,.01]	.00	.00	.000	[.00,.01]	.01	.00	.003	[.00,.01]
Conditional Direct Effect												
Low	.56	.05	.000	[.44,.67]	.53	.08	.000	[.36,.69]	.46	.07	.000	[.32,.60]
Medium	.71	.04	.000	[.62,.79]	.78	.05	.000	[.67,.89]	.63	.04	.000	[.53,.72]
High	.88	.06	.000	[.75,1.00]	1.06	.09	.000	[.87,1.26]	.82	.08	.000	[.65,.98]
GNER					.40	.03	.000	[.33,.47]	.36	.03	.000	[.30,.42]
GNER*POSPAR					-.00	.00	.021	[-.00,-.00]	-.00	.00	.020	[-.01,-.00]

Conditional Direct Effect									
Low		.51	.06	.000	[.39,.63]	.45	.05	.000	[.35,.55]
Medium		.41	.03	.000	[.33,.48]	.36	.03	.000	[.30,.43]
High		.29	.06	.000	[.17,.41]	.26	.05	.000	[.16,.37]
Conditional Indirect Effect									
Low		.28	.04		[.20,.38]	.25	.04		[.17,.34]
Medium		.29	.03		[.21,.37]	.26	.03		[.19,.32]
High		.25	.05		[.14,.37]	.23	.05		[.13,.34]
R^2	.66				.67				.68
		$F(3,938) = 610.24^{***}$			$F(5,936) = 389.11^{***}$			$F(5,936) = 401.89^{***}$	

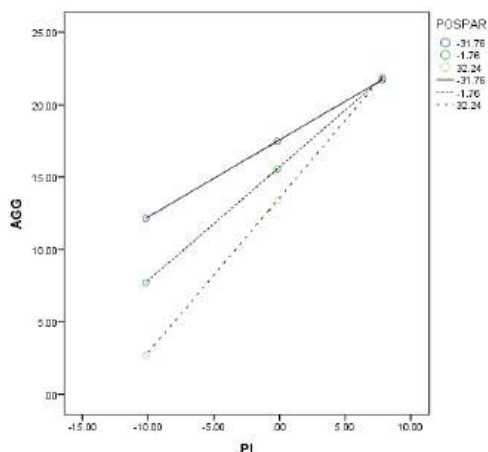
Note. *** $p < .001$

Result in Table 83 also shows significant interaction effect of positive parenting and pulled-in triangulation on aggression ($B = .00, p < .001$). Conditional direct effect of pulled-in triangulation is lesser on the low level of positive parenting and it gradually increases as the level of the moderator increased. This implies that the direct positive effect of pulled-in triangulation on aggression is strengthened by positive parenting. Figure 177 suggests that moderating role of the positive parenting in predicting aggression by pulled-in triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between pulled-in triangulation and aggression among adolescents.

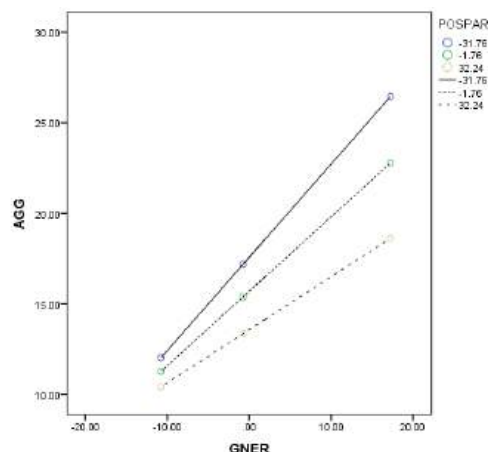
Result in Table 83 also shows the significant interaction effect of positive parenting and general negative emotional reactivity ($B = -.00, p < .05$) on aggression among adolescents. Conditional direct effect of general negative emotional reactivity is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased, however, it remains significant at the three levels of positive parenting. This implied that the direct positive effect of general negative emotional reactivity on aggression is weakened by positive parenting. Figure 178 suggests that moderating role of the positive parenting in predicting aggression by general negative emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between general negative emotional reactivity and aggression.

Figure 177

Graph Showing Moderating Role of Positive Parenting in Relationship Between Pulled-In Triangulation and Aggression (N=942)

**Figure 178**

Graph Showing Moderating Role of Positive Parenting in Relationship Between General Negative Emotional Reactivity and Aggression (N=942)



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of pulled-in triangulation on aggression through general negative emotional reactivity. Result confirmed that at the low, medium and high level of positive parenting, the 95% BCCI for the indirect effect does not contain zero. Results also reveal that positive parenting does not significantly moderate the indirect relationship between pulled-in triangulation and aggression through general negative emotional reactivity.

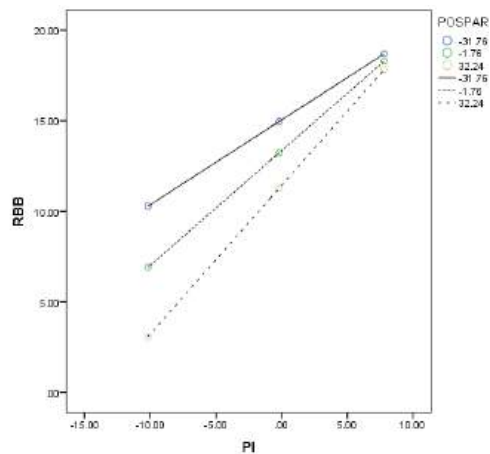
Results also show significant interaction effect of positive parenting and pulled-in triangulation on rule breaking behavior ($B = .01, p < .01$). Conditional direct effect of pulled-in triangulation is lesser on the low level of positive parenting and it gradually increases as the level of the moderator increased. This finding suggests that when it comes to the relationship between pulled-in triangulation and rule-breaking behavior in adolescents, positive parenting plays a significant role. Specifically, positive parenting appears to strengthen the direct positive effect of pulled-in

triangulation on rule-breaking behavior. In other words, when adolescents experience high levels of pulled-in triangulation (where they may feel overly involved in family conflicts), positive parenting practices can exacerbate the likelihood of engaging in rule-breaking behaviors. Figure 179 suggests that moderating role of the positive parenting in predicting rule breaking behavior by pulled-in triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between pulled-in triangulation and rule breaking behavior.

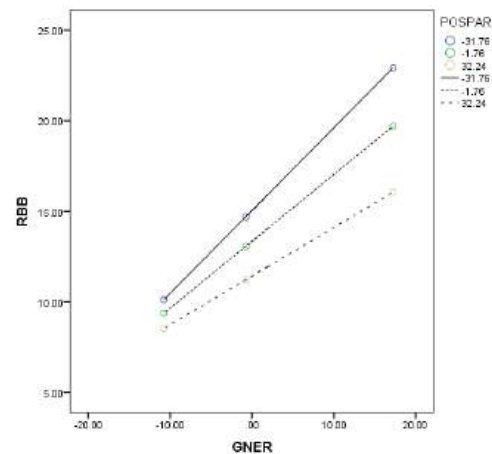
Result in Table 83 also reveals significant interaction effect of positive parenting and general negative emotional reactivity on rule breaking behavior among adolescents ($B = -.00, p < .05$). Conditional direct effect of pulled-in triangulation is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased, however, it remains significant at the three levels of positive parenting. This implied that the direct positive effect of general negative emotional reactivity on rule breaking behavior is weakened by positive parenting. The graph presented in Figure 180 illustrates the moderating role of positive parenting in predicting rule-breaking behavior by general negative emotional reactivity. The slope's value and shape for three levels of positive parenting (low, medium, and high) indicate a consistent positive relationship between general negative emotional reactivity and rule-breaking behavior. This graph further highlights that positive parenting significantly moderates the relationship, implying that the presence of positive parenting can influence the impact of general negative emotional reactivity on rule-breaking behavior among adolescents.

Figure 179

Graph Showing Moderating Role of Positive Parenting in Relationship Between Pulled-In Triangulation and Rule Breaking Behavior (N=942)

**Figure 180**

Graph Showing Moderating Role of Positive Parenting in Relationship Between General Negative Emotional Reactivity and Rule Breaking Behavior (N=942)



The conclusive evidence supporting moderated mediation is derived from bootstrapped 95% confidence intervals of the conditional indirect effect of pulled-in triangulation on rule-breaking behavior via general negative emotional reactivity. The results affirm that across low, medium, and high levels of positive parenting, the 95% bootstrap confidence intervals for the indirect effect consistently exclude zero. Moreover, the findings suggest that positive parenting moderates the indirect relationship between pulled-in triangulation and rule-breaking behavior through general negative emotional reactivity. Specifically, positive parenting mitigates the strength of this indirect association, indicating its role in attenuating the impact of family dynamics on behavioral outcomes. This underscores the importance of positive parenting in shaping adolescents' emotional responses and subsequent behavioral tendencies, offering valuable insights for intervention strategies aimed at promoting positive family dynamics and reducing rule-breaking behavior.

Table 84

Positive Parenting as The Moderator of Direct and Indirect Effects of Mediator Triangulation and General Positive Emotional Reactivity on The Internalizing Behavioral Problem (N=942)

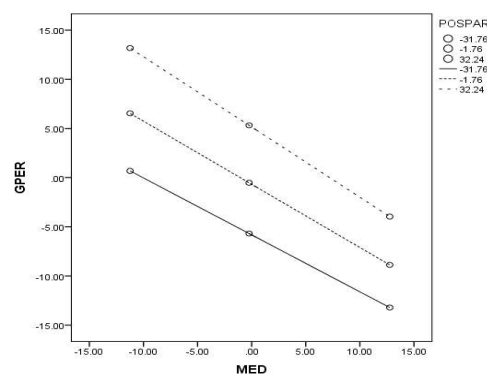
Predictor	Outcome Variables									
Variable	General Positive Emotional Reactivity					Internalizing Behavioral Problems				
	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>R</i> ²	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>R</i> ²
Constant	-.37	.32	.246	[-1.01,.26]	.63	23.36	.52	.000	[22.33,24.39]	.78
MED	-.64	.04	.000	[-.72,-.56]		1.21	.07	.000	[1.07,1.35]	
POSPAR	.17	.01	.000	[.14,.20]		-.13	.02	.000	[-.18,-.07]	
MED*POSPAR	-.00	.00	.086	[-.00,.00]		.00	.00	.874	[-.00,.01]	
Conditional Direct Effect										
Low										
Medium										
High										
GPER						-.72	.05	.000	[-.83,-.62]	
GPER*POSPAR						.01	.00	.000	[.00,.01]	
Conditional Direct Effect										
Low						-1.10	.09	.000	[-1.28,-.91]	
Medium						-.74	.05	.000	[-.85,-.64]	
High						-.34	.08	.000	[-.51,-.18]	
Conditional Indirect Effect										
Low						.63	.07		[.49,.79]	
Medium						.48	.05		[.36,.59]	

High	.24	.08	[.09,.41]
	$F(3,938) = 541.01^{***}$		$F(5,936) = 674.18^{***}$

Results in Table 84 show that positive parenting does not significantly moderate the negative relationship between mediator triangulation and general positive emotional reactivity ($B = -.00$, $p > .05$). The results depicted in Figure 181 indicate that positive parenting does not significantly moderate the relationship between mediator triangulation (a family dynamic where adolescents may become intermediaries in conflicts) and general positive emotional reactivity among adolescents. This suggests that, in the context of mediator triangulation, the level of positive parenting in the family environment does not seem to alter the extent to which adolescents experience general positive emotional reactivity. While mediator triangulation may impact how adolescents respond emotionally, positive parenting practices do not appear to influence this dynamic. This finding underscores the importance of understanding the unique effects of different family dynamics and parenting practices on adolescent emotional responses.

Figure 181

Graph of Moderating Role of Positive Parenting in Relationship Between Mediator Triangulation and General Positive Emotional Reactivity (N= (942)

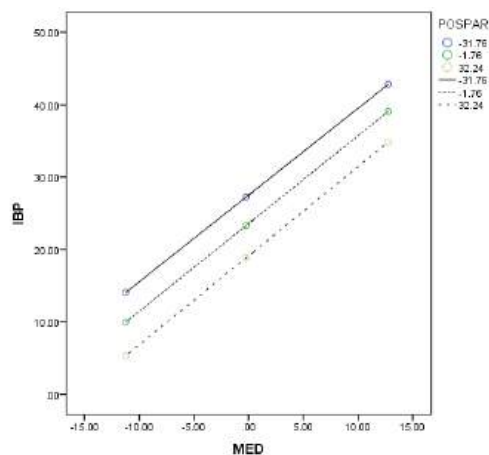


As well as results also reveal that positive parenting does not significantly moderate the relationship between mediator triangulation and internalizing behavioral problems ($B = .00$ $p > .05$). Figure 182 suggests that moderating role of the positive parenting in predicting internalizing behavioral problems by mediator triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship between mediator triangulation and internalizing behavioral problems. However, it is clear from the graph that positive parenting does not significantly moderates the relationship between mediator triangulation and internalizing behavioral problems.

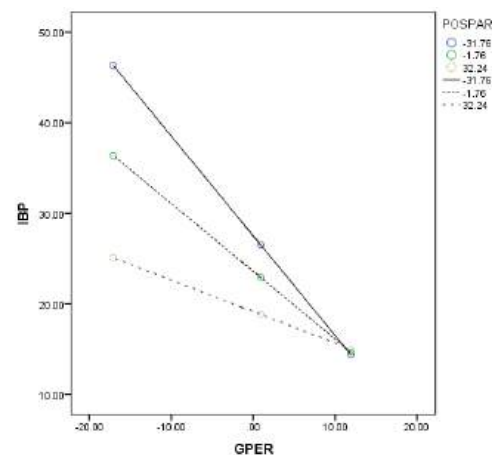
Results in Table 84 also shows significant interaction effect of positive parenting and general positive emotional reactivity on internalizing behavioral problems among adolescents ($B = .01$, $p < .001$). Conditional direct negative effect of general positive emotional reactivity is high on the low level of moderator and it gradually decreases as the level of the positive parenting increased, however, it remains significant at the three levels of moderator. This implies that the direct negative effect of general positive emotional reactivity on internalizing behavioral problems is weakened by positive parenting. Figure 183 suggests that moderating role of the positive parenting in predicting internalizing behavioral problems by general positive emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low medium and high reflected a negative relationship between general positive emotional reactivity and internalizing behavioral problems. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between general positive emotional reactivity and internalizing behavioral problems.

Figure 182

Graph of Moderating Role of Positive Parenting in Relationship Between Mediator Triangulation and Internalizing Behavioral Problems (N= 942)

**Figure 183**

Graph of Moderating Role of Positive Parenting in Relationship Between General Positive Emotional Reactivity and Internalizing Behavioral Problems (N= 942)



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of mediator triangulation on internalizing behavioral problems through general positive emotional reactivity. Result shows that at the low, medium and high level of positive parenting, the 95% BCCI for the indirect effect does not contain zero. The findings indicate that positive parenting plays a moderating role in the indirect relationship between mediator triangulation (where adolescents may act as intermediaries in family conflicts) and internalizing behavioral problems through general positive emotional reactivity among adolescents.

Positive parenting appears to weaken this indirect relationship, suggesting that when positive parenting practices are present in the family environment, they may act as a protective factor that reduces the impact of mediator triangulation on adolescents' internalizing behavioral problems mediated by their general positive emotional reactivity. This highlights the importance of positive parenting in mitigating the

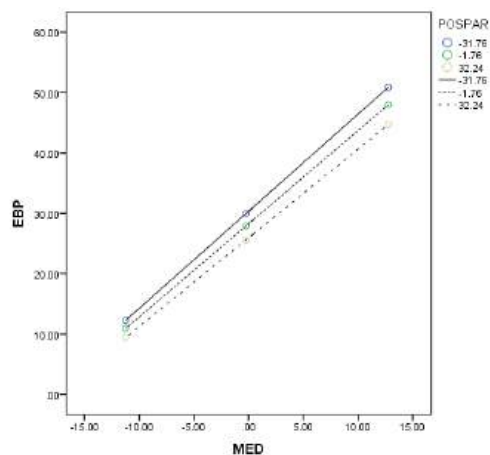
Low	.34	.08	[.16,.51]
Medium	.41	.06	[.28,.52]
High	.49	.10	[.29,.70]
$F(3,938) = 451.74^{***}$		$F(5,936) = 452.29^{***}$	

Results shows that positive parenting does not significantly moderate the relationship between mediator triangulation and general positive emotional reactivity ($B = -.00, p > .05$). Results in Table 85 show non-significant interaction effect of mediator triangulation on externalizing behavioral problems among adolescents ($B = -.00, p > .05$). Figure 184 suggests that moderating role of the positive parenting in predicting externalizing behavioral problems by mediator triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship between mediator triangulation and externalizing behavioral problems. Furthermore, it is clear from the graph that positive parenting does not significantly moderates the relationship between mediator triangulation and externalizing behavioral problems.

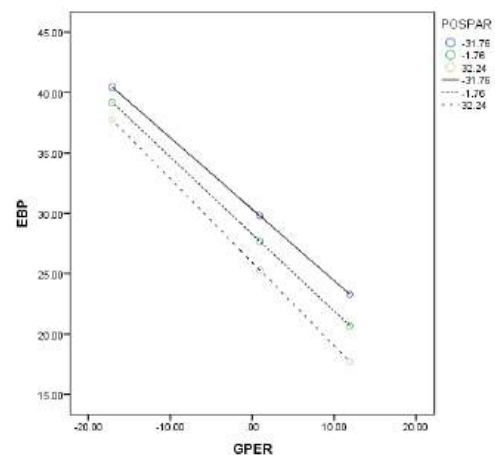
Results in Table 86 also show non-significant interaction effect of general positive emotional reactivity on externalizing behavioral problems among adolescents ($B = -.00, p > .05$). Figure 185 suggests that moderating role of the positive parenting in predicting externalizing behavioral problems by general positive emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflects a negative relationship between general positive emotional reactivity and externalizing behavioral problems. Furthermore, it is clear from the graph that positive parenting does not significantly moderates the relationship between general positive emotional reactivity and externalizing behavioral problems.

Figure 184

Graph of Moderating Role of Positive Parenting in Relationship Between Mediator Triangulation and Externalizing Behavioral Problems (N= 942)

**Figure 185**

Graph of Moderating Role of Positive Parenting in Relationship Between General Positive Emotional Reactivity and Externalizing Behavioral Problems (N= 942)



The results provide strong evidence for the moderated mediation effect involving mediator triangulation, general positive emotional reactivity, and externalizing behavioral problems among adolescents. The bootstrapped 95% confidence intervals consistently indicate that, regardless of the level of positive parenting, the indirect effect of mediator triangulation on externalizing behavioral problems through general positive emotional reactivity remains significant.

Moreover, positive parenting is shown to strengthen this indirect relationship. This implies that positive parenting practices can enhance the role of general positive emotional reactivity in mitigating the impact of mediator triangulation on adolescents' externalizing behavioral problems. In other words, a supportive and positive parenting environment appears to be particularly effective in buffering the influence of mediator triangulation on adolescents' externalizing behaviors through their emotional reactivity.

Table 86

Positive Parenting as The Moderator of Direct and Indirect Effects of Mediator Triangulation and General Positive Emotional Reactivity on Anxiety/Depressed Problems, Somatic Complaint and Withdrawal/Depressed Problems (N=942)

Predictor	Outcome variables															
Variables	General Positive Emotional Reactivity				Anxiety/Depressed Problems				Somatic Complaint				Withdrawal/Depressed			
	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI
Constant	-.37	.32	.246	[-1.01,.26]	11.04	.25	.000	[10.54,11.54]	6.77	.18	.000	[6.41,7.13]	5.54	.15	.000	[5.24,5.84]
MED	-.64	.04	.000	[-.72,-.56]	.57	.03	.000	[.50,.64]	.34	.02	.000	[.29,.39]	.28	.02	.000	[.24,.33]
POSPAR	.17	.01	.000	[.14,.20]	-.04	.01	.001	[-.06,-.01]	-.05	.01	.000	[-.06,-.03]	-.04	.01	.000	[-.05,-.02]
MED*POSPAR	-.00	.00	.086	[-.00,.00]	.00	.00	.006	[.00,.01]	-.00	.00	.024	[-.00,-.00]	-.00	.00	.202	[-.00,.00]
Conditional Direct Effect																
Low					.45	.05	.000	[.34,.55]	.42	.03	.000	[.34,.49]				
Medium					.56	.03	.000	[.50,.63]	.35	.02	.000	[.30,.40]				
High					.70	.06	.000	[.58,.82]	.27	.04	.000	[.18,.35]				
GPER					-.27	.02	.000	[-.32,-.22]	-.25	.01	.000	[-.29,-.22]	-.19	.01	.000	[-.22,-.16]

GPER*POSPAR		.00	.00	.000	[.00,.01]	.00	.00	.000	[.00,.01]	.00	.00	.000	[.00,.00]
Conditional Direct Effect													
Low		-.44	.04	.000	[-.53,-.34]	-.37	.03	.000	[-.43,-.30]	-.28	.02	.000	[-.34,-.23]
Medium		-.28	.02	.000	[-.33,-.23]	-.26	.01	.000	[-.29,-.22]	-.19	.01	.000	[-.22,-.16]
High		-.11	.04	.006	[-.19,-.03]	-.14	.02	.000	[-.19,-.08]	-.09	.02	.000	[-.14,-.04]
Conditional Indirect Effect													
Low		.25	.03		[.18,.32]	.21	.02		[.16,.27]	.20	.02		[.15,.25]
Medium		.18	.02		[.13,.23]	.16	.02		[.12,.21]	.17	.02		[.12,.23]
High		.08	.03		[.01,.14]	.10	.02		[.04,.16]	.13	.03		[.06,.21]
R^2	.59	.72				.76				.73			
		$F(3,938) = 451.74^{***}$			$F(5,936) = 486.76^{***}$			$F(5,936) = 613.66^{***}$			$F(5,936) = 525.08^{***}$		

Note. *** $p < .001$.

Results in Table 86 show that positive parenting does not significantly moderate the relationship between mediator triangulation and general positive emotional reactivity ($B = -.00, p > .05$) as well as positive parenting significantly moderated the relationship between mediator triangulation and anxiety/depressed problems among adolescents ($B = .00, p < .01$). Conditional direct effect of mediator triangulation is low on the low level of positive parenting and it gradually increases as the level of the moderator increased. This implied that the direct positive effect of general positive emotional reactivity on anxiety/depressed problems is strengthened by positive parenting. Figure 186 suggests that moderating role of the positive parenting in predicting anxiety/depressed problems by mediator triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship between mediator triangulation and anxiety/depressed problems among adolescents. However, Figure depicted that positive parenting significantly moderate the relationship between mediator triangulation and anxiety/depressed problems.

Results also shows significant interaction effect of general positive emotional reactivity on anxiety/depressed problems among adolescents ($B = .00, p < .001$). Conditional direct effect of general positive emotional reactivity is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased. This implied that the direct negative effect of general positive emotional reactivity on anxiety/depressed problems is weakened by positive parenting. Figure 187 suggests that moderating role of the positive parenting in predicting anxiety/depressed problems by general positive emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflects a negative relationship between general positive emotional reactivity and anxiety/depressed problems. Furthermore, it

is clear from the graph that positive parenting significantly moderates the relationship between general positive emotional reactivity and anxiety/depressed problems.

The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of mediator triangulation on anxiety/depressed problems through general positive emotional reactivity. Result confirms that at the low, medium and high level of positive parenting, the 95% BCCI for the indirect effect does not contain zero. Results also reveal that positive parenting significantly moderate the indirect relationship between mediator triangulation and anxiety/depressed problems through general positive emotional reactivity. Positive parenting weakened the indirect relationship between mediator triangulation and anxiety/depressed problems through general positive emotional reactivity.

Figure 186
Graph of Moderating Role of Positive Parenting in Relationship Between Mediator Triangulation and Anxiety/Depressed Problems (N= (942)

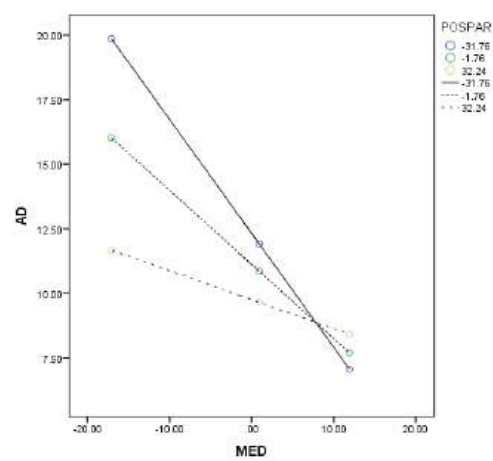
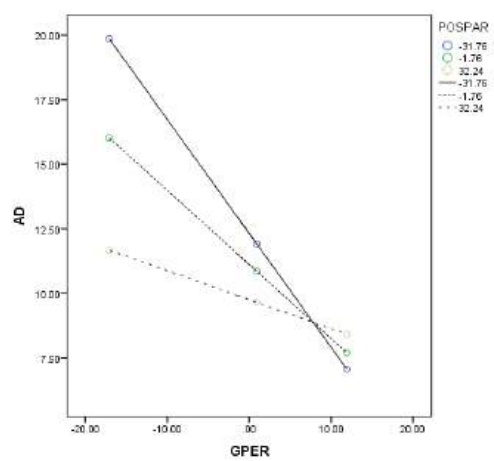


Figure 187
Graph of Moderating Role of Positive Parenting in Relationship Between mediator triangulation and Anxiety/Depressed Problems (N= (942)



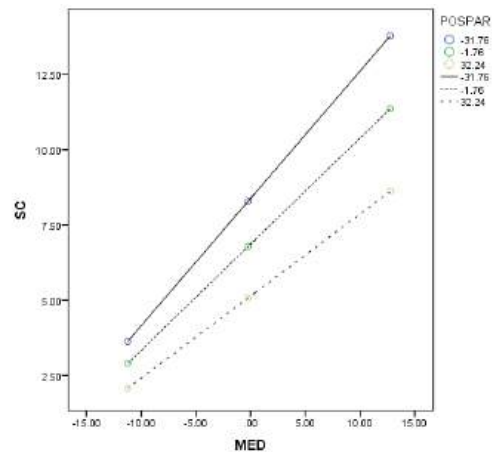
Results in Table 87 also shows significant interaction effect of mediator triangulation on somatic complaints among adolescents ($B = -.00, p < .05$). Conditional

direct effect of mediator triangulation is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased, however, it remains significant at the three levels of moderator. This implied that the direct positive effect of mediator triangulation on somatic complaints is weakened by positive parenting. Figure 188 suggests that moderating role of the positive parenting in predicting somatic complaints by mediator triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship between mediator triangulation and somatic complaints. Furthermore, it is clear from the graph that positive parenting is a significant moderator of the relationship between mediator triangulation and somatic complaints among adolescents.

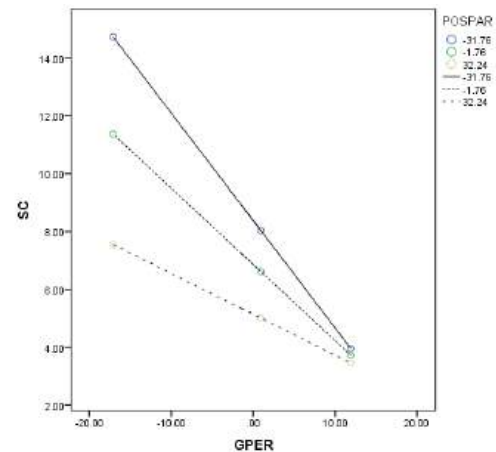
Results also shows significant interaction effect of positive parenting and general positive emotional reactivity on somatic complaints among adolescents ($B = .00, p < .001$). Conditional direct effect of general positive emotional reactivity is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased, however, it remains significant at the three levels of moderator. This implied that the direct negative effect of general positive emotional reactivity on somatic complaints is weakened by positive parenting. Figure 189 suggests that moderating role of the positive parenting in predicting somatic complaints by general positive emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a negative relationship between general positive emotional reactivity mediator triangulation and somatic complaints. Furthermore, it is clear from the graph that positive parenting is a significant moderator of the relationship between general positive emotional reactivity and somatic complaints among adolescents.

Figure 188

Graph of Moderating Role of Positive Parenting in Relationship Between Mediator Triangulation and Somatic Complaints (N= 942)

**Figure 189**

Graph of Moderating Role of Positive Parenting in Relationship Between General Positive Emotional Reactivity and Somatic Complaints (N= 942)



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of mediator triangulation on somatic complaint through general positive emotional reactivity. Results confirmed that at the low, medium and high level of positive parenting, the 95% BCCI for the indirect effect does not contain zero. Results also reveal that positive parenting weakened the indirect relationship.

Results also shows non-significant interaction effect of positive parenting and mediator triangulation on withdrawal/depressed problems among adolescents ($B = -.00$, $p > .05$). Figure 190 suggests that moderating role of the positive parenting in predicting withdrawal/depressed problems by mediator triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship between mediator triangulation and withdrawal/depressed. Furthermore, it is clear from the graph that positive parenting does not significantly moderates the relationship.

Results also shows significant interaction effect of general positive emotional reactivity on withdrawal/depressed problems among adolescents ($B = .00$, $p < .001$). Conditional direct effect of general positive emotional reactivity is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased, however, it remains significant at the three levels of moderator. This implied that the direct negative effect of general positive emotional reactivity on withdrawal/depressed problems is weakened by positive parenting. Figure 191 suggests that moderating role of the positive parenting in predicting withdrawal/depressed problems by general positive emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a negative relationship. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between general positive emotional reactivity and withdrawal/depressed problems among adolescents.

Figure 190

Graph Showing Moderating Effect of Positive Parenting in Relationship Between Mediator Triangulation and Withdrawal/Depressed Problems (N=942)

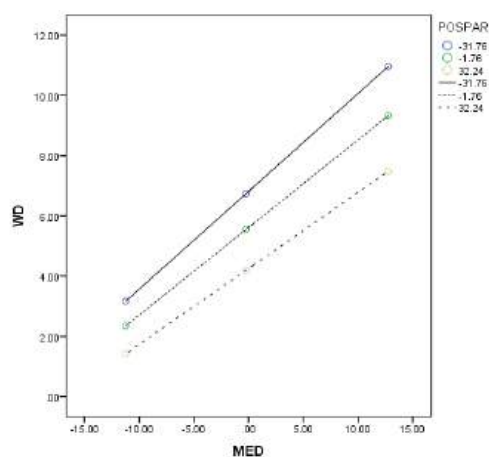


Figure 191

Graph Showing Moderating Effect of Positive Parenting in Relationship Between General Positive Emotional Reactivity and Withdrawal/Depressed Problems (N=942)

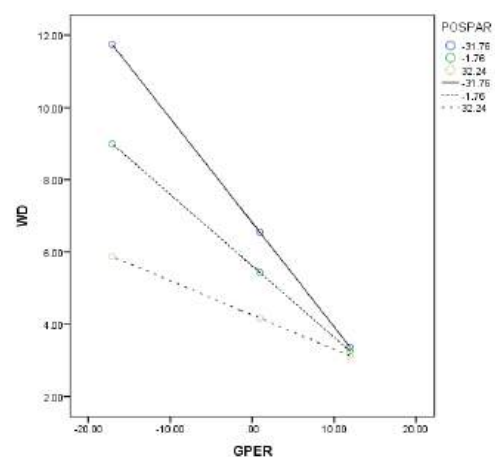


Table 87

Positive Parenting as The Moderator of Direct and Indirect Effects of Mediator Triangulation and General Positive Emotional Reactivity on Aggression and Rule Breaking Behavior (N=942)

Predictor	Mediator				Outcome Variables							
Variables	General Positive Emotional Reactivity				Aggression				Rule Breaking Behavior			
	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI
Constant	-.37	.32	.246	[-1.01,.26]	15.25	.36	.000	[14.53,15.97]	12.90	.30	.000	[12.30,13.50]
MED	-.64	.04	.000	[-.72,-.56]	..85	.05	.000	[.75,.95]	.68	.04	.000	[.60,.76]
POSPAR	.17	.01	.000	[.14,.20]	-.03	.01	.044	[-.07,-.00]	-.03	.01	.031	[-.06,-.00]
MED*POSPAR	-.00	.00	.086	[-.00,.00]	-.00	.00	.799	[-.00,.00]	-.00	.00	.346	[-.01,.00]
Conditional Direct Effect												
Low												
Medium												
High												
GPER					-.32	.03	.000	[-.53,-.39]	-.31	.03	.000	[-.37,-.25]
GPER*POSPAR					-.00	.00	.518	[-.00,.00]	-.00	.00	.709	[-.00,.00]

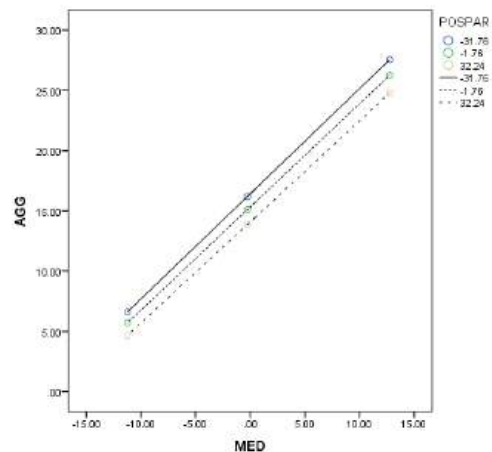
Conditional Direct Effect						
Low						
Medium						
High						
Conditional Indirect Effect						
Low		.17	.05	[.07,.27]	.17	.04 [.08,.25]
Medium		.20	.03	[.14,.27]	.20	.02 [.14,.25]
High		.25	.05	[.15,.37]	.23	.05 [.14,.34]
R ²	.63		.68		.70	
		F(3,938) = 541.01***		F(5,936) = 414.90***		F(5,936) = 441.00***

The analysis presented in Table 87 indicates that positive parenting does not exert a significant moderating effect on the relationship between mediator triangulation and general positive emotional reactivity. In other words, regardless of the level of positive parenting, the strength and direction of the association between mediator triangulation and general positive emotional reactivity remain consistent. ($B = -.00, p > .05$). This suggests that positive parenting practices do not significantly influence how adolescents respond emotionally in the context of mediator triangulation. While positive parenting may play a role in other aspects of adolescent development and adjustment, it does not appear to impact the specific relationship between mediator triangulation and general positive emotional reactivity in this study. Moreover, result shows non-significant interaction effect of positive parenting and mediator triangulation on aggression among adolescents ($B = -.00, p > .05$). Figure 192 suggests that moderating role of the positive parenting in predicting aggression by mediator triangulation. The value and shape of slope for three levels of positive parenting i.e. low medium and high reflected a positive relationship. Furthermore, it is clear from the graph that positive parenting does not significantly moderates the relationship between mediator triangulation and aggression.

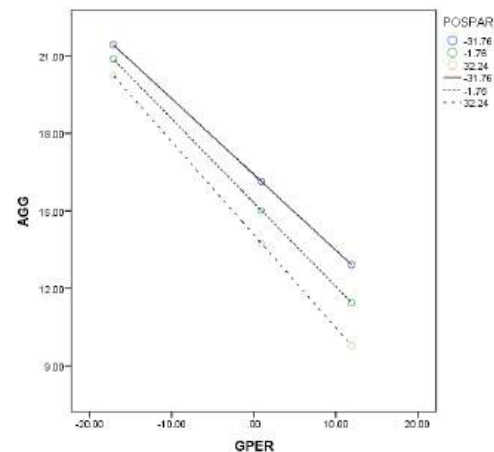
Result in Table 88 also shows non-significant interaction effect of general positive emotional reactivity on aggression among adolescents ($B = -.00, p > .05$). Figure 193 suggests that moderating role of the positive parenting in predicting aggression by general positive emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a negative relationship. Furthermore, it is clear from the graph that positive parenting does not significantly moderates the relationship between of general positive emotional reactivity and aggression.

Figure 192

Graph Showing Moderating Effect of Positive Parenting in Relationship Between Mediator Triangulation and Aggression (N=942)

**Figure 193**

Graph Showing Moderating Effect of Positive Parenting in Relationship Between General Positive Emotional Reactivity and Aggression (N=942)



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of mediator triangulation on aggression through general positive emotional reactivity. Result confirmed that at the low, medium and high level of positive parenting, the 95% BCCI for the indirect effect does not contain zero. Results also reveal that positive parenting strengthen the indirect relationship between mediator triangulation and aggression through general positive emotional reactivity.

Results in Table 87 show non-significant interaction effect of mediator triangulation on rule breaking behavior among adolescents ($B = -.00, p > .05$). Figure 194 suggests that moderating role of the positive parenting in predicting rule breaking behavior by mediator triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship. Furthermore, it is clear from the graph that positive parenting does not significantly moderates the relationship between mediator triangulation and rule breaking behavior.

Results in Table 87 also shows non-significant interaction effect of general positive emotional reactivity on rule breaking behavior among adolescents ($B = -.00$, $p > .05$). Figure 195 suggests that moderating role of the positive parenting in predicting rule breaking behavior by general positive emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a negative relationship. Furthermore, it is clear from the graph that positive parenting does not significantly moderates the relationship between general positive emotional reactivity and rule breaking behavior.

Figure 194

Graph Showing Moderating Effect of Positive Parenting in Relationship Between Mediator Triangulation and Rule Breaking Behavior (N=942)

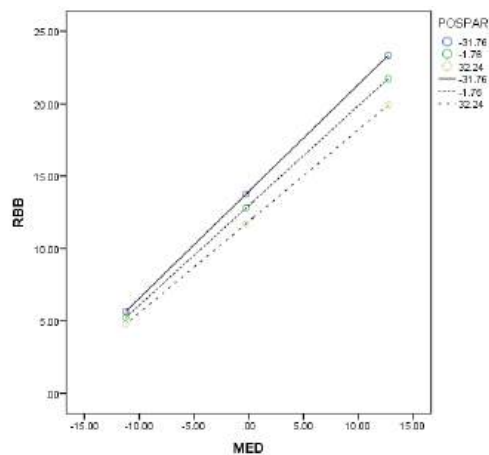
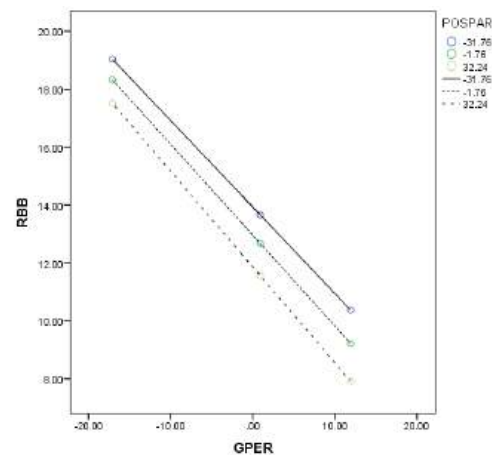


Figure 195

Graph Showing Moderating Effect of Positive Parenting in Relationship Between General Positive Emotional Reactivity and Rule Breaking Behavior (N=942)



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of mediator triangulation on rule breaking behavior through general positive emotional reactivity. Result confirmed that at the low, medium and high level of positive parenting, the 95% BCCI for the indirect effect does not contain zero. Results also reveal that positive parenting

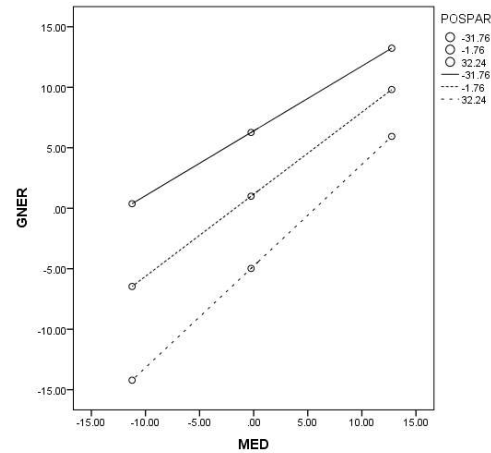
Low	.55	.07	[.40,.70]
Medium	.54	.06	[.42,.68]
High	.49	.12	[.27,.74]
$F(3,938) = 532.62^{***}$		$F(5,936) = 703.92^{***}$	

Note. *** $p < .001$.

Results shows that positive parenting significantly moderate the relationship between mediator triangulation and general negative emotional reactivity ($B = .00$ $p < .001$). Conditional direct effect of mediator triangulation is low on the lower level of positive parenting and it gradually increases as the level of the moderator increased, however, it remains significant at the three levels of positive parenting. This implied that the direct positive effect of mediator triangulation on general negative emotional reactivity is strengthened by positive parenting. Figure 196 suggests that moderating role of the positive parenting in predicting general negative emotional reactivity by mediator triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship between mediator triangulation and general negative emotional reactivity. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between mediator triangulation and general negative emotional reactivity.

Figure 196

Graph Showing Moderating Role of Positive Parenting in Relationship Between Mediator Triangulation and General Negative Emotional Reactivity (N=942)



Results in table 88 also show significant interaction effect of positive parenting and mediator triangulation on internalizing behavioral problems among adolescents ($B = -.01, p < .05$). Conditional direct effect of mediator triangulation is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased. This implied that the direct positive effect of mediator triangulation on internalizing behavioral problem is weakened by positive parenting. Figure 197 suggests that moderating role of the positive parenting in predicting internalizing behavioral problems by mediator triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between mediator triangulation and internalizing behavioral problems.

Results also shows significant interaction effect of general negative emotional reactivity ($B = -.00, p < .01$) on internalizing behavioral problem among adolescents. Conditional direct effect of mediator triangulation is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased. This

implied that the direct positive effect of general negative emotional reactivity on internalizing behavioral problem is weakened by positive parenting. Figure 198 suggests that moderating role of the positive parenting in predicting internalizing behavioral problems by general negative emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between general negative emotional reactivity and internalizing behavioral problems.

Figure 197

Graph Showing Moderating Role of Positive Parenting in Relationship Between Mediator Triangulation and Internalizing Behavioral Problems (N=942)

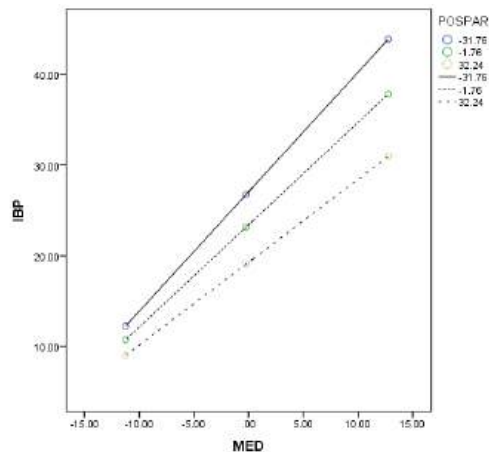
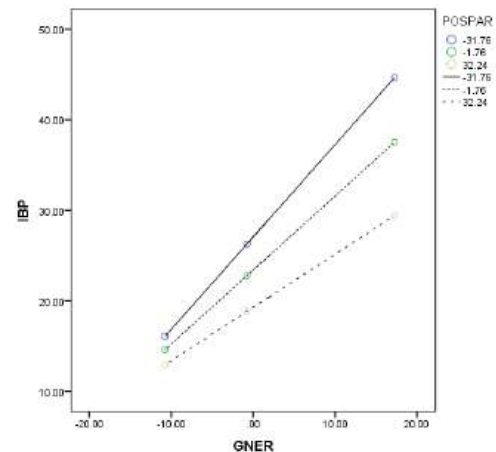


Figure 198

Graph Showing Moderating Role of Positive Parenting in Relationship Between General Negative Emotional Reactivity and Internalizing Behavioral Problems (N=942)



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of mediator triangulation on internalizing behavioral problems through general negative emotional reactivity. Result confirmed that at the low, medium and high level of positive parenting, the 95% BCCI for the indirect effect of mediator triangulation on internalizing behavioral problems

through general negative emotional reactivity does not contains zero. Furthermore, result shows that positive parenting weakened the indirect path between mediator triangulation and internalizing behavioral problems through general negative emotional reactivity.

Table 89

Positive Parenting as The Moderator of Direct and Indirect Effects of Mediator Triangulation and General Negative Emotional Reactivity on The Externalizing Behavioral Problem (N=942)

Predictor	Outcome Variables									
Variable	General Negative Emotional Reactivity					Externalizing Behavioral Problems				
	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>R</i> ²	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>R</i> ²
Constant	.85	.31	.006	[.23,1.46]	.66	27.98	.64	.000	[26.71,29.25]	.71
MED	.68	.03	.000	[.61,.76]		1.44	.09	.000	[1.26,1.62]	
POSPAR	-.17	.01	.000	[-.20,-.14]		-.06	.03	.056	[-.12,.00]	
MED*POSPAR	.00	.00	.000	[.00,.01]		-.00	.00	.014	[-.01,-.00]	
Conditional Direct Effect										
Low	.53	.05	.000	[.43,.63]		1.75	.13	.000	[1.48,2.02]	
Medium	.67	.03	.000	[.60,.75]		1.45	.09	.000	[1.28,1.63]	
High	.84	.05	.000	[.72,.95]		1.12	.17	.000	[.77,1.47]	
GNER						.70	.06	.000	[.83,1.09]	
GNER*POSPAR						.01	.00	.025	[.00,.01]	
Conditional Direct Effect										
Low						.49	.11	.000	[.26,.71]	
Medium						.69	.06	.000	[.56,.82]	

High	.92	.11	.000	[.69,1.16]
Conditional Indirect Effect				
Low	.26	.08		[.09,.44]
Medium	.47	.06		[.34,.60]
High	.77	.14		[.49,1.08]
	$F(3,938) = 629.11^{***}$		$F(5,936) = 462.82^{***}$	

Note. *** $p < .001$.

Results shown in Table 89 reveal that positive parenting significantly moderate the relationship between mediator triangulation and general negative emotional reactivity ($B = .01$, $p < .001$). Result and also shows significant interaction effect of positive parenting and mediator triangulation on externalizing behavioral problems among adolescents ($B = -.00$, $p < .05$). Conditional direct effect of mediator triangulation is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased. However, it remained significant at all the three level of positive parenting. This implied that the direct positive effect of mediator triangulation on externalizing behavioral problems is weakened by positive parenting. Figure 199 suggests that moderating role of the positive parenting in predicting externalizing behavioral problems by mediator triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between mediator triangulation and externalizing behavioral problems.

Results in Table 89 also shows significant interaction effect of general negative emotional reactivity on externalizing behavioral problems among adolescents ($B = .01$, $p < .05$). Conditional direct effect of general negative emotional reactivity is low on the

low level of positive parenting and it gradually increases as the level of the moderator increased, however, it remains significant at the three levels of positive parenting. This implied that the direct positive effect of general negative emotional reactivity on externalizing behavioral problems is strengthened by positive parenting. Figure 200 suggests that moderating role of the positive parenting in predicting externalizing behavioral problems by general negative emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between general negative emotional reactivity and externalizing behavioral problems.

Figure 199

Graph Showing Moderating Role of Positive Parenting in Relationship Between Mediator Triangulation and Externalizing Behavioral Problems (N=942)

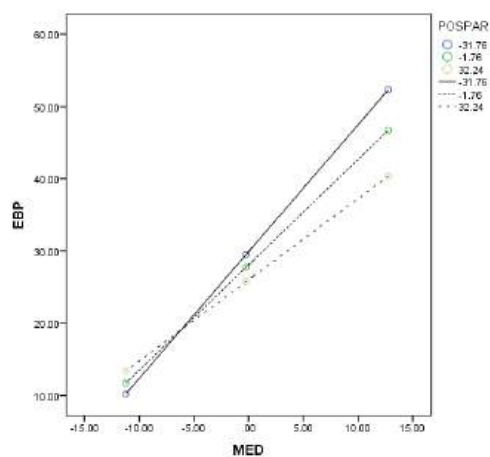
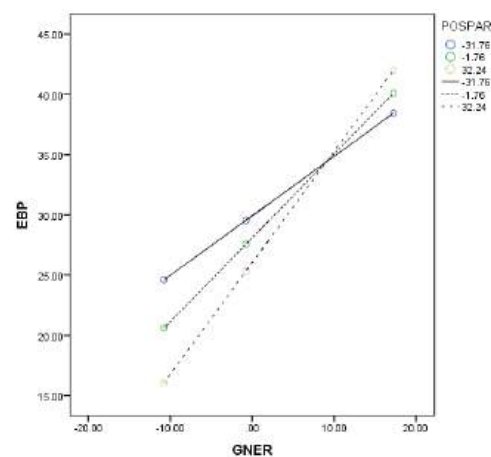


Figure 200

Graph Showing Moderating Role of Positive Parenting in Relationship Between General Negative Emotional Reactivity and Externalizing Behavioral Problems (N=942)



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of mediator triangulation on externalizing behavioral problems through general negative emotional reactivity, which

confirmed that at the low, medium and high level of positive parenting, the 95% BCCI for the indirect effect of mediator triangulation on externalizing behavioral problems through general negative emotional reactivity does not contain zero. Results also reveal that positive parenting strengthened the indirect relationship between mediator triangulation and externalizing behavioral problems through general negative emotional reactivity.

Table 90

Positive Parenting as The Moderator of Direct and Indirect Effects of Mediator Triangulation and General Negative Emotional Reactivity on Anxiety/Depressed Problems, Somatic Complaint and Withdrawal/Depressed Problems (N=942)

Predictor	Outcome Variables															
Variables	General Negative Emotional Reactivity				Anxiety/Depressed Problems				Somatic Complaint				Withdrawal/Depressed			
	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI
Constant	.85	.31	.006	[.23,1.46]	11.00	.25	.000	[10.50,11.50]	6.70	.17	.000	[6.35,7.05]	5.48	.15	.000	[5.18,5.77]
MED	.68	.03	.000	[.61,.76]	.55	.03	.000	[.47,.62]	.31	.02	.000	[.26,.36]	.25	.02	.000	[.21,.29]
POSPAR	-.17	.01	.000	[-.20,-.14]	-.03	.01	.001	[-.06,-.01]	-.04	.01	.000	[-.06,-.02]	-.03	.00	.000	[-.05,-.02]
MED*POSPAR	.00	.00	.000	[.00,.01]	.00	.00	.427	[-.00,.00]	-.00	.00	.000	[-.01,-.00]	-.00	.00	.002	[-.00,-.00]
Conditional Direct Effect																
Low	.53	.05	.000	[.43,.63]					.46	.03	.000	[.38,.53]	.34	.03	.000	[.28,.41]
Medium	.67	.03	.000	[.60,.75]					.31	.02	.000	[.27,.36]	.26	.02	.000	[.22,.30]
High	.84	.05	.000	[.72,.95]					.15	.04	.001	[.06,.25]	.16	.04	.000	[.08,.24]
GNER					.29	.02	.000	[.33,.43]	.28	.01	.000	[.25,.32]	.22	.01	.000	[.19,.25]

GNER*POSPAR		-0.00	.00	.011	[-.01,-.00]	-0.00	.00	.023	[-.00,-.00]	-0.00	.00	.008	[-.00,-.00]
Conditional Direct Effect													
Low		.38	.04	.000	[.29,.47]	.34	.03	.000	[.28,.41]	.28	.02	.000	[.23,.33]
Medium		.29	.02	.000	[.24,.34]	.29	.01	.000	[.25,.32]	.22	.01	.000	[.19,.25]
High		.19	.04	.000	[.10,.28]	.22	.03	.000	[.16,.29]	.16	.02	.000	[.10,.21]
Conditional Indirect Effect													
Low		.20	.03		[.14,.27]	.18	.02		[.14,.24]	.15	.02		[.11,.19]
Medium		.20	.02		[.15,.25]	.19	.02		[.15,.24]	.15	.01		[.11,.19]
High		.16	.05		[..06,.27]	.19	.04		[.11,.28]	.13	.03		[.07,.20]
R^2	.66	.72				.77				.75			
		$F(3,938) = 629.11^{***}$				$F(5,936) = 489.73^{***}$				$F(5,936) = 650.41^{***}$			$F(5,936) = 561.80^{***}$

Note. *** $p < .001$.

Results in Table 90 reveal that positive parenting significantly moderate the relationship between mediator triangulation and general negative emotional reactivity ($B = .00$ $p < .001$) as well as non-significant interaction effect of positive parenting and mediator triangulation on anxiety/depressed problems among adolescents ($B = .00$, $p > .05$). Figure 201 illustrates the role of positive parenting in moderating the relationship between mediator triangulation and anxiety/depressed problems among adolescents. The graph represents three levels of positive parenting: low, medium, and high. The value and shape of the slope in the graph indicate a positive relationship between mediator triangulation and anxiety/depressed problems, which means that as mediator triangulation increases, so do anxiety/depressed problems among adolescents. However, despite the varying levels of positive parenting, the graph shows that positive parenting does not significantly moderate this relationship.

In other words, regardless of whether adolescents experience low, medium, or high levels of positive parenting, the impact of mediator triangulation on anxiety/depressed problems remains relatively consistent. This suggests that positive parenting may not play a significant role in mitigating the influence of mediator triangulation on adolescents' anxiety and depression levels in this particular context.

Moreover, Results show significant interaction effect of general negative emotional reactivity on anxiety/depressed problems ($B = -.00$, $p < .05$) among adolescents. Conditional direct effect of general negative emotional reactivity is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased, however, it remains significant at the three levels of positive parenting. This implied that the direct positive effect of general negative emotional reactivity on anxiety/depressed problems is weakened by positive parenting. Figure 202 suggests that moderating role of the positive parenting in predicting anxiety/depressed

problems by general negative emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between general negative emotional reactivity and anxiety/depressed problems.

Figure 201

Graph Showing Moderating Role of Positive Parenting in Relationship Between Mediator Triangulation and Anxiety/Depressed Problems (N=942)

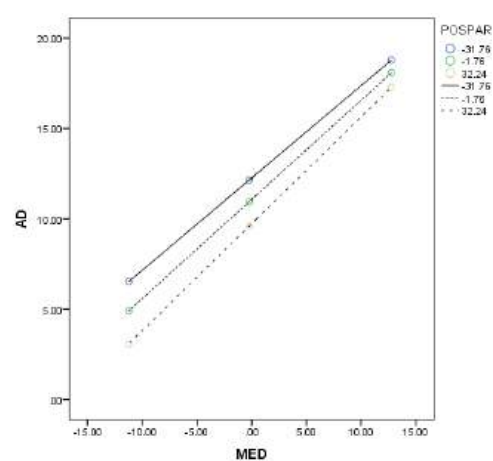
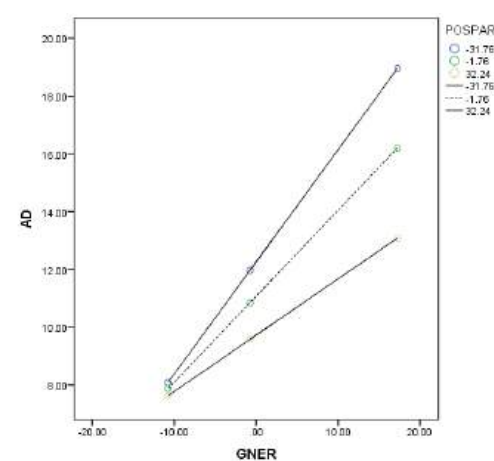


Figure 202

Graph Showing Moderating Role of Positive Parenting in Relationship Between General Negative Emotional Reactivity and Anxiety/depressed Problems (N=942)



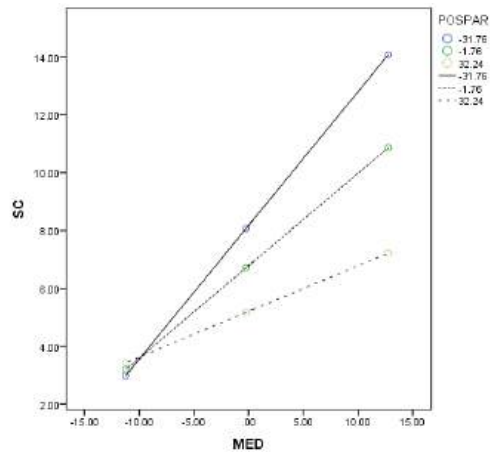
The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of mediator triangulation on anxiety/depressed problems through general negative emotional reactivity. Result confirmed that at the low, medium and high level of positive parenting, the 95% BCCI for the indirect effect does not contain zero. Results also reveal that positive parenting weakened the indirect relationship between mediator triangulation and anxiety/depressed problems through general negative emotional reactivity.

Furthermore, results show significant interaction effect of mediator triangulation on somatic complaints among adolescents ($B = -.00, p < .001$). Conditional direct effect of mediator triangulation is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased, however, it remains significant at the three levels of positive parenting. This implied that the direct positive effect of mediator triangulation on somatic complaint is weakened by positive parenting. Figure 203 suggests that moderating role of the positive parenting in predicting somatic complaints by mediator triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between mediator triangulation and somatic complaints.

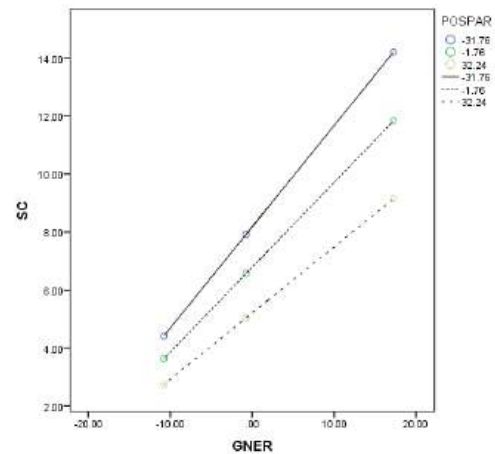
Results also shows significant interaction effect of general negative emotional reactivity ($B = -.00, p < .05$) on somatic complaints among adolescents. Conditional direct effect of general negative emotional reactivity is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased, however, it remains significant at the three levels of positive parenting. This implied that the direct positive effect of general negative emotional reactivity on somatic complaints is weakened by positive parenting. Figure 204 suggests that moderating role of the positive parenting in predicting somatic complaints by general negative emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between general negative emotional reactivity and somatic complaints.

Figure 203

Graph Showing Moderating Role of Positive Parenting in Relationship Between Mediator Triangulation and Somatic Complaints(N=942)

**Figure 204**

Graph Showing Moderating Role of Positive Parenting in Relationship Between General Negative Emotional Reactivity and Somatic Complaints (N=942)



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of mediator triangulation on somatic complaint through general negative emotional reactivity. Results confirmed that at the low, medium and high level of positive parenting, the 95% BCCI for the indirect effect does not contain zero. Results also reveal that positive parenting does not significantly moderate the indirect relationship between mediator triangulation and somatic complaints through general negative emotional reactivity.

Results also shows significant interaction effect of positive parenting and mediator triangulation on withdrawal/depressed problems ($B = -.00$, $p < .01$). The conditional direct effect of mediator triangulation on withdrawal/depressed problems, moderated by positive parenting, provides intriguing insights into the dynamics at play within this relationship. At the low level of positive parenting, the effect is notably strong, indicating that mediator triangulation has a substantial impact on

withdrawal/depressed problems among adolescents in these family contexts. As positive parenting levels increase from low to medium and high, the direct effect of mediator triangulation gradually diminishes, yet it remains statistically significant across all three levels. These findings suggest that while positive parenting may mitigate the impact of mediator triangulation to some extent, the influence of mediator triangulation on withdrawal/depressed problems persists, highlighting the multifaceted nature of these associations. This implied that the direct positive effect of mediator triangulation on withdrawal/depressed problems is weakened by positive parenting. Figure 205 suggests that moderating role of the positive parenting in predicting withdrawal/depressed problem by mediator triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between mediator triangulation and withdrawal/depressed problems.

Moreover, result in Table 90 show that positive parenting significantly moderates the relationship between general negative emotional reactivity and withdrawal/depressed problems among adolescents ($B = -.00, p < .01$). Conditional direct effect of general negative emotional reactivity is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased, however, it remains significant at the three levels of positive parenting. This implied that the direct positive effect of general negative emotional reactivity on withdrawal/depressed problem is weakened by positive parenting. Figure 206 suggests that moderating role of the positive parenting in predicting withdrawal/depressed problems by general negative emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship. Furthermore, it is

clear from the graph that positive parenting significantly moderates the relationship between general negative emotional reactivity and withdrawal/depressed problems.

Figure 205

Graph Showing Moderating Role of Positive Parenting in Relationship Between Mediator Triangulation and Withdrawal/Depressed Problems (N=942)

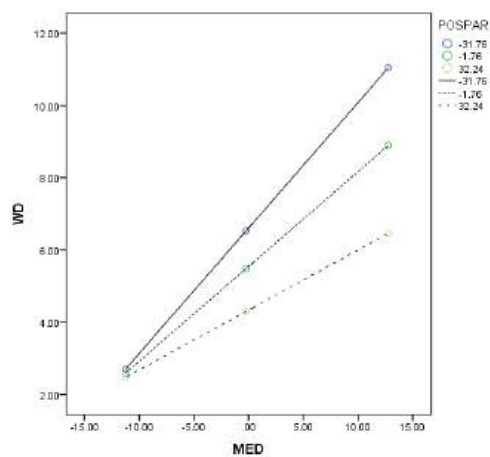
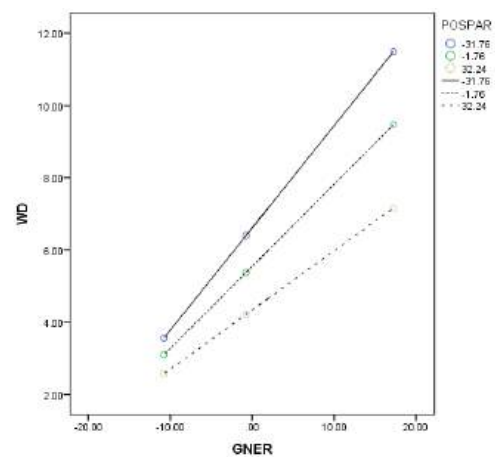


Figure 206

Graph Showing Moderating Role of Positive Parenting in Relationship Between General Negative Emotional Reactivity and Withdrawal/Depressed Problems (N=942)



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of mediator triangulation on withdrawal/depressed problems through general negative emotional reactivity. Result confirmed that at the low, medium and high level of positive parenting, the 95% BCCI for the indirect effect does not contain zero. Results also reveal that positive parenting does not significantly moderate the indirect relationship between mediator triangulation and withdrawal/depressed problems through general negative emotional reactivity.

Table 91

Positive Parenting as The Moderator of Direct and Indirect Effects of Mediator Triangulation and General Negative Emotional Reactivity on Aggression and Rule Breaking Behavior (N=942)

Predictor	Mediator				Outcome Variables							
Variables	General Negative Emotional Reactivity				Aggression				Rule Breaking Behavior			
	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI
Constant	.85	.31	.006	[.23,1.46]	15.14	.36	.000	[14.42,5.85]	12.84	.30	.000	[12.24,13.43]
MED	.68	.03	.000	[.61,.76]	.79	.05	.000	[.69,.90]	.64	.04	.000	[.55,.72]
POSPAR	-.17	.01	.000	[-.20,-.14]	-.03	.01	.092	[-.06,.00]	-.03	.01	.039	[-.06,-.00]
MED*POSPAR	.00	.00	.000	[.00,.01]	-.00	.00	.068	[-.01,.00]	-.00	.00	.002	[-.01,-.00]
Conditional Direct Effect												
Low	.53	.05	.000	[.43,.63]					.82	.06	.000	[.69,.95]
Medium	.67	.03	.000	[.60,.75]					.65	.04	.000	[.56,.73]
High	.84	.05	.000	[.72,.95]					.45	.08	.000	[.29,.62]
GNER					.37	.03	.000	[.44,.59]	.33	.03	.000	[.38,.50]
GNER*POSPAR					.00	.00	.048	[.00,.01]	.00	.00	.016	[.00,.01]

Conditional Direct Effect									
Low		.26	.06	.000	[.13,.39]	.22	.05	.000	[.12,.33]
Medium		.36	.03	.000	[.29,.43]	.33	.03	.000	[.26,.39]
High		.47	.06	.000	[.34,.61]	.44	.05	.000	[.33,.55]
Conditional Indirect Effect									
Low		.14	.04		[.05,.23]	.12	.04		[.04,.20]
Medium		.24	.03		[.17,.32]	.22	.16		[.16,.28]
High		.40	.07		[.25,.56]	.37	.07		[.23,.51]
R^2	.66	.69				.70			
		$F(3,938) = 629.11^{***}$			$F(5,936) = 426.25^{***}$			$F(5,936) = 447.85^{***}$	

Result in Table 91 also shows non-significant interaction effect of positive parenting and mediator triangulation on aggression ($B = -.00, p > .05$). Figure 207 suggests that moderating role of the positive parenting in predicting aggression by mediator triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship. Furthermore, it is clear from the graph that positive parenting does not significantly moderates the relationship between mediator triangulation and aggression among adolescents.

Result in table 91 shows the significant interaction effect of positive parenting and general negative emotional reactivity ($B = .00, p < .05$) on aggression among adolescents. Conditional direct effect of general negative emotional reactivity is low on the low level of positive parenting and it gradually increases as the level of the moderator increased, however, it remains significant at the three levels of positive parenting. This implied that the direct positive effect of general negative emotional reactivity on aggression is strengthened by positive parenting. Figure 208 illustrates the pivotal role of positive parenting in moderating the relationship between general negative emotional reactivity and aggression among adolescents. The graph's distinctive slopes for three levels of positive parenting, representing low, medium, and high levels, reveal a significant positive relationship between general negative emotional reactivity and aggression across all levels. This signifies that when adolescents experience higher levels of general negative emotional reactivity, they tend to exhibit increased aggression. Moreover, positive parenting strengthens this association, suggesting that in family environments characterized by higher levels of positive parenting, the link between general negative emotional reactivity and aggression becomes more pronounced. This finding underscores the influential role of

positive parenting in shaping adolescents' emotional and behavioral responses within the context of family dynamics.

Figure 207

Graph Showing Moderating Role of Positive Parenting in Relationship Between Mediator Triangulation and Aggression (N=942)

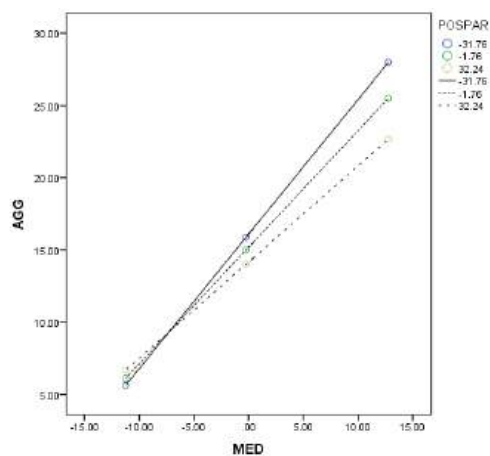
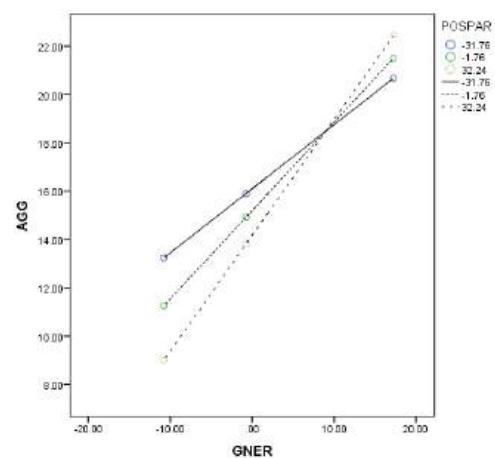


Figure 208

Graph Showing Moderating Role of Positive Parenting in Relationship Between General Negative Emotional Reactivity and Aggression (N=942)



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of mediator triangulation on aggression through general negative emotional reactivity. Result confirmed that at the low, medium and high level of positive parenting, the 95% BCCI for the indirect effect does not contain zero. Results also reveal that positive parenting strengthened the indirect relationship between mediator triangulation and aggression through general negative emotional reactivity.

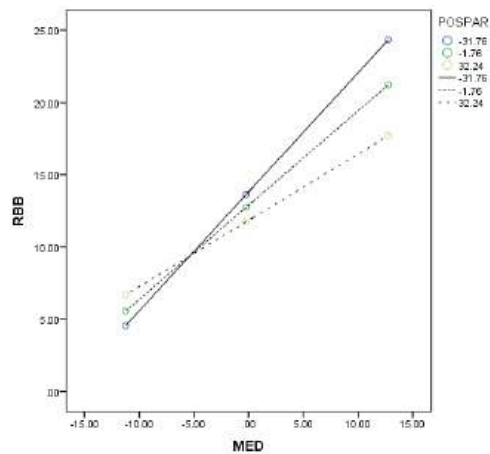
Results also show significant interaction effect of positive parenting and mediator triangulation on rule breaking behavior ($B = -.00, p < .01$). Conditional direct effect of mediator triangulation is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased. However, it remains significant at all the three levels of positive parenting. This implied that the direct

positive effect of mediator triangulation on rule breaking behavior is weakened by positive parenting. Figure 209 suggests that moderating role of the positive parenting in predicting rule breaking behavior by mediator triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between mediator triangulation and rule breaking behavior.

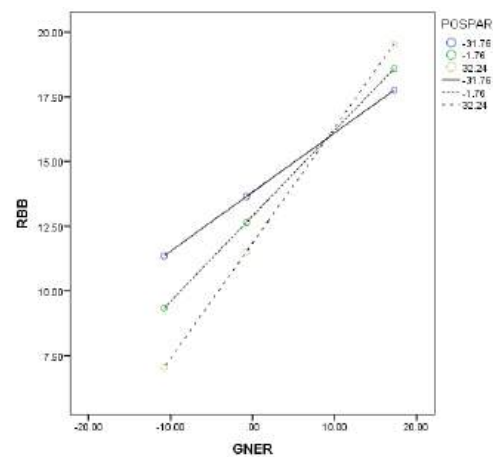
Result in Table 92 also reveals significant interaction effect of positive parenting and general negative emotional reactivity on rule breaking behavior among adolescents ($B = .00, p < .05$). Conditional direct effect of general negative emotional reactivity is low on the low level of positive parenting and it gradually increases as the level of the moderator increased, however, it remains significant at the three levels of positive parenting. This implied that the direct positive effect of general negative emotional reactivity on rule breaking behavior is strengthened by positive parenting. Figure 210 provides valuable insights into the moderating role of positive parenting in predicting rule-breaking behavior among adolescents concerning general negative emotional reactivity. The graph illustrates the distinct slopes for three levels of positive parenting: low, medium, and high. These slopes reflect a positive relationship between general negative emotional reactivity and rule-breaking behavior across all three levels, indicating that higher levels of general negative emotional reactivity are associated with increased rule-breaking behavior. Moreover, positive parenting significantly moderates this relationship, emphasizing the crucial role of positive parenting in influencing how adolescents respond to their emotions within the family context.

Figure 209

Graph Showing Moderating Role of Positive Parenting in Relationship Between Mediator Triangulation and Rule Breaking Behavior (N=942)

**Figure 210**

Graph Showing Moderating Role of Positive Parenting in Relationship Between General Negative Emotional Reactivity and Rule Breaking Behavior (N=942)



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of mediator triangulation on rule breaking behavior through general negative emotional reactivity. Result confirmed that at the low, medium and high level of positive parenting, the 95% BCCI for the indirect effect does not contain zero. Results also reveal that positive parenting strengthen the indirect relationship between mediator triangulation and rule breaking behavior through general negative emotional reactivity.

Table 92

Positive Parenting as The Moderator of Direct and Indirect Effects of Balanced Triangulation and General Positive Emotional Reactivity on the Internalizing Behavioral Problem (N=942)

Predictor	Outcome Variables									
Variable	General Positive Emotional Reactivity					Internalizing Behavioral Problems				
	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>R</i> ²	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>R</i> ²
Constant	.72	.30	.017	[.12,1.33]	.64	23.82	.57	.000	[22.70,24.94]	.74
BAL	.68	.04	.000	[.60,.77]		-.88	.08	.000	[-1.05,-.70]	
POSPAR	.20	.01	.000	[.17,.22]		-.25	.02	.000	[-.30,-.20]	
BAL*POSPAR	-.00	.00	.000	[-.01,-.00]		.00	.00	.676	[-.00,.01]	
Conditional Direct Effect										
Low	.86	.06	.000	[.73,.98]						
Medium	.69	.04	.000	[.61,.78]						
High	.51	.06	.000	[.38,.63]						
GPER						-.84	.06	.000	[-.96,-.72]	
GPER*POSPAR						.01	.00	.000	[.00,.01]	
Conditional Direct Effect										
Low						-1.11	.10	.000	[-1.32,-.89]	
Medium						-.85	.06	.000	[-.97,-.73]	
High						-.56	.07	.000	[-.71,-.42]	
Conditional Indirect Effect										
Low						-.95	.11		[-1.16,-.73]	
Medium						-.59	.07		[-.74,-.45]	

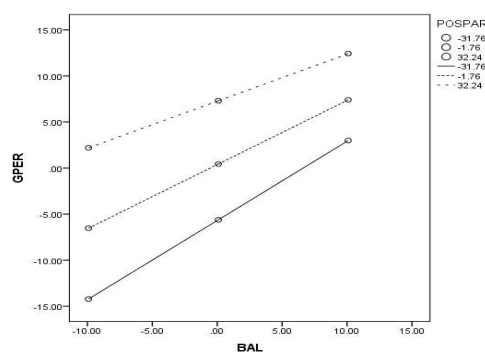
High	-29	.07	[-.45,-.14]
$F(3,938) = 556.06^{***}$		$F(5,936)=543.94^{***}$	

Note. *** $p < .001$.

Result in Table 92 shows that positive parenting significantly moderates the relationship between balanced triangulation and general positive emotional reactivity ($B = -.00, p < .001$). Conditional direct effect of balanced triangulation is high on the low level of moderator and it decreases as the level of the moderator increased, however, it remained significant at all three levels of moderator. This implied that the direct positive effect of balanced triangulation on general positive emotional reactivity is weakened by positive parenting. Figure 211 suggests that moderating role of the positive parenting in predicting general positive emotional reactivity by balanced triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship between balanced triangulation and general positive emotional reactivity. Moreover, Figure depicted that positive parenting significantly moderate the relationship between balanced triangulation and general positive emotional reactivity.

Figure 211

Graph of Moderating Role of Positive Parenting in Relationship Between Balanced Triangulation and General Positive Emotional Reactivity (N= 942)

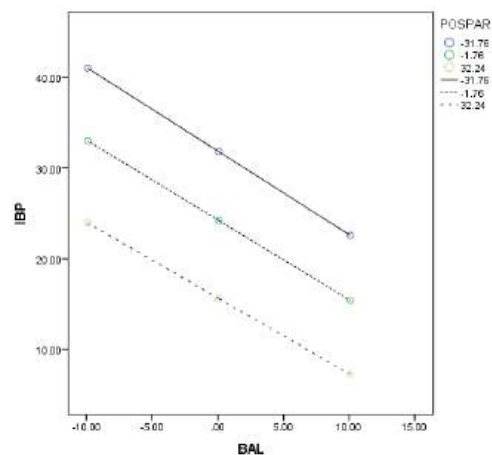


As well as results also reveal that positive parenting does not significantly moderate the relationship between balanced triangulation and internalizing behavioral problems ($B = .00, p > .05$). Figure 212 shows moderating effect of the positive parenting in predicting internalizing behavioral problems by balanced triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a negative relationship between balanced triangulation and internalizing behavioral problems. However, it is clear from the graph that positive parenting does not significantly moderates the relationship between balanced triangulation and internalizing behavioral problems.

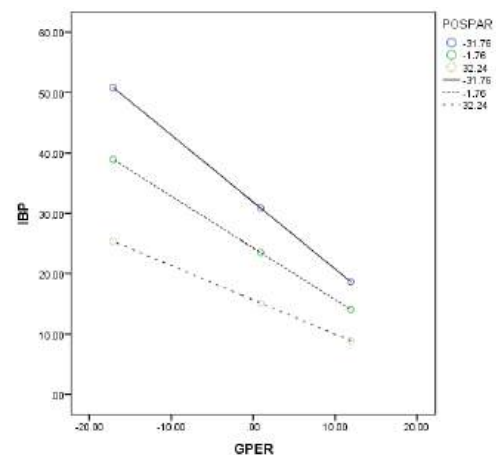
As well as results also reveal that positive parenting significantly moderates the relationship between general positive emotional reactivity and internalizing behavioral problems ($B = .01, p < .001$) among adolescents. Conditional direct negative effect of general positive emotional reactivity is high on the low level of moderator and it gradually decreases as the level of the positive parenting increased, however, it remains significant at the three levels of moderator. This implies that the direct negative effect of general positive emotional reactivity on internalizing behavioral problems is weakened by positive parenting. Figure 213 suggests that moderating role of the positive parenting in predicting internalizing behavioral problems by general positive emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low medium and high reflected a negative relationship between general positive emotional reactivity and internalizing behavioral problems. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between general positive emotional reactivity and internalizing behavioral problems.

Figure 212

Graph of Moderating Role of Positive Parenting in Relationship Between Balanced Triangulation and Internalizing Behavioral Problems (N= 942)

**Figure 213**

Graph of Moderating Role of Positive Parenting in Relationship Between General Positive Emotional Reactivity and Internalizing Behavioral Problems (N= 942)



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of balanced triangulation on internalizing behavioral problems through general positive emotional reactivity. Result shows that at the low, medium and high level of positive parenting, the 95% confidence interval for the negative indirect effect of balanced triangulation on internalizing behavioral problems through general positive emotional reactivity does not contain zero. Results also reveal that positive parenting weakened the indirect relationship between balanced triangulation and internalizing behavioral problems through general positive emotional reactivity.

Table 93

Positive Parenting as The Moderator of Direct and Indirect Effects of Balanced Triangulation and General Positive Emotional Reactivity on The Externalizing Behavioral Problem (N=942)

Predictor	Outcome Variables									
Variable	General Positive Emotional Reactivity					Externalizing Behavioral Problems				
	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>R</i> ²	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>R</i> ²
Constant	.72	.30	.017	[.12,1.33]	.64	28.74	.66	.000	[27.43,30.05]	.69
BAL	.68	.04	.000	[.60,.77]		-1.64	.10	.000	[-1.84,-1.43]	
POSPAR	.20	.01	.000	[.17,.22]		-.18	.03	.000	[-.24,-.12]	
BAL*POSPAR	-.00	.00	.000	[-.01,-.00]		.01	.00	.000	[.01,.02]	
Conditional Direct Effect										
Low	.86	.06	.000	[.73,.98]		-2.17	.18	.000	[-2.53,-1.82]	
Medium	.69	.04	.000	[.61,.78]		-1.67	.10	.000	[-1.88,-1.46]	
High	.51	.06	.000	[.38,.63]		-1.10	.13	.000	[-1.37,-.82]	
GPER						-.56	.07	.000	[-.70,-.42]	
GPER*POSPAR						-.01	.00	.000	[-.01,-.00]	
Conditional Direct Effect										
Low						-.16	.12	.195	[-.41,.08]	
Medium						-.54	.07	.000	[-.68,-.39]	
High						-.97	.08	.000	[-1.14,-.80]	
Conditional Indirect Effect										
Low						-.14	.14		[-.44,.10]	
Medium						-.37	.07		[-.53,-.24]	

High	-.49	.10	[-.71,-.28]
$F(3,938) = 556.06^{***}$		$F(5,936) = 422.43^{***}$	

Note. *** $p < .001$.

Results also shows significant interaction effect of balanced triangulation ($B = .01, p < .001$) on externalizing behavioral problems among adolescents. Conditional direct effect of balanced triangulation is high on the lower level of moderator and it gradually decreases as the level of the moderator increased, however, it remained significant at all three levels of positive parenting. Figure 214 suggests that moderating role of the positive parenting in predicting externalizing behavioral problems by balanced triangulation. The value and shape of slope for three levels of positive parenting i.e. low medium and high reflected a negative relationship between balanced triangulation and externalizing behavioral problems. However, it is clear from the graph that positive parenting significantly moderates the relationship between balanced triangulation and externalizing behavioral problems.

Results in Table 93 also show significant interaction effect of positive parenting and general positive emotional reactivity on externalizing behavioral problems among adolescents ($B = -.01, p < .001$). Conditional direct effect of general positive emotional reactivity is low and non-significant on the low level of positive parenting and it gradually increases as the level of the moderator increased and becomes significant at medium and high level of positive parenting. This implied that the direct negative effect of general positive emotional reactivity on externalizing behavioral problems is strengthening by positive parenting. Figure 215 suggests that moderating role of the positive parenting in predicting externalizing behavioral problems by general positive emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflects a negative relationship between general positive

emotional reactivity and externalizing behavioral problems. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between general positive emotional reactivity and externalizing behavioral problems.

Figure 214

Graph of Moderating Role of Positive Parenting in Relationship Between Balanced Triangulation and Externalizing Behavioral Problems (N= 942)

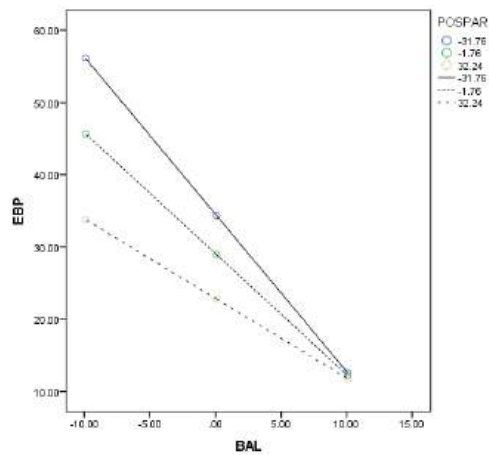
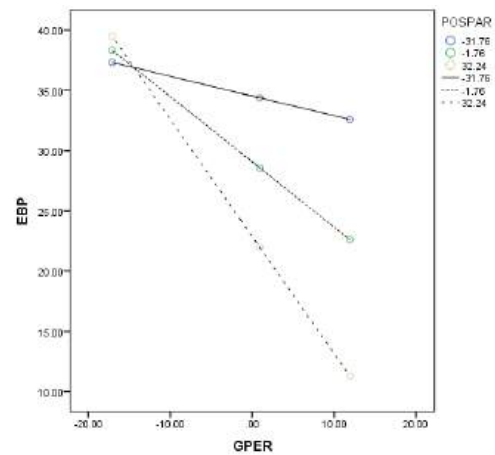


Figure 215

Graph of Moderating Role of Positive Parenting in Relationship Between General Positive Emotional Reactivity and Externalizing Behavioral Problems (N= 942)



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of balanced triangulation on externalizing behavioral problems through general positive emotional reactivity. Result shows that at the low, medium and high level of positive parenting, the 95% BCCI for the indirect effect of balanced triangulation on externalizing behavioral problems through general positive emotional reactivity does not contain zero. Results also reveal that positive parenting strengthen the negative indirect relationship between balanced triangulation and externalizing behavioral problems through general positive emotional reactivity.

Table 94

Positive Parenting as The Moderator of Direct and Indirect Effects of Balanced Triangulation and General Positive Emotional Reactivity on Anxiety/Depressed Problems, Somatic Complaint and Withdrawal/Depressed Problems (N=942)

Predictor	Outcome Variables															
Variables	General Positive Emotional Reactivity				Anxiety/Depressed Problems				Somatic Complaint				Withdrawal/Depressed			
	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI
Constant	.72	.30	.017	[.12,1.33]	11.16	.27	.000	[10.28,11.35]	6.97	.19	.000	[6.59,7.36]	5.68	.16	.000	[5.36,6.00]
BAL	.68	.04	.000	[.60,.77]	-.41	.04	.000	[.44,.64]	-.23	.03	.000	[-.29,-.17]	-.22	.02	.000	[-.27,-.17]
POSPAR	.20	.01	.000	[.17,.22]	-.09	.01	.000	[-.09,.04]	-.08	.01	.000	[-.10,-.06]	-.06	.01	.000	[-.08,-.05]
BAL*POSPAR	-.00	.00	.000	[-.01,-.00]	-.00	.00	.561	[-.00,.00]	.00	.00	.379	[-.00,.00]	.00	.00	.166	[-.00,.00]
Conditional Direct Effect																
Low	.86	.06	.000	[.73,.98]												
Medium	.69	.04	.000	[.61,.78]												
High	.51	.06	.000	[.38,.63]												
GPER					-.32	.02	.000	[-.41,-.31]	-.29	.02	.000	[-.33,-.25]	-.21	.01	.000	[-.24,-.18]

GPER*POSPAR	.00	.00	.064	[.00,.00]	.00	.00	.000	[.00,.01]	.00	.00	.000	[.00,.00]
Conditional Direct Effect												
Low					-.42	.03	.000	[-.49,-.35]	-.29	.03	.000	[-.35,-.23]
Medium					-.30	.02	.000	[-.34,-.26]	-.21	.01	.000	[-.25,-.18]
High					-.17	.02	.000	[-.22,-.12]	-.13	.02	.000	[-.17,-.09]
Conditional Indirect Effect												
Low		-.33	.04	[-.42,-.23]	-.36	.03		[-.44,-.28]	-.25	.03		[-.31,-.19]
Medium		-.23	.03	[-.28,-.17]	-.21	.02		[-.26,-.16]	-.15	.02		[-.19,-.11]
High		-.13	.03	[-.20,-.06]	-.08	.02		[-.14,-.03]	-.06	.02		[-.10,-.03]
R ²	.64	.67			.73				.70			
	F(3,938) = 451.74***			F(5,936) = 394.98***			F(5,936) = 508.87***			F(5,936) = 450.59***		
Note. ***p < .001.												

Results in Table 94 show that positive parenting significantly moderate the relationship between balanced triangulation and general positive emotional reactivity ($B = -.00, p < .001$). However, positive parenting does not significantly moderate the relationship between balanced triangulation and anxiety/depressed problems among adolescents ($B = -.00, p > .05$). Figure 216 suggests that moderating role of the positive parenting in predicting anxiety/depressed problems by balanced triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a negative relationship between balanced triangulation and anxiety/depressed problems among adolescents. However, Figure depicted that positive parenting does not significantly moderate the relationship between balanced triangulation and anxiety/depressed problems.

Results also shows non-significant interaction effect of general positive emotional reactivity on anxiety/depressed problems among adolescents ($B = .00, p > .05$). Figure 217 suggests that moderating role of the positive parenting in predicting anxiety/depressed problems by general positive emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflects a negative relationship between general positive emotional reactivity and anxiety/depressed problems. Furthermore, it is clear from the graph that positive parenting does not significantly moderates the relationship between general positive emotional reactivity and anxiety/depressed problems.

The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of balanced triangulation on anxiety/depressed problems through general positive emotional reactivity. Result confirms that at the low, medium and high level of positive parenting, the 95% BCCI for the indirect effect does not contain zero. Results also reveal that positive parenting

significantly moderate the indirect relationship between balanced triangulation and anxiety/depressed problems through general positive emotional reactivity. Positive parenting weakened the indirect relationship between balanced triangulation and anxiety/depressed problem through general positive emotional reactivity.

Figure 216

Graph of Moderating Role of Positive Parenting in Relationship Between Balanced Triangulation and Anxiety/Depressed Problems (N= (942)

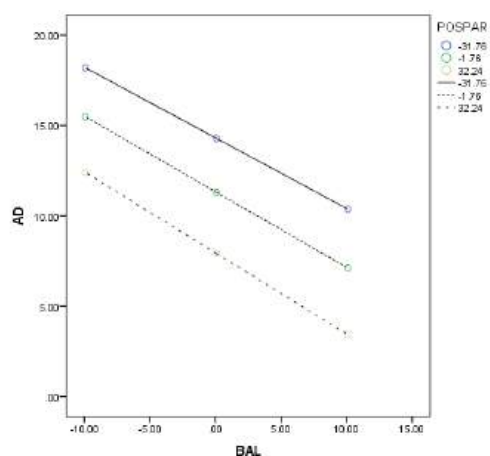
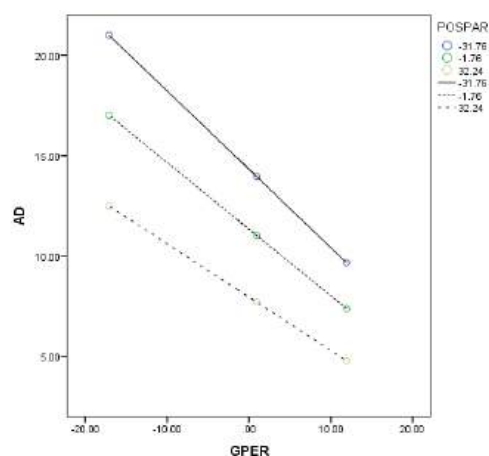


Figure 217

Graph of Moderating Role of Positive Parenting in Relationship Between General Positive Emotional Reactivity and Anxiety/Depressed Problems (N= (942)



Results in Table 94 also shows non-significant interaction effect of balanced triangulation on somatic complaints among adolescents ($B = .00, p > .05$). Figure 218 suggests that moderating role of the positive parenting in predicting somatic complaints by balanced triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a negative relationship between balanced triangulation and somatic complaints. Furthermore, it is clear from the graph that positive parenting is not a significant moderator of the relationship between balanced triangulation and somatic complaints among adolescents.

Results also shows significant interaction effect of positive parenting and general positive emotional reactivity on somatic complaints among adolescents ($B = .00, p < .001$). Conditional direct effect of general positive emotional reactivity is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased, however, it remains significant at the three levels of moderator. This implied that the direct negative effect of general positive emotional reactivity on somatic complaints is weakened by positive parenting. Figure 219 suggests that moderating role of the positive parenting in predicting somatic complaints by general positive emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a negative relationship between general positive emotional reactivity and somatic complaints. Furthermore, it is clear from the graph that positive parenting is a significant moderator of the relationship between general positive emotional reactivity and somatic complaints among adolescents.

Figure 218

Graph of Moderating Role of Positive Parenting in Relationship Between Balanced Triangulation and Somatic Complaints (N= 942)

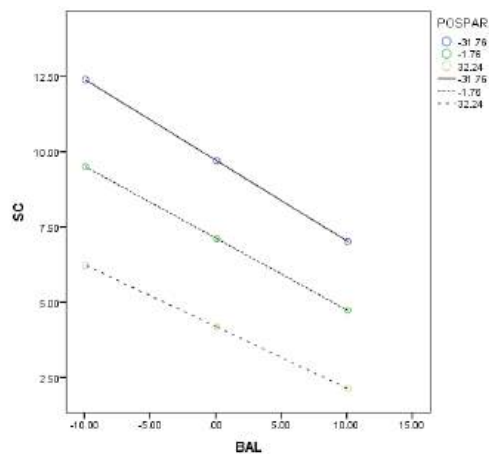
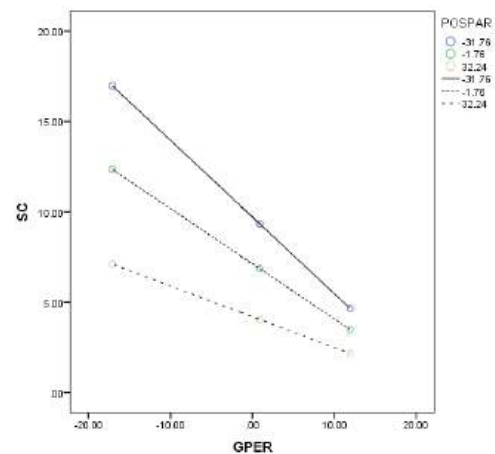


Figure 219

Graph of Moderating Role of Positive Parenting in Relationship Between General Positive Emotional Reactivity and Somatic Complaints (N= 942)



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of balanced triangulation on somatic complaint through general positive emotional reactivity. Results confirmed that at the low, medium and high level of positive parenting, the 95% BCCI for the indirect effect does not contain zero. Results also reveal that positive parenting weakened the indirect relationship.

Furthermore, result shows non-significant interaction effect of positive parenting and balanced triangulation on withdrawal/depressed problems among adolescents ($B = .00, p > .05$). Figure 220 suggests that moderating role of the positive parenting in predicting withdrawal/depressed problems by balanced triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a negative relationship between balanced triangulation and withdrawal/depressed. Furthermore, it is clear from the graph that positive parenting does not significantly moderates the relationship.

However, result shows significant interaction effect of general positive emotional reactivity on withdrawal/depressed problems among adolescents ($B = .00, p < .001$). Conditional direct effect of general positive emotional reactivity is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased, however, it remains significant at the three levels of moderator. This implied that the direct negative effect of general positive emotional reactivity on withdrawal/depressed problems is weakened by positive parenting. Figure 221 suggests that moderating role of the positive parenting in predicting withdrawal/depressed problems by general positive emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a negative relationship. Furthermore, it is clear from the graph that positive parenting significantly

moderates the relationship between general positive emotional reactivity and withdrawal/depressed problems among adolescents.

Figure 220

Graph Showing Moderating Effect of Positive Parenting in Relationship Between Balanced Triangulation and Withdrawal/Depressed Problems (N=942)

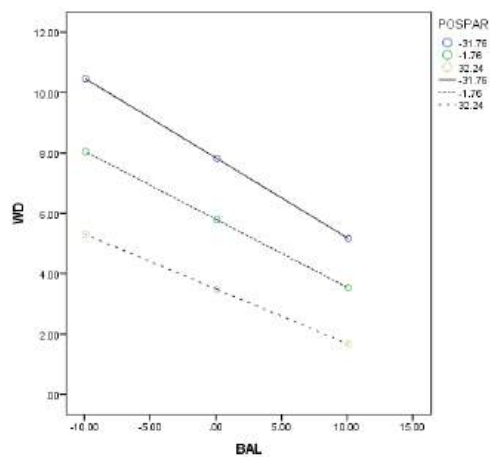
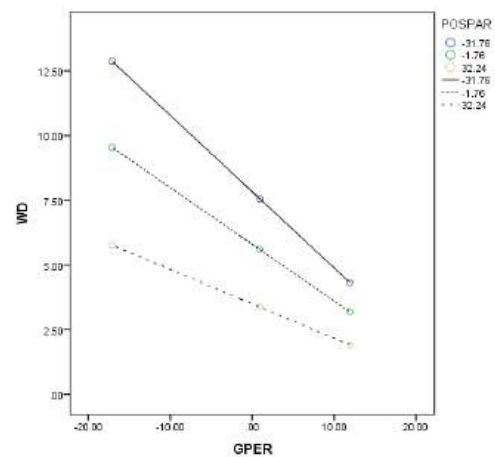


Figure 221

Graph Showing Moderating Effect of Positive Parenting in Relationship Between General Positive Emotional Reactivity and Withdrawal/Depressed Problems (N=942)



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of balanced triangulation on withdrawal/depressed problems through general positive emotional reactivity. Results confirms that at the low, medium and high level of positive parenting, the 95% BCCI for the indirect effect does not contain zero. Results also reveal that positive parenting weakened the negative indirect relationship between balanced triangulation and withdrawal/depressed problems through general positive emotional reactivity.

Table 95

Positive Parenting as The Moderator of Direct and Indirect Effects of Balanced Triangulation and General Positive Emotional Reactivity on Aggression and Rule Breaking Behavior (N=942)

Predictor	Mediator				Outcome Variables							
Variables	General Positive Emotional Reactivity				Aggression				Rule Breaking Behavior			
	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI
Constant	.72	.30	.017	[.12,1.33]	15.54	.38	.000	[14.79,16.29]	13.20	.30	.000	[12.60,13.80]
BAL	.68	.04	.000	[.60,.77]	-.86	.05	.000	[-.98,-.74]	-.77	.04	.000	[-.87,-.68]
POSPAR	.20	.01	.000	[.17,.22]	-.10	.01	.000	[-.13,-.06]	-.07	.01	.000	[-.10,-.05]
BAL*POSPAR	-.00	.00	.000	[-.01,-.00]	.00	.00	.000	[.00,.01]	.00	.00	.000	[.00,.01]
Conditional Direct Effect												
Low	.86	.06	.000	[.73,.98]	-1.13	.10	.000	[-1.33,-.92]	-1.04	.08	.000	[-1.21,-.88]
Medium	.69	.04	.000	[.61,.78]	-.88	.06	.000	[-.99,-.76]	-.79	.04	.000	[-.88,-.69]
High	.51	.06	.000	[.38,.63]	-.59	.07	.000	[-.75,-.44]	-.50	.06	.000	[-.63,-.37]
GPER					-.30	.04	.000	[-.38,-.22]	-.26	.03	.000	[-.32,-.19]
GPER*POSPAR					-.01	.00	.000	[-.01,-.00]	-.01	.00	.000	[-.01,-.00]

Conditional Direct Effect									
Low		-0.08	.07	.261	[-.22,.06]	-0.08	.05	.153	[-.19,.03]
Medium		-.28	.04	.000	[-.37,-.20]	-.25	.03	.000	[-.31,-.18]
High		-.52	.04	.000	[-.62,-.42]	-.44	.04	.000	[-.52,-.36]
Conditional Indirect Effect									
Low		-0.06	.07		[-.22,.07]	-0.07	.06		[-.20,.04]
Medium		-.20	.03		[-.28,-.12]	-.17	.03		[-.24,-.11]
High		-.26	.05		[-.39,-.15]	-.22	.05		[-.33,-.12]
R ²	.64			.66			.69		
				F(3,938) = 556.06***					F(5,936) = 373.93***
									F(5,936) = 432.77***

Note. *** $p < .001$.

Results in Table 95 shows that positive parenting significantly moderate the relationship between balanced triangulation and general positive emotional reactivity ($B = -.00, p < .001$). Moreover, result shows significant interaction effect of positive parenting and balanced triangulation on aggression among adolescents ($B = .01, p < .001$). Conditional direct effect of balanced triangulation is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased, however, it remained significant at all the three levels of moderator. This implied that the direct negative effect of balanced triangulation on aggression is weakened by positive parenting. Figure 222 suggests that moderating role of the positive parenting in predicting aggression by balanced triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a negative relationship. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between balanced triangulation and aggression.

Result in Table 95 also shows significant interaction effect of general positive emotional reactivity on aggression among adolescents ($B = -.01, p < .001$). Conditional direct effect of general positive emotional reactivity is lesser and non-significant on the low level of positive parenting and it gradually increases as the level of the moderator increased, and becomes significant at the medium and high levels of moderator. This implied that the direct negative effect is weakened by positive parenting. Figure 223 suggests that moderating role of the positive parenting in predicting aggression by general positive emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a negative relationship. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between of general positive emotional reactivity and aggression.

Figure 222

Graph Showing Moderating Effect of Positive Parenting in Relationship Between Balanced Triangulation and Aggression (N = 942)

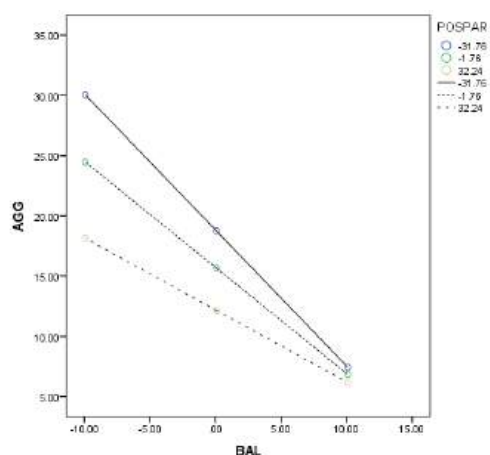
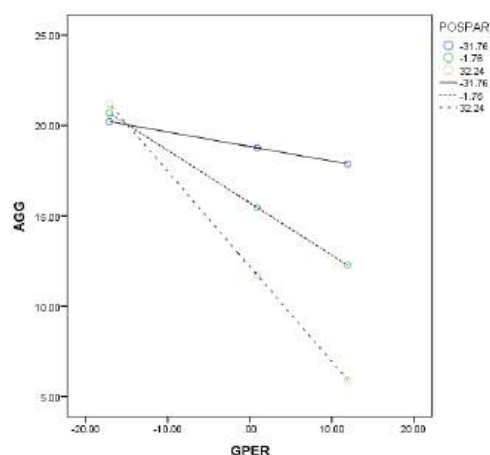


Figure 223

Graph Showing Moderating Effect of Positive Parenting in Relationship Between General Positive Emotional Reactivity and Aggression (N = 942)



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of balanced triangulation on aggression through general positive emotional reactivity. Result confirmed that at the low, medium and high level of positive parenting, the 95% BCCI for the indirect effect does not contain zero. Results also reveal that positive parenting strengthen the negative indirect relationship between balanced triangulation and aggression through general positive emotional reactivity.

Results in Table 95 shows significant interaction effect of balanced triangulation on rule breaking behavior among adolescents ($B = .01, p < .001$). Conditional direct negative effect of balanced triangulation is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased. This implied that the direct negative effect of balanced triangulation on rule breaking behavior is weakened by positive parenting. Figure 224 suggests that moderating role of the positive parenting in predicting rule breaking behavior by balanced triangulation.

The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a negative relationship. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between balanced triangulation and rule breaking behavior.

Result in Table 96 also shows significant interaction effect of general positive emotional reactivity on rule breaking behavior among adolescents ($B = -.01, p < .001$). Conditional direct negative effect of general positive emotional reactivity is low and non-significant on the low level of positive parenting and it gradually increases as the level of the moderator increased and becomes significant at medium and high level of positive parenting. This implied that the direct negative effect of general positive emotional reactivity on rule breaking behavior is strengthened by positive parenting.

The findings illustrated in Figure 225 demonstrate the moderating role of positive parenting in predicting rule-breaking behavior through the lens of general positive emotional reactivity. The graph depicts the relationship between these variables at three levels of positive parenting: low, medium, and high. Notably, the shape of the slope shows a negative relationship between general positive emotional reactivity and rule-breaking behavior across all three levels of positive parenting. Moreover, the graph makes it evident that positive parenting significantly moderates this relationship. In essence, positive parenting serves as a buffer, mitigating the influence of general positive emotional reactivity on rule-breaking behavior among adolescents. This suggests that when positive parenting is strong, even when adolescents experience heightened positive emotional reactivity, it may not strongly translate into increased rule-breaking tendencies. Instead, positive parenting appears to have a dampening effect on the impact of positive emotional reactions on rule-breaking behavior. These findings emphasize the importance of considering parenting styles and

emotional reactivity when addressing rule-breaking behavior in adolescents, highlighting the potential role of positive parenting as a protective factor.

Figure 224

Graph Showing Moderating Effect of Positive Parenting in Relationship Between Balanced Triangulation and Rule Breaking Behavior (N=942)

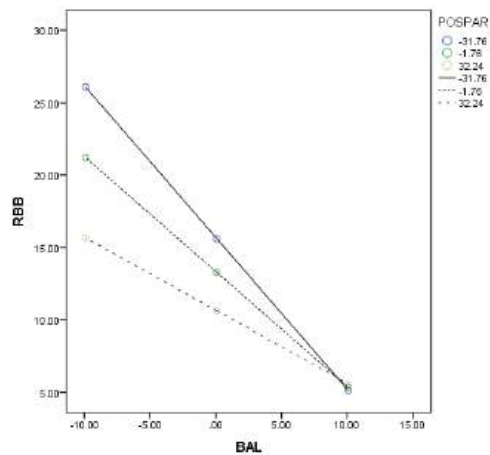
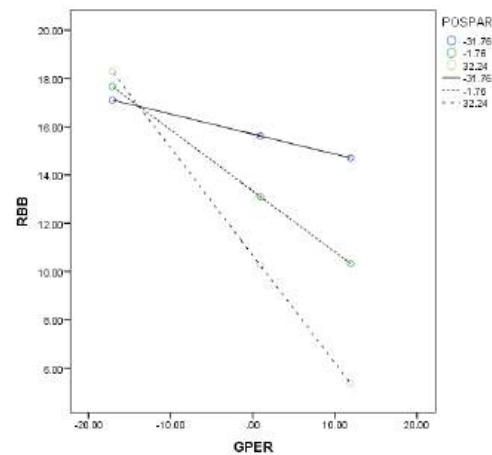


Figure 225

Graph Showing Moderating Effect of Positive Parenting in Relationship Between General Positive Emotional Reactivity and Rule Breaking Behavior (N=942)



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of balanced triangulation on rule breaking behavior through general positive emotional reactivity. Result shows that the indirect effect of balanced triangulation on rule breaking behavior through general positive emotional reactivity is non-significant at lower level of positive parenting as zero exist between the 95% BCCI. Furthermore, result confirmed that at the medium and high level of positive parenting, the 95% BCCI for the indirect effect does not contain zero. Results also reveal that positive parenting strengthen the indirect relationship between balanced triangulation and rule breaking behavior through general positive emotional reactivity.

Table 96

Positive Parenting as The Moderator of Direct and Indirect Effects of Balanced Triangulation and General Negative Emotional Reactivity on The Internalizing Behavioral Problem (N=942)

Predictor	Outcome Variables									
Variable	General Negative Emotional Reactivity					Internalizing Behavioral Problems				
	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>R</i> ²	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>R</i> ²
Constant	-.26	.30	.396	[-.86,.34]	.64	23.76	.55	.000	[22.68,24.84]	.75
BAL	-.65	.04	.000	[-.74,-.57]		-.88	.08	.000	[-1.05,-.72]	
POSPAR	-.22	.01	.000	[-.25,-.19]		-.21	.02	.000	[-.26,-.16]	
BAL*POSPAR	.00	.00	.179	[-.00,.00]		.00	.00	.047	[.00,.01]	
Conditional Direct Effect										
Low						-1.08	.14	.000	[-1.37,-.80]	
Medium						-.89	.08	.000	[-1.06,-.73]	
High						-.68	.12	.000	[-.91,-.44]	
GNER						.91	.05	.000	[.80,1.02]	
GNER*POSPAR						.00	.00	.008	[-.01,-.00]	
Conditional Direct Effect										
Low						1.09	.09	.000	[.90,1.28]	
Medium						.92	.05	.000	[.81,1.03]	
High						.74	.07	.000	[.59,.89]	
Conditional Indirect Effect										
Low						-.78	.09		[-.98,-.59]	
Medium						-.61	.10		[-.75,-.46]	

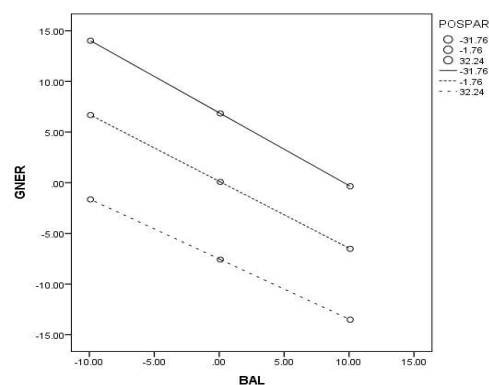
High	-.43	.09	[-.64,-.25]
	$F(3,938) = 573.82^{***}$		$F(5,936)=591.17^{***}$

Note. *** $p < .001$.

Results in Table 96 shows that positive parenting does not significantly moderate the relationship between balanced triangulation and general negative emotional reactivity ($B = .00$ $p > .05$). Figure 226 suggests that moderating role of the positive parenting in predicting general negative emotional reactivity by balanced triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a negative relationship between balanced triangulation and general negative emotional reactivity. However, it is clear from the graph that positive parenting does not significantly moderates the relationship between balanced triangulation and general negative emotional reactivity.

Figure 226

Graph Showing Moderating Role of Positive Parenting in Relationship Between Balanced Triangulation and General Negative Emotional Reactivity (N=942)



Results in table 96 also show significant interaction effect of positive parenting and balanced triangulation on internalizing behavioral problems among adolescents ($B = .01$, $p < .05$). Conditional direct effect of balanced triangulation is high on the low level of positive parenting and it gradually decreases as the level of the moderator

increased. However, it remains significant at all level of positive parenting. This implied that the direct negative effect of balanced triangulation on internalizing behavioral problem is weakened by positive parenting. Figure 227 suggests that moderating role of the positive parenting in predicting internalizing behavioral problems by balanced triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a negative relationship. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between balanced triangulation and internalizing behavioral problems.

Results also shows significant interaction effect of general negative emotional reactivity ($B = .00, p < .01$) on internalizing behavioral problem among adolescents. Conditional direct effects show that the positive effect of general negative emotional reactivity is stronger at low level of positive parenting and it gradually decreases as the level of moderator increases. The insights presented in Figure 228 shed light on the moderating role of positive parenting in understanding internalizing behavioral problems in relation to general negative emotional reactivity. The graph showcases the relationship between these variables across three levels of positive parenting: low, medium, and high. Notably, the shape of the slope indicates a positive relationship between general negative emotional reactivity and internalizing behavioral problems at all three levels of positive parenting. Additionally, the graph provides clear evidence that positive parenting significantly moderates this relationship. In essence, positive parenting appears to amplify the impact of general negative emotional reactivity on internalizing behavioral problems among adolescents. This suggests that when positive parenting is strong, heightened negative emotional reactivity may have a more pronounced effect on adolescents' internalizing issues. These findings underscore the critical role of positive parenting in shaping the relationship between negative

emotional reactivity and internalizing behavioral problems, highlighting the potential for positive parenting to either exacerbate or mitigate these problems depending on its level of presence and effectiveness.

Figure 227

Graph Showing Moderating Role of Positive Parenting in Relationship Between Balanced Triangulation and Internalizing Behavioral Problems (N=942)

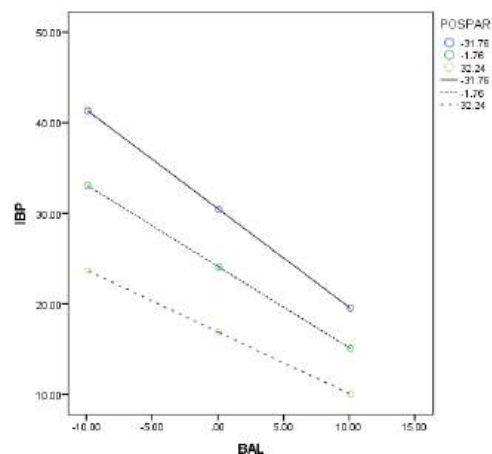
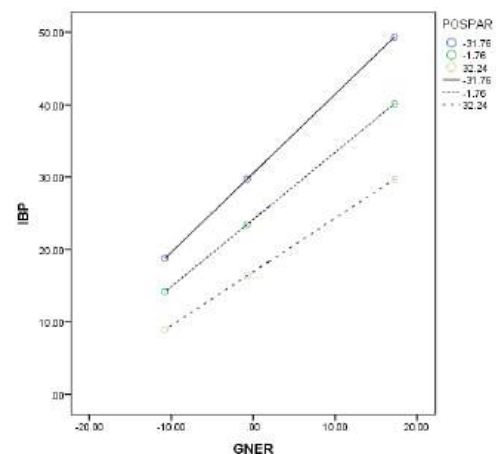


Figure 228

Graph Showing Moderating Role of Positive Parenting in Relationship Between General Negative Emotional Reactivity and Internalizing Behavioral Problems (N=942)



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of balanced triangulation on internalizing behavioral problems through general negative emotional reactivity. Result confirmed that at the low, medium and high level of positive parenting, the 95% BCCI for the indirect effect does not contains zero. Furthermore, result shows that positive parenting weakened the indirect path between balanced triangulation and internalizing behavioral problems through general negative emotional reactivity.

Table 97

Positive Parenting as The Moderator of Direct and Indirect Effects of Balanced Triangulation and General Negative Emotional Reactivity on The Externalizing Behavioral Problem (N=942)

Predictor Variable	Outcome Variables									
	General Negative Emotional Reactivity					Externalizing Behavioral Problems				
	B	SE	p	95% CI	R ²	B	SE	p	95% CI	R ²
Constant	-.26	.30	.396	[-.86,.34]	.64	28.63	.65	.000	[27.35,29.91]	.70
BAL	-.65	.04	.000	[-.74,-.57]		-1.57	.09	.000	[-1.76,-1.38]	
POSPAR	-.22	.01	.000	[-.25,-.19]		-.13	.03	.000	[-.19,-.07]	
BAL*POSPAR	.00	.00	.179	[-.00,.00]		.02	.00	.000	[.01,.02]	
Conditional Direct Effect										
Low						-2.25	.16	.000	[-2.58,-1.92]	
Medium						-1.61	.09	.000	[-1.80,-1.41]	
High						-.88	.14	.000	[-1.15,-.60]	
GNER						.69	.06	.000	[.56,.82]	
GNER*POSPAR						.01	.00	.000	[.00,.01]	
Conditional Direct Effect										
Low						.23	.11	.042	[.00,.45]	
Medium						.66	.06	.000	[.53,.79]	
High						1.15	.09	.000	[.98,1.33]	
Conditional Indirect Effect										
Low						-.16	.11		[-.41,.04]	
Medium						-.44	.07		[-.58,-.30]	
High						-.68	.12		[-.93,-.42]	

$$F(3,938) = 532.62^{***}$$

$$F(5,936) = 450.65^{***}$$

Note. *** $p < .001$.

Results shown in Table 97 reveal that positive parenting does not significantly moderate the relationship between balanced triangulation and general negative emotional reactivity ($B = .00$, $p > .05$). Result and also shows significant interaction effect of positive parenting and balanced triangulation on externalizing behavioral problems among adolescents ($B = .02$, $p < .001$). Conditional direct effect of balanced triangulation is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased, even though it becomes non-significant at highest level of positive parenting. This implied that the direct negative effect of balanced triangulation on externalizing behavioral problems is weakened by positive parenting. Figure 229 suggests that moderating role of the positive parenting in predicting externalizing behavioral problems by balanced triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a negative relationship. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between balanced triangulation and externalizing behavioral problems.

Result in Table 98 also shows significant interaction effect of general negative emotional reactivity on externalizing behavioral problems among adolescents ($B = .01$, $p < .001$). Conditional direct effect of general negative emotional reactivity is low on the low level of positive parenting and it gradually increases as the level of the moderator increased, however, it remains significant at the three levels of positive parenting. This implied that the direct positive effect of general negative emotional reactivity on externalizing behavioral problems is strengthened by positive parenting. Figure 230 suggests that moderating role of the positive parenting in predicting

externalizing behavioral problems by general negative emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between general negative emotional reactivity and externalizing behavioral problems.

Figure 229

Graph Showing Moderating Role of Positive Parenting in Relationship Between Balanced Triangulation and Externalizing Behavioral Problems (N=942)

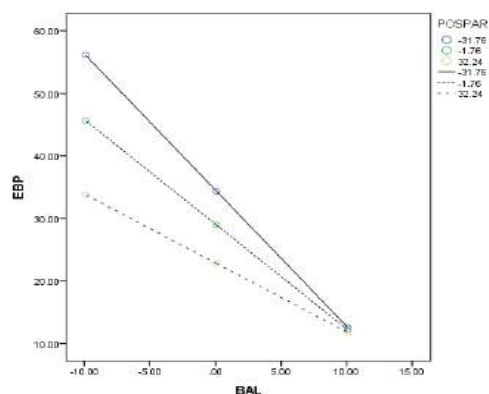
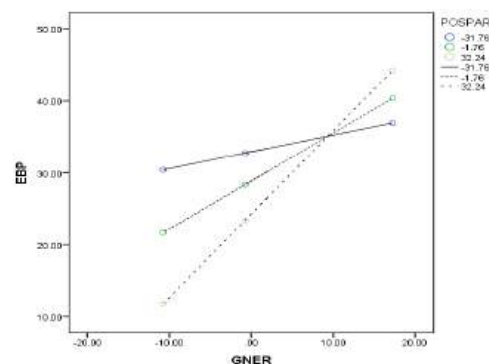


Figure 230

Graph Showing Moderating Role of Positive Parenting in Relationship Between General Negative Emotional Reactivity and Externalizing Behavioral Problems (N=942)



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of balanced triangulation on externalizing behavioral problems through general negative emotional reactivity. Result confirmed that at the low, medium and high level of positive parenting, the 95% BCCI for the indirect effect does not contain zero. Results also reveal that positive parenting strengthened the negative indirect relationship between balanced triangulation and externalizing behavioral problems through general negative emotional reactivity.

Table 98

Positive Parenting as The Moderator of Direct and Indirect Effects of Balanced Triangulation and General Negative Emotional Reactivity on Anxiety/Depressed Problems, Somatic Complaint and Withdrawal/Depressed Problems (N=942)

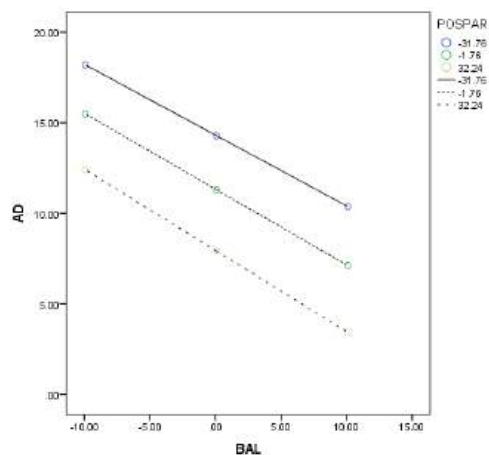
Predictor	Outcome Variables															
Variables	General Negative Emotional Reactivity				Anxiety/Depressed Problems				Somatic Complaint				Withdrawal/Depressed			
	<i>B</i>	<i>SE</i>	<i>p</i>	<i>95% CI</i>	<i>B</i>	<i>SE</i>	<i>p</i>	<i>95% CI</i>	<i>B</i>	<i>SE</i>	<i>p</i>	<i>95% CI</i>	<i>B</i>	<i>SE</i>	<i>p</i>	<i>95% CI</i>
Constant	-.26	.30	.396	[-.86,.34]	11.16	.26	.000	[10.63,11.69]	6.95	.18	.000	[6.57,7.32]	5.65	.15	.000	[5.34,5.95]
BAL	-.65	.04	.000	[-.74,-.57]	-.42	.04	.000	[-.50,-.34]	-.24	.02	.000	[-.29,-.18]	-.21	.02	.000	[-.26,-.17]
POSPAR	-.22	.01	.000	[-.25,-.19]	-.08	.01	.000	[-.10,-.05]	-.07	.01	.000	[-.09,-.05]	-.05	.00	.000	[-.06,-.04]
BAL*POSPAR	.00	.00	.179	[-.00,.00]	.00	.00	.331	[-.00,.00]	.00	.00	.020	[.00,.00]	.00	.00	.012	[.00,.00]
Conditional Direct Effect																
Low									-.32	.04	.000	[-.42,-.22]	-.28	.04	.000	[-.36,-.20]
Medium									-.24	.02	.000	[-.30,-.19]	-.22	.02	.000	[-.26,-.17]
High									-.16	.04	.000	[-.24,-.07]	-.14	.03	.000	[-.21,-.07]
GNER					.35	.02	.000	[.29,.40]	.32	.01	.000	[.28,.35]	.24	.01	.000	[.21,.27]

Results in Table 98 reveal that positive parenting does not significantly moderate the relationship between balanced triangulation and general negative emotional reactivity ($B = .00$ $p > .05$) as well as non-significant interaction effect of balanced triangulation on anxiety/depressed problems among adolescents ($B = .00$, $p > .05$). Figure 231 suggests that moderating role of the positive parenting in predicting anxiety/depressed problems by balanced triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a negative relationship. Furthermore, it is clear from the graph that positive parenting does not significantly moderates the relationship between balanced triangulation and anxiety/depressed problems.

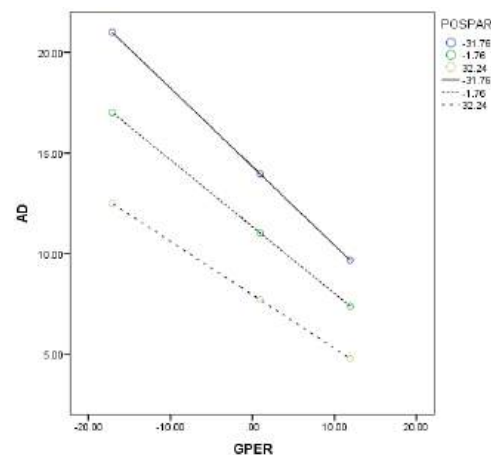
Moreover, Results show non-significant interaction effect of general negative emotional reactivity on anxiety/depressed problems among adolescents ($B = -.00$, $p > .05$). The insights derived from Figure 232 illuminate the moderating role of positive parenting concerning anxiety and depressed problems in relation to general negative emotional reactivity. The graph provides a visual representation of how these factors interact across three levels of positive parenting: low, medium, and high. The shape of the slope in the graph indicates a positive relationship between general negative emotional reactivity and anxiety/depressed problems at all three levels of positive parenting. However, what is particularly noteworthy from this analysis is that positive parenting does not significantly moderate this relationship. In other words, regardless of the level of positive parenting, the impact of general negative emotional reactivity on anxiety and depressed problems remains relatively consistent. This finding suggests that the presence or absence of positive parenting does not substantially alter the association between negative emotional reactivity and these specific behavioral problems among adolescents.

Figure 231

Graph Showing Moderating Role of Positive Parenting in Relationship Between Balanced Triangulation and Anxiety/Depressed Problems (N=942)

**Figure 232**

Graph Showing Moderating Role of Positive Parenting in Relationship Between General Negative Emotional Reactivity and Anxiety/depressed (N=942)



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of balanced triangulation on anxiety/depressed problems through general negative emotional reactivity. Result confirmed that at the low, medium and high level of positive parenting, the 95% BCCI for the indirect effect does not contain zero. Results also reveal that positive parenting weakened the negative indirect relationship between balanced triangulation and anxiety/depressed problems through general negative emotional reactivity.

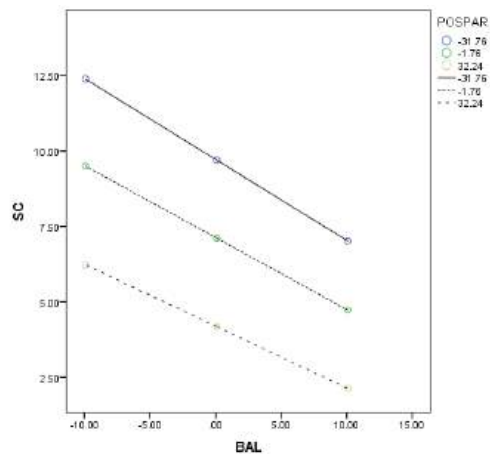
Furthermore, results show significant interaction effect of balanced triangulation on somatic complaints among adolescents ($B = .00, p < .05$). Conditional direct effect of balanced triangulation is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased, however, it remains significant at the three levels of positive parenting. This implied that the direct negative effect of balanced triangulation on somatic complaint is weakened by positive

parenting. Figure 233 suggests that moderating role of the positive parenting in predicting somatic complaints by balanced triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a negative relationship. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between balanced triangulation and somatic complaints.

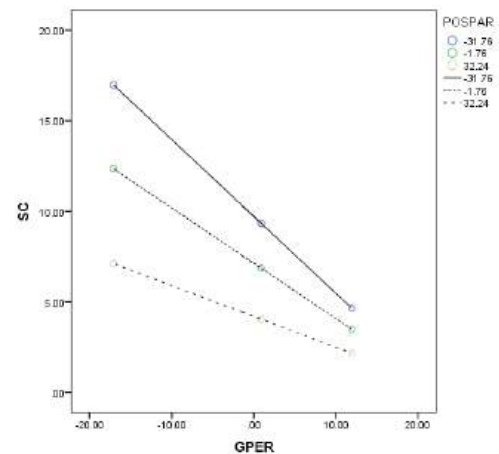
Results also shows significant interaction effect of general negative emotional reactivity ($B = -.00, p < .001$) on somatic complaints among adolescents. Conditional direct effect of general negative emotional reactivity is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased, however, it remains significant at the three levels of positive parenting. This implied that the direct positive effect of general negative emotional reactivity on somatic complaints is weakened by positive parenting. Figure 234 provides valuable insights into the moderating influence of positive parenting on somatic complaints concerning general negative emotional reactivity. The graph illustrates how these variables interact across three levels of positive parenting: low, medium, and high. The slope's shape indicates a positive relationship between general negative emotional reactivity and somatic complaints at all three levels of positive parenting. What is particularly significant in this analysis is the clear moderation effect of positive parenting on this relationship. Positive parenting, when present at higher levels, significantly moderates the association between general negative emotional reactivity and somatic complaints among adolescents. This implies that the presence of positive parenting may mitigate the impact of negative emotional reactivity on somatic complaints, emphasizing the protective role of positive parenting in this context.

Figure 233

Graph Showing Moderating Role of Positive Parenting in Relationship Between Balanced Triangulation and Somatic Complaints(N=942)

**Figure 234**

Graph Showing Moderating Role of Positive Parenting in Relationship Between General Negative Emotional Reactivity and Somatic Complaints (N=942)



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of balanced triangulation on somatic complaint through general negative emotional reactivity. Results confirmed that at the low, medium and high level of positive parenting, the 95% BCCI for the negative indirect effect does not contain zero. Results also reveal that positive parenting weakened the negative indirect relationship between balanced triangulation and somatic complaints through general negative emotional reactivity.

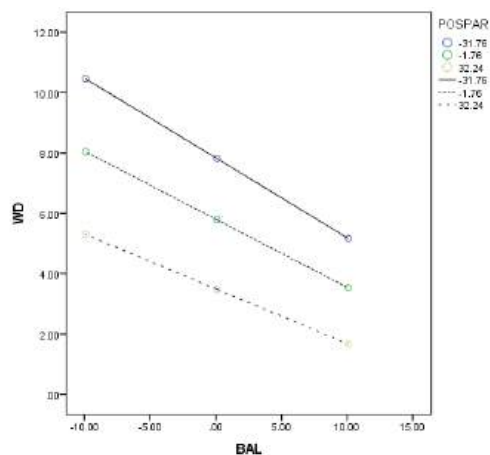
Results also shows significant interaction effect of positive parenting and balanced triangulation on withdrawal/depressed problems ($B = .00$, $p < .05$). Conditional direct effect of balanced triangulation is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased. This implied that the direct negative effect of balanced triangulation on withdrawal/depressed problems is weakened by positive parenting. Figure 235 suggests that moderating role of the positive parenting in predicting withdrawal/depressed

problem by balanced triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a negative relationship. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between balanced triangulation and withdrawal/depressed problems.

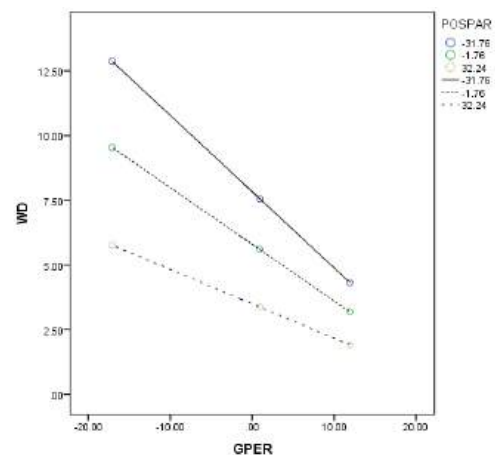
Moreover, result in Table 98 show that positive parenting significantly moderates the relationship between general negative emotional reactivity and withdrawal/depressed problems among adolescents ($B = -.00, p < .001$). Conditional direct effect of general negative emotional reactivity is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased, however, it remains significant at the three levels of positive parenting. This implied that the direct positive effect of general negative emotional reactivity on withdrawal/depressed problem is weakened by positive parenting. Figure 236 suggests that moderating role of the positive parenting in predicting withdrawal/depressed problems by general negative emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between general negative emotional reactivity and withdrawal/depressed problems.

Figure 235

Graph Showing Moderating Role of Positive Parenting in Relationship Between Balanced Triangulation and Withdrawal/Depressed Problems (N=942)

**Figure 236**

Graph Showing Moderating Role of Positive Parenting in Relationship Between General Negative Emotional Reactivity and Withdrawal/Depressed Problems (N=942)



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of balanced triangulation on withdrawal/depressed problems through general negative emotional reactivity. Result confirmed that at the low, medium and high level of positive parenting, the 95% BCCI for the indirect effect does not contain zero. Results also reveal that positive parenting weakened the indirect relationship between balanced triangulation and withdrawal/depressed problems through general negative emotional reactivity

Table 99

Positive Parenting as The Moderator of Direct and Indirect Effects of Balanced Triangulation and General Negative Emotional Reactivity on Aggression and Rule Breaking Behavior (N=942)

Predictor	Mediator				Outcome Variables							
Variables	General Negative Emotional Reactivity				Aggression				Rule Breaking Behavior			
	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>B</i>	<i>SE</i>		95% CI
Constant	-.26	.30	.396	[-.86,.34]	15.45	.37	.000	[14.73,16.18]	13.18	.30	.000	[12.59,13.76]
BAL	-.65	.04	.000	[-.74,-.57]	-.81	.05	.000	[-.92,-.70]	-.75	.04	.000	[-.84,-.66]
POSPAR	-.22	.01	.000	[-.25,-.19]	-.07	.01	.000	[-.11,-.04]	-.05	.01	.000	[-.08,-.03]
BAL*POSPAR	.00	.00	.179	[-.00,.00]	.01	.00	.000	[.00,.01]	.01	.00	.000	[.00,.01]
Conditional Direct Effect												
Low					-1.15	.09	.000	[-1.34,-.96]	-1.11	.07	.000	[-1.25,-.95]
Medium					-.83	.05	.000	[-.94,-.72]	-.77	.04	.000	[-.86,-.68]
High					-.47	.08	.000	[-.63,-.31]	-.40	.06	.000	[-.53,-.27]
GNER					.38	.03	.000	[.30,.45]	.30	.03	.000	[.24,.37]
GNER*POSPAR					.01	.00	.000	[.00,.01]	.00	.00	.000	[.00,.01]

Conditional Direct Effect									
Low		.13	.06	.033	[.01,.26]	.09	.05	.077	[-.01,.19]
Medium		.36	.03	.000	[.29,.44]	.29	.03	.000	[.23,.35]
High		.62	.05	.000	[.52,.72]	.52	.04	.000	[.44,.61]
Conditional Indirect Effect									
Low		-.10	.06		[-.23,.01]	-.06	.04		[-.17,.02]
Medium		-.24	.03		[-.32,-.16]	-.19	.03		[-.26,-.13]
High		-.37	.06		[-.50,-.23]	-.33	.05		[-.42,-.19]
R^2	.64		.68			.71			
		$F(3,938) = 573.82^{***}$			$F(5,936) = 399.19^{***}$			$F(5,936) = 458.81^{***}$	

Result in Table 99 also shows significant interaction effect of positive parenting and balanced triangulation on aggression ($B = .01, p < .001$). Conditional direct effect of balanced triangulation is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased. This implied that the direct negative effect of balanced triangulation on aggression is weakened by positive parenting. Figure 237 suggests that moderating role of the positive parenting in predicting aggression by balanced triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a negative relationship. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between balanced triangulation and aggression among adolescents.

Result in table 100 also shows the significant interaction effect of positive parenting and general negative emotional reactivity ($B = .01, p < .001$) on aggression among adolescents. Conditional direct effect of general negative emotional reactivity is low on the low level of positive parenting and it gradually increases as the level of the moderator increased, however, it remains significant at the three levels of positive parenting. This implied that the direct positive effect of general negative emotional reactivity on aggression is strengthened by positive parenting. Figure 238 offers valuable insights into the moderating effect of positive parenting on the relationship between general negative emotional reactivity and aggression. The graph demonstrates this interaction across three levels of positive parenting: low, medium, and high. The slope's shape indicates a positive relationship between general negative emotional reactivity and aggression at all three levels of positive parenting. What's particularly notable is that positive parenting significantly moderates this relationship. It suggests that when positive parenting is present at higher levels, it plays a role in mitigating the impact of negative emotional reactivity on aggression among adolescents. This

highlights the protective role of positive parenting in reducing the likelihood of aggression in the presence of high levels of general negative emotional reactivity.

Figure 237

Graph Showing Moderating Role of Positive Parenting in Relationship Between Balanced Triangulation and Aggression (N=942)

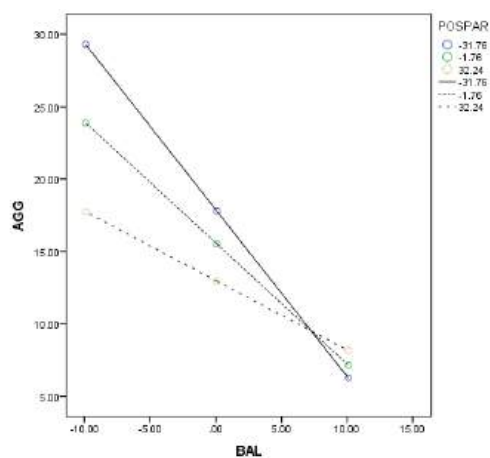
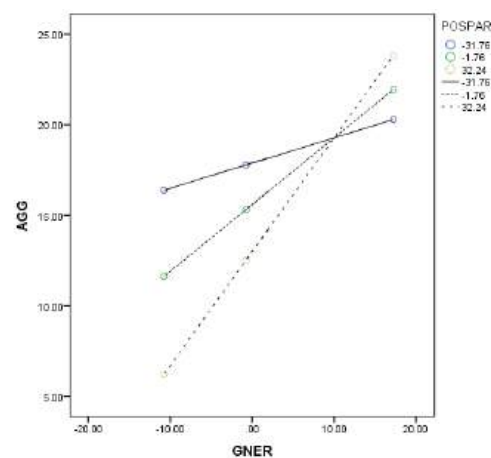


Figure 238

Graph Showing Moderating Role of Positive Parenting in Relationship Between General Negative Emotional Reactivity and Aggression (N=942)



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of balanced triangulation on aggression through general negative emotional reactivity. Result confirmed that at the low, medium and high level of positive parenting, the 95% BCCI for the indirect effect does not contain zero. Results also reveal that positive parenting strengthened the indirect relationship between balanced triangulation and aggression through general negative emotional reactivity.

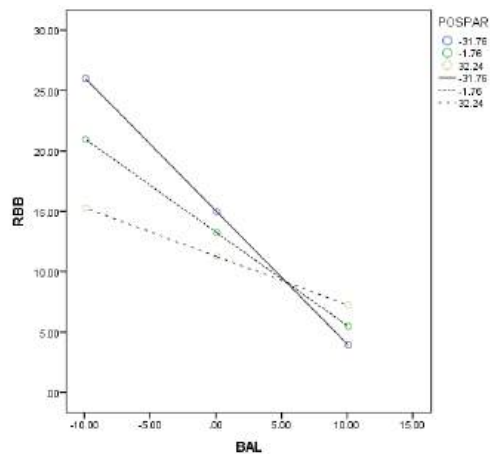
Results also show significant interaction effect of positive parenting and balanced triangulation on rule breaking behavior ($B = .01, p < .001$). Conditional direct effect of balanced triangulation is high on the low level of positive parenting and it gradually decreases as the level of the moderator increased. This implied that the direct negative effect of balanced triangulation on rule breaking behavior is weakened by

positive parenting. Figure 239 suggests that moderating role of the positive parenting in predicting rule breaking behavior by balanced triangulation. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a negative relationship. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between balanced triangulation and rule breaking behavior.

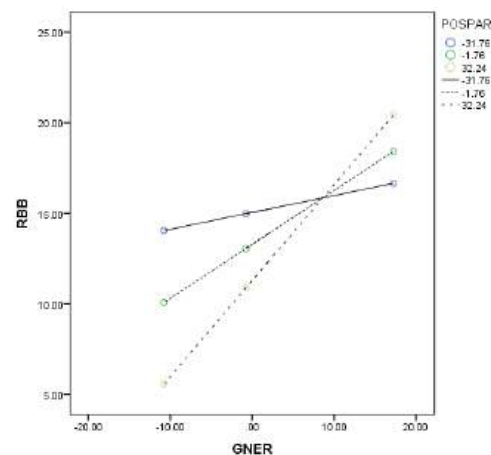
Result in Table 99 also reveals significant interaction effect of positive parenting and general negative emotional reactivity on rule breaking behavior among adolescents ($B = .00, p < .001$). Conditional direct effect of general negative emotional reactivity is low and non-significant on the low level of positive parenting and it gradually increases as the level of the moderator increased and becomes significant at the medium and high levels of positive parenting. This implied that the direct positive effect of general negative emotional reactivity on rule breaking behavior is strengthened by positive parenting. Figure 240 suggests that moderating role of the positive parenting in predicting rule breaking behavior by general negative emotional reactivity. The value and shape of slope for three levels of positive parenting i.e. low, medium and high reflected a positive relationship. Furthermore, it is clear from the graph that positive parenting significantly moderates the relationship between general negative emotional reactivity rule breaking behavior.

Figure 239

Graph Showing Moderating Role of Positive Parenting in Relationship Between Balanced Triangulation and Rule Breaking Behavior (N=942)

**Figure 240**

Graph Showing Moderating Role of Positive Parenting in Relationship Between General Negative Emotional Reactivity and Rule Breaking Behavior (N=942)



The final evidence for the moderated mediation comes from the bootstrapped 95% confidence interval of the conditional indirect effect of balanced triangulation on rule breaking behavior through general negative emotional reactivity. Result confirmed that at the medium and high level of positive parenting, the 95% BCCI for the indirect effect does not contain zero. However, at the low level of positive parenting the indirect negative effect of balanced triangulation rule breaking behavior through general negative emotional reactivity is not significant. Results also reveal that positive parenting strengthen the indirect relationship between balanced triangulation and rule breaking behavior through general negative emotional reactivity.

Moderating role of gender. An additional pivotal objective of the present study is to explore the potential moderating influence of gender (boys versus girls) in predicting various aspects of behavioral problems, including internalizing and externalizing problems, anxiety/depression symptoms, somatic complaints,

withdrawal/depression, as well as aggression and rule-breaking behavior. This investigation seeks to establish whether gender acts as a moderator in the direct relationships between different types of triangulation—specifically pushed-out, pulled-in, mediator, and balanced triangulation—and the aforementioned behavioral problems and their subtypes. To achieve this, a moderation analysis was conducted using the process macro and model number 1. This endeavor aims to uncover how gender may influence the nature and strength of the associations between triangulation and the range of behavioral outcomes studied.

Figure 241

Conceptual Model for Moderating Role of Gender in Relationship Between Adolescent Triangulation and Behavioral Problems

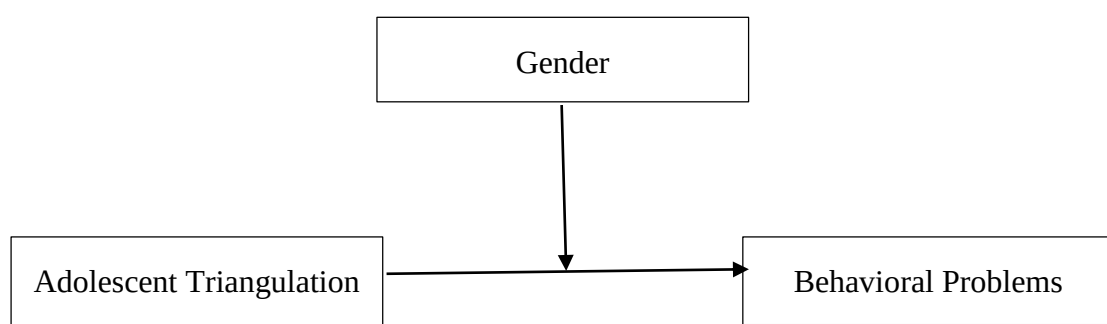


Table 100

Moderating Role of Gender in Relationship of Triangulation and its Subtypes pushed-out, Pulled-In, Mediator and Balanced with Internalizing and Externalizing Behavioral Problems (N=942)

	Internalizing Behavioral Problems					Externalizing Behavioral Problems				
	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>R</i> ²	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>R</i> ²
Constant	18.61	1.29	.000	[16.08,21.14]	.76	37.89	1.42	.000	[35.09,40.70]	.75
ATS	.50	.04	.000	[.42,.59]		.70	.04	.000	[.61,.80]	
Gender	4.89	.79	.000	[3.33,6.46]		-6.34	.88	.000	[-8.08,-4.61]	

ATS*Gender	.09	.02	.000	[.04,.14]		-.01	.02	.534	[-.07,.03]
Conditional Direct Effect									
Boys	.60	.02	.000	[.56,.64]					
Girls	.69	.01	.000	[.66,.72]					
Constant	21.59	1.65	.000	[18.34,24.84]	.61	41.67	1.83	.000	[38.06,45.28] .58
PO	1.55	.26	.001	[1.03,2.08]		1.79	.29	.000	[1.21,2.37]
Gender	3.04	1.02	.003	[1.02,5.05]		-8.57	1.13	.000	[-10.81,-6.33]
PO*Gender	.89	.16	.000	[.58,1.21]		.73	.17	.000	[.38,1.08]
Conditional Direct Effect									
Boys	2.45	.12	.000	[2.21,2.70]		2.62	.13	.000	[2.25,2.79]
Girls	3.35	.10	.000	[3.15,3.55]		3.20	.11	.000	[3.03,3.48]
Constant	21.95	1.62	.000	[18.76,25.14]	.62	40.89	1.71	.000	[37.52,44.27] .63
PI	1.16	.22	.000	[.73,1.60]		2.59	.23	.000	[2.13,3.05]
Gender	2.81	1.01	.005	[.83,4.78]		-8.29	1.06	.001	[-1.038,-6.20]
PI*Gender	.75	.12	.000	[.50,1.01]		-.05	.13	.673	[-.32,.21]
Conditional Direct Effect									
Boys	1.92	.10	.000	[1.72,2.13]					
Girls	2.68	.07	.000	[2.53,2.83]					
Constant	20.60	1.43	.000	[17.79,23.41]	.71	40.39	1.59	.000	[37.25,43.53] .68
MED	1.55	.17	.000	[1.21,1.88]		1.90	.19	.000	[1.53,2.28]
Gender	3.60	.88	.000	[1.87,5.34]		-7.85	.98	.000	[-9.80,-5.91]
MED*Gender	.42	.09	.000	[.22,.61]		.21	.11	.057	[-.01,.42]
Conditional Direct Effect									
Boys	1.97	.08	.000	[1.81,2.13]					
Girls	2.39	.05	.000	[2.28,2.50]					

Constant	19.39	1.66	.000	[16.12,22.67]	.61	38.66	1.78	.000	[35.16,42.15]	.61
BAL	-1.2	.22	.000	[-1.70,-.81]		-2.07	.24	.000	[-2.55,-1.59]	
Gender	4.56	1.03	.000	[2.54,6.59]		-6.67	1.10	.000	[-8.84,-4.51]	
BAL*Gender	-.78	.13	.000	[-1.04,-.51]		-.31	.14	.029	[-.60,-.03]	
Conditional Direct Effect										
Boys	-2.04	.10	.000	[-2.25,-1.83]		-2.38	.11	.000	[-2.61,-2.16]	
Girls	-2.82	.08	.000	[-2.99,-2.65]		-2.70	.09	.000	[-2.88,-2.52]	

Note. *** $p < .001$.

Table 100 shows the results for the moderating role of gender in relationship of triangulation as well as its subtypes pushed-out, pulled-in, mediator and balanced with internalizing and externalizing behavioral problems. The total model accounted for 76% [$F(3,938) = 1039.14, p < .001$] of the variance in internalizing behavioral problems by adolescent's triangulation. Results shows significant interaction effect of gender and triangulation ($B = .09, p < .001$) on internalizing behavioral problems. The impact of triangulation is significant for both boys and girls. The prediction of internalizing behavioral problems by triangulation on internalizing behavioral problems is stronger for girls ($B = .69, p < .001$) as compared to boys ($B = .60, p < .001$). Furthermore, Figure 242 the simple slope plot for the moderating effect of gender, in relationship between triangulation and internalizing behavioral problems. It is clear from the plot that impact of triangulation on internalizing behavioral problems is higher for girls as compared to boys.

Furthermore, the total model accounted for 75% [$F(3,938) = 949.45, p < .001$] of the variance in externalizing behavioral problems by adolescent triangulation. Result shows non-significant interaction effect of gender and triangulation ($B = -.01, p > .05$) on externalizing behavioral problems. Furthermore, Figure 243 shows the simple

slope plot for the moderating effect of gender, in relationship between triangulation and externalizing behavioral problems. It is clear from the plot that gender does not significantly moderates the impact of triangulation on externalizing behavioral problems.

Figure 242

Graph Showing the Moderating Role of Gender in Relationship Between Triangulation and Internalizing Behavioral Problems (N=942)

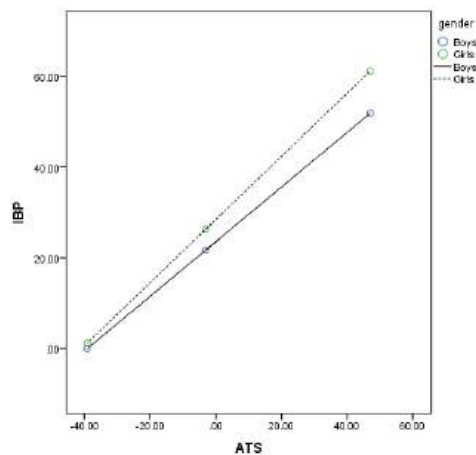
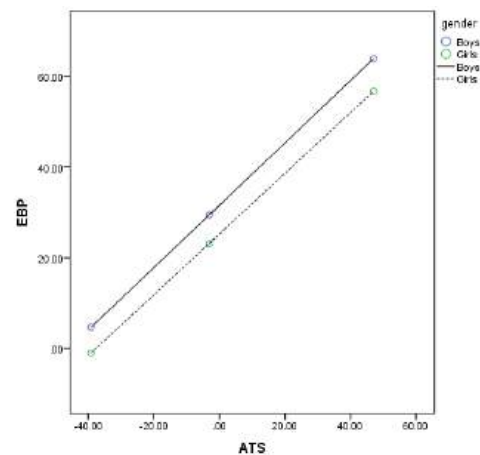


Figure 243

Graph Showing the Moderating Role of Gender in Relationship Between Triangulation and Externalizing Behavioral Problems (N=942)



The total model accounted for 61% [$F(3,938) = 495.65, p < 0.01$] of the variance in internalizing behavioral problems by pushed-out triangulation. Results shows significant interaction effect of gender and pushed-out triangulation ($B = .89, p < .001$) on internalizing behavioral problems. The impact of pushed-out triangulation is significant for both boys and girls. The prediction of internalizing behavioral problems by pushed-out triangulation is stronger for girls ($B = 3.35, p < .001$) as compared to boys ($B = 2.45, p < .001$). Furthermore, Figure 244 shows the simple slope plot for the moderating effect of gender, in relationship between pushed-out triangulation and internalizing behavioral problems. It is clear from the plot that impact of pushed-out

triangulation on internalizing behavioral problems is higher for girls as compared to boys. Furthermore, the total model accounted for 58% [$F(3,938) = 391.71, p < .001$] of the variance in externalizing behavioral problems by pushed-out triangulation. Results shows significant interaction effect of gender and pushed-out triangulation ($B = .73, p < .01$) on externalizing behavioral problems. The impact of pushed-out triangulation is significant for both boys and girls. The prediction of externalizing behavioral problems by pushed-out triangulation is stronger for girls ($B = 3.20, p < .001$) as compared to boys ($B = 2.62, p < .001$). Additionally, Figure 245 shows the simple slope plot for the moderating effect of gender, in relationship between pushed-out triangulation and externalizing behavioral problems. It is clear from the plot that impact of pushed-out triangulation on externalizing behavioral problems is higher for girls as compared to boys.

Figure 244

Graph Showing the Moderating Role of Gender in Relationship Between Pushed-Out Triangulation and Internalizing Behavioral Problems (N=942)

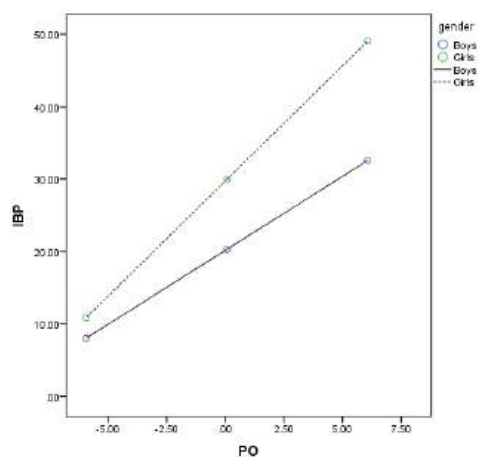
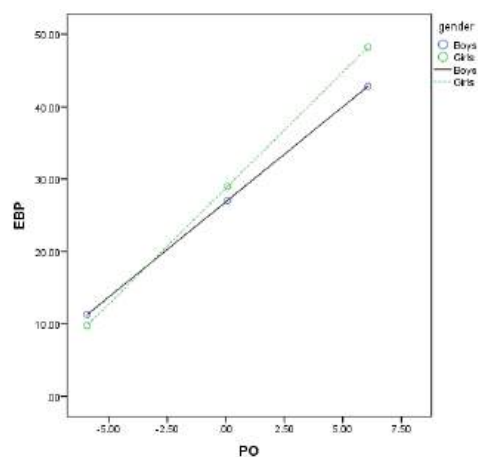


Figure 245

Graph Showing the Moderating Role of Gender in Relationship Between Pushed-Out Triangulation and Externalizing Behavioral Problems (N=942)



Furthermore, the result shows that the total model accounted for 62% [$F(3,938) = 526.75, p < 0.001$] of the variance in internalizing behavioral problems by pulled-in triangulation. Results shows significant interaction effect of gender and pulled-in triangulation ($B = .75, p < .001$) on internalizing behavioral problems. The impact of pulled-in triangulation is significant for both boys and girls. The prediction of internalizing behavioral problems by pulled-in triangulation on internalizing behavioral problems is stronger for girls ($B = 2.68, p < .001$) as compared to boys ($B = 1.92, p < .001$). Furthermore, Figure 246 shows the simple slope plot for the moderating effect of gender, in relationship between pulled-in triangulation and internalizing behavioral problems. It is clear from the plot that impact of pulled-in triangulation on internalizing behavioral problems is higher for girls as compared to boys. Results also shows that the total model accounted for 63% [$F(3,938) = 545.95, p < 0.001$] of the variance in externalizing behavioral problems by pulled-in triangulation. Results shows non-significant interaction effect of gender and pulled-in triangulation ($B = -.05, p > .05$) on externalizing behavioral problems. Figure 247 shows the moderating role of gender in relationship between pulled-in triangulation and externalizing behavioral problem.

Figure 246

Graph Showing the Moderating Role of Gender in Relationship Between Pulled-In Triangulation and Internalizing Behavioral Problems (N=942)

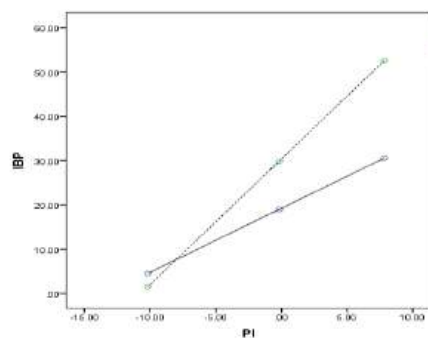
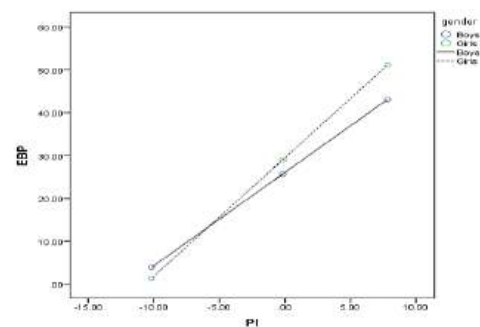


Figure 247

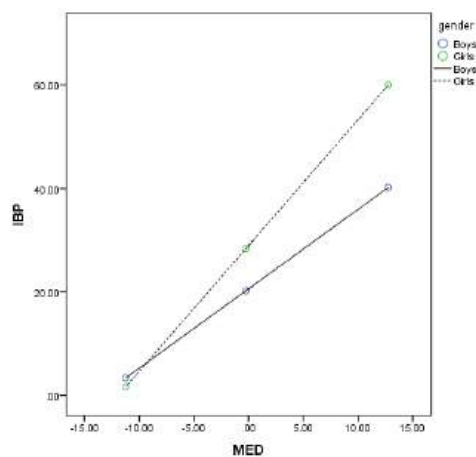
Graph Showing the Moderating Role of Gender in Relationship Between Pulled-In Triangulation and Externalizing Behavioral Problems (N=942)



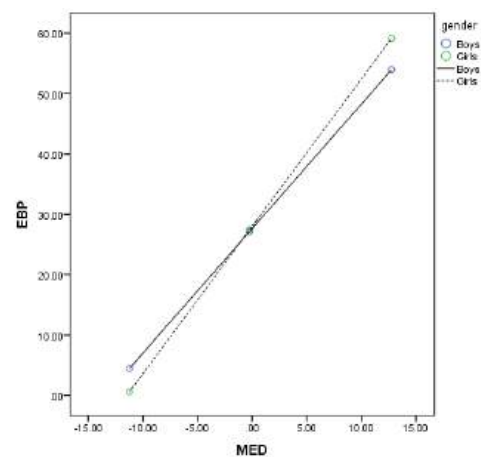
Results also shows that the total model accounted for 71% [$F(3,938) = 773.87$, $p < 0.001$] of the variance in internalizing behavioral problems by mediator triangulation. Results shows significant interaction effect of gender and mediator triangulation ($B = .41$, $p < .001$) on internalizing behavioral problems. The impact of mediator triangulation is significant for both boys and girls. The prediction of internalizing behavioral problems by mediator triangulation is stronger for girls ($B = 2.39$, $p < .001$) as compared to boys ($B = 1.97$, $p < .001$). Furthermore, Figure 248 shows the simple slope plot for the moderating effect of gender, in relationship between mediator triangulation and internalizing behavioral problems. It is clear from the plot that impact of mediator triangulation on internalizing behavioral problems is higher for girls as compared to boys. Furthermore, results show that the total model accounted for 68% [$F(3,938) = 683.68$, $p < 0.001$] of the variance in externalizing behavioral problems by mediator triangulation. Results shows non-significant interaction effect of gender and mediator triangulation ($B = .21$, $p > .05$) on externalizing behavioral problems. Figure 249 provides a simple slope plot that illustrates the moderating effect of gender in the relationship between mediator triangulation and externalizing behavioral problems among adolescents. The plot depicts two lines, one for each gender (e.g., males and females), and how the impact of mediator triangulation on externalizing behavioral problems varies for each group. However, the plot shows that gender does not significantly moderate this relationship. In other words, the effect of mediator triangulation on externalizing behavioral problems remains consistent across both genders, suggesting that gender differences do not play a significant role in this particular relationship. This finding implies that mediator triangulation's influence on externalizing behavioral problems is similar for both male and female adolescents in the study.

Figure 248

Graph Showing the Moderating Role of Gender in Relationship Between Mediator Triangulation and Internalizing Behavioral Problems (N=942)

**Figure 249**

Graph Showing the Moderating Role of Gender in Relationship Between Mediator Triangulation and Externalizing Behavioral Problems (N=942)



Furthermore, the result shows that the total model accounted for 61% [$F(3,938) = 497.14, p < 0.001$] of the variance in internalizing behavioral problems by balanced triangulation. Results shows significant interaction effect of gender and balanced triangulation ($B = -.78, p < .001$) on internalizing behavioral problems. The impact of balanced triangulation is significant for both boys and girls. The prediction of internalizing behavioral problems by balanced triangulation is stronger for girls ($B = -2.82, p < .001$) as compared to boys ($B = -2.04, p < .001$). Furthermore, Figure 250 shows the simple slope plot for the moderating effect of gender, in relationship between balanced triangulation and internalizing behavioral problems. It is clear from the plot that impact of balanced triangulation on internalizing behavioral problems is higher for girls as compared to boys.

Furthermore, the result shows that the total model accounted for 61% [$F(3,938) = 499.35, p < 0.001$] of the variance in externalizing behavioral problems by balanced triangulation. Results shows significant interaction effect of gender and balanced triangulation ($B = -.31, p < .05$) on externalizing behavioral problems. The impact of balanced triangulation is significant for both boys and girls. The prediction of externalizing behavioral problems by balanced triangulation is stronger for girls ($B = -2.70, p < .001$) as compared to boys ($B = -2.38, p < .001$). Furthermore, Figure 251 shows the simple slope plot for the moderating effect of gender, in relationship between balanced triangulation and externalizing behavioral problems. It is clear from the plot that impact of balanced triangulation on externalizing behavioral problems is higher for girls as compared to boys.

Figure 250

Graph Showing the Moderating Role of Gender in Relationship Between Balanced Triangulation and Internalizing Behavioral Problems (N=942)

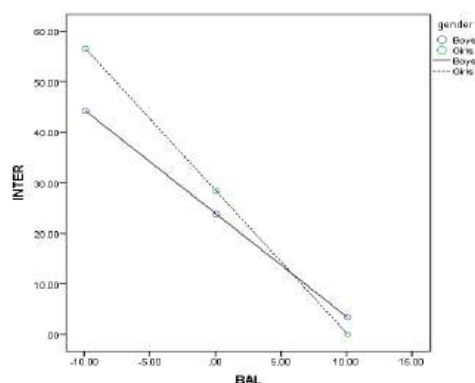


Figure 251

Graph Showing the Moderating Role of Gender in Relationship Between Balanced Triangulation and Externalizing Behavioral Problems (N=942)

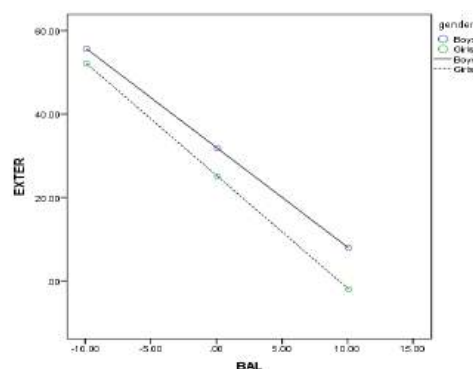


Table 101

Moderating Role of Gender in Relationship of Triangulation and its Subtypes i.e. pushed-out, Pulled-In, Mediator and Balanced with Aggression and Rule Breaking Behavior (N=942)

	Aggression					Rule Breaking Behavior				
	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>R</i> ²	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>R</i> ²
Constant	20.63	.81	.000	[19.04,22.22]	.73	17.26	.66	.000	[15.94,18.57]	.74
ATS	.36	.02	.000	[.31,.42]		.33	.02	.000	[.29,.38]	
Gender	-3.60	.50	.000	[-4.58,-2.61]		-2.74	.41	.000	[-3.55,-1.93]	
ATS*Gender	-.00	.01	.857	[-.03,.02]		-.01	.01	.268	[-.04,.01]	
Conditional										
Direct Effect										
Boys										
Girls										
Constant	22.67	1.02	.000	[20.66,24.68]	.56	19.00	.85	.000	[17.32,20.67]	.58
PO	.89	.16	.000	[.57,1.22]		.89	.13	.000	[.62,1.16]	
Gender	-4.80	.63	.000	[-6.04,-3.55]		-3.77	.52	.000	[-4.81,-2.73]	
PO*Gender	.43	.09	.000	[.27,.62]		.30	.08	.000	[.13,.46]	
Conditional Direct Effect										
Boys										
Girls										
Constant	22.19	.95	.000	[20.32,24.06]	.60	18.70	.80	.000	[17.11,20.29]	.62
PI	1.39	.13	.000	[1.13,1.64]		1.20	.11	.000	[.98,1.42]	
Gender	-4.62	.58	.000	[-5.77,-3.46]		-3.67	.50	.000	[-4.65,-2.69]	
PI*Gender	-.02	.07	.740	[-.17,.12]		-.03	.06	.614	[-.15,.09]	

Conditional Direct Effect											
Boys											
Girls											
Constant	21.93	.88	.000	[20.18,23.68]	.67	18.45	.75	.000	[16.97,19.94]	.67	
MED	1.01	.10	.000	[.80,1.22]		.89	.09	.000	[.72,1.07]		
Gender	-4.39	.55	.000	[-5.27,-3.31]		-3.46	.46	.000	[-4.38,-2.54]		
MED*Gender	.12	.06	.041	[.00,.24]		.08	.05	.104	[-.01,.18]		
Conditional Direct Effect											
Boys											
Girls											
Constant	21.10	1.00	.000	[19.14,23.07]	.59	17.55	.82	.000	[15.94,19.16]	.61	
BAL	-1.03	.13	.000	[-1.30,-.76]		-1.03	.11	.000	[-1.25,-.81]		
Gender	-3.81	.62	.000	[-5.02,-2.59]		-2.86	.50	.000	[-3.86,-1.86]		
BAL*Gender	-.21	.08	.009	[-.37,-.05]		-.10	.06	.114	[-.23,.02]		
Conditional Direct Effect											
Boys											
Girls											
Constant	-1.24	.06	.000	[-1.37,-1.12]							
Girls	-1.45	.05	.000	[-1.55,-1.35]							

Note. *** $p < .001$.

Table 101 shows the results for the moderating role of gender in relationship of triangulation and its subtypes i.e. pushed-out, pulled-in, mediator and balanced to aggression and rule breaking behavior. Results shows non-significant interaction effect of gender and adolescent triangulation ($B = -.00$ $p > .05$) on aggression. The total model accounted for 73% [$F(3,938) = 855.15$, $p < 0.001$] of the variance in aggression by triangulation. Figure 252 shows the simple slope plot for the moderating effect of gender, in relationship between triangulation and aggression. It is clear from the plot

that impact of triangulation on aggression is not moderated by gender. Moreover, result in Table 101 shows non-significant interaction effect of gender and triangulation ($B = -.01$, $p > .05$) on rule breaking behavior. The total model accounted for 74% [$F(3,938) = 923.47$, $p < .001$] of the variance in rule breaking behavior by triangulation. Figure 253 shows the simple slope plot for the moderating effect of gender, in relationship between triangulation and rule breaking behavior. It is clear from the plot that impact of triangulation on rule breaking behavior is not moderated by gender.

Figure 252

Graph Showing the Moderating Role of Gender in Relationship Between Triangulation and Aggression (N=942)

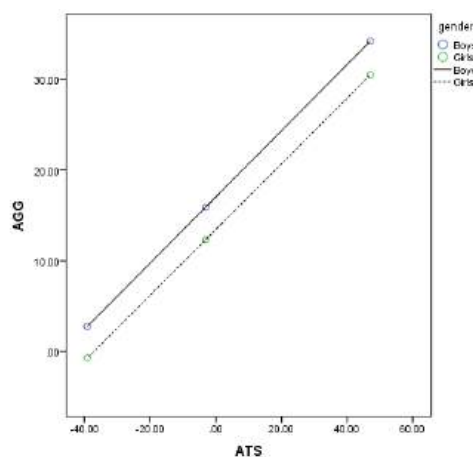
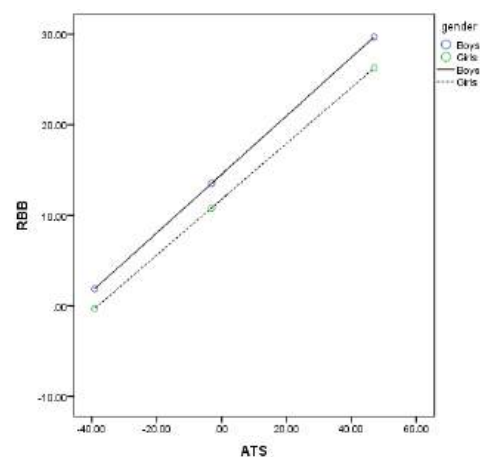


Figure 253

Graph Showing the Moderating Role of Gender in Relationship Between Triangulation and Rule Breaking Behavior (N=942)



Results shows significant interaction effect of gender and pushed-out triangulation ($B = .43$, $p < .001$) on aggression. The total model accounted for 56% [$F(3,938) = 407.87$, $p < 0.001$] of the variance in aggression by pushed-out triangulation. The impact of pushed-out triangulation is significant for both boys and girls. The prediction of aggression by pushed-out triangulation is stronger for girls ($B = 1.76$, $p < .001$) as compared to boys ($B = 1.32$, $p < .001$). Additionally, Figure 254 shows the simple slope plot for the moderating effect of gender, in relationship between pushed-

out triangulation and aggression. It is clear from the plot that impact of pushed-out triangulation on aggression is higher for girls as compared to boys. Moreover, the total model accounted for 58% [$F(3,938) = 433.21, p < .001$] of the variance in rule breaking behavior by pushed-out triangulation. Moreover, result in Table 101 shows significant interaction effect of gender and pushed-out triangulation ($B = .30, p < .001$) on rule breaking behavior. The impact of pushed-out triangulation is significant for both boys and girls. The prediction of rule breaking behavior by pushed-out triangulation is stronger for girls ($B = 1.49, p < .001$) as compared to boys ($B = 1.19, p < .001$). Likewise, Figure 255 shows the simple slope plot for the moderating effect of gender, in relationship between pushed-out triangulation and rule breaking behavior. It is clear from the plot that impact of pushed-out triangulation on rule breaking behavior is higher for girls as compared to boys.

Figure 254

Graph Showing the Moderating Role of Gender in Relationship Between pushed-out Triangulation and Aggression (N=942)

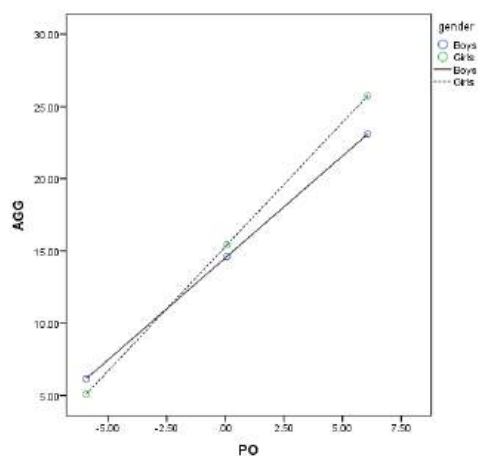
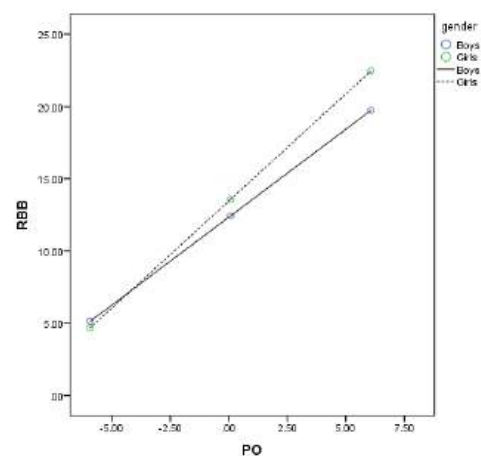


Figure 255

Graph Showing the Moderating Role of Gender in Relationship Between pushed-out Triangulation and Rule Breaking Behavior (N=942)



Result also shows non-significant interaction effect of gender and pulled-in triangulation ($B = -.02, p > .05$) on aggression. Result in Table 101 also shows that the

total model accounted for 62% [$F(3,938) = 521.73, p < 0.001$] of the variance in aggression by pulled-in triangulation. Likewise, Figure 256 shows the simple slope plot for the moderating effect of gender, in relationship between pulled-in triangulation and aggression. It is clear from the plot that impact of pulled-in triangulation on aggression is non-significant. Furthermore, results show non-significant interaction effect of gender and pulled-in triangulation ($B = -.03, p > .05$) on rule breaking behavior. The total model accounted for 62% [$F(3,938) = 518.51, p < 0.001$] of the variance in rule breaking behavior by pulled-in triangulation. Figure 257 shows the simple slope plot for the moderating effect of gender, in relationship between pulled-in triangulation and rule breaking behavior. It is clear from the plot that impact of pulled-in triangulation on rule breaking behavior is not moderated by gender.

Figure 256

Graph Showing the Moderating Role of Gender in Relationship Between Pulled-In Triangulation and Aggression (N=942)

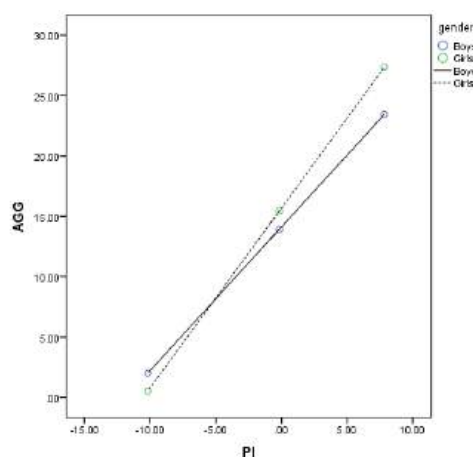


Figure 257

Graph Showing the Moderating Role of Gender in Relationship Between Pulled-In Triangulation and Rule Breaking Behavior (N=942)

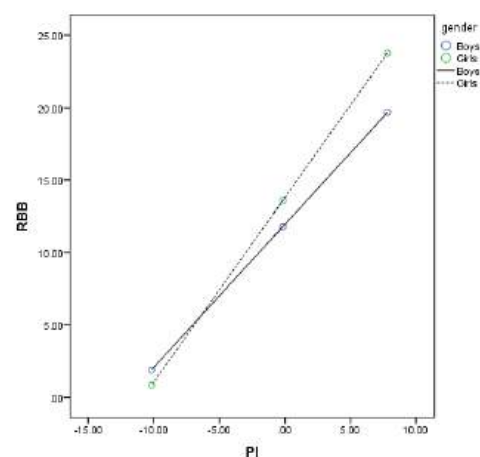


Table 101 also shows significant interaction effect of gender and mediator triangulation ($B = .12, p < .05$) on aggression. Result shows that the total model

accounted for 67% [$F(3,938) = 646.26, p < 0.001$] of the variance in aggression by mediator triangulation. The impact of mediator triangulation is significant for both boys and girls. The prediction of aggression by mediator triangulation is stronger for girls ($B = 1.26, p < .001$) as compared to boys ($B = 1.13, p < .001$). Figure 258 shows the simple slope plot for the moderating effect of gender, in relationship between mediator triangulation and aggression. It is clear from the plot that impact of mediator triangulation on aggression is higher for girls as compared to boys. Furthermore, results show non-significant interaction effect of gender and mediator triangulation ($B = .08, p > .05$) on rule breaking behavior. Table 101 shows that the total model accounted for 67% [$F(3,938) = 647.11, p < 0.001$] of the variance in rule breaking behavior by mediator triangulation. Figure 259 shows the simple slope plot for the moderating effect of gender, in relationship between mediator triangulation and rule breaking behavior. It is clear from the plot that impact of mediator triangulation on rule breaking behavior is not moderated by gender.

Figure 258

Graph Showing the Moderating Role of Gender in Relationship Between Mediator Triangulation and Aggression (N=942)

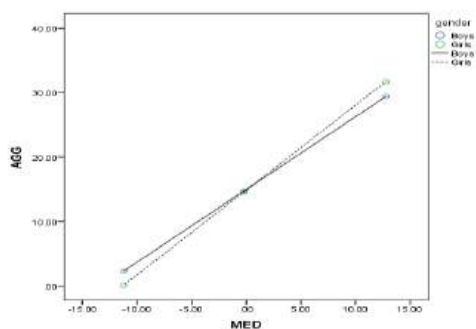
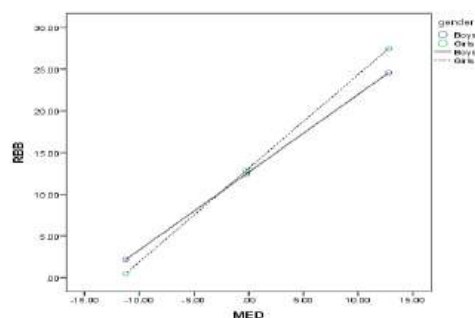


Figure 259

Graph Showing the Moderating Role of Gender in Relationship Between Mediator Triangulation and Rule Breaking Behavior (N=942)



Furthermore, results show significant interaction effect of gender and balanced triangulation ($B = -.21, p < .01$) on aggression., the Table 101 shows that the total model accounted for 59% [$F(3,938) = 452.39, p < 0.001$] of the variance in aggression by balanced triangulation. The impact of balanced triangulation is significant for both boys and girls. The prediction of aggression by balanced triangulation is stronger for girls ($B = -1.45, p < .001$) as compared to boys ($B = -.45, p < .001$). Figure 260 shows the simple slope plot for the moderating effect of gender, in relationship between balanced triangulation and aggression. It is clear from the plot that impact of balanced triangulation on aggression is higher for girls as compared to boys. Furthermore, results show non-significant interaction effect of gender and balanced triangulation ($B = -.10, p > .05$) on rule breaking behavior. The result shows that the total model accounted for 61% [$F(3,938) = 509.48, p < 0.001$] of the variance in rule breaking behavior by balanced triangulation. Figure 261 shows the simple slope plot for the moderating effect of gender, in relationship between balanced triangulation and rule breaking behavior. It is clear from the plot that impact of balanced triangulation on rule breaking behavior is not moderated by gender

Figure 260

Graph Showing the Moderating Role of Gender in Relationship Between Balanced Triangulation and Aggression (N=942)

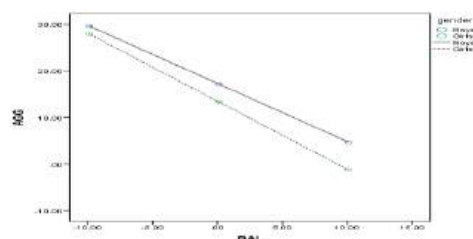


Figure 261

Graph Showing the Moderating Role of Gender in Relationship Between Balanced Triangulation and Rule Breaking Behavior (N=942)

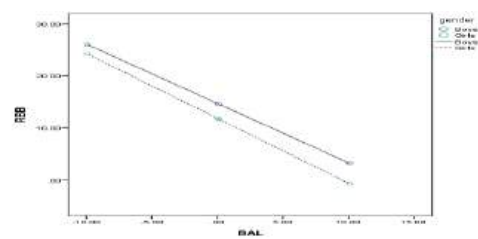


Table 102

Moderating Role of Gender in Relationship of Triangulation (pushed-out, pulled-in, Mediator & Balanced) With Anxiety/Depressed Problems, Somatic Complaints and Withdrawal/Depressed Problems (N=942)

	Anxiety/Depressed Problems					Somatic Complaint					Withdrawal/Depressed				
	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>R</i> ²	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>R</i> ²	<i>B</i>	<i>SE</i>	<i>p</i>	95% CI	<i>R</i> ²
Constant	9.09	.60	.000	[7.89,10.28]	.72	5.34	.46	.000	[4.43,6.24]	.73	4.17	.38	.000	[3.42,4.92]	.71
ATS	.21	.02	.000	[.16,.25]		.17	.01	.000	[.14,.20]		.12	.01	.000	[.10,.15]	
Gender	1.61	.37	.000	[.87,2.35]		1.77	.28	.000	[1.21,2.33]		1.50	.23	.000	[1.04,1.97]	
ATS*Gender	.04	.01	.000	[.01,.06]		.02	.01	.002	[.01,.04]		.02	.01	.000	[.01,.04]	
Conditional Direct Effect															
Boys	.25	.01	.000	[.23,.26]		.19	.01	.000	[.18,.21]		.15	.01	.000	[.14,.16]	
Girls	.29	.00	.000	[.27,.30]		.22	.00	.000	[.21,.23]		.18	.00	.000	[.17,.18]	
Constant	10.34	.73	.000	[8.90,11.79]	.58	6.30	.57	.000	[5.17,7.42]	.58	4.94	.47	.000	[4.01,5.87]	.56
PO	.58	.11	.000	[.34,.81]		.57	.09	.000	[.39,.75]		.40	.07	.000	[.25,.55]	
Gender	.84	.45	.064	[-.04,1.74]		1.17	.35	.001	[.47,1.86]		1.02	.29	.000	[.44,1.59]	
PO*Gender	.41	.07	.000	[.27,.55]		.25	.05	.000	[.14,.36]		.22	.04	.000	[.13,.31]	

Conditional Direct Effect

Boys	1.02	.05	.000	[.89,1.10]	.82	.04	.000	[.74,.91]	.63	.03	.000	[.56,.70]
Girls	1.42	.04	.000	[1.33,1.50]	1.08	.03	.000	[1.01,1.15]	.85	.02	.000	[.80,.91]

Constant	10.44	.73	.000	[9.01,11.88]	.66	6.45	.56	.000	[5.35,7.56]	.60	5.04	.46	.000	[4.14,5.95]	.58
PI	.51	.10	.000	[.32,.71]		.37	.07	.000	[.22,.52]		.27	.06	.000	[.15,.39]	
Gender	.76	.45	.092	[-.12,1.65]		1.08	.34	.001	[.40,1.76]		.96	.28	.000	[.40,1.52]	
PI*Gender	.29	.05	.000	[.18,.41]		.25	.04	.000	[.16,.34]		.20	.03	.000	[.13,.28]	

Conditional Direct Effect

Boys	.81	.04	.000	[.72,.90]	.62	.03	.000	[.55,.69]	.48	.02	.000	[.42,.54]
Girls	1.11	.03	.000	[1.04,1.17]	.87	.02	.000	[.82,.92]	.69	.02	.000	[.65,.73]

Constant	9.89	.65	.000	[8.60,11.18]	.67	6.00	.50	.000	[5.00,7.00]	.67	4.70	.41	.000	[3.89,5.52]	.66
MED	.65	.07	.000	[.50,.81]		.52	.06	.000	[.40,.64]		.36	.04	.000	[.27,.46]	
Gender	1.09	.40	.007	[.29,1.89]		1.34	.31	.000	[.73,1.96]		1.16	.25	.000	[.66,1.67]	
MED*Gender	.16	.04	.000	[.07,.25]		.12	.03	.000	[.05,.19]		.12	.02	.000	[.07,.18]	

Conditional Direct Effect

Boys	.82	.03	.000	[.75,.90]	.64	.02	.000	[.59,.70]	.49	.02	.000	[.45,.54]

Girls	.99	.02	.000	[.94,1.04]	.77	.02	.000	[.73,.81]	.62	.01	.000	[.59,.65]			
Constant	9.43	.72	.000	[7.95,10.91]	.57	5.62	.57	.000	[4.49,6.76]	.58	2.16	.44	.000	[1.29,3.03]	.58
BAL	-.50	.10	.000	[-.71,-.30]	-.41	.07	.000	[-.56,-.25]	-.09	.06	.127	[-.21,.02]			
Gender	1.47	.46	.001	[.55,2.38]	.35	.35	.000	[.94,2.35]	2.63	.27	.000	[2.10,3.17]			
BAL*Gender	-.33	.06	.000	[-.45,-.21]	.04	.04	.000	[-.34,-.16]	-.31	.03	.000	[-.38,-.24]			
Conditional Direct Effect															
Boys	-.60	.04	.000	[-.93,-.74]	-.66	.03	.000	[-.73,-.59]	-.40	.02	.000	[-.46,-.35]			
Girls	-1.20	.03	.000	[-1.24,-1.09]	-.91	.02	.000	[-.97,-.86]	-.71	.02	.000	[-.76,-.68]			

Table 102 shows the results for the moderating role of gender in relationship of triangulation and its subtypes i.e. pushed-out, pulled-in, mediator and balanced to subtypes of internalizing behavioral problems i.e. anxiety/depressed problems, somatic complaints and withdrawal/depressed. Results shows significant interaction effect of gender and triangulation ($B = .04$ $p < .001$) on anxiety/depressed problems. The total model accounted for 72% [$F(3,938) = 807.87$, $p < 0.001$] of the variance in anxiety/depressed problems by triangulation. The impact of triangulation is significant for both boys and girls. The prediction of anxiety/depressed problems by triangulation is stronger for girls ($B = .29$, $p < .001$) as compared to boys ($B = .25$, $p < .001$). Figure 262 shows the simple slope plot for the moderating effect of gender, in relationship between triangulation and anxiety/depressed problems. It is clear from the plot that impact of triangulation on anxiety/depressed problems is higher for girls as compared to boys.

Furthermore, result shows significant interaction effect of gender and triangulation ($B = .02$ $p < .05$) on somatic complaints. The total model accounted for 73% [$F(3,938) = 863.46$, $p < 0.001$] of the variance in somatic complaints by triangulation. The impact of triangulation is significant for both boys and girls. The prediction of somatic complaints by triangulation on somatic complaints is stronger for girls ($B = .22$, $p < .001$) as compared to boys ($B = .19$, $p < .001$). Figure 263 shows the simple slope plot for the moderating effect of gender, in relationship between triangulation and somatic complaints. It is clear from the plot that impact of triangulation on somatic complaints is higher for girls as compared to boys.

Moreover, results show significant interaction effect of gender and triangulation ($B = .02$ $p < .001$) on withdrawal/depressed. Result shows that the total model accounted for 71% [$F(3,938) = 787.18$, $p < 0.001$] of the variance in withdrawal/depressed

problems by triangulation. The impact of triangulation is significant for both boys and girls. The prediction of withdrawal/depressed problems by triangulation is stronger for girls ($B = .18, p < .001$) as compared to boys ($B = .15, p < .001$). Figure 264 shows the simple slope plot for the moderating effect of gender, in relationship between triangulation and withdrawal/depressed. It is clear from the plot that impact of triangulation on withdrawal/depressed problems is higher for girls as compared to boys.

Figure 262

Graph Showing the Moderating Role of Gender in Relationship Between Pushed-Out Triangulation and Anxiety/Depressed Problems (N=942)

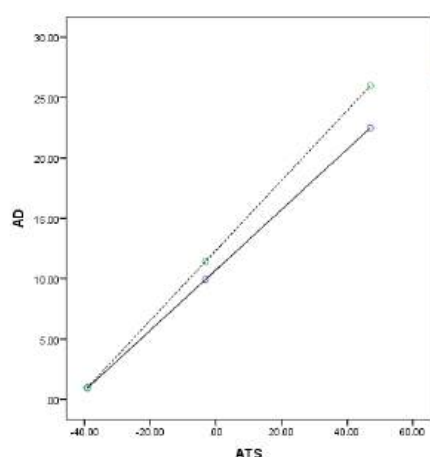


Figure 263

Graph Showing the Moderating Role of Gender in Relationship Between pushed-out Triangulation and Somatic Complaints (N=942)

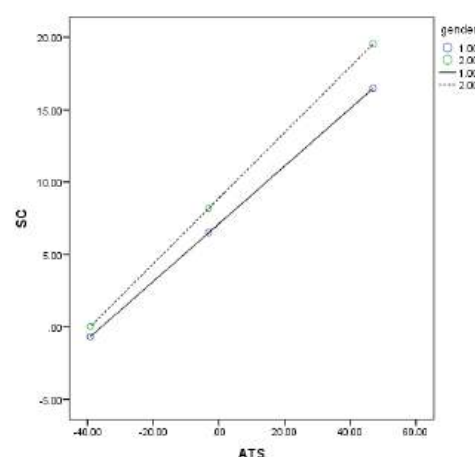
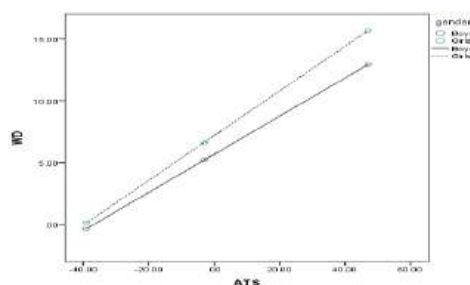


Figure 264

Graph Showing the Moderating Role of Gender in Relationship Between Pushed-Out Triangulation and Anxiety/Depressed Problems (N=942)



Results shows significant interaction effect of gender and pushed-out triangulation ($B = .41$ $p < .001$) on anxiety/depressed problems. The total model accounted for 58% [$F(3,938) = 438.15, p < 0.001$] of the variance in anxiety/depressed problems by pushed-out triangulation. The impact of pushed-out triangulation is significant for both boys and girls. The prediction of anxiety/depressed problems by pushed-out triangulation is stronger for girls ($B = 1.42, p < .001$) as compared to boys ($B = 1.00, p < .001$). Furthermore, Figure 265 shows the simple slope plot for the moderating effect of gender, in relationship between pushed-out triangulation and anxiety/depressed problems. It is clear from the plot that impact of pushed-out triangulation on anxiety/depressed problems is higher for girls as compared to boys. Furthermore, result shows significant interaction effect of gender and pushed-out triangulation ($B = .25$ $p < .001$) on somatic complaints. The total model accounted for 58% [$F(3,938) = 438.58, p < 0.001$] of the variance in somatic complaints by pushed-out triangulation. The impact of pushed-out triangulation is significant for both boys and girls. The prediction of somatic complaints by pushed-out triangulation on somatic complaints is stronger for girls ($B = 1.08, p < .001$) as compared to boys ($B = .82, p < .001$). Furthermore, Figure 266 shows the simple slope plot for the moderating effect of gender, in relationship between pushed-out triangulation and somatic complaints. It is clear from the plot that impact of pushed-out triangulation on somatic complaints is higher for girls as compared to boys.

Moreover, results show significant interaction effect of gender and pushed-out triangulation ($B = .22$ $p < .001$) on withdrawal/depressed. Result shows that the total model accounted for 56% [$F(3,938) = 398.61, p < 0.001$] of the variance in withdrawal/depressed problems by pushed-out triangulation. The impact of pushed-out triangulation is significant for both boys and girls. The prediction of

withdrawal/depressed problems by pushed-out triangulation is stronger for girls ($B = .85, p < .001$) as compared to boys ($B = .63, p < .001$). Figure 267 shows the simple slope plot for the moderating effect of gender, in relationship between pushed-out triangulation and withdrawal/depressed. It is clear from the plot that impact of pushed-out triangulation on withdrawal/depressed problems is higher for girls as compared to boys.

Figure 265

Graph Showing the Moderating Role of Gender in Relationship Between Pushed-Out Triangulation and Anxiety/Depressed Problems (N=942)

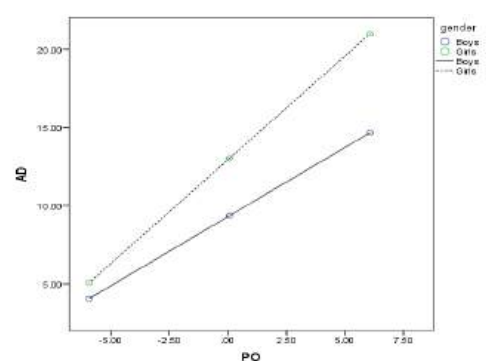


Figure 266

Graph Showing the Moderating Role of Gender in Relationship Between Pushed-Out Triangulation and Somatic Complaints (N=942)

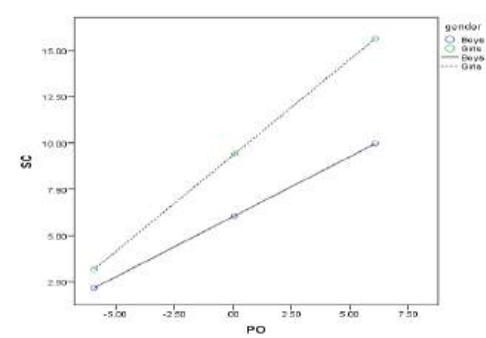
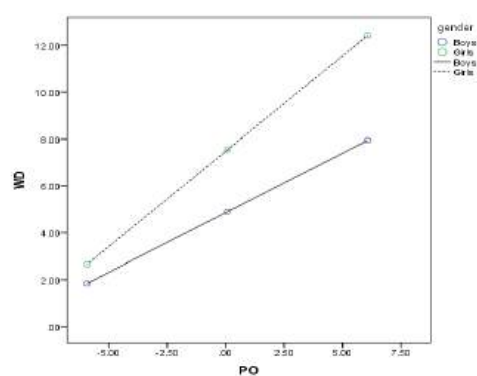


Figure 267

Graph Showing the Moderating Role of Gender in Relationship Between Pushed-Out Triangulation and Anxiety/Depressed Problems (N=942)



Results shows significant interaction effect of gender and pulled-in triangulation ($B = .29$ $p < .001$) on anxiety/depressed problems. Furthermore, result shows that the total model accounted for 59% [$F(3,938) = 449.95$, $p < 0.001$] of the variance in anxiety/depressed problems by pulled-in triangulation. The impact of pulled-in triangulation is significant for both boys and girls. The prediction of anxiety/depressed problems by pulled-in triangulation is stronger for girls ($B = 1.11$, $p < .001$) as compared to boys ($B = .81$, $p < .001$). Figure 268 shows the simple slope plot for the moderating effect of gender, in relationship between pulled-in triangulation and anxiety/depressed problems. It is clear from the plot that impact of pulled-in triangulation on anxiety/depressed problems is higher for girls as compared to boys.

Results shows significant interaction effect of gender and pulled-in triangulation ($B = .25$ $p < .001$) on somatic complaints. Results in Table 91 also shows that the total model accounted for 60% [$F(3,938) = 468.96$, $p < 0.001$] of the variance in somatic complaints by pulled-in triangulation. The impact of pulled-in triangulation is significant for both boys and girls. The prediction of somatic complaints by pulled-in triangulation on somatic complaints is stronger for girls ($B = .87$, $p < .001$) as compared to boys ($B = .62$, $p < .001$). Figure 269 shows the simple slope plot for the moderating effect of gender, in relationship between pulled-in triangulation and somatic complaints. It is clear from the plot that impact of pulled-in triangulation on somatic complaints is higher for girls as compared to boys.

Results shows significant interaction effect of gender and pulled-in triangulation ($B = .34$ $p < .01$) on withdrawal/depressed. Table 103 shows that the total model accounted for 58% [$F(3,938) = 434.26$, $p < 0.01$] of the variance in withdrawal/depressed problems by pulled-in triangulation. The impact of pulled-in triangulation is significant for both boys and girls. The prediction of

withdrawal/depressed problems by pulled-in triangulation is stronger for girls ($B = .72$, $p < .001$) as compared to boys ($B = .37$, $p < .01$). Figure 270 shows the simple slope plot for the moderating effect of gender, in relationship between pulled-in triangulation and withdrawal/depressed. It is clear from the plot that impact of pulled-in triangulation on withdrawal/depressed problems is higher for girls as compared to boys.

Figure 268

Graph Showing the Moderating Role of Gender in Relationship Between Pushed-Out Triangulation and Anxiety/Depressed Problems (N=942)

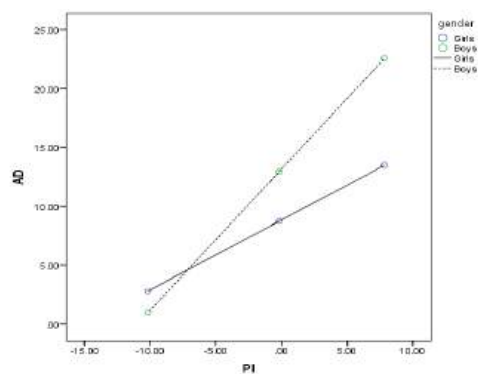


Figure 269

Graph Showing the Moderating Role of Gender in Relationship Between Pushed-Out Triangulation and Somatic Complaints (N=942)

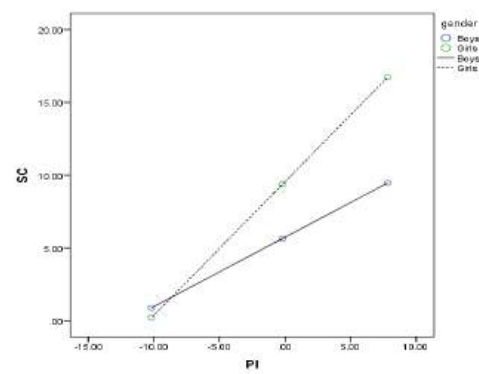
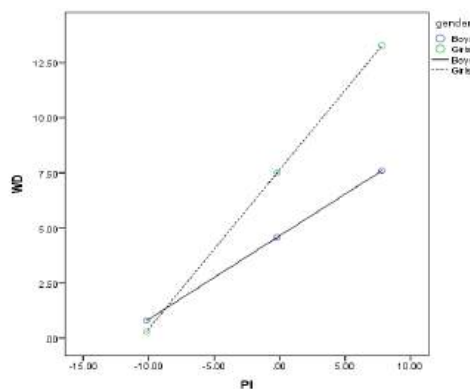


Figure 270

Graph Showing the Moderating Role of Gender in Relationship Between pushed-out Triangulation and Anxiety/Depressed Problems (N=942)



Furthermore, results also shows that the total model accounted for 67% [$F(3,938) = 640.90$, $p < 0.001$] of the variance in anxiety/depressed problems by mediator

triangulation. Results shows significant interaction effect of gender and mediator triangulation ($B = .16, p < .001$) on anxiety/depressed problems. The impact of mediator triangulation is significant for both boys and girls. The prediction of anxiety/depressed problems by mediator triangulation is stronger for girls ($B = .99, p < .001$) as compared to boys ($B = .82, p < .001$). Furthermore, Figure 271 shows the simple slope plot for the moderating effect of gender, in relationship between mediator triangulation and anxiety/depressed problems. It is clear from the plot that impact of mediator triangulation on anxiety/depressed problems is higher for girls as compared to boys.

As well as, results also shows that the total model accounted for 67% [$F(3,938) = 650.92, p < 0.001$] of the variance in somatic complaints by mediator triangulation. Results shows significant interaction effect of gender and mediator triangulation ($B = .12, p < .001$) on somatic complaints. The impact of mediator triangulation is significant for both boys and girls. The prediction of somatic complaints by mediator triangulation is stronger for girls ($B = .77, p < .001$) as compared to boys ($B = .64, p < .001$). Furthermore, Figure 272 shows the simple slope plot for the moderating effect of gender, in relationship between mediator triangulation and somatic complaints. It is clear from the plot that impact of mediator triangulation on somatic complaints is higher for girls as compared to boys.

Beside this, results also shows that the total model accounted for 69% [$F(3,938) = 696.90, p < 0.01$] of the variance in withdrawal/depressed problems by mediator triangulation. Results shows significant interaction effect of gender and mediator triangulation ($B = .21, p < .01$) on withdrawal/depressed. The impact of mediator triangulation is significant for both boys and girls. The prediction of withdrawal/depressed problems by mediator triangulation is stronger for girls ($B = .61, p < .01$) as compared to boys ($B = .40, p < .01$). Furthermore, Figure 273 shows the

simple slope plot for the moderating effect of gender, in relationship between mediator triangulation and withdrawal/depressed. It is clear from the plot that impact of mediator triangulation on withdrawal/depressed problems is higher for girls as compared to boys.

Figure 271

Graph Showing the Moderating Role of Gender in Relationship Between Mediator Triangulation and Anxiety/Depressed Problems (N=942)

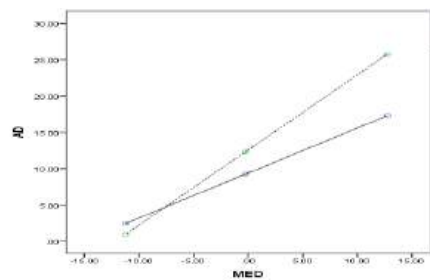


Figure 272

Graph Showing the Moderating Role of Gender in Relationship Between Mediator Triangulation and Somatic Complaints (N=942)

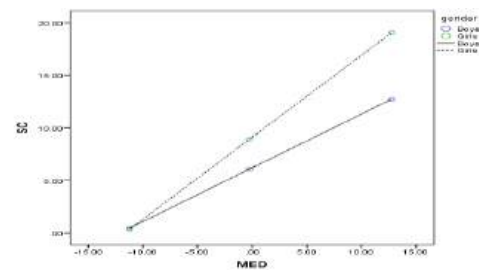
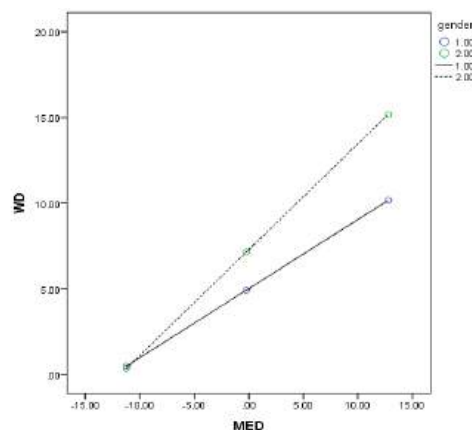


Figure 273

Graph Showing the Moderating Role of Gender in Relationship Between Mediator Triangulation and Anxiety/Depressed Problems (N=942)



Results shows significant interaction effect of gender and balanced triangulation ($B = -.33, p < .001$) on anxiety/depressed problems. The result shows that the total model accounted for 57% [$F(3,938) = 421.83, p < 0.001$] of the variance in

anxiety/depressed problems by balanced triangulation. The impact of balanced triangulation is significant for both boys and girls. The prediction of anxiety/depressed problems by balanced triangulation is stronger for girls ($B = -1.17, p < .001$) as compared to boys ($B = -.84, p < .001$). Figure 274 shows the simple slope plot for the moderating effect of gender, in relationship between balanced triangulation and anxiety/depressed problems. It is clear from the plot that impact of balanced triangulation on anxiety/depressed problems is higher for girls as compared to boys. Furthermore, results show significant interaction effect of gender and balanced triangulation ($B = -.25, p < .001$) on somatic complaints. The result shows that the total model accounted for 58% [$F(3,938) = 434.48, p < 0.001$] of the variance in somatic complaints by balanced triangulation. The impact of balanced triangulation is significant for both boys and girls. The prediction of somatic complaints by balanced triangulation is stronger for girls ($B = -.91, p < .001$) as compared to boys ($B = -.66, p < .001$). Figure 275 shows the simple slope plot for the moderating effect of gender, in relationship between balanced triangulation and somatic complaints. It is clear from the plot that impact of balanced triangulation on somatic complaints is higher for girls as compared to boys.

Furthermore, results show significant interaction effect of gender and balanced triangulation ($B = -.19, p < .001$) on withdrawal/depressed. The result shows that the total model accounted for 58% [$F(3,938) = 431.91, p < 0.001$] of the variance in withdrawal/depressed problems by balanced triangulation. The impact of balanced triangulation is significant for both boys and girls. The prediction of withdrawal/depressed problems by balanced triangulation is stronger for girls ($B = -.73, p < .001$) as compared to boys ($B = -.53, p < .001$). Figure 276 shows the simple slope plot for the moderating effect of gender, in relationship between balanced

triangulation and withdrawal/depressed. It is clear from the plot that impact of balanced triangulation on withdrawal/depressed problems is higher for girls as compared to boys.

Figure 274

Graph Showing the Moderating Role of Gender in Relationship Between Mediator Triangulation and Anxiety/Depressed Problems (N=942)

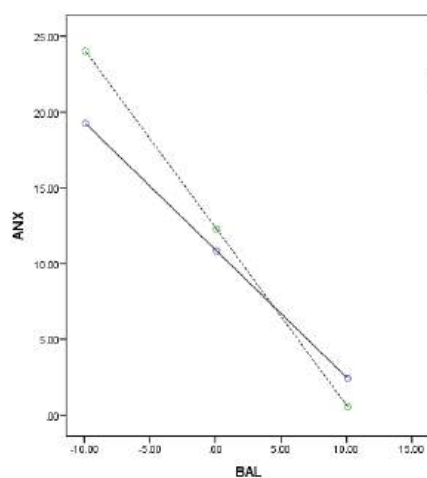


Figure 275

Graph Showing the Moderating Role of Gender in Relationship Between Mediator Triangulation and Somatic Complaints (N=942)

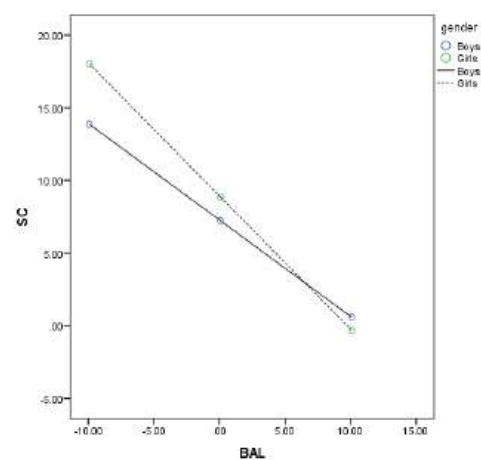
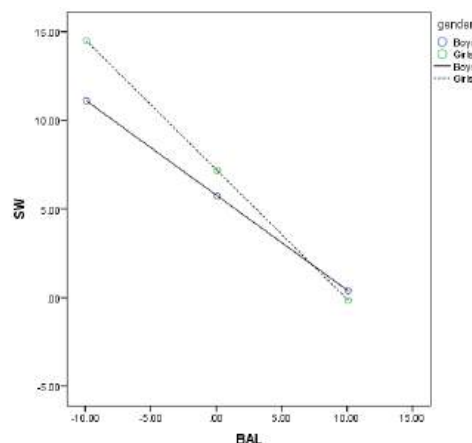


Figure 276

Graph Showing the Moderating Role of Gender in Relationship Between Mediator Triangulation and Anxiety/Depressed Problems (N=942)



Demographic wise differences across study variables

To examine demographic differences across the study variables, independent sample t-tests were employed to compare gender and family system groups in relation

Gender. Group differences are determined for all prime study variables. Moreover, effect size was also tabulated to establish the significance of group differences. Gender differences are presented in Table 104.

Table 103

Gender Differences on All Study Variables Among Adolescents (N = 942)

Variables	Boys		Girls		<i>t</i>	<i>p</i>	95% CI		Cohen's <i>d</i>
	<i>n</i> = 440		<i>n</i> = 502						
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			<i>LL</i>	<i>UL</i>	
Adolescent Triangulation Scale (ATS)									
ATS	84.76	27.45	74.16	36.77	4.95	.000	6.40	14.80	.32
PO	18.85	6.00	17.10	6.82	4.12	.000	.91	2.56	.27
PI	17.29	6.97	15.19	8.93	3.97	.000	1.06	3.13	.26
MED	18.61	7.92	16.03	10.38	4.22	.000	1.37	3.76	.27
BAL	13.46	6.96	16.18	8.22	5.42	.000	-3.69	-1.74	.35
Perth Emotional Reactivity Scale									

GP	24.26	11.49	27.68	12.51	4.34	.000	-4.96	-1.87	.28
GN	30.02	11.29	25.76	12.83	5.37	.000	-4.95	-1.88	.35
Multidimensional Assessment of Parenting (Positive Parenting) (MAPS)									
POSPAR	43.99	20.86	51.05	27.42	4.39	.000	-10.21	-3.90	.28
PRO PAR	16.34	8.32	19.00	10.44	4.28	.000	-3.88	-1.44	.28
WAR	8.40	4.35	9.73	5.27	4.17	.000	-1.94	-.70	.27
SUP	8.33	4.26	9.60	5.31	4.00	.000	-1.89	-.64	.26
POS REI	10.90	5.76	12.70	7.03	4.25	.000	-2.61	-.96	.28
Youth Self Report (YSR)									
IBP	26.92	21.02	24.95	27.96	1.20	.227	-1.22	5.17	.07
ANX	12.12	9.09	10.89	11.96	1.76	.078	-.13	2.60	.11
WD	6.55	5.84	6.29	7.33	.60	.549	-.59	1.11	.03
SC	8.24	7.29	7.76	9.15	.87	.384	-.59	1.54	.06
EBP	35.44	23.61	21.87	27.68	8.03	.000	10.25	16.88	.51
AGG	19.10	12.92	11.63	15.05	8.10	.000	5.65	9.27	.53
RBB	16.34	11.11	10.24	12.72	7.78	.000	4.56	7.63	.51

Findings given in Table 103 shows gender differences in all study variables. Results shows significant gender difference in triangulation (pushed-out, pulled-in, mediator & balanced), emotional reactivity (General positive, general negative), positive parenting and its subtypes i.e. proactive parenting, warmth, supportiveness and positive reinforcement. Table 103 reveal that boys reported higher pushed-out, pulled-in and mediator triangulation whereas girls reported more balanced triangulation. Furthermore, result reveal that boys experienced more general negative emotional reactivity and girls experienced more general positive emotional reactivity. Beside this result reveal that girls experienced more positive parenting than boys. Among

behavioral problems boys experienced more externalizing behavioral problems than girls. Results also shows significant mean difference among girls and boys in externalizing behavioral problems and its subtypes i.e. aggression and rule breaking behavior. However, results reveal that there is no significant mean among girls and boys in internalizing behavioral problems and its subtypes i.e. anxiety/depressed problems, somatic complaints and withdrawal/depressed.

Table 104

Family Wise Differences on All Study Variables Among Adolescents (N = 942)

Variables	Nuclear family System		Extended Family System						Cohen's <i>d</i>
	<i>n</i> = 548		<i>n</i> = 394		95% CI				
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>	<i>LL</i>	<i>UL</i>	
Adolescent Triangulation Scale (ATS)									
ATS	81.54	32.00	75.73	34.47	2.66	.008	1.52	10.09	.17
PO	18.29	6.82	17.40	6.01	2.08	.037	.05	1.73	.13
PI	16.87	7.80	15.21	8.51	3.10	.002	.60	2.71	.20
MED	17.77	9.14	16.49	9.71	2.06	.039	.06	2.49	.13
BAL	14.17	7.37	15.94	8.20	3.47	.001	-2.77	-.77	.22
Perth Emotional Reactivity Scale									
GPER	25.62	12.43	26.71	11.75	1.35	.175	-2.66	.48	.09
GNER	28.30	12.56	27.00	11.93	1.59	.111	-.29	2.89	.10
Multidimensional Assessment of Parenting (Positive Parenting) (MAPS)									
POSPAR	45.56	24.55	50.80	24.92	3.20	.001	-8.43	-2.03	.09
PRO PAR	16.93	9.51	18.91	9.62	3.13	.002	-3.22	-.74	.20

WAR	8.72	4.90	9.65	4.87	2.91	.004	-1.57	-.30	.19
SUP	8.54	4.85	9.65	4.85	3.43	.001	-1.73	-.47	.22
POS REI	11.36	6.48	12.57	6.53	2.81	.005	-2.05	-.36	.18
Youth Self Report (YSR)									
IBP	27.33	24.37	23.82	25.67	2.13	.033	.28	6.74	.14
ANX	12.31	10.51	10.28	10.91	2.87	.004	.64	3.41	.18
WD	6.71	6.61	5.99	6.75	1.62	.104	-.14	1.58	.10
SC	8.30	8.26	7.54	8.41	1.39	.165	-.31	1.84	.09
EBP	29.78	26.43	26.02	26.99	2.13	.033	.29	7.21	.14
AGG	16.06	14.42	13.80	14.71	2.34	.019	.36	4.13	.15
RBB	13.71	12.24	12.21	11.63	1.83	.067	-.10	3.10	.12

Results in Table 104 shows the mean difference in study variables among adolescents from nuclear and extended family system. Table 93 reveal that adolescents from nuclear family system experienced more pushed-out, pulled-in and mediator triangulation whereas adolescents from extended family system reported more balanced triangulation. Results shows that there is no significant mean difference in emotional reactivity both positive and negative among adolescents from nuclear and extended family system. Furthermore, results show that adolescents from extended families experienced more positive parenting (proactive parenting, supportiveness, warmth and positive reinforcement). There are significant mean differences in positive parenting and its subtypes among adolescents from nuclear and extended family system. Beside these results also shows that adolescents from nuclear family system reported more internalizing behavioral problems, anxiety/depressed problems, externalizing behavioral problems and aggression than adolescents from extended family system.

However, results reveal that there is no mean difference in somatic complaints, withdrawal/depressed problems and rule breaking behavior among adolescents from nuclear and extended family system.

Table 105*Age-Wise Difference in Study Variable (N=942)*

	Early Adolescents		Middle Adolescents		Late Adolescents					
Variables	<i>n</i> =233		<i>n</i> =346		<i>n</i> =363					
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>P</i>	η²	Post-Hoc
Adolescent Triangulation Scale (ATS)										
ATS	69.16	28.99	80.91	32.01	83.79	35.42	15.04	.000	.03	1< 2, 3
PO	15.25	5.24	18.45	6.18	19.12	7.05	28.54	.000	.05	1< 2, 3
PI	14.92	7.38	16.31	8.09	16.85	8.58	4.07	.117	.01	
MED	15.18	8.08	17.36	9.23	18.44	10.12	8.67	.000	.02	1< 2, 3
BAL	16.94	6.65	14.86	8.01	13.65	7.98	12.99	.000	.02	1>2, 3
Perth Emotional Reactivity Scale (PERS-S)										
GPER	29.34	10.09	23.98	12.18	25.99	12.90	13.90	.000	.03	1>2, 3
GNER	23.68	9.93	30.28	12.32	27.96	13.02	20.95	.000	.04	1< 2, 3
Multidimensional Assessment of Parenting (Positive Parenting) (MAPS)										
POSPAR	57.02	21.38	43.33	21.38	46.02	28.23	23.66	.000	.05	1>2, 3

PRO PAR	21.30	8.48	15.97	8.30	17.19	10.78	23.49	.000	.05	1>2, 3
SUP	10.76	4.34	8.17	4.30	8.67	5.44	21.83	.000	.04	1>2, 3
WAR	10.89	4.27	8.41	4.51	8.63	5.36	21.47	.000	.04	1>2, 3
POS REI	14.05	5.73	10.76	5.82	11.50	7.28	19.23	.000	.03	1>2, 3
Youth Self Report (YSR)										
IBP	15.90	16.87	28.53	25.53	29.72	27.05	26.15	.000	.05	1< 2, 3
AD	6.91	7.40	12.66	10.92	13.24	11.51	29.85	.000	.06	1< 2, 3
SC	5.03	5.63	8.71	8.58	9.19	9.09	20.55	.000	.04	1< 2, 3
WD	3.96	4.70	7.14	6.90	7.29	7.15	21.86	.000	.04	1< 2, 3
EBP	21.20	22.12	28.87	26.82	32.07	28.44	12.19	.000	.02	1< 2, 3
AGG	11.46	12.40	15.57	14.65	17.03	15.38	10.83	.000	.03	1< 2, 3
RBB	9.73	10.20	13.30	12.38	15.03	14.58	13.43	.000	.02	1< 2, 3

Note. 1 = Early Adolescence, 2= Middle Adolescence 3= Late Adolescence

Table 105 shows the difference among early, middle and late adolescents with reference to study variables. Results show that there is significant difference in triangulation, pushed-out, mediator and balanced triangulation among early, middle and late adolescent. Early adolescent experience less triangulation, pushed-out and mediator triangulation than middle and late adolescents, however there is no significant mean difference in triangulation, pushed-out and mediator triangulation among middle and late adolescents. Whereas, early adolescent experienced more balanced triangulation than middle and late adolescent. There is no significant mean difference in pulled-in triangulation among early, middle and late adolescents however there is no significant mean difference in balanced triangulation among middle and late adolescents. Moreover, results show that there is significant mean difference in general positive emotional reactivity and general negative emotional reactivity. Results suggested that early adolescents experience more general positive emotional reactivity than middle and late adolescents. General negative emotional reactivity is lesser in early adolescents than middle and late adolescents. However, there is no significant mean difference in general positive and negative emotional reactivity among middle and late adolescents.

Results in table 105 also show mean difference in positive parenting and its subtypes i.e. proactive parenting, supportiveness, warmth and positive reinforcement among early, middle and late adolescents. Results show that early adolescents experience more positive parenting, proactive parenting, supportiveness, warmth and positive reinforcement as compared to middle and late adolescents. Moreover, result shows that there is significant difference in internalizing and externalizing behavioral problems among early, middle and late adolescence. Results show that early adolescents reported less internalizing and externalizing behavioral problems as well as anxiety/depressed, somatic complaints, withdrawal/depressed, aggression and rule breaking behavior than middle and late adolescents.

Table 106*Birth Order wise difference in study variables (N = 942)*

Variables	First Born		Middle Born		Last Born		Single Child		<i>F</i>	<i>P</i>	η²	Post-Hoc
	<i>n</i> =298		<i>n</i> =286		<i>n</i> =254		<i>n</i> =104					
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Adolescent Triangulation Scale (ATS)												
ATS	75.09	32.63	71.88	29.20	87.34	33.73	90.43	36.52	15.97	.000	.19	1<3,4; 2<3,4
PO	17.62	6.49	16.62	5.44	18.92	7.19	19.89	6.68	9.41	.000	.02	1<4; 2<3,4
PI	14.95	7.92	14.91	7.57	18.16	7.97	18.33	9.33	12.43	.017	.03	1<3,4; 2<3,4
MED	16.10	9.26	15.52	8.37	19.16	9.76	20.50	9.98	12.84	.000	.04	1<3,4; 2<3,4
BAL	15.53	7.82	16.75	6.92	12.73	7.76	13.39	8.42	14.54	.000	.04	1<3; 2<3,4
Perth Emotional Reactivity Scale (PERS-S)												
GPER	27.68	12.38	28.74	10.73	22.53	12.85	22.84	10.72	16.78	.000	.05	1>3,4; 2>3,4
GNER	25.92	12.34	25.59	11.19	31.34	13.00	30.19	11.14	14.25	.000	.04	1<3,4; 2<3,4
Multidimensional Assessment of Parenting Scale (MAPS)												
POSPAR	48.81	24.78	55.44	22.08	41.05	25.21	37.08	23.44	24.02	.000	.07	1<2; 1>3,4;2>3,4

PRO PAR	18.42	9.53	20.76	8.77	15.25	9.67	13.75	8.89	23.13	.000	.06	1<2; 1>3,4;2>3,4
SUP	9.51	4.88	10.39	4.54	7.69	4.88	6.97	4.43	22.22	.000	.06	1>3,4;2>3,4
WAR	9.52	4.96	10.54	4.33	7.87	4.98	7.06	4.65	21.56	.000	.06	1<2; 1>3,4;2>3,4
POS REI	12.35	6.61	13.74	5.85	10.23	6.55	9.29	6.27	20.21	.000	.06	1<2; 1>3,4;2>3,4
Youth Self Report												
IBP	23.88	24.51	20.48	21.71	30.64	26.37	34.71	26.78	12.97	.000	.04	1<3,4; 2<3,4
ANX	10.82	10.74	9.33	9.55	13.20	11.12	14.93	11.36	10.27	.000	.03	1<3,4; 2<3,4
SC	7.22	8.19	6.17	7.29	9.71	8.72	10.94	8.90	13.87	.000	.04	1<3,4; 2<3,4
WD	5.83	6.54	4.97	5.93	7.72	6.97	8.83	7.08	13.49	.000	.04	1<3,4; 2<3,4
EBP	26.12	26.45	22.11	23.18	33.66	28.23	37.60	27.96	13.93	.000	.04	1<3,4; 2<3,4
AGG	13.86	14.42	11.90	12.87	18.10	15.29	20.25	15.10	13.73	.000	.04	1<3,4; 2<3,4
RBB	12.25	12.24	10.20	10.68	15.56	13.13	17.35	13.01	13.63	.000	.04	1<3,4; 2<3,4

Note. 1 = First Born, 2 = Middle Born, 3 = Last Born, 4 = Single Child

Table 106 shows the birth-order wise difference among adolescents with reference to study variables. Results show that there is significant difference in triangulation, pushed-out, pulled-in, mediator and balanced triangulation among first, middle last born and single child. First born child reported less triangulation, pulled-in, mediator triangulation than last born and single child. Pushed out and balanced triangulation was reported more in single child than first born. whereas, middle born reported less triangulation, pushed-out, pulled-in, mediator and balanced triangulation as well than last born and single child. Moreover, results show no significant difference in first born and middle born as well as last born and single child in triangulation and its subtypes. Moreover, results show that there is significant mean difference in general positive emotional reactivity and general negative emotional reactivity. Results suggest that first born experience more general positive emotional reactivity than last born and single child. Moreover, middle born child experience more general positive emotional reactivity than last born and single child. Result also reveal that there is no significant difference between first and middle born as well as last born and single child. Results suggest that first born experience less general negative emotional reactivity than last born and single child. Moreover, middle born child experience less general negative emotional reactivity than last born and single child. Result also reveal that there is no significant difference between first and middle born as well as last born and single child.

Results in table 106 also show mean difference in positive parenting and its subtypes i.e. proactive parenting, supportiveness, warmth and positive reinforcement among first, middle and last born as well as single child. Results show that first born experience less positive parenting, proactive parenting, warmth and positive reinforcement than second born child. Moreover, result shows that first born child experience more positive parenting, proactive parenting, supportiveness, warmth and positive reinforcement as compared to last born and single child. Middle born child experience more positive

parenting, proactive parenting, supportiveness, warmth and positive reinforcement as compared to last born and single child. There is no significant difference in last born and single child. Moreover, result shows that there is significant difference in internalizing and externalizing behavioral problems among first, middle and last born as well as single child. Results show that first and middle born child reports less internalizing and externalizing behavioral problems as well as anxiety/depressed, somatic complaints, withdrawal/depressed, aggression and rule breaking behavior than last born and single child. However, there is no significant mean difference in first and middle born child as well as last born and single child.

Discussion

The current study sought to ascertain the association of triangulation as well as its all four forms i.e. pushed-out, pulled-in, mediator and balanced triangulation with the development of behavioral issues in adolescents, both internalizing and externalizing. Furthermore, in order to identify the indirect path of this association, the current study examined emotional reactivity (both positive and negative) as a mediating variable. Because triangles are thought to be the smallest stable unit of a family system (Ker & Bowen, 1988), additional individual and family characteristics are thought to have a moderating effect in the association between triangulation and behavioral issues. The current study concentrated on the family level variable positive parenting as having a moderating influence as well as, gender as personal traits was thought to moderate the association between triangulation and behavioral problems.

The sample of the main study included 942 adolescents both girls and boys with an age range of 10 to 19 years. Sample was taken from different schools and colleges of Rawalpindi and Islamabad through purposive convenient sampling. To measure adolescent's triangulation, Adolescent's Triangulation Scale (ATS) was used. ATS was

originally developed in the study 1 and validated in the study III of current research. Adolescent's Internalizing and Externalizing behavioral problem was assessed through Youth Self Report originally developed by Achenbach & Rescola, (2001), translated and validated on Pakistani sample by Khan and Avan, (2014) more-over validated in study III of the current research. Multidimensional Assessment of Parenting Scale (MAPS), Broadband Positive Parenting Subscale originally developed by Parent and Forehand (2017) whereas, translated and validated in study II and III of the current research was used to measure positive parenting and its four dimensions. Emotional reactivity was assessed through Perth Emotional Reactivity Scale Short (PERS-S) originally developed by Becerra, et al. (2017) whereas, translated and validated in study II and III of current research.

The psychometric characteristics of the research instruments were previously confirmed in study III and IV of the ongoing investigation through procedures such as confirmatory factor analysis, as well as assessments of convergent and discriminant validity. In the present phase, the study conducted a reassessment of the reliability coefficients of all the research instruments on a larger sample. The obtained alpha coefficients demonstrate robust estimates for each of the four instruments, implying their potential utility for further analyses with this dataset. The alpha coefficients indicate that the items within each instrument show a level of internal consistency that aligns with the anticipated degree of homogeneity based on the theoretical constructs under investigation (George & Mallery, 2003).

The first objective of the current study was to find out relationship between triangulation, emotional reactivity, internalizing and externalizing behavioral problems among adolescents. A bivariate correlation coefficient was computed to test hypotheses 1 – 3 formulated to address first objective. Results revealed that there is

significant positive relationship between triangulation (pushed out, pulled in & mediator), general negative emotional reactivity, internalizing behavioral problems and externalizing behavioral problems. Results also revealed that there is negative relationship between balanced triangulation, general positive emotional reactivity, internalizing and externalizing behavioral problems. Furthermore, results revealed that there is significant negative relationship between triangulation (pushed out, pulled in & mediator), general positive emotional reactivity (see table 38). These findings are consistent with previous researches (Franck, & Buehler, 2007; Bosco et al., 2003; Etkin et al., 2014; Buehler & Welsh, 2009; Lindahl et al., 2012; Kalvin, 2016; Bylsma et al., 2008).

These findings point in the direction of the link between the research variables and served as a baseline for testing the primary study's aims and hypotheses. A positive relationship between triangulation and adolescent behavioral problems provides empirical support for investigating triangulation's predictive influence on adolescent emotional and behavioral problems. Furthermore, a substantial link between triangulation, emotional reactivity, and behavioral difficulties both internalizing and externalizing suggested that emotional reactivity functions as a mediation influence in the interaction between triangulation and behavioral problems. The second objective of the current study was to study the predictive role of triangulation on emotional reactivity as well as the predictive role of triangulation and emotional reactivity on internalizing and externalizing behavioral problems among adolescents. Multiple regression analyses were calculated using the Enter Method to test hypothesis (4-6) formulated to address second objective. The findings of regression analyses on behavioral problems by triangulation (pushed out, pulled in, mediator, and balancing) and emotional reactivity (positive & negative) were

presented in Tables (39-41). Results revealed that adolescents' triangulation in their parents' marital conflict is associated with adolescents' internalizing and externalizing behavioral problems. These findings are consistent with previous research findings (Buchanan, et al., 1991; Jacobvitz & Bush, 1996; Wang & Crane, 2001; Grych et al., 2004).

Triangulation is a situation where an adolescent becomes involved in conflicts between parents. This dynamic can place significant emotional and psychological pressure on the adolescent as they are forced to navigate their loyalty between the conflicting parents. Adolescents who experience triangulation may feel overwhelmed and emotionally distressed. This emotional distress could manifest in various ways, such as increased anxiety, depression, or irritability. Results of the present study revealed that triangulation (pushed-out, pulled-in & mediator) leads to increased negative emotional reactivity and decreased positive emotional reactivity. In contrast to this balanced triangulation resulted in elevated positive emotional reactivity and diminished negative emotional reactivity. These findings are consistent with previous research findings (Buehler, & Welsh, 2009; Okonofua, 2013; Machado & Mosmann, 2020).

Emotional reactivity played a role in the development and manifestation of behavioral problems, particularly when it came to internalizing and externalizing behaviors. Internalizing behavioral issues include difficulties managing and expressing emotions internally. Emotional reactivity played a role in the development of internalizing behaviors because people with high emotional reactivity may feel powerful and protracted unpleasant emotions, putting them at a higher risk of internalizing challenges. Consistent with the previous research, the result of the present study revealed a positive impact of negative emotional reactivity on the development

of internalizing behavioral problems and a negative impact of positive emotional reactivity on the experience of internalizing behavioral problems (Marris et al., 2017; Kalvin, et al., 2016; Shapero & Steinberg, 2013). For instance, research investigations have indicated that adolescents with high emotional reactivity are more likely to develop anxiety and depression symptoms. They may have an inclination for ruminating on unpleasant emotions, which might increase internalizing problems over time. (Hankin et al., 2015).

Externalizing behavioral problems, on the other hand, were outward displays of behavior that violated societal norms and standards. Emotional reactivity can also contribute to the development of externalizing behaviors. Adolescents with high emotional reactivity may struggle to manage their overwhelming emotions, resulting in impulsive and violent responses to frustration or provocation. Their emotional intensity may increase the likelihood of participating in externalizing behaviors to cope with discomfort (Beauchaine & Thayer, 2019). In line with previous investigations, the present study suggested that a high level of negative emotional reactivity leads to the development of externalizing behavioral problems, while elevated positive emotional reactivity results in decreased chances of developing externalizing behavioral problems (Buodo, et al., 2013; Factor, et al., 2016; Kalvin et al., 2016; Shapero & Steinberg, 2013).

The third aim of this study is to investigate the intermediary function of emotional reactivity in linking triangulation with both internalizing and externalizing behavioral problems. The research hypothesis (7) looked at a possible generating mechanism that might explain how the triangulation of adolescent children in marital conflict leads to internalizing and externalizing behavioral problems. Adolescents who are regularly involved in family disagreements and are subjected to high levels of

triangulation may exhibit increased emotional reactivity. This emotional sensitivity may lead to difficulty in properly managing their emotions, resulting in feelings of anxiety and despair (internalizing) or anger and impulsivity (externalizing) behavioral problems. Thus the influence of triangulation on these behavioral problems is partially explained by its impact on emotional reactivity.

Mediation through regression analysis was used to inspect the direct as well as indirect impact of triangulation on behavioral problems among adolescents. Barron and Kenny's (1986) model was implemented. Process Macro (Hays,2017) was employed for analysis, and bootstrapping was performed to validate the results. Results showed that adolescent's emotional reactivity serves as the mediator in the association of triangulation with adolescent internalizing and externalizing behavioral problems (see table 42-51). This is consistent with previous research findings as Minuchin and his colleagues (1975) and Bowen (1978), who documented adolescents' emotional dysregulation responses as a result of being caught up in their parents' marital disputes. Being triangulated in parent disputes causes children to experience emotional excitation, resulting in emotional and behavioral issues. These physiological as well as emotional reaction in families with triangulation patterns is theorized to not "turn off", as it does in families with stronger boundary preservation. As a result, the physiological and emotional response of the adolescent to family conflict is sustained at a high level for extended periods of time.

Furthermore, Bell et al. (2001) and Davis and Cummings (2006) suggested that triangulation disturbs and agitates adolescent's emotional reactivity and that this degree of emotional reactivity is linked to increasing internalizing and externalizing behavioral problems. Adolescents may be disturbed if they feel obligated to support one parent over the other, and boundary violations may result in fear, anxiety, tension, anger,

violence, or anti-social behavior. Chronic emotional reactivity is more likely to keep adolescent's energy focused on maintaining their parents' marriage rather than investing that energy in traditional, autonomous interests. This poor use of developmental energy throughout adolescence, when children are meant to be focused on gaining autonomy within the parent-adolescent subsystem, might appear as internalizing and externalizing problems. The current study's findings were consistent with earlier literature, such as Buehler and Welsh (2009), Fosco and Grych (2008), and Lindahl et al. (2012).

Furthermore, when comparing the indirect impact of emotional reactivity originating from adolescent triangulation on the two dimensions of behavioral problems, a noteworthy distinction emerged: the indirect link between emotional reactivity and internalizing behavioral problems was stronger than its association with externalizing problems. This observation echoes the findings of Davies et al. (2016) and Xiang, Wang, Wu, and Chen (2020), who also noted that emotional reactivity demonstrated a more pronounced connection with children's internalizing symptoms compared to externalizing symptoms. Similarly, Rhoades' (2008) meta-analysis, which explored child responses to inter-parental conflict, aligns with the components of emotional reactivity and indicated that the effect sizes were more substantial for associations with internalizing problems than with externalizing problems. This may suggest that the influence of negative emotional reactivity plays a more significant role in internalizing problems, which are primarily emotional in nature. Conversely, the larger direct path from triangulation to externalizing problems implies that there could be other direct mechanisms or mediational factors (such as social learning or pro-violent beliefs) at play, which were not fully captured in this study (Morris et al., 2015).

Buehler and Welsh (2009) gave a Process Model of Adolescents' Triangulation into Parents' Marital Conflict: The Role of Emotional Reactivity. They examined the

role of mediator triangulation in internalizing behavioral problems through emotional reactivity. They suggested that future researchers explore the impact of other forms of triangulation i.e. pushed out, pulled in, and balanced as well. Furthermore, they advised researchers to explore the mediating role of emotional reactivity in relationship between all forms of triangulation and externalizing behavioral problems. Machado and Mosmann (2020) tested the process model of adolescent triangulation by considering emotional regulation as a mediator of adolescent triangulation and externalizing behavioral problems.

Specifically, the study investigates the direct and indirect relationships between overall triangulation and pushed-out, pulled-in, mediator, and balanced triangulation styles within families and their associations with internalizing and externalizing behavioral problems, as well as emotional symptoms like anxiety/depression, somatic complaints, withdrawal/depressed mood, aggression, and rule-breaking behavior among adolescents. The indirect effect is studied with respect to both positive and negative emotional reactivity. Results showed that emotional reactivity both positive and negative significantly mediate the relationship of triangulation, pushed-out, pulled-in, mediator and balanced triangulation and behavioral problems.

Research findings were based on the Emotional Security Theory, proposed by Davies and Cummings in the 1990s, who offered a framework for understanding how adolescent's perceptions of emotional security within their family environment impact their psychological well-being and behavior. The findings of the current study provided further support to emotional security theory by showing that it can be extended to the Pakistani cultural context as well as most crucial developmental stage of adolescent. This theory can help elucidate the mediating role of emotional reactivity in the relationship between adolescent triangulation into inter-parental conflicts and the

emergence of internalizing and externalizing behavioral problems. This theory posits that adolescents view their family as a source of emotional security. Emotional security involves the feeling of safety, predictability, and support in familial relationships. When children experience emotional security, they develop a foundation for healthy emotional regulation and social functioning. Moreover, adolescent triangulation into inter-parental conflicts occurs when adolescents are drawn into disagreements or tensions between their parents. This might involve being asked to take sides, acting as intermediaries, or witnessing arguments. Such triangulation disrupts the emotional security that adolescents seek within their family environment.

Moreover, triangulation into inter-parental conflicts can evoke strong emotional reactions in adolescents. They may experience heightened emotional reactivity due to the stress and emotional turmoil associated with being caught between their parents' disagreements. This emotional reactivity reflects their attempts to navigate the complex emotions stirred by the conflicts. Finally, emotional reactivity resulting from triangulation can contribute to internalizing behavioral problems. Adolescents may internalize their distress, leading to symptoms like depression, anxiety, and withdrawal. The emotional turmoil caused by triangulation can overwhelm them, exacerbating their internalized emotional struggles. Alternatively, heightened emotional reactivity can result in externalizing behaviors. Adolescents might channel their intense emotions into behaviors like defiance, aggression, and impulsivity. Their inability to effectively manage their emotions can lead to externalizing behaviors as a way to cope with the distress caused by parental conflicts.

In continuation of the above mentioned investigations, present study simultaneously explored the impact of four types of triangulation suggested by Bell et al (2001) i.e. pushed out, pulled in, mediator, and balanced triangulation on the

development of both internalizing and externalizing behavioral problems through emotional reactivity. Both positive and negative aspects of emotional reactivity was explored in the current study. To display the correlation matrices hypothesized in the study and to assess the hypothesized causal connections between variables, a path analytic technique was adopted. In AMOS, the Maximum Likelihood (ML) estimation method was utilized to calculate path coefficients and model fit. According to Kline (1998), whereas multiple regression analysis performs the same thing, that is, estimate path coefficients, ML does it simultaneously. In ML, estimation of all model parameters is done at the same time and is iterative (estimates are produced repeatedly). In addition, disturbances or error terms for unobserved external variables are accounted for in ML (see Tables 52-59).

The present study examined four different models. The first structural model was hypothesized to examine the impact of triangulation (pushed out, pulled in, mediator & balanced) on all forms of internalizing and externalizing behavioral problems i.e. anxiety/depressed problems, somatic complaints, withdrawal/depressed, aggression and rule breaking behavior with the mediating role of general positive emotional reactivity. Results showed that there are significant positive associations of pushed out triangulation with anxiety/depressed problems, somatic complaints, withdrawal/depressed, aggression and rule breaking behavior. However, there are also significant positive impact of pulled in triangulation on withdrawal/depressed, aggression and rule breaking behavior. Whereas a non-significant impact of anxiety/depressed problems and somatic complaints. Furthermore, result showed that there are also significant positive association between mediator triangulation with anxiety/depressed problems, somatic complaints, withdrawal/depressed, aggression and rule breaking behavior. Moreover, there are significant negative role of balanced

triangulation on anxiety/depressed problems, somatic complaints, withdrawal/depressed, aggression and rule breaking behavior. Pushed out, pulled in and mediator triangulation has significant negative impact on general positive emotional reactivity, which in turn has a negative association with anxiety/depressed problems, somatic complaints, withdrawal/depressed, aggression and rule breaking behavior. Beside this balanced triangulation has a positive association with general positive emotional reactivity. Results suggested that the pushed-out triangulation has strongest positive direct effect on anxiety/depressed problems. Pulled-in triangulation has strongest direct effect on rule breaking behavior. Considering mediator triangulation, the direct effect is strongest for anxiety/depressed problems. Direct negative impact of general positive emotional reactivity is strongest for somatic complaints.

However, indirect impact of all the four forms of triangulation (pushed out, pulled in, mediator and balanced) with anxiety/depressed problems, somatic complaints, withdrawal/depressed, aggression and rule breaking behavior the mediating role of general positive emotional reactivity was also significant. The indirect effect of pushed out triangulation through general positive emotional reactivity is strongest for somatic complaints as well as withdrawal/depressed problems. The indirect effect of pulled-in triangulation through general positive emotional reactivity is strongest for withdrawal depressed problems. Somatic complaint is the outcome variable that has strongest indirect effect of mediator triangulation. Balanced triangulation has negative impact on behavioral problems. Balance triangulation has strongest negative impact on rule breaking behavior. The negative indirect effect of balanced triangulation through general positive emotional reactivity is strongest for somatic complaints.

The second model was hypothesized to examine the predictive role of triangulation (pushed out, pulled in, mediator & balanced) on anxiety/depressed

problems, somatic complaints, withdrawal/depressed, aggression and rule breaking behavior with the mediating role of general negative emotional reactivity. Results are in accordance with proposed assumption. There are significant positive association of pushed out triangulation with anxiety/depressed problems, somatic complaints, withdrawal/depressed, aggression and rule breaking behavior. However, there are also significant positive impact of pulled triangulation on, aggression and rule breaking behavior. Whereas a non-significant relationship with anxiety/depressed problems withdrawal/depressed, and somatic complaints. Furthermore, result showed that there are also significant positive association between mediator triangulation with anxiety/depressed problems, somatic complaints, withdrawal/depressed, aggression and rule breaking behavior. Moreover, there are significant negative relationship of balanced triangulation with anxiety/depressed problems, somatic complaints, withdrawal/depressed, aggression and rule breaking behavior. Pushed out, pulled in and mediator triangulation has significant positive impact on general negative emotional reactivity, which in turn has a positive association with anxiety/depressed problems, somatic complaints, withdrawal/depressed, aggression and rule breaking behavior. Beside this balanced triangulation has a negative association with general negative emotional reactivity.

Results suggested that the pushed-out triangulation has strongest positive direct effect on anxiety/depressed problems. Pulled-in triangulation has strongest direct effect on aggression. Considering mediator triangulation, the direct effect is strongest for anxiety/depressed problems. Direct negative impact of balanced triangulation is for rule breaking behavior. Direct positive impact of general negative emotional reactivity is strongest for withdrawal/depressed. However, indirect relationships of all the four forms of triangulation (pushed out, pulled in, mediator and balanced) with

anxiety/depressed problems, somatic complaints, withdrawal/depressed, aggression and rule breaking behavior through general positive emotional reactivity was significant. The indirect effect of pushed out triangulation through general negative emotional reactivity is strongest for somatic complaints. The indirect effect of pulled-in triangulation through general negative emotional reactivity is strongest for somatic complaints and withdrawal depressed problems. Somatic complaint and withdrawal/depressed problems have strongest indirect effect of mediator triangulation. The negative indirect effect of balanced triangulation through general negative emotional reactivity is strongest for somatic complaints and withdrawal depressed problems.

The third model was hypothesized to examine the effect of triangulation (pushed out, pulled in, mediator & balanced) on internalizing and externalizing behavioral problems with mediating role of general positive emotional reactivity. There was significant positive impact of pushed out, pulled in and mediator triangulation with internalizing and externalizing behavioral problems. Moreover, there are significant negative association of balanced triangulation with internalizing and externalizing behavioral problems. Pushed out, pulled in and mediator triangulation has significant negative impact on general positive emotional reactivity, which in turn has a negative association with internalizing and externalizing behavioral problems. Beside this balanced triangulation has positive association with general positive emotional reactivity.

Result showed that adolescent's experiencing pushed-out and mediator triangulation experience more internalizing behavioral problems than externalizing behavioral problems. Moreover, adolescent experiencing pulled-in triangulation experience more externalizing behavioral problems than internalizing behavioral

problems. However, indirect relationships of all the four forms of triangulation (pushed out, pulled in, mediator and balanced) with internalizing and externalizing behavioral problems through general positive emotional reactivity was significant.

The fourth and final model was hypothesized to examine the role of triangulation (pushed out, pulled in, mediator & balanced) on internalizing-externalizing behavioral problems with mediating role of general negative emotional reactivity. Results was in accordance with proposed assumption. There were significant positive association of pushed out, pulled in and mediator triangulation with internalizing and externalizing behavioral problems. Moreover, there are significant negative association of balanced triangulation with internalizing and externalizing behavioral problems. Pushed out, pulled in and mediator triangulation has significant positive impact on general negative emotional reactivity, which in turn has a positive association with internalizing and externalizing behavioral problems. Beside this balanced triangulation has negative association with general negative emotional reactivity.

Result showed that adolescent's experiencing pushed-out and mediator triangulation experience more internalizing behavioral problems that externalizing behavioral problems. Moreover, adolescent experiencing pulled-in triangulation experience more externalizing behavioral problems than internalizing behavioral problems. However, indirect relationships of all the four forms of triangulation (pushed out, pulled in, mediator and balanced) with internalizing and externalizing behavioral problems through general positive emotional reactivity was significant.

The current study's fourth main objective was to investigate a family component that was expected to enhance or buffer the pathway from triangulation to emotional reactivity to adolescents internalizing and externalizing behavioral problems.

Hypothesis no. 8 was formulated to address the fourth objective of the main study. Positive parenting is proposed as a moderator of various paths of the structural model of adolescents' triangulation and various measures of internalizing-externalizing behavioral through emotional reactivity in the current study's conceptual model. The moderation analyses performed through IBMSPSS using the PROCESS macro (Hayes, 2012), Model 59. It was hypothesized that positive parenting moderated all paths in the mediation model. More specifically, it was hypothesized that positive parenting moderated the direct paths from adolescent triangulation to emotional reactivity; and the direct paths from adolescent triangulation and emotional reactivity to internalizing and externalizing behavioral problems. As well as indirect effect of triangulation on internalizing and externalizing behavioral problems through emotional reactivity. Initially positive parenting performed the moderating role in association of triangulation with internalizing and externalizing behavioral problems as well as with anxiety/depressed, somatic complaints, withdrawal/depressed, aggression and rule breaking behavior was tested. Moderated mediation was done with both positive and negative emotional reactivity as mediating role (see Tables 60 - 99).

Considering the impact of triangulation on behavioral problems through general positive emotional reactivity, results showed that the direct effect of triangulation and its subtypes pushed-out, pulled-in and mediator triangulation on general positive emotional reactivity was not significantly moderated by positive parenting. These findings align with prior research conducted by Xiang et al. (2020). They reported that parental warmth failed to diminish the impact of adolescent's involvement into inter-parental conflicts on emotional reactivity. The finding of the current study suggested that positive parent only capture adolescent's relationship with parents, but did not relieve adolescent's emotional reactivity and worries over their being triangulated into

inter-parental conflicts. However, results showed that the positive impact of balanced triangulation on general positive emotional reactivity was significantly moderated and weakened by positive parenting. These findings were consistent with previous research findings by Kahhalé, Barry and Hanson (2023).

The impact of triangulation and its subtypes pulled-in, mediator and balanced triangulation on internalizing behavioral was not significantly moderated by positive parenting. These results were consistent with the findings of Xiang, et al. (2020). During pulled-in, mediator triangulation, adolescents were actively involved in the inter-parental conflicts, therefore, adolescent's perception of positive parenting was intermingled with their active involvement. Hence positive parenting failed to mitigate the impact of such types of triangulation on the development of internalizing behavioral problems. However, the impact of pushed-out triangulation on internalizing behavioral problems was significantly moderated and weakened. In contrast to other types of triangulation, parents tried to be together for the betterment of their children. Therefore positive parenting has different impact on the role of pushed-out triangulation on the development of behavioral problems. Whereas, negative impact of general positive emotional reactivity on internalizing behavioral problems is significantly moderated and weakened by positive parenting. Present research findings supported Xiang, et al. (2020) research that the direct impact of emotional insecurity on internalizing and externalizing behavioral problems was weakened by the presence of parental warmth, one component of positive parenting.

Positive parenting significantly moderated the impact of triangulation as well as its subtypes pushed-out, pulled-in and balanced triangulation and general positive emotional reactivity on externalizing behavioral problems. Positive parenting weakened the effect of triangulation as well as its subtypes i.e. pushed-out and balanced

on externalizing behavioral problems whereas strengthened the impact of general positive emotional reactivity. The impact of pulled-in triangulation on externalizing behavioral problems is strengthened by positive parenting. When adolescents experience pulled-in triangulation, positive parenting weakened the impact of general negative emotional reactivity. Moreover, the impact of mediator triangulation and general positive emotional reactivity was not moderated by positive parenting.

Exploring the impact on triangulation on subtypes of internalizing behavioral problems, findings suggested that positive parenting did not moderate the association of triangulation, pushed-out triangulation with anxiety/depressed problems, whereas significantly moderated and weakened the impact on somatic complaints and withdrawal/depressed problems. Positive parenting significantly moderated and strengthened the impact of pulled-in triangulation on anxiety/depressed problems, whereas did not moderate the impact on somatic complaints and withdrawal/depressed problems. The impact of mediator and triangulation on anxiety/depressed somatic complaints was significantly moderated and strengthened by positive parenting, whereas the impact on withdrawal/depressed problems was not moderated significantly. Positive parenting did not significantly moderate the impact of balanced triangulation on anxiety/depressed, somatic complaints and withdrawal/depressed problems. Positive parenting significantly moderated and weakened the negative impact of general positive emotional reactivity on anxiety/depressed, somatic complaints and withdrawal/depressed problems. For adolescent's experiencing balanced triangulation, the impact of general positive emotional on anxiety/depressed problems was not significantly moderated by positive parenting whereas, the impact on somatic complaints and withdrawal/depressed was significantly moderated and weakened.

Present study also reported the moderating role of positive parenting in the impact of triangulation and its subtypes pushed-out, pulled-in and balanced triangulation on aggression and rule breaking behavioral problems, findings revealed that positive parent significantly moderated and weakened the impact on aggression and rule breaking behavior. Positive parenting significantly moderated and strengthen the negative impact of general positive emotional reactivity on aggression and rule breaking behavior. Considering the situations when adolescents experience pulled-in triangulation, positive parenting weakened the negative impact of general positive emotional reactivity on aggression and rule breaking behavior. Moreover, the impact of mediator triangulation as well as general positive emotional reactivity was not moderated by positive parenting.

Considering the impact of triangulation on behavioral problems through general negative emotional reactivity, results showed that the direct effect of triangulation as well as its subtypes pushed-out, pulled-in, mediator triangulation on general negative emotional reactivity was significantly moderated by positive parenting. Positive parenting strengthened the direct positive effects on general negative emotional reactivity. Results showed that impact of balanced triangulation on general negative emotional reactivity was not moderated by positive parenting. Whereas results showed that positive parenting significantly moderated and weakened the impact of triangulation, pushed-out, mediator and balanced triangulation on internalizing behavioral problems. The impact of pulled-in triangulation on internalizing behavioral problems was not moderated by positive parenting. Moreover, when adolescent's experience triangulation and pushed-out triangulation impact of general negative emotional reactivity on internalizing behavioral problems was not significantly moderated by positive parenting. However, when adolescents experience pulled-in,

mediator and balanced triangulation, positive parenting significantly moderated and weakened the impact of general negative emotional reactivity on internalizing behavioral problems.

Positive parenting significantly moderated the impact of triangulation, its subtypes i.e. pushed-out, pulled-in, mediator and balanced triangulation and general negative emotional reactivity on externalizing behavioral problems. Positive parenting weakened the effect of triangulation, pushed-out, mediator and balanced triangulation on externalizing behavioral problems whereas strengthened the impact of pulled-in triangulation and general negative emotional reactivity.

Exploring the impact on triangulation on subtypes of internalizing behavioral problems, findings suggested that positive parenting did not moderate the association of triangulation and its subtype mediator and balanced triangulation with anxiety/depressed problems, whereas significantly moderated and weakened the impact on somatic complaints and withdrawal/depressed problems. Positive parenting significantly moderated and weakened the impact of pushed-out triangulation on anxiety/depressed, somatic complaints, withdrawal/depressed problems. Positive parenting significantly and strengthened the impact of pulled-in triangulation on anxiety/depressed problems whereas, did not moderate the impact on somatic complaints and rule breaking behavior. When considering total triangulation positive parenting did not moderate the positive impact of general negative emotional reactivity on anxiety/depressed, somatic complaints and withdrawal/depressed problems. Whereas, with pushed-out and balanced triangulation positive parenting did not moderate the impact of general negative emotional reactivity on anxiety/depressed problems, whereas significantly moderated and weakened the impact on somatic complaints and withdrawal/depressed problems. Considering adolescent's experience

of pulled-in and mediator triangulation, results showed that impact of general negative emotional reactivity on anxiety/depressed, somatic complaints and withdrawal/depressed is significantly moderated and weakened by positive parenting.

Moreover, present study reported the positive parenting has moderating role on the impact of triangulation, pushed-out triangulation on subtypes of externalizing behavioral problems, findings revealed that positive parent significantly moderated and weakened the impact of triangulation and balanced triangulation on aggression and rule breaking behavior. Positive parenting significantly moderated and strengthened the impact of pulled-in triangulation on aggression and rule breaking behavior. The impact of mediator triangulation on aggression was not moderated by positive parenting, whereas, positive parenting significantly moderated and weakened the impact of mediator triangulation on rule-breaking behavior. Positive parenting significantly moderated and strengthen the positive impact of general negative emotional reactivity on aggression and rule breaking behavior. Considering adolescent's experiencing pulled-in triangulation the impact general negative emotional reactivity on aggression and rule-breaking behavior is weakened by positive parenting.

Present study also explored the moderating role of positive parenting on the indirect effects also. Results suggested that the moderating role of positive parenting was non-significant on indirect impact of triangulation through general negative emotional reactivity on internalizing behavioral problems as well as its subtypes anxiety/depressed, somatic complaints and withdrawal/depressed as well as impact of pushed-out triangulation on anxiety/depressed problems through general positive emotional reactivity. However, results suggested that positive parenting significantly moderated and strengthened the indirect effect of triangulation, and its subtypes i.e. pushed-out, mediator and balanced on externalizing behavioral problems, aggression

and rule breaking behavior through general positive emotional reactivity as well as general negative emotional reactivity. The indirect effect of pushed-out triangulation on internalizing behavioral problems, anxiety/depressed, somatic complaints and withdrawal/depressed problems through general negative emotional reactivity was significantly moderated and strengthened by positive parenting. Positive parenting significantly moderated and weakened the indirect effect of triangulation and its subtypes i.e. pulled-in, mediator and balanced on internalizing behavioral problems, anxiety/depressed, somatic complaints and withdrawal depressed through general positive emotional reactivity as well as general positive emotional reactivity. The indirect effect of pushed-out triangulation on somatic complaints and withdrawal depressed problems through general positive emotional reactivity as well as the impact of pushed-out triangulation on internalizing behavioral problems, anxiety/depressed, somatic complaints, withdrawal/depressed, externalizing behavioral problems, aggression and rule breaking behavior through general negative emotional reactivity was significantly moderated and strengthened by positive parenting. The indirect effect of pulled-in triangulation on externalizing behavioral problems, aggression and rule-breaking behavior through general positive emotional reactivity and general negative emotional reactivity was moderated and weakened by positive parenting.

The research findings suggested that positive parenting substantially mitigated the association between triangulation and behavioral problems. Positive parenting protected adolescents against the negative effects of triangulation on the development of internalizing behavioral problems. Positive parenting significantly mitigated the influence of pulled-in, mediator, and balanced triangulation. Positive parenting reduced these harmful impacts; these findings were similar with prior study findings by Buehler and Welsh (2009). However, contrary to original research assumptions, the findings

tend to support an alternative hypothesis in the case of pulled-in and mediator triangulation. Positive parenting in the context of high triangulation may sometimes aggravate adolescent externalizing behaviors. Inconsistency in degrees of positive parenting among adolescents may increase levels of externalizing behavior, aggression, and rule breaking behavior. There are a few possible explanations for these findings. There are a few possible explanations for contrary these findings. Sturge-Apple, Davies, and Cummings (2010) suggested when the family system have weak boundaries, parental supportiveness and warmth may be resulted from the existence of hostility among other family members. The developmental phase when they are increasingly involved and aware of what is happening with other members of the family, particularly the parents. Moreover, Davies and Lindsay (2004) suggested that an disproportion in parental emotions that serves to perpetuate conflict in the marital subsystem may have worse implications for adjustment of adolescents.

According to Kerig (1995), pulled-in and mediator triangulation frequently leads to alliance building, in which the adolescent ends up having a deeper and warmer relationship with the other parent by siding with one parent. These parent-child coalitions frequently increase marital conflict, which may be especially upsetting for adolescents, and may also affect perceptions of positive parenting within parent-child interactions. Furthermore, in alliance families, positive parenting is frequently combined with aspects of coercion or psychological control (Kerig, Swanson, & Ward, 2011; Rohner, 1986). Positive parenting may be perceived as forceful or as an attempt by parents to build an alliance with their children. As a result, while intimate parent-child interactions can promote healthy adjustment in intact families, warmth within pulled-in triangulation can be tainted if it supports the process of excluding or working against the other parent (Grych et al, 2004).

Furthermore, in enmeshed families a lack of boundaries frequently leads to the engagement of children in conflict, i.e. mediator triangulation, and enmeshment amongst family members has been proven to predict adolescent behavioral problems (Barber & Buehler, 1996). According to the current findings, the combination of high triangulation and high positive parenting could be indicative of an enmeshed family system in which positive parenting does not serve to support the child but rather is harmful. Moreover, Barber and Buehler (1996) suggested that during pulled-in triangulation positive parenting was used to gain emotional access to the child to fulfil parents' own needs. Davies, Cummings, and Winter (2004) found that parents in enmeshed families had greater levels of parental acceptance (a factor in good parenting) than parents in cohesive families, but also higher levels of psychological control and co-parenting conflicts. As a result of the relationship between positive parenting and coercion in the setting of triangulated families, it is probable that having parents who use positive parenting practices may contribute to the development of adolescents externalizing difficulties.

In contrast to pulled-in, mediator and balanced triangulation, the impact of pushed-out triangulation was weakened by positive parenting. In pushed out triangulation, parents tended to work together for betterment of adolescents, they pay more attention to adolescent future and development instead of their marital disputes. Therefore, adolescent experience pushed-out triangulation perceive positive parenting differently. The interaction of positive parenting and pushed-out triangulation resulted in the decrease of externalizing behavioral problems. These findings were consistent with previous research findings (Buehler & Gerard, 2002; Krishnakumar & Buehler, 2000; Buehler & Gerard, 2002; Cummings, Goeke-Morey, & Papp, 2003).

Another primary objective of the present study is to evaluate the moderating influence of gender (distinguishing between boys and girls) in forecasting internalizing and externalizing behavioral issues, encompassing specific categories like anxiety/depression, somatic complaints, withdrawal/depression, aggression, and rule-breaking behavior. This analysis aims to investigate whether gender serves as a moderator in shaping the direct associations between different types of triangulation (pushed-out, pulled-in, mediator, and balanced) and the various subtypes of internalizing-externalizing behavioral problems. This moderation examination was conducted using process macro, employing model number one as outlined in Tables 100-102.

Results showed that impact of triangulation as well as its subtypes pushed-out, pulled-in, mediator and balanced triangulation on internalizing behavioral problems as well as anxiety/depressed, somatic complaints and withdrawal/depressed were significantly moderated by gender, the impact is stronger for girls as compared to boys. These findings were in line with the speculation by Jacobvitz and Bush, 1996 that daughters are particularly more vulnerable to the deleterious effects of triangulation in marital conflict. Results suggested that impact of triangulation resulted in the development of internalizing behavioral problems, anxiety/depressed, somatic complaints and withdrawal depressed problems more strongly among girls than boys.

Moreover, results showed that gender did not significantly moderated the relationship of triangulation as well as its subtypes pulled-in and mediator with externalizing behavioral problems. Results suggested that the association between triangulation and externalizing behavioral problems characterized both boys and girls. It was suggested by Buehler, et al. (2009) that triangulation might place boys at risk for externalizing behavioral problems by creating emotional distress (i.e., reactivity) and

teaching ineffective emotional regulation strategies. In contrast to pulled-in and mediator triangulation the impact of pushed-out and balanced triangulation on externalizing behavioral problems was significantly moderated by gender and were stronger for girls as compared to boys. Triangulation might place girls at risk for externalizing behavioral problems by reinforcing their active participation in inter-parental conflicts that manifest later as aggression., The results from this study suggested that triangulation in marital conflict is a risk factor for developing externalizing behavioral problems for both girls and boys. Moreover, a meta-analysis conducted by Zhao, et al. (2022) suggested that gender did not significantly moderated impact of co-parenting issues on development of externalizing behavioral problems. These findings were consistent with previous researches by McHale, Nirmala, and Krasnow (1999); Umemura, Christopher, Mann, Jacobvitz, and Hazen (2015) and Atkinson, Dadds, Chipuer, and Dawe (2009).

Understanding the intricate dynamics of adolescent development is a multifaceted endeavor that encompasses various dimensions of experience and behavior. Among these, the exploration of gender differences in areas such as adolescent triangulation, emotional reactivity, positive parenting, and internalizing and externalizing behavioral problems emerges as a pivotal pursuit. The significance of delving into these gender-related variations lies in the profound influence that gender exerts on shaping the adolescent experience. These investigations not only shed light on how boys and girls navigate the complex landscape of emotions, relationships, and parenting dynamics, but also hold the potential to guide interventions, challenge conventional norms, and foster more inclusive and effective approaches to promoting adolescent well-being. This exploration underscores the need to consider gender as an essential lens through which to comprehend the diverse pathways of adolescent

development. The results of the study revealed a noteworthy gender-based distinction, where boys reported a higher degree of triangulation into inter-parental conflicts compared to girls. These findings closely align with the conclusions drawn by prior researchers, such as Davies and Lindsay (2001) and Grych et al. (2004). This consistency with established research underscores the robustness of the observed gender differences in triangulation. The alignment with earlier studies reinforces the notion that gender-related patterns in navigating inter-parental conflicts continue to be a recurring phenomenon worthy of continued investigation and consideration (See Table 103).

The study's results unveiled significant gender-based differences in externalizing behavioral problems and their specific subtypes, particularly aggression and rule-breaking behavior. Notably, boys exhibited higher levels of externalizing behavioral problems in comparison to girls. These findings resonate with prior research conducted within the context of Pakistani culture, as evidenced by the studies conducted by Syed, Hussein, and Haidry (2009), Akhter, Hanif, Tariq, and Atta (2011), and Shamama-tus-Sabah, Gilani, and Wachs (2011). The alignment of these results with previous research underscores the consistency of gender-based variations in externalizing behavioral problems in this cultural context. However, in contrast to the aforementioned research, the current study's results diverged from earlier findings by revealing no significant gender-based differences in internalizing behavioral problems and their specific subtypes. Specifically, no significant differences were observed between girls and boys in areas such as anxiety/depressed problems, somatic complaints, and withdrawal/depressed behavior. This disparity from prior research findings prompts a reconsideration of the intricate interplay between gender, cultural factors, and internalizing behaviors. While the present study's results differ from the

earlier literature, they contribute to the evolving discourse on gender-related variations in internalizing behaviors, emphasizing the importance of context-specific analysis to fully comprehend the complexity of these patterns. The study's results underscored significant gender disparities in emotional reactivity, revealing that boys exhibited a higher tendency toward general negative emotional reactivity, whereas girls demonstrated a greater inclination toward general positive emotional reactivity. These outcomes closely parallel the conclusions reached by pioneering researchers in the field, including Rudolph (2002) and Giordano, Longmore, and Manning (2006).

The congruence between the current study's findings, demonstrating that girls reported experiencing higher levels of positive parenting compared to boys, and the earlier research conducted Andersson and Sommerfelt (2001) and Woodward, Boeldt, Corley, DiLalla, Friedman, Hewitt and Rhee (2018), can be attributed to a convergence of societal norms and familial dynamics. Gender roles and cultural expectations often perpetuate differential treatment, wherein girls might be provided more nurturing and emotionally supportive interactions due to societal ideals associated with empathy and relational competence. This divergence in parental behavior can shape the perception and experience of positive parenting, ultimately influencing girls' elevated reporting of these interactions. The consistent alignment across these studies suggests a pervasive pattern of gender-specific parenting practices, reflecting the intricate interplay between societal norms, gender roles, and parenting dynamics.

Moreover, the family system, whether characterized as nuclear or extended, constitutes a pivotal context that significantly shapes the trajectory of adolescent development. Understanding the nuanced dynamics within these family structures and their implications for various aspects of adolescent well-being is of paramount importance. Investigating the distinctions between nuclear and extended families in

terms of adolescent triangulation into inter-parental conflicts, emotional reactivity, positive parenting, and internalizing and externalizing behavioral problems offers a profound insight into the intricate interplay between family configurations and individual experiences. Delving into these differences not only enriches our comprehension of how family systems influence adolescent development but also equips us with valuable insights to tailor interventions, bolster support systems, and cultivate optimal environments for fostering their growth and flourishing (see table 104).

The current study's findings that adolescents from nuclear family systems have higher levels of triangulation align with Bowen's (1978) theory that family dynamics within nuclear families may intensify emotional dynamics and role conflicts due to the smaller number of family members involved. Furthermore, research by Kerr and Bowen (1988) discussed the potential for triangulation and emotional enmeshment within nuclear family structures. The absence of a significant mean difference in emotional reactivity between adolescents from nuclear and extended family systems is in line with studies such as Johnson et al. (2015), which highlighted that individual differences and external factors play a more significant role in emotional reactivity than family structure itself. These findings suggest that emotional reactivity might be influenced by a complex interplay of factors beyond family configuration. Moreover, the finding that adolescents from extended families reported experiencing more positive parenting echoes the perspective proposed by Glick (1984), who discussed the potential benefits of extended family networks in providing a broader support system and nurturing environment for children. Additionally, research by Coleman (1988) emphasized the role of extended family ties in enhancing positive parenting practices.

Finally, the higher levels of reported internalizing and externalizing behavioral problems among adolescents from nuclear family systems are in line with discussions by Smith and Smoll (1997), who suggested that extended family systems might offer greater social support and community involvement, which could mitigate the risk of certain behavioral problems. These findings underline the potential influence of family structure on adolescent behavior.

The study's findings show significant differences in the factors under investigation across early, middle, and late adolescents (see Table 105). The results highlight significant differences in triangulation. Bowen's family systems theory (Bowen, 1978) suggests that family dynamics evolve over time, and these findings align with his theory. The observed pattern of increased triangulation from early to late adolescence might be attributed to the growing complexities of relationships and the individuation process as adolescent's transition toward adulthood (Kerr & Bowen, 1988). Regarding emotional reactivity, the results align with the idea that emotional regulation improves with age (Casey et al., 2010). Early adolescents demonstrate higher general positive emotional reactivity, possibly due to their still-developing cognitive control and emotional processing abilities. On the other hand, middle and late adolescents exhibit a more stable emotional reactivity, possibly reflecting their improved capacity to regulate emotions (Steinberg et al., 2008). In terms of positive parenting, the findings correspond with previous research on parenting across adolescence. Early adolescents experiencing more positive parenting (Baumrind, 1991; Frydenberg, Care, Chan, & Freeman, 2009)) could be due to parents' efforts to provide guidance and support during this transitional phase. As adolescents progress, they might demand more autonomy, potentially leading to a decrease in some aspects of positive parenting (Steinberg, 2001).

The disparities in internalizing and externalizing behavioral problems align with studies emphasizing the vulnerability of middle adolescence to behavioral challenges (Collins et al., 1994; Caspi, Taylor, Moffitt, & Plomin 2000; Rowling, 2008; Saluja et al., 2004; Slemming et al., 2010). Early adolescents reporting fewer internalizing and externalizing problems could be due to the protective role of parental involvement at this stage. However, the rise in these problems during middle adolescence might relate to the interplay of biological changes, social influences, and increased autonomy-seeking behavior (Smetana, 2000).

The research findings suggested significant birth-order wise differences among adolescents in relation to the study variables (see table 106). Specifically, the study examined the impact of birth order on triangulation, emotional reactivity, positive parentings, and behavioral problems. The results showed that birth order plays a role in triangulation dynamics within families. These findings align with earlier research by Sulloway (1996), which proposed that birth order can influence individuals' roles and interactions within the family system. First-born children reported experiencing less triangulation, pulled-in triangulation, and mediator triangulation compared to last-born children and single children. Middle-born children also reported lower levels of these triangulation types compared to last-born and single children. These findings suggest that birth order may influence how adolescents navigate their roles within family conflicts and emotional dynamics.

The study demonstrated significant differences in general positive and negative emotional reactivity based on birth order. Similar to earlier work by Salmon and Daly (1998), the results indicated that first-born adolescents exhibited more general positive emotional reactivity as compared to last-born and single children. Moreover, middle-born adolescents displayed greater general positive emotional reactivity compared to

last-born and single children. These findings underscore the potential impact of birth order on emotional expression and responsiveness within family contexts.

Analyzing positive parentings and subtypes, the study revealed variations among birth orders. These findings align with studies by Dunn and Plomin (1990), suggesting that parents might adopt different approaches to parenting based on birth order. First-born children reported experiencing less positive parenting, proactive parenting, warmth, and positive reinforcement compared to their middle-born counterparts. However, they reported more positive parenting, proactive parenting, supportiveness, warmth, and positive reinforcement compared to last-born and single children. Similarly, middle-born children reported experiencing higher levels of these parenting subtypes compared to last-born and single children. These results emphasize the potential role of birth order in shaping parental behaviors and adolescent experiences.

Examining behavioral problems, the study found significant differences based on birth order. These findings echo research by Rohner et al. (2005), suggesting that birth order may contribute to differences in behavioral outcomes. First-born and middle-born children reported fewer internalizing and externalizing behavioral problems, as well as lower levels of anxiety/depressed, somatic complaints, withdrawal/depressed, aggression, and rule-breaking behavior compared to last-born and single children. These results highlight the complex interplay between birth order and behavioral adjustment during adolescence.

Chapter VIII

General Discussion

The present study embarked on a comprehensive exploration to unravel the multifaceted dynamics among triangulation, emotional reactivity, positive parenting, gender, and adolescent behavioral problems within the Pakistani context. Employing a cross-sectional research design, this study sought to capture a snapshot of these intricate relationships at a specific point in time (Babbie, 2016). To gauge the constructs under investigation, well-established instruments were judiciously employed, underscoring the importance of methodological rigor and reliable measurement tools (Hinkin, 1998; Spector, 1992). The triangulation dynamics were assessed through the application of the Adolescent Triangulation Scale (ATS; Riaz & Iqbal), a robust tool tailored to the specific context, thus ensuring a culturally sensitive and valid assessment.

Complementing this, the inclusion of the Perth Emotional Reactivity Scale-Short Form (PERS-S; Becerra et al., 2017) facilitated the evaluation of emotional reactivity, an integral component of adolescent psychosocial functioning. Additionally, the utilization of the Broadband Positive Parenting domain of the Multidimensional Assessment of Parenting Scale (MAPS; Parent & Forehand, 2017) aimed to dissect the role of supportive familial contexts in adolescent development (Forehand & McMahon, 1981). Finally, the Youth Self Report (YSR; Achenbach & Rescola, 2001), which had been previously translated and validated in the Pakistani context (Khan & Avan, 2014), ensured the measurement of behavioral problems in a culturally sensitive manner.

The research design consisted of five distinct studies, each contributing a unique facet to the study's overarching objectives. Study I embarked on an indigenous

exploration of triangulation, a construct intricately tied to family dynamics. This was achieved through focused group discussions, allowing for rich qualitative insights into the phenomenon (Creswell, 2014). The data obtained from these discussions underwent content analysis, a method that closely aligns with the recommendations of Braun and Clarke (2006).

This qualitative exploration was synergistically complemented by a comprehensive literature review, which collectively provided the foundation for the development of the item pools for the Adolescent Triangulation Scale (ATS). The administration of the ATS items on a purposive sample of adolescents in Study I marked a critical juncture in the research. This phase leveraged exploratory factor analyses to uncover the latent dimensions within the construct of triangulation, ultimately revealing a theoretically meaningful 4-factor solution comprising pushed-out, pulled-in, mediator, and balanced triangulation. This rigorous approach echoes the principles of scale development and validation, as emphasized by Spector Boating et al. (2018).

Continuing the trajectory of methodological rigor, Study II delved into the linguistic and cultural nuances of the research instruments. Translation of the Perth Emotional Reactivity Scale-Short Form (PERS-S) and Multidimensional Assessment of Parenting Scale in Study II adhered to International Testing Commission guidelines (2nd Ed., 2017) for ensuring cross-cultural equivalence. This was followed by the Study III aimed at the establishment of construct validity through first and second-order Confirmatory Factor Analysis (CFA), a technique aligned with Brown's (2015) recommendations for validating measurement tools within diverse cultural contexts. Confirmatory factor analysis (CFA) was used to confirm the structure of study instruments on a Pakistani sample. CFA plays a crucial role in establishing the validity

of measurement models, confirming whether observed indicators are reliable and valid measures of the intended constructs. It enhances the credibility and robustness of research findings by ensuring that measurement models accurately represent the theoretical constructs being studied. In CFA, Chi-Square as well as alternative methods for evaluating model alignment such as the Comparative Fit Index (CFI), the Tucker-Lewis Index (TLI), and the Root Mean Square Error of Approximation (RMSEA) were utilized.

In the progression of this comprehensive study, Study IV assumed a pivotal role by encompassing two interconnected components: pilot testing to establish psychometric properties through Cronbach's alpha and item-total correlation analysis, and conducting correlation analysis to glean insights into the nature of relationships among the study variables. In conjunction with Cronbach's alpha, item-total correlation analysis was employed to delve into the individual items' relationship with the total score of their respective constructs (DeVellis, 2017). This exploration was pivotal in identifying potential problematic items or items that did not align well with the overall construct.

By assessing the correlation between each item and the total score, the researchers gained insights that all the items were contributing meaningfully to the measurement of the construct. Simultaneously, the correlation among all study variables was performed to glean insights into the nature of relationships among the study variables. This analysis suggested that how the variables were interconnected, laying the groundwork for subsequent hypotheses testing. In essence, Study IV served as a bridge between the meticulous validation of measurement tools and the exploratory pursuit of understanding complex variable relationships. The findings from this phase would illuminate the path forward, guiding the research toward a

comprehensive understanding of the role of triangulation, emotional reactivity, positive parenting, gender, and behavioral problems.

Study V, the culminating phase of the research, focused on hypothesis testing on a substantial sample of ($N = 942$) adolescents. The results unveiled significant predictions and interactions among the study's variables. Pushed-out, pulled-in, mediator, and overall triangulation, along with general negative emotional reactivity, emerged as positive predictors of both internalizing and externalizing behavioral problems. This aligns with previous research that has underscored the negative effects of triangulation on adolescent well-being (Grych et al., 2004). Intriguingly, balanced triangulation and general positive emotional reactivity were associated with lower levels of these behavioral problems, reflecting the nuanced role of emotional reactivity in shaping adolescent adjustment (Compas et al., 2001; Okonofua, 2013).

Furthermore, the mediation analyses unveiled the mediating role of both general positive and negative emotional reactivity, supporting the influence of emotional reactivity in the relationship between triangulation and behavioral problems. This is consistent with previous research findings, such as Minuchin and Bowen's (1975) and Bowen's (1978) studies, which documented adolescents' emotional dysregulation responses due to being caught up in their parents' marital disputes. Triangulation causes children to experience emotional excitation, resulting in emotional and behavioral problems.

The indirect effect of emotional reactivity from adolescent triangulation to internalizing (anxiety/depressed, somatic complaint & withdrawal/depressed) and externalizing (aggression & rule breaking behavior) behavioral problems revealed that emotional reactivity had a larger association with internalizing behavioral problem than it was with externalizing problem. This supports previous observations that

emotional reactivity more strongly predicted children's internalizing symptoms than externalizing symptoms.

Buehler and Welsh (2009) proposed a Process Model of Adolescents' Triangulation into Parents' Marital Conflict: The Role of Emotional Reactivity, which examined the role of mediator triangulation in internalizing behavioral problems through emotional reactivity. They suggested that future researchers explore the impact of other forms of triangulation, such as pushed-out, pulled-in, mediator, and balanced triangulation styles, and the mediating role of emotional reactivity in the relationship between all forms of triangulation and externalizing behavioral problems. The study also investigated the direct and indirect relationships between overall triangulation and pushed-out, pulled-in, mediator, and balanced triangulation styles within families and their associations with internalizing and externalizing behavioral problems, as well as emotional symptoms like anxiety/depression, somatic complaints, withdrawal/depressed mood, aggression, and rule-breaking behavior among adolescents.

The creation of path models in Study V served as a visual representation of the complex interplay among the major constructs. This technique, congruent with the guidelines of Kline (2015), highlighted both the commonalities and differences in their interactions, elucidating their joint functioning. The study's findings also spotlighted the pivotal role of positive parenting in buffering the associations between triangulation, emotional reactivity, and behavioral problems. This underscores the importance of fostering nurturing family environments for promoting adolescent well-being (Shek, 2007). Results interestingly showed that in case of pulled-in and mediator and balanced triangulation positive parenting act differently than in cases of pushed-out and balanced triangulation. Furthermore, the impact is different for internalizing

as well as externalizing behavioral problems. Moreover, gender emerged as a significant moderator, shedding light on the divergent experiences of boys and girls in response to family dynamics. This aligns with gender theories that propose differential responses based on societal norms and expectations (Rose & Rudolph, 2006), reinforcing the need to consider gender in shaping interventions and strategies.

The results further revealed notable group differences concerning gender, family type, age, and birth order, underscoring the intricate nature of these relationships and advocating for tailored approaches to address the diverse adolescent experiences. Overall, results showed that the impact of triangulation for internalizing behavioral problem is stronger for girls as compared to boys. These findings were in line with the speculation by Jacobvitz and Bush, 1996 that daughters are particularly more vulnerable to the deleterious effects of triangulation in marital conflict.

In conclusion, this study's meticulous research design and methodological rigor allowed for a comprehensive understanding of the intricate web of relationships among triangulation, emotional reactivity, positive parenting, gender, and adolescent behavioral problems. By anchoring the discussion with references to previous literature, the study reinforces its contributions to the field of adolescent psychology, offering theoretical insights and practical implications. The study's comprehensive approach contributes to the advancement of our understanding of the complex interplay between family dynamics and adolescent adjustment, while its recommendations for future research and implications for interventions attest to its significance.

Limitations and Suggestions

The present study, while providing valuable insights into the relationships between triangulation, emotional reactivity, positive parenting, gender, and behavioral

problems among Pakistani adolescents, does have few limitations that warrant consideration when interpreting its findings. These limitations highlight areas for potential future research and improvements in study design.

1. **Cross-sectional Design.** The study's reliance on a cross-sectional research design limits its ability to establish causal relationships among the variables under investigation. As such, it is challenging to determine whether triangulation directly leads to behavioral problems or if other factors contribute to this relationship over time. Employing a longitudinal design could provide more insights into the temporal dynamics of these associations. Moreover, experimental studies would offer pragmatic evidences about casual relationships.
2. **Self-report Measures.** Current study entirely relied on the quantitative examination of the study variables. The use of self-report measures to assess constructs like emotional reactivity, triangulation, and behavioral problems and positive parenting introduces the potential for response biases and subjectivity. Integrating multiple methods of data collection, such as surveys, interviews, and observational data, would provide a comprehensive understanding of the constructs under study. Research findings based on different data sources would enhance the validity of the conclusions.
3. **Common Method Bias.** Despite efforts to mitigate common method bias, the reliance on self-report measures from the same respondents could still lead to inflated correlations between variables. Employing multiple sources of data, such as obtaining parent reports on triangulation and parenting practices, would enhance the validity of the findings.
4. **Sample Characteristics.** In the current study, the data collection was restricted to schools and colleges, focusing solely on adolescents receiving conventional education. However, this narrow scope might constrain the applicability of the findings to a

broader population. To enhance the comprehensiveness of the study's insights, it would be advisable to encompass participants from a variety of settings, thereby facilitating a deeper exploration of the constructs in question. Additionally, the study's sample was derived exclusively from adolescents in Rawalpindi and Islamabad, potentially limiting the extrapolation of results to different cultural contexts. To improve the external validity of the conclusions, future research could consider involving participants from diverse cultural backgrounds, thus enriching the cross-cultural understanding of the study's outcomes.

5. ***Expanding the Scope of Inter-Parental Conflict.*** The current study's scope did not extend to investigating the specific nature of inter-parental conflicts that might contribute to the development, recognition, and significance of triangulation within familial dynamics. This important facet warrants attention in future research endeavors. Furthermore, broadening the exploration to encompass a wider array of personal and contextual variables that potentially influence the emergence of triangulation and its subsequent link to behavioral problems could provide a more comprehensive understanding of the phenomenon. By delving into the intricacies of how various factors interact to shape the manifestation of triangulation, the research could yield insights into the nuanced interplay between inter-parental conflicts, triangulation dynamics, and their impact on adolescent behavioral outcomes.

6. ***Family Systems Perspective.*** However, Pakistan is a collectivistic culture and there is a strong influence of extended family members on the adolescents. Therefore, it would be more extensive and informative to include the concept on inter-locking triangles. Expanding the study's scope to consider the broader family systems perspective,

including intergenerational influences and extended family dynamics, could provide a more holistic understanding of how triangulation operates within the family context.

7. ***Considering the Factors Leading to Triangulation.*** Within the context of this empirical study, triangulation is approached as a predictor variable. However, it is imperative to acknowledge Kerr and Bowen's (1988) assertion that triangulation is not solely an independent factor but rather arises from the interplay between an individual's level of differentiation-of-self and the extent of chronic familial emotional anxiety. Recognizing this perspective, it becomes apparent that a more comprehensive understanding of triangulation can be achieved by integrating these additional constructs. Therefore, to broaden the scope of the phenomena of triangulation, it would be prudent to incorporate differentiation-of-self and familial emotional anxiety as contributing factors. This inclusion would not only align with the theoretical underpinnings put forth by Kerr and Bowen but also facilitate a more nuanced exploration of the intricate dynamics that drive the emergence of triangulation within familial systems.
8. ***Mediating mechanism.*** emotional reactivity is considered as mediator variable explaining the indirect impact of triangulation on behavioral problems. Emotional Security Theory suggested that involvement in inter-parental conflicts (triangulation) resulted in emotional insecurity, which leads to increased emotional reactivity and subsequently resulted in emotional and behavioral problems. Therefore, the mechanism will be better explained by including emotional insecurity in the path. Moreover, inclusion of the concept of cognitive processes also offer insights into the pathways through which these relationships unfold.

Implications

The current study's comprehensive examination of the influence of triangulation, its subtypes, through emotional reactivity, and the moderating role of positive parenting has yielded several noteworthy implications. These implications can be understood in terms of their contributions to theoretical frameworks and their practical applications.

Theoretical Implications

1. **Scale Development.** One of the study's significant contributions lies in the development of the Adolescent Triangulation Scale (ATS). This indigenous scale not only measures adolescents' experience of triangulation but also captures its subtypes, offering a more nuanced understanding of how triangulation manifests in their lives.
2. **Cultural Relevance.** The translation of the Perth Emotional Reactivity Scale-Short Form (PERS-S) and the Multidimensional Assessment of Parenting Scale (MAPS) into Urdu enhances the cultural relevance of these assessment tools. This can facilitate researchers, clinicians, and practitioners in accurately assessing emotional reactivity and positive parenting in the Pakistani context.
3. **Unexplored Dynamics.** The study's empirical exploration of the relationship between different forms of triangulation and behavioral problems offers novel insights. By investigating pushed-out, pulled-in, mediator, and balanced triangulation, the research fills a gap in understanding the diverse ways triangulation contributes to adolescents' behavioral challenges. In my knowledge it is the first study that extensively explored the phenomenon of triangulation and its subsequent adverse effect on the adolescents in Pakistan.
4. **Positive Parenting and Triangulation.** The study's investigation into the moderating effect of positive parenting on both direct and indirect pathways signifies the

importance of considering the interplay between positive parenting and triangulation. It underscores the complexity of this relationship, necessitating caution when applying positive parenting strategies in triangulation contexts. As results suggested that positive parenting not always diminished the impact of triangulation on development of behavioral problems.

5. **Gender Moderation.** The identification of gender as a moderating factor in the relationship between triangulation and behavioral problems highlights the need to tailor interventions to the unique experiences of boys and girls. This insight emphasizes the significance of addressing gender-specific vulnerabilities and strengths within triangulation dynamics.
6. **Theory Development.** The findings of the present study carry significant implications for advancing theoretical constructs in the field. While prior research has established a link between triangulation and the emergence of behavioral issues, the investigation of the distinct impact of the four fundamental types of triangulation—namely, pushed-out, pulled-in, mediator, and balanced—on behavioral problems remains unexplored in previous literature. This study effectively addresses this gap by providing empirical insights that not only corroborate the connection between triangulation and behavioral problems but also extend this understanding by dissecting the unique contributions of each triangulation subtype. By unraveling the intricate interplay between these different forms of triangulation and their corresponding effects on behavioral outcomes, the study enriches the theoretical landscape surrounding the phenomenon. Consequently, the present empirical findings refine and enhance the existing theoretical framework, offering a more comprehensive and nuanced comprehension of the relationship between triangulation and behavioral problems among adolescents.

Practical Implications

1. Understanding Family Dynamics: The study's insights into the correlation between various types of triangulation and internalizing and externalizing behavioral problems enrich our understanding of how family dynamics impact adolescents' emotional and behavioral well-being. This knowledge is crucial for parents, therapists, and educators aiming to create supportive environments. Recognizing the nuanced ways in which triangulation affects adolescents allows stakeholders to tailor their approaches to foster healthy family dynamics and promote the well-being of young individuals.

2. Emotional Regulation Interventions: Highlighting the role of general positive and negative emotional reactivity as mediators between triangulation and behavioral problems suggests a promising avenue for targeted interventions. Programs focused on enhancing emotional regulation skills have the potential to empower adolescents in effectively coping with the challenges arising from triangulation dynamics. This aligns with previous research emphasizing the effectiveness of emotional regulation interventions in mitigating the impact of family-related stressors on adolescents' mental health.

3. Promoting Appropriate Positive Parenting Practices: The findings on positive parenting's moderating impact offer practical guidance for parents in navigating the complexities of triangulation-related challenges. Emphasizing the importance of positive parenting practices in buffering against the effects of triangulation underscores the need for the implementation of appropriate positive parenting strategies. This not only informs parents on effective approaches but also provides valuable insights for parenting education programs, emphasizing the role of positive parenting in promoting healthy behavior in children.

4. Tailored Interventions: Acknowledging the moderating influence of gender on the triangulation-behavioral problems relationship highlights the necessity for tailored interventions that acknowledge and address gender-specific responses. This gender-sensitive approach ensures that interventions are customized to meet the unique needs of both boys and girls, recognizing the diversity in their experiences of triangulation dynamics. This aligns with existing literature highlighting the importance of gender-informed approaches in mental health interventions for adolescents.

Conclusion

In conclusion, this comprehensive research sought to unravel the intricate interplay between triangulation, emotional reactivity, positive parenting, and behavioral problems among Pakistani adolescents. Through a meticulously designed research framework comprising five distinct studies, the study systematically addressed various aspects of the phenomena under investigation. Employing a cross-sectional design, the study coupled an array of well-established assessment tools, including the Adolescent Triangulation Scale (ATS), Perth Emotional Reactivity Scale-Short Form (PERS-S), Broadband Positive Parenting domain of the Multidimensional Assessment of Parenting Scale (MAPS), and the Youth Self Report (YSR). The study's culmination illuminated significant findings, demonstrating the impact of diverse types of triangulation on behavioral issues, while also unearthing the pivotal role of emotional reactivity and positive parenting. The study's path models and moderation analyses provided a granular understanding of these relationships.

In conclusion, the proposed conceptual framework has provided a comprehensive and insightful lens into the intricate dynamics influencing adolescent behavioral development within the context of parental conflicts. The findings suggest that triangulation, as a manifestation of a child's involvement in such conflicts, exerts

significant direct impacts on behavioral outcomes, encompassing both internalizing and externalizing behavioral problems. Notably, the mediating role of positive parenting has emerged as a crucial element, moderating the direct and indirect associations between triangulation and behavioral problems through the lens of emotional reactivity. The introduction of gender as a moderating factor adds a nuanced layer to the understanding of the direct relationship between triangulation and behavioral outcomes. By unraveling these interconnected factors, the conceptual framework contributes to a deeper comprehension of how these elements collectively shape the behavioral well-being of adolescents. These insights offer valuable guidance for the development of interventions and strategies aimed at fostering healthier developmental trajectories in the face of parental conflicts.

The study also intricate gender, family type, age, and birth order wise differences among study variables. This research has extensive theoretical and practical implications, enriching the existing literature and offering insights for tailored interventions that foster healthier family dynamics and adolescent well-being. However, it is imperative to acknowledge certain limitations, including the cross-sectional design and the potential for common method bias. Nonetheless, this pioneering endeavor sets the stage for further research and exploration, indicating researchers, practitioners, and policymakers to leverage these findings for the betterment of adolescents' emotional and behavioral development.

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Appendices

Appendix A

Protocols for Focused Group Discussions

(For Adolescents)

1	کیا آپ والدین کی اپنے بچوں کی خاطر تنازعات سے بچنے کی مثالیں دے سکتے ہیں؟
2	والدین اپنے بچوں کو تنازعات اور کشیدہ تعلقات کے منفی اثرات سے کیسے بچاتے ہیں؟
3	تنازعات کے دوران والدین اپنے بچوں پر منفی اثر ڈالنے سے کیسے بچتے ہیں؟
4	والدین بچوں کو اپنے تعلقات میں ثالث کے طور پر کیسے شامل کرتے ہیں؟
5	کیا آپ ایسی مثالیں شیئر کر سکتے ہیں جہاں بچوں نے اپنے والدین کے تعلقات کو بہتر بنانے میں کردار ادا کیا ہو؟
6	خاندان کے اندر کھلی بات چیت اور تعاون کا ہم آہنگی برقرار رکھنے پر کیا اثر پڑتا ہے؟
7	والدین اپنے بچوں کو شامل کیے بغیر تنازعات کو آزادانہ طور پر حل کرنے کے لیے کون سی حکمت عملی استعمال کرتے ہیں؟
8	گھر کے پرامن ماحول کو برقرار رکھتے ہوئے والدین اپنے بچوں کی بھلائی کو کس طرح ترجیح دیتے ہیں؟
9	کیا آپ ایسے حالات بیان کر سکتے ہیں جہاں بچوں کو تنازعات میں پیادے کے طور پر استعمال کیا جاتا ہے؟
10	جب بچے غیر صحت مندانہ رویے یا جذباتی انحصار کا سامنا کرتے ہیں تو کیسے رد عمل ظاہر کرتے ہیں؟
11	جب والدین کے جھگڑوں کے دوران فریقین کا انتخاب کرنے پر مجبور کیا جاتا ہے تو بچوں کو کن چیلنجوں کا سامنا کرنا پڑتا ہے؟

For Parents

	آپ اپنے رشتے میں اپنے بچوں کی بھلائی کو کس طرح ترجیح دیتے ہیں؟
	کیا آپ ایسی مثالیں شیئر کر سکتے ہیں جہاں آپ نے اپنے بچوں کے استحکام کی خاطر جان بوجھ کر تنازعات سے گریز کیا ہو؟
	آپ کے بچوں نے آپ کے ساتھی کے ساتھ آپ کے تعلقات کو کن طریقوں سے متاثر یا ثالثی کیا ہے؟
	کیا آپ نے دیکھا ہے کہ آپ کے بچے آپ کے اور آپ کے ساتھی کے درمیان بات چیت میں بہتری یا اختلافات کو حل کرتے ہیں؟
	تنازعات سے نمٹنے کے دوران آپ اور آپ کا ساتھی والدین کے لیے متوازن رویہ کیسے برقرار رکھتے ہیں؟
	کیا آپ آزادانہ طور پر تنازعات کو کامیابی سے حل کرنے اور پرامن گھریلو ماحول بنانے کی مثالیں دے سکتے ہیں؟
	کیا آپ نے ایسے حالات کا تجربہ کیا ہے جہاں آپ کے بچے نادانستہ طور پر آپ کے تعلقات کے تنازعات یا مسائل میں ملوث ہو گئے ہیں؟
	یہ حالات آپ کے بچوں کی فلاح و بہبود اور ان کے ساتھ آپ کے تعلقات کو کیسے متاثر کرتے ہیں؟

Appendix B

Focused Group Discussion Protocol (Unstandardized English Translation)

Exploring Parental Roles and Children's Experiences in Family Dynamics

Can you provide examples of parents avoiding conflicts for the sake of their children?

How do parents shield their children from negative effects of disputes and strained relationships?

How do parents avoid influencing their children negatively during conflicts?

How do parents involve children as mediators in their relationships?

Can you share instances where children have played a role in improving their parents' relationships?

What impact does open communication and cooperation within the family have on maintaining harmony?

What strategies do parents use to independently resolve conflicts without involving their children?

How do parents prioritize their children's well-being while maintaining a peaceful home atmosphere?

Can you describe scenarios where children are used as pawns in conflicts?

How do children react when exposed to unhealthy behavior or emotional dependence?

What challenges do children face when forced to choose sides during parental disputes?

(With Parents)

1. How do you prioritize your children's well-being within your relationship?
2. Can you share instances where you have consciously avoided conflicts for the sake of your children's stability?

3. In what ways have your children influenced or mediated your relationship with your partner?
4. Have you noticed your children improving communication or resolving differences between you and your partner?
5. How do you and your partner maintain a balanced approach to parenting while handling conflicts?
6. Can you provide examples of successfully resolving disputes independently and creating a peaceful home environment?
7. Have you experienced scenarios where your children inadvertently became involved in your relationship conflicts or issues?
8. How do these situations impact your children's well-being and your relationships with them?

Appendix C

Item Pool of Adolescent Triangulation Scale
Content Validity Ratio

ضروری ہے	ضروری ہے لیکن ضروری	ضروری ہے	بیانات	
3	2	1	میرے والدین مجھے اپنے تنازعات سے الگ رکھتے ہیں۔	1
3	2	1	میرے والدین مجھے شامل کیے بغیر اپنی پریشانیوں کو حل کر لیتے ہیں۔	2
3	2	1	میرے والدین مجھے اپنے خراب تعلقات کا ذمہ دار نہیں سمجھتے	3
3	2	1	میرے والدین مجھے گھریلو جھگڑوں میں شامل نہیں کرتے ہیں۔	4
3	2	1	میرے والدین مجھے شامل کیے بغیر اپنے ازدواجی تنازعات کو حل کر لیتے ہیں	5
3	2	1	میرے والدین اپنے تعلقات میں میری شمولیت کو کم سے کم کرتے ہیں۔	6
3	2	1	میرے والدین مجھے ان کے درمیان بحث کا حصہ بننے کی اجازت نہیں دیتے	7
3	2	1	میں اپنے والدین کے درمیان تنازعہ کی صورت میں ثالث کا کردار ادا کرتی/ کرتا ہوں۔	8
3	2	1	میرے والدین اپنے ازدواجی تنازعات کا کھل کر میرے سامنے اظہار کرتے ہیں۔	9
3	2	1	میں اپنے والدین کے درمیان فاصلے کم کرنے کے لیے کردار ادا کرتی/ کرتا ہوں۔	10
3	2	1	میرے والدین اپنے تعلقات کے مسائل کو حل کرنے میں میرے کردار کی تعریف کرتے ہیں۔	11
3	2	1	میں اپنے والدین کو الگ ہونے سے روکنے کے لیے اپنا کردار ادا کرتی/ کرتا ہوں۔	12
3	2	1	میرے والدین مجھے ایک دوسرے سے رابطہ کرنے کے لیے استعمال کرتے ہیں۔	13
3	2	1	میرے والدین اپنے تعلقات میں میرے کردار کو ترجیح دیتے ہیں۔	14
3	2	1	جب میرے والدین ایک دوسرے سے بحث کرتے ہیں تو میں ان کے درمیان ہم آہنگی برقرار رکھنے کی کوشش کرتی/ کرتا ہوں۔	15

3	2	1	16	جب میں اپنے والدین میں سے ایک کے قریب جاتا ہوں تو میں دوسرے سے دوری محسوس کرتا ہوں۔
3	2	1	17	لڑائی کی صورت میں، مجھے اپنے والدین میں سے ایک کی حمایت کرنے پر مجبور کیا جا رہا ہے۔
3	2	1	18	میرے والدین ایک دوسرے پر انحصار کرنے کی بجائے جذباتی مدد کے لیے مجھ پر انحصار کرتے ہیں۔
3	2	1	19	میں تنازعہ کی صورت میں اپنے والدین میں سے ایک کا ساتھ دیتا ہوں۔
3	2	1	20	میرے والدین میں سے کوئی ایک میری ضرورت زیادہ محسوس کرتا ہے۔
3	2	1	21	میرے والدین میرے مسائل کو اپنے باہمی تعلقات کے مسائل سے زیادہ اہمیت دیتے ہیں۔
3	2	1	22	میرے والدین اپنے تعلقات میں ہم آہنگی برقرار رکھنے میں میرے کردار کی تعریف کرتے ہیں۔
3	2	1	23	میرے والدین اپنے برے رشتے سے زیادہ میری بہتری کو اہمیت دیتے ہیں۔
3	2	1	24	میری تربیت کو برقرار رکھنے کے لیے میرے والدین بظاہر مل کر کام کرتے ہیں۔
3	2	1	25	میرے والدین میری بہتری کے لیے ساتھ رہنے کی کوشش کرتے ہیں۔
3	2	1	26	میں اپنے والدین کے ازواجی تعلقات کو برقرار رکھنے کا ایک لازمی حصہ محسوس کرتا ہوں۔
3	2	1	27	میرے والدین اپنے تعلقات سے زیادہ میری زندگی میں دلچسپی لیتے ہیں۔
3	2	1	28	میرے والدین میری اچھی پرورش کے لیے اپنے تنازعات خود حل کرتے ہیں۔
3	2	1	29	میرے والدین اپنے برے تعلقات کو مجھ پر اثر انداز نہیں ہونے دیتے۔
3	2	1	30	میرے والدین اپنے ازدواجی مسائل کو حل کرنے میں میری مدد لیتے ہیں۔
3	2	1	31	جب میرے والدین ایک دوسرے سے بات نہیں کرنا چاہتے تو وہ میرے ذریعے پیغام بھیجتے ہیں۔
3	2	1	32	جب میرے والدین میں سے ایک موجود نہیں ہوتا ہے تو دوسرا اس کے بارے میں برے الفاظ استعمال کرتی / کرتا ہے۔

3	2	1	33	میرے والدین مجھے ان کے خراب تعلقات کے بارے میں ایک دوسرے کے جذبات کے بارے میں جاننے کے لیے استعمال کرتے ہیں۔
3	2	1	34	جب میرے والدین اپنے تعلقات کے مسائل پر میری رائے طلب کرتے ہیں تو میں ایک قابل احترام رکن کی طرح محسوس کرتا ہوں۔
3	2	1	34	میرے والدین میں سے ایک تنازعات کے دوران اس کی مدد کرنے کے لیے مجھے مائل کرتی / کرتا ہے۔
3	2	1	35	مجھے اپنے والدین کے خراب تعلقات کا خمیازہ بھگتنا پڑے گا۔
3	2	1	36	ان کے ذاتی تنازعات کے باوجود جب مجھے کسی مسئلے کا سامنا کرنا پڑتا ہے، تو میرے والدین اس مسئلے کو حل کرنے کے لیے مل کر کام کرتے ہیں۔
3	2	1	37	میرے والدین کا باہمی تعلق ان کے لیے میری صلاحیتوں میں دلچسپی سے کم اہم ہے۔
3	2	1	38	میرے والدین اپنے ازدواجی تنازعات کو حل کرنے کے لیے مجھ سے مشورہ لیتے ہیں۔
3	2	1	39	میں اپنے آپ کو اپنے والدین کے خراب تعلقات میں پھنسا ہوا پاتا ہوں۔
3	2	1	40	ان کی اپنی ازدواجی زندگی کے مقابلے میں، میرے والدین اس بات سے زیادہ فکر مند ہیں کہ میری زندگی میں کیا ہو رہا ہے۔

Appendix D

Items of Adolescent Triangulation Scale or EFA

بیانات	کبھی نہیں	کبھی کبھار	اکثر اوقات	زیادہ تر	ہمیشہ
1 میرے والدین مجھے اپنے تنازعات سے الگ رکھتے ہیں۔	1	2	3	4	5
2 میرے والدین مجھے شامل کیے بغیر اپنی پریشانیوں کو حل کر لیتے ہیں۔	1	2	3	4	5
3 میرے والدین مجھے اپنے خراب تعلقات کا ذمہ دار نہیں سمجھتے	1	2	3	4	5
4 میرے والدین مجھے گھریلو جھگڑوں میں شامل نہیں کرتے ہیں۔	1	2	3	4	5
5 میرے والدین مجھے شامل کیے بغیر اپنے ازدواجی تنازعات کو حل کر لیتے ہیں	1	2	3	4	5
6 میرے والدین مجھے ان کے درمیان بحث کا حصہ بننے کی اجازت نہیں دیتے	1	2	3	4	5
7 میں اپنے والدین کے درمیان تنازعہ کی صورت میں ثالث کا کردار ادا کرتی/ کرتا ہوں۔	1	2	3	4	5
8 میں اپنے والدین کے درمیان فاصلے کم کرنے کے لیے کردار ادا کرتی/ کرتا ہوں۔	1	2	3	4	5
9 میں اپنے والدین کو الگ ہونے سے روکنے کے لیے اپنا کردار ادا کرتی/ کرتا ہوں۔	1	2	3	4	5
10 میرے والدین مجھے ایک دوسرے سے رابطہ کرنے کے لیے استعمال کرتے ہیں۔	1	2	3	4	5
11 جب میرے والدین ایک دوسرے سے بحث کرتے ہیں تو میں ان کے درمیان ہم آہنگی برقرار رکھنے کی کوشش کرتی/ کرتا ہوں۔	1	2	3	4	5
12 جب میں اپنے والدین میں سے ایک کے قریب جاتا ہوں تو میں دوسرے سے دوری محسوس کرتا ہوں۔	1	2	3	4	5
13 لڑائی کی صورت میں، مجھے اپنے والدین میں سے ایک کی حمایت کرنے پر مجبور کیا جا رہا ہے۔	1	2	3	4	5
14 میرے والدین ایک دوسرے پر انحصار کرنے کی بجائے جذباتی مدد کے لیے مجھ پر انحصار کرتے ہیں۔	1	2	3	4	5
15 میں تنازعہ کی صورت میں اپنے والدین میں سے ایک کا ساتھ دیتا ہوں۔	1	2	3	4	5
16 میرے والدین میں سے کوئی ایک میری ضرورت زیادہ محسوس کرتا ہے۔	1	2	3	4	5
17 میرے والدین میرے مسائل کو اپنے باہمی تعلقات کے مسائل سے زیادہ اہمیت دیتے ہیں۔	1	2	3	4	5
18 میرے والدین اپنے برے رشتے سے زیادہ میری بہتری کو اہمیت دیتے ہیں۔	1	2	3	4	5
19 میری تربیت کو برقرار رکھنے کے لیے میرے والدین بظاہر مل کر کام کرتے ہیں۔	1	2	3	4	5
20 میرے والدین میری بہتری کے لیے ساتھ رہنے کی کوشش کرتے ہیں۔	1	2	3	4	5
21 میرے والدین اپنے تعلقات سے زیادہ میری زندگی میں دلچسپی لیتے ہیں۔	1	2	3	4	5
22 میرے والدین میری اچھی پرورش کے لیے اپنے تنازعات خود حل کرتے ہیں۔	1	2	3	4	5

5	4	3	2	1	میرے والدین اپنے برے تعلقات کو مجھ پر اثر انداز نہیں ہونے دیتے۔	23
5	4	3	2	1	میرے والدین اپنے ازدواجی مسائل کو حل کرنے میں میری مدد لیتے ہیں۔	24
5	4	3	2	1	جب میرے والدین ایک دوسرے سے بات نہیں کرنا چاہتے تو وہ میرے ذریعے پیغام بھیجتے ہیں۔	25
5	4	3	2	1	جب میرے والدین میں سے ایک موجود نہیں ہوتا ہے تو دوسرا اس کے بارے میں برے الفاظ استعمال کرتی / کرتا ہے۔	26
5	4	3	2	1	میرے والدین مجھے ان کے خراب تعلقات کے بارے میں ایک دوسرے کے جذبات کے بارے میں جاننے کے لیے استعمال کرتے ہیں۔	27
5	4	3	2	1	میرے والدین میں سے ایک تنازعات کے دوران اس کی مدد کرنے کے لیے مجھے مائل کرتی / کرتا ہے۔	28
5	4	3	2	1	مجھے اپنے والدین کے خراب تعلقات کا خمیازہ بھگتنا پڑے گا۔	29
5	4	3	2	1	ان کے ذاتی تنازعات کے باوجود جب مجھے کسی مسئلے کا سامنا کرنا پڑتا ہے، تو میرے والدین اس مسئلے کو حل کرنے کے لیے مل کر کام کرتے ہیں۔	30
5	4	3	2	1	میرے والدین کا باہمی تعلق ان کے لیے میری صلاحیتوں میں دلچسپی سے کم اہم ہے۔	31
5	4	3	2	1	میرے والدین اپنے ازدواجی تنازعات کو حل کرنے کے لیے مجھ سے مشورہ لیتے ہیں۔	32
5	4	3	2	1	میں اپنے آپ کو اپنے والدین کے خراب تعلقات میں پھنسا ہوا پاتا ہوں۔	33
5	4	3	2	1	ان کی اپنی ازدواجی زندگی کے مقابلے میں، میرے والدین اس بات سے زیادہ فکر مند ہیں کہ میری زندگی میں کیا ہو رہا ہے۔	34

Appendix E

Items of Adolescent Triangulation Scale for CFA

بیانات	کبھی نہیں	کبھی کبھار	اکثر اوقات	زیادہ تر	ہمیشہ
1 میرے والدین مجھے اپنے تنازعات سے الگ رکھتے ہیں۔	1	2	3	4	5
2 میرے والدین مجھے شامل کیے بغیر اپنی پریشانیوں کو حل کر لیتے ہیں۔	1	2	3	4	5
3 میرے والدین مجھے گھریلو جھگڑوں میں شامل نہیں کرتے ہیں۔	1	2	3	4	5
4 میرے والدین مجھے شامل کیے بغیر اپنے ازدواجی تنازعات کو حل کر لیتے ہیں	1	2	3	4	5
5 میرے والدین مجھے ان کے درمیان بحث کا حصہ بننے کی اجازت نہیں دیتے	1	2	3	4	5
6 میں اپنے والدین کے درمیان تنازعہ کی صورت میں ثالث کا کردار ادا کرتی/ کرتا ہوں۔	1	2	3	4	5
7 میں اپنے والدین کے درمیان فاصلے کم کرنے کے لیے کردار ادا کرتی/ کرتا ہوں۔	1	2	3	4	5
8 میں اپنے والدین کو الگ ہونے سے روکنے کے لیے اپنا کردار ادا کرتی/ کرتا ہوں۔	1	2	3	4	5
9 جب میرے والدین ایک دوسرے سے بحث کرتے ہیں تو میں ان کے درمیان ہم آہنگی برقرار رکھنے کی کوشش کرتی/ کرتا ہوں۔	1	2	3	4	5
10 جب میں اپنے والدین میں سے ایک کے قریب جاتا ہوں تو میں دوسرے سے دوری محسوس کرتا ہوں۔	1	2	3	4	5
11 لڑائی کی صورت میں، مجھے اپنے والدین میں سے ایک کی حمایت کرنے پر مجبور کیا جا رہا ہے۔	1	2	3	4	5
12 میرے والدین ایک دوسرے پر انحصار کرنے کی بجائے جذباتی مدد کے لیے مجھ پر انحصار کرتے ہیں۔	1	2	3	4	5
13 میں تنازعہ کی صورت میں اپنے والدین میں سے ایک کا ساتھ دیتا ہوں۔	1	2	3	4	5
14 میرے والدین میرے مسائل کو اپنے باہمی تعلقات کے مسائل سے زیادہ اہمیت دیتے ہیں۔	1	2	3	4	5
15 میری تربیت کو برقرار رکھنے کے لیے میرے والدین بظاہر مل کر کام کرتے ہیں۔	1	2	3	4	5
16 میرے والدین اپنے تعلقات سے زیادہ میری زندگی میں دلچسپی لیتے ہیں۔	1	2	3	4	5
17 میرے والدین میری اچھی پرورش کے لیے اپنے تنازعات خود حل کرتے ہیں۔	1	2	3	4	5
18 میرے والدین اپنے برے تعلقات کو مجھ پر اثر انداز نہیں ہونے دیتے۔	1	2	3	4	5
19 میرے والدین اپنے ازدواجی مسائل کو حل کرنے میں میری مدد لیتے ہیں۔	1	2	3	4	5
20 جب میرے والدین ایک دوسرے سے بات نہیں کرنا چاہتے تو وہ میرے ذریعے پیغام بھیجتے ہیں۔	1	2	3	4	5
21 جب میرے والدین میں سے ایک موجود نہیں ہوتا ہے تو دوسرا اس کے بارے میں برے الفاظ استعمال کرتی / کرتا ہے۔	1	2	3	4	5

5	4	3	2	1	میرے والدین مجھے ان کے خراب تعلقات کے بارے میں ایک دوسرے کے جذبات کے بارے میں جاننے کے لیے استعمال کرتے ہیں۔	2 2
5	4	3	2	1	میرے والدین میں سے ایک تنازعات کے دوران اس کی مدد کرنے کے لیے مجھے مائل کرتی / کرتا ہے۔	2 3
5	4	3	2	1	ان کے ذاتی تنازعات کے باوجود جب مجھے کسی مسئلے کا سامنا کرنا پڑتا ہے، تو میرے والدین اس مسئلے کو حل کرنے کے لیے مل کر کام کرتے ہیں۔	2 4
5	4	3	2	1	میرے والدین کا باہمی تعلق ان کے لیے میری صلاحیتوں میں دلچسپی سے کم اہم ہے۔	2 5
5	4	3	2	1	میرے والدین اپنے ازدواجی تنازعات کو حل کرنے کے لیے مجھ سے مشورہ لیتے ہیں۔	2 6
5	4	3	2	1	ان کی اپنی ازدواجی زندگی کے مقابلے میں، میرے والدین اس بات سے زیادہ فکر مند ہیں کہ میری زندگی میں کیا ہو رہا ہے۔	2 7

Appendix F

Informed Consent

اجازت نامہ

میں بین الاقوامی اسلامک یونیورسٹی اسلام آباد کی طالبہ ہوں ہمارا ادارہ تدریس و تعلیم کے ساتھ ساتھ انسانی اور معاشرتی مسائل پر تحقیق بھی کرتا ہے۔ موجودہ تحقیق اسی سلسلے کی ایک کڑی ہے۔ جس کے لئے ہمیں آپ کا تعاون درکار ہے۔ ہم خاندانی زندگی میں والدین باہمی تعلقات میں نوجوانوں کے کردار کے متعلق تحقیق کر رہے ہیں۔

آپ کی خدمت میں کچھ سوالنامے پیش کیے جا رہے ہیں۔ آپ سے درخواست ہے کہ سوالناموں کے ساتھ دی گئی ہدایات کو غور سے پڑھیں اور ان کی روشنی میں جوابات دیں۔ آپ کو یقین دلایا جاتا ہے کہ آپ سے لی گئی معلومات صیغہ راز رکھی جائے گی۔ اور انہیں صرف تحقیقی مقاصد کے لئے استعمال کیا جائے گا۔

برائے مہربانی کوئی بیان خالی نہ چھوڑیں اور واضح کریں کہ ان بیانات سے آپ کس حد تک متفق یا غیر متفق ہیں۔

شکریہ

ندا ریاض (پی ایچ ڈی اسکالر)

دستخط : _____

نام : _____

Appendix G

Demographic Information Sheet

کوائف نامہ

جنس	○	لڑکا	○	خاندانی نظام	○	اکاپی
	○	لڑکی	○		○	مشترکہ
عمر	○	سال 10-13	○	تعلیم	○	ابتدائی
	○	سال 14-16	○		○	میٹرک
	○	سال 17-19	○		○	انٹر میڈیٹ
ماہانہ آمدنی	○	50000 سے کم	○	پیدائش کی ترتیب	○	پہلا
	○	50000 - 100000	○		○	درمیانی
	○	100000 - 150000	○		○	آخری
	○	150000 سے زیادہ	○		○	ایک لے
○ کیا آپ دونوں (ماں اور والد) کے ساتھ رہتے ہیں						
○ ہاں						
○ نہیں						
ماں کی تعلیم		_____		ماں کا پیشہ	○	کام کرنے والی
ماں زندہ ہے	○	ہاں			○	گھریلو کام کرنے والی
	○	نہیں			○	
والد کی تعلیم		_____		والد کا پیشہ	○	نوکری
والد زندہ ہے	○	ہاں			○	کاروبار
	○	نہیں			○	

Appendix H

Adolescent Triangulation Scale Final Version

بیانات	کبھی نہیں	کبھی کبھار	اکثر اوقات	زیادہ تر	ہمیشہ
1 میرے والدین مجھے اپنے تنازعات سے الگ رکھتے ہیں۔	1	2	3	4	5
2 میرے والدین مجھے شامل کیے بغیر اپنی پریشانیوں کو حل کر لیتے ہیں۔	1	2	3	4	5
3 میرے والدین مجھے گھریلو جھگڑوں میں شامل نہیں کرتے ہیں۔	1	2	3	4	5
4 میرے والدین مجھے شامل کیے بغیر اپنے ازدواجی تنازعات کو حل کر لیتے ہیں	1	2	3	4	5
5 میرے والدین مجھے ان کے درمیان بحث کا حصہ بننے کی اجازت نہیں دیتے	1	2	3	4	5
6 میں اپنے والدین کے درمیان تنازعہ کی صورت میں ثالث کا کردار ادا کرتی/ کرتا ہوں۔	1	2	3	4	5
7 میں اپنے والدین کے درمیان فاصلے کم کرنے کے لیے کردار ادا کرتی/ کرتا ہوں۔	1	2	3	4	5
8 میں اپنے والدین کو الگ ہونے سے روکنے کے لیے اپنا کردار ادا کرتی/کرتا ہوں۔	1	2	3	4	5
9 جب میرے والدین ایک دوسرے سے بحث کرتے ہیں تو میں ان کے درمیان ہم آہنگی برقرار رکھنے کی کوشش کرتی/ کرتا ہوں۔	1	2	3	4	5
10 جب میں اپنے والدین میں سے ایک کے قریب جاتا ہوں تو میں دوسرے سے دوری محسوس کرتا ہوں۔	1	2	3	4	5
11 لڑائی کی صورت میں، مجھے اپنے والدین میں سے ایک کی حمایت کرنے پر مجبور کیا جا رہا ہے۔	1	2	3	4	5
12 میرے والدین ایک دوسرے پر انحصار کرنے کی بجائے جذباتی مدد کے لیے مجھ پر انحصار کرتے ہیں۔	1	2	3	4	5
13 میرے والدین میرے مسائل کو اپنے باہمی تعلقات کے مسائل سے زیادہ اہمیت دیتے ہیں۔	1	2	3	4	5
14 میری تربیت کو برقرار رکھنے کے لیے میرے والدین بظاہر مل کر کام کرتے ہیں۔	1	2	3	4	5
15 میرے والدین اپنے تعلقات سے زیادہ میری زندگی میں دلچسپی لیتے ہیں۔	1	2	3	4	5
16 میرے والدین میری اچھی پرورش کے لیے اپنے تنازعات خود حل کرتے ہیں۔	1	2	3	4	5
17 میرے والدین اپنے برے تعلقات کو مجھ پر اثر انداز نہیں ہونے دیتے۔	1	2	3	4	5
18 میرے والدین اپنے ازدواجی مسائل کو حل کرنے میں میری مدد لیتے ہیں۔	1	2	3	4	5
19 جب میرے والدین ایک دوسرے سے بات نہیں کرنا چاہتے تو وہ میرے ذریعے پیغام بھیجتے ہیں۔	1	2	3	4	5

5	4	3	2	1	میرے والدین مجھے ان کے خراب تعلقات کے بارے میں ایک دوسرے کے جذبات کے بارے میں جاننے کے لیے استعمال کرتے ہیں۔	2 0
5	4	3	2	1	میرے والدین میں سے ایک تنازعات کے دوران اس کی مدد کرنے کے لیے مجھے مائل کرتی / کرتا ہے۔	2 1
5	4	3	2	1	ان کے ذاتی تنازعات کے باوجود جب مجھے کسی مسئلے کا سامنا کرنا پڑتا ہے، تو میرے والدین اس مسئلے کو حل کرنے کے لیے مل کر کام کرتے ہیں۔	2 2
5	4	3	2	1	میرے والدین کا باہمی تعلق ان کے لیے میری صلاحیتوں میں دلچسپی سے کم اہم ہے۔	2 3
5	4	3	2	1	میرے والدین اپنے ازدواجی تنازعات کو حل کرنے کے لیے مجھ سے مشورہ لیتے ہیں۔	2 4

Appendix I

Perth Emotional Reactivity Scale Short Form (English)

Name:

Date:

This questionnaire is designed to measure different aspects of how you typically react to experiencing emotional events. Please score the following statements according to how much they apply or do not apply to you on a typical day. Circle one answer for each question.

		Very unlike me	Somewha t unlike me	Neither like or unlike me	Somewha t like me	Very like me
1.	I tend to get happy very easily.	1	2	3	4	5
2.	I tend to get upset very easily.	1	2	3	4	5
3.	When I'm happy, the feeling stays with me for quite a while.	1	2	3	4	5
4.	When I'm upset, it takes me quite a while to snap out of it.	1	2	3	4	5
5.	When I am joyful, I tend to feel it very deeply.	1	2	3	4	5
6.	If I'm upset, I feel it more intensely than everyone else.	1	2	3	4	5
7.	I feel good about positive things in an instant.	1	2	3	4	5
8.	I tend to get disappointed very easily.	1	2	3	4	5
9.	When I'm feeling positive, I can stay like that for a good part of the day.	1	2	3	4	5
10.	It's hard for me to recover from frustration.	1	2	3	4	5
11.	I experience positive mood very strongly.	1	2	3	4	5

12.	Normally, when I'm unhappy I feel it very strongly.	1	2	3	4	5
13.	I react to good news very quickly.	1	2	3	4	5
14.	I tend to get pessimistic about negative things very quickly.	1	2	3	4	5
15.	I can remain enthusiastic for quite awhile.	1	2	3	4	5
16.	Once in a negative mood, it's hard to snap out of it.	1	2	3	4	5
17.	When I'm enthusiastic about something, I feel it very powerfully.	1	2	3	4	5
18.	My negative feelings feel very intense.	1	2	3	4	5

Appendix J

Perth Emotional Reactivity Short Form (Urdu)

نام

تاریخ:

یہ سوالنامہ مختلف پہلوؤں کی پیمائش کے لئے ڈیزائن کیا گیا ہے کہ آپ عام طور پر جذباتی واقعات کا سامنا کرنے پر کس طرح کا رد عمل ظاہر کرتے ہیں۔ براہ کرم مندرجہ ذیل بیانات اسکور کریں کہ وہ عام دن آپ پر کتنا اطلاق کرتے ہیں یا آپ پر لاگو نہیں ہوتے ہیں۔ ہر سوال کے لئے ایک جواب سرکل کریں

Sr. No	بیانات	میرے بالکل برعکس	کسی حد تک میرے برعکس	نہ تو میرے مانند نہ برعکس	کسی حد تک میری طرح	ہمیشہ میری طرح
1.	میں عموماً بہت آسانی سے خوش ہوجاتا / جاتی ہوں	1	2	3	4	5
2.	میں عموماً بہت آسانی سے پریشان ہوجاتا / جاتی ہوں۔	1	2	3	4	5
3.	جب میں خوش ہوتا / ہوتی ہوں، تو یہ احساس میرے ساتھ کافی دیر تک رہتا ہے۔	1	2	3	4	5
4.	جب میں پریشان ہوتا / ہوتی ہوں، مجھے اس سے باہر آنے میں کافی وقت لگتا ہے۔	1	2	3	4	5
5.	جب میں خوش ہوتا / ہوتی ہوں، میں اس کو بہت گہرائی سے محسوس کرتا / کرتی ہوں۔	1	2	3	4	5
6.	اگر میں پریشان ہوتا / ہوتی ہوں، تو مجھے دوسروں کی بجائے مجھے یہ زیادہ شدت سے محسوس ہوتا ہے۔	1	2	3	4	5
7.	میں ایک لمحے میں مثبت چیزوں کے بارے میں اچھا محسوس کرتا / کرتی ہوں۔	1	2	3	4	5
8.	میں عموماً بہت آسانی سے مایوس ہوجاتا / جاتی ہوں۔	1	2	3	4	5
9.	جب میں مثبت محسوس کر رہا/رہی ہوں تو ، میں دن کے کافی حصے کے لئے اس طرح رہ سکتا/سکتی ہوں	1	2	3	4	5
10.	میرے لئے مایوسی سے نکلنا مشکل ہوتا ہے۔	1	2	3	4	5
11.	میں مثبت مزاج/ موڈ کو بہت زیادہ شدت سے محسوس کرتا / کرتی ہوں۔	1	2	3	4	5
12.	عام طور پر، جب میں ناخوش ہوتا / ہوتی ہوں تو میں اس کو بہت زیادہ شدت سے محسوس کرتا / کرتی ہوں۔	1	2	3	4	5

5	4	3	2	1	میں بہت جلد خوشخبری پر ردعمل دیتا / دیتی ہوں	13.
5	4	3	2	1	میں عموماً بہت زیادہ آسانی سے منفی چیزوں کے بارے میں ناامید ہوجاتا / ہوجاتی ہوں۔	14.
5	4	3	2	1	میں کافی دیر تک پرجوش رہ سکتا/سکتی ہوں	15.
5	4	3	2	1	ایک بار منفی موڈ/مزاج میں آنے کے بعد، اس سے باہر آنا مشکل ہوتا ہے۔	16.
5	4	3	2	1	جب میں کسی چیز کے حوالے سے پرجوش ہوتا / ہوتی ہوں، میں اسے بہت شدت سے محسوس کرتا / کرتی ہوں۔	17.
5	4	3	2	1	میرے منفی جذبات بہت شدت سے محسوس ہوتے ہیں۔	18.

Appendix K**Multidimensional Assessment of Parenting Scale (English)**

Instructions: Parents have different ways of trying to raise their children. Please read each statement and rate how much each one best describes your parent during the past two months .					
	Never	Almost Never	Sometimes	Often	Always
1. My parent shows affection by hugging, kissing, and holding me.	1	2	3	4	5
2. If I whine or complain when my parent takes away a privilege, he/she will give it back.	1	2	3	4	5
3. My parent is afraid that disciplining me for misbehavior will cause me to not like him/her.	1	2	3	4	5
4. My parent argues with me.	1	2	3	4	5
5. My parent uses threats as punishment with little or no justification.	1	2	3	4	5
6. The punishment my parent gives me depends on my parent's mood.	1	2	3	4	5
7. My parent has warm and intimate times together with me.	1	2	3	4	5
8. My parent yells or shouts when I misbehave.	1	2	3	4	5
9. I talk my parent out of punishing me after I have done something wrong.	1	2	3	4	5
10. My parent shows respect for my opinions by encouraging me to express them.	1	2	3	4	5
11. If I do my chores, my parent will recognize my behavior in some manner.	1	2	3	4	5
12. My parent lets me out of a punishment early (like lift restrictions earlier than my parent originally said).	1	2	3	4	5
13. My parent explodes in anger towards me.	1	2	3	4	5
14. My parent spansks me with his/her hand when I have done something wrong.	1	2	3	4	5

15. My parent gives reasons for his/her requests (such as "We must leave in five minutes, so it's time to clean up.").	1	2	3	4	5
16. My parent loses his/her temper when I don't do something he/she asked me to do.	1	2	3	4	5
17. My parent encourages me to talk about my troubles.	1	2	3	4	5
18. If my parent gives me a request and I carry out the request, my parent praises me for listening and complying.	1	2	3	4	5
19. My parent warns me before a change of activity is required (such as a five-minute warning before leaving the house in the morning).	1	2	3	4	5
20. If I get upset when my parent says "No," my parent backs down and gives in to me.	1	2	3	4	5
21. My parent and I hug and/or kiss each other.	1	2	3	4	5
22. My parent listens to my ideas and opinions.	1	2	3	4	5
23. My parent feels that getting me to obey is more trouble than it's worth.	1	2	3	4	5
24. My parent spans me when he/she is extremely angry.	1	2	3	4	5
25. My parent uses physical punishment as a way of disciplining me.	1	2	3	4	5
26. If I clean my room, my parent will tell me how proud they are.	1	2	3	4	5
27. My parent gives in to me when I cause a commotion about something.	1	2	3	4	5
28. My parent tells me his/her expectations regarding behavior before I engage in an activity.	1	2	3	4	5
29. When my parent is upset or under stress, my parent is picky and on my back.	1	2	3	4	5
30. My parent tells me that he/she likes it when I help out around the house.	1	2	3	4	5
31. My parent uses physical punishment (for example, spanking) to discipline me because other things my parent	1	2	3	4	5

has tried have not worked.					
32. My parent provides me with a brief explanation when he/she disciplines my misbehavior.	1	2	3	4	5
33. My parent avoids struggles with me by giving clear choices.	1	2	3	4	5
34. When I misbehave, my parent lets me know what will happen if I don't behave.	1	2	3	4	5

Appendix L

Multidimensional Assessment of Parenting Scale – Urdu Version

ہدایات

والدین بچوں کی پرورش کے مختلف انداز اپناتے ہیں مندرجہ ذیل بیانات کو پڑھ کر اس بیان کا انتخاب کیجئے جو آپ کے والدین کی عکاسی کرتا ہے پچھلے دو ماہ میں

Sr. no.	بیانات	کبھی نہیں	تقریباً کبھی نہیں	کبھی کبھی	اکثر	ہمیشہ
1.	میرے والدین مجھے گلے لگا کر، بوسہ دے کر اور مجھے پکڑ کر پیار ظاہر کرتے ہیں۔	1	2	3	4	5
2.	جب میرے والدین نے کوئی استحقاق چھین لیا ہو، اگر میں چیختا ہوں یا شکایت کرتا ہوں تو وہ اسے واپس کر دے گا۔	1	2	3	4	5
3.	میرے والدین کو ڈر ہے کہ مجھے بدتمیزی کے لیے تادیب کرنے سے میں انہیں پسند نہیں کروں گا۔	1	2	3	4	5
4.	میرے والدین مجھ سے بحث کرتے ہی	1	2	3	4	5
5.	میرے والدین بنا جواز دھمکیوں کو سزا کے طور پر استعمال کرتے ہیں جس کا کوئی نہیں ہے۔	1	2	3	4	5
6.	میرے والدین مجھے جو سزا دیتے ہیں اس کا انحصار میرے والدین کے مزاج پر ہے	1	2	3	4	5
7.	میرے والدین نے میرے ساتھ گرمجوشی اور قربت کا وقت گزارا ہے۔	1	2	3	4	5
8.	جب میں بدتمیزی کرتا/کرتی ہوں تو میرے والدین چیختے یا چلاتے ہیں۔	1	2	3	4	5
9.	میں اپنے والدین سے بات کرتا ہوں کہ میرے کچھ غلط کرنے کے بعد مجھے سزا نہیں دی جائے۔	1	2	3	4	5
10.	میرے والدین میری رائے کا احترام کرتے ہوئے میرے اظہار کرنے کی حوصلہ افزائی کرتے ہیں۔	1	2	3	4	5
11.	اگر میں اپنے کام کاج کرتا /کرتی ہوں، تو میرے والدین کسی نہ کسی انداز میں میرے رویے کو سراہیں گے۔	1	2	3	4	5
12.	میرے والدین جلد از جلد میری سزا ختم کر دیتے ہیں (جیسے میرے والدین اصل میں کہی گئی پابندیاں وقت سے پہلے ہٹا دیتے ہیں)۔	1	2	3	4	5

5	4	3	2	1	13. میرے والدین مجھ پر غصے میں پھٹ پڑتے ہیں۔
5	4	3	2	1	14. جب میں کچھ غلط کروں تو میرے والدین مجھے اپنے ہاتھ سے مارتے ہیں۔
5	4	3	2	1	15. میرے والدین اپنی درخواستوں جواز بتاتے ہیں (جیسے "ہمیں پانچ منٹ میں نکلنا ہے، اس لیے صفائی کر لو۔")
5	4	3	2	1	16. جب میں وہ کچھ نہیں کرتا جو انہوں نے مجھ سے کرنے کو کہا تھا تو میرے والدین اپنا ضبط کھو دیتے ہیں۔
5	4	3	2	1	17. میرے والدین مجھے اپنی مشکلات کے بارے میں بات کرنے کی ترغیب دیتے ہیں۔
5	4	3	2	1	18. اگر میرے والدین مجھ سے کوئی کام کرنے کو کہتے ہیں اور میں وہ کام کر لیتا ہوں تو میرے والدین سننے اور اس پر عمل کرنے پر میری تعریف کرتے ہیں۔
5	4	3	2	1	19. میرے والدین مجھے سرگرمی میں تبدیلی کی ضرورت سے پہلے خبردار کرتے ہیں (جیسے صبح گھر سے نکلنے سے پہلے پانچ منٹ کی انتباہ)۔
5	4	3	2	1	20. اگر میرے والدین کے "نہیں" کہنے پر میں پریشان ہو جاتا ہوں، تو میرے والدین پیچھے ہٹ جاتے ہیں اور میری بات مان لیتے ہیں۔
5	4	3	2	1	21. میرے والدین اور میں ایک دوسرے کو گلے لگاتے اور/یا چومتے ہیں۔
5	4	3	2	1	22. میرے والدین میرے خیالات اور رائے کو سنتے ہیں۔
5	4	3	2	1	23. میرے والدین کو لگتا ہے کہ مجھے فرمانبردار کرنا حقیقت سے زیادہ مشکل ہے
5	4	3	2	1	24. جب میرے والدین شدید غصے میں ہوتے ہیں تو مجھے مارتے ہیں۔
5	4	3	2	1	25. میرے والدین مجھے نظم و ضبط سیکھنے کے لیے جسمانی سزا کا استعمال کرتے ہیں۔
5	4	3	2	1	26. اگر میں اپنا کمرہ صاف کرتا/کرتی ہوں تو میرے والدین مجھے بتائیں گے کہ انہیں مجھ پر کتنا فخر ہے۔
5	4	3	2	1	27. جب میں کسی چیز کے بارے میں ہنگامہ برپا کرتا/کرتی ہوں تو میرے والدین میری بات مان لیتے ہیں۔

5	4	3	2	1	28. میرے والدین کسی سرگرمی میں مشغول ہونے سے پہلے مجھے رویے کے بارے میں اپنی توقعات بتاتے ہیں۔
5	4	3	2	1	29. جب میرے والدین پریشان یا ذہنی دباؤ میں ہوتے ہیں، کر میرے پیچھے پڑ جاتے ہیں۔ تو وہ چڑچڑے ہو
5	4	3	2	1	30. میرے والدین مجھے بتاتے ہیں کہ جب میں گھر کے کاموں میں مدد کرتا ہوں تو وہ اسے پسند کرتا ہے۔
5	4	3	2	1	31. میرے والدین مجھے تربیت دینے کے لئے جسمانی سزا (مثلاً مارنا) کا استعمال کرتے ہیں کیونکہ دوسرے طریقے جو انہوں نے استعمال کیے کارآمد نہیں ہیں۔
5	4	3	2	1	32. میرے والدین مجھے مختصر وضاحت فراہم کرتے ہیں جب وہ میرے غلط برتاؤ کو روکتے ہیں۔
5	4	3	2	1	33. میرے والدین واضح ترجیحات بتا کر میرے ساتھ جدوجہد سے گریز کرتے ہیں۔
5	4	3	2	1	34. جب میں بدتمیزی کرتا/کرتی ہوں تو میرے ماں باپ مجھے بتاتے ہیں کہ اگر میں نے اپنی اصلاح نہ کی تو کیا کیا جائے گا

Appendix M

Youth Self Report (YSR)

ذیل میں ایک فہرست ہے جو بچوں / نوجوانوں سے متعلق سوالات پر مشتمل ہے۔ ہر سوال آپ کے موجودہ یا گزشتہ 6 مہینوں کے دوران ہونے والے رویوں کو بیان کرتا ہے۔ اگر سوال بالکل صحیح ہے تو 2 کے گروڈائرہ لگائیں۔ اگر سوال کچھ حد تک صحیح ہے تو 1 کے گروڈائرہ لگائیں اور اگر سوال بالکل صحیح نہیں ہے تو 0 پر دائرہ لگائیں۔

مکمل جواب: 0 = بالکل صحیح نہیں 1 = کچھ حد تک یا کبھی کبھی صحیح 2 = بالکل صحیح

نمبر شمار	بیانات	بالکل صحیح نہیں	کچھ حد تک یا کبھی کبھی صحیح	بالکل صحیح
1	میں بہت روتا/روتی ہوں۔	0	1	2
2	میں اسکول جانے سے ڈرتا/ڈرتی ہوں۔	0	1	2
3	مجھے کچھ غلط سوچنے یا کرنے کا خوف لگا رہتا ہے۔	0	1	2
4	میں محسوس کرتا/کرتی ہوں کہ مجھے بہترین ہونا چاہیے۔	0	1	2
5	میں محسوس کرتا/کرتی ہوں کہ کوئی مجھ سے پیار نہیں کرتا۔	0	1	2
6	میں محسوس کرتا/کرتی ہوں کہ لوگ میرے پیچھے پڑے ہوئے ہیں۔	0	1	2
7	میں اپنے آپ کو کمتر یا بے کار سمجھتا/سمجھتی ہوں۔	0	1	2
8	میں گھبرا یا ہوا/گھبرائی ہوئی یا بے چین رہتا/رہتی ہوں۔	0	1	2
9	میں بہت زیادہ خوف زدہ یا بے چین رہتا/رہتی ہوں۔	0	1	2
10	میں اپنے آپ کو قصور وار سمجھتا/سمجھتی ہوں۔	0	1	2
11	میں بہت زیادہ حساس ہوں یا آسانی سے شرمندہ ہو جاتا/جاتی ہوں۔	0	1	2
12	میں خودکشی کے بارے میں سوچتا/سوچتی ہوں۔	0	1	2
13	میں بہت زیادہ پریشان رہتا/رہتی ہوں۔	0	1	2
14	میں بہت کم لطف اندوز ہوتا/ہوتی ہوں۔	0	1	2
15	میں دانتوں سے اپنے ناخن کترتا/کترتی ہوں۔	0	1	2

2	1	0	16	میں اپنی عمر سے کم عمر بچوں کے ساتھ رہنا پسند کرتا/ کرتی ہوں۔
2	1	0	17	میں باتیں چھپاتا/ چھپاتی ہوں۔
2	1	0	18	میں بہت ڈرپوک یا شرمیلا/ شرمیلی ہوں۔
2	1	0	19	میں غیر توانا محسوس کرتا/ کرتی ہوں۔
2	1	0	20	میں ناخوش، اُداس اور غمگین رہتا/ رہتی ہوں۔
2	1	0	21	میں دوسروں سے تعلقات بنانے سے پرہیز کرتا/ کرتی ہوں۔
2	1	0	22	مجھے ڈراؤنے خواب آتے ہیں۔
2	1	0	23	مجھے چکر آتے ہیں یا سر میں ہلکا پن محسوس کرتا/ کرتی ہوں۔
2	1	0	24	میں بغیر کسی وجہ کے بہت زیادہ تھکن محسوس کرتا/ کرتی ہوں۔
2	1	0	25	میں جسم میں درد محسوس کرتا/ کرتی ہوں۔
2	1	0	26	میں سر درد محسوس کرتا/ کرتی ہوں۔
2	1	0	27	میں متلی محسوس کرتا/ کرتی ہوں۔
2	1	0	28	مجھے آنکھوں کی بیماری ہے۔ تفصیل لکھیں۔
2	1	0	29	مجھے جلد پر سرخ نشان پڑتے ہیں اور جلد کے دیگر مسائل ہیں۔
2	1	0	30	مجھے پیٹ کا درد محسوس ہوتا ہے۔
2	1	0	31	مجھے کبھی کبھی الٹی آتی محسوس ہوتی ہے۔
2	1	0	32	میں اپنے والدین سے چھپ کر نشہ آور چیزیں استعمال کرتا/ کرتی ہوں۔
2	1	0	33	کوئی بھی ایسا کام کرنے کے بعد جو مجھے نہیں کرنا چاہیے مجھے شرمندگی محسوس نہیں ہوتی۔
2	1	0	34	میں گھر، اسکول اور باہر کی پابندیوں کی خلاف ورزی کرتا/ کرتی ہوں۔

2	1	0	35 مجھے ایسی آوازیں سنائی دیتی ہیں جو دوسروں کو سنائی نہیں دیتیں۔ وضاحت کریں۔
2	1	0	36 میں اسکول کے علاوہ چند مخصوص جانوروں، حالات اور جگہوں سے خوف محسوس کرتا/ کرتی ہوں۔ وضاحت کریں۔
2	1	0	37 میں اسکول کا کام اچھے طریقے سے نہیں کرتا/ کرتی ہوں۔
2	1	0	38 میں گھر سے بھاگ جاتا/ جاتی ہوں۔
2	1	0	39 میں آگ لگا دیتا/ دیتی ہوں۔
2	1	0	40 میں اپنے گھر سے چیزیں چراتا/ چراتی ہوں۔
2	1	0	41 میں گھر سے اور باہر دوسری جگہوں سے چیزیں چراتا/ چراتی ہوں۔
2	1	0	42 میں بد زبان اور بد کلام ہوں۔
2	1	0	43 میں جنسی تعلقات کے بارے میں سوچتا/ سوچتی رہتی ہوں۔
2	1	0	44 میں تمباکو نوشی، تمباکو خوری اور نسوار لینے کا عادی ہوں۔
2	1	0	45 میں بغیر کسی وجہ کے اسکول یا کمرہٴ جماعت سے غیر حاضر رہتا/ رہتی ہوں۔
2	1	0	46 میں بغیر کسی طبی وجہ کے دوا کا استعمال کرتا/ کرتی ہوں۔ (نشے اور سگریٹ کے علاوہ) وضاحت کیجئے۔
2	1	0	47 میں بہت بحث کرتا/ کرتی ہوں۔
2	1	0	48 میں دوسروں کو تکلیف دیتا/ دیتی ہوں۔
2	1	0	49 میں بہت زیادہ توجہ حاصل کرنے کی کوشش کرتا/ کرتی ہوں۔
2	1	0	50 میں اپنی چیزیں توڑ پھوڑ دیتا/ دیتی ہوں۔
2	1	0	51 میں دوسروں کی چیزیں توڑ پھوڑ دیتا/ دیتی ہوں۔
2	1	0	52 میں اپنے والدین کی نافرمانی کرتا/ کرتی ہوں۔
2	1	0	53 میں اسکول میں اساتذہ کی نافرمانی کرتا/ کرتی ہوں۔

2	1	0	54	میں اکثر لڑائی جھگڑوں میں پڑ جاتا/ جاتی ہوں۔
2	1	0	55	میں لوگوں پر حملہ آور ہوتا/ ہوتی ہوں۔
2	1	0	56	میں بہت زیادہ چیختا/ چیختی ہوں۔
2	1	0	57	میں ضدی ہوں۔
2	1	0	58	میرے جذبات اور احساسات بہت جلد بدلتے ہیں۔
2	1	0	59	میں بہت شکی مزاج ہوں۔
2	1	0	60	میں دوسروں کو بہت تنگ کرتا/ کرتی ہوں۔
2	1	0	61	میں بہت غصہ والا ہوں۔
2	1	0	62	میں لوگوں کو نقصان پہنچانے کی دھمکیاں دیتا/ دیتی ہوں۔
2	1	0	63	میں دوسرے بچوں کے مقابلے میں زیادہ اونچی آواز میں بولتا/ بولتی ہوں۔

Appendix N

Correspondence with Author of Perth Emotional Reactivity Scale

From: Nida Riaz <nida_riaz@ymail.com>
Sent: Friday, 12 February 2021 2:07 PM
To: Rodrigo Becerra <rodrigo.becerra@uwa.edu.au>
Subject: request for permission to use PERS

Hello sir,

I am a Ph.D scholar at International Islamic University Islamabad Pakistan. I am doing my Ph.D in Psychology. In Ph.D. thesis I am working on effect of adolescent's triangulation and emotional reactivity on development of internalizing as well as externalizing behavioral problems. Kindly allow me to use your scale in my studies. I shall be highly obliged. Furthermore kindly allow me to translate and adapt PERT in Urdu language to use with target population

Regards

Nida Riaz

Assistant Professor in Psychology

From: Nida Riaz (nida_riaz@ymail.com)
 To: rodrigo.becerra@uwa.edu.au
 Date: Friday, February 12, 2021 at 11:53 AM GMT+5

Thank you sir, I will definitely share its backward translation with you. I also need your guidance on writing introduction of emotional reactivity in my thesis. If you have some material please share with me. I will be highly obliged

On Friday, February 12, 2021, 11:11:44 AM GMT+5, Rodrigo Becerra <rodrigo.becerra@uwa.edu.au> wrote:

Dear Nida,

Feel free to use the PERS and translate it into Urdu. Once you have translated the scale, it's common practice to translate it back into English and make sure that the back translation is comparable to the original. We will be happy to check the back translation if you wish.

Regards

Rodrigo

Associate Professor Rodrigo Becerra

Clinical Psychologist

Clinic Director (Robin Winkler Clinic)
 Room G.17 (Main Building) School of Psychological Science (M304)
 The University of Western Australia
 35 Stirling Highway
 CRAWLEY WA 6009
 E: rodrigo.becerra@uwa.edu.au
 P: +61 8 6488 3251

Appendix O

Correspondence with Author of Multidimensional Assessment of Parenting Scale

From: nidariaz228@yahoo.com <nidariaz228@yahoo.com>

Sent: Thursday, June 16, 2022 11:35 AM

To: ASEBA - Achenbach System <ASEBA@uvm.edu>

Subject: Re: request for permission to use scale

hello sir,

Hope you are fine. I am a student of Ph.D. at International Islamic University, Islamabad Pakistan. I am doing my Ph.D. thesis on triangulation and behavioral problems among adolescents. I am using YSR to measure behavioral problems. The prestigious authority allow me to use YSR for 500 participants. My research supervisor now asked me to collect data on more 500 adolescents to increase the generalizability of the result findings. Kindly allow me to collect data from more 500 participants using YSR. It totally a non-funded project. Kindly help me in scoring of the YSR. I shall be highly obliged for this act of kindness.

On Wednesday, January 12, 2022, 07:48:52 PM GMT+5, nidariaz228@yahoo.com <nidariaz228@yahoo.com> wrote:

Re: request for permission to use MAPS

From: Nida Riaz (nida_riaz@ymail.com)
 To: jparent@fiu.edu
 Date: Saturday, February 13, 2021 at 07:53 AM GMT+5

Thank you so much sir, I will definitely share the data on forum.

[Sent from Yahoo Mail on Android](#)

On Fri, Feb 12, 2021 at 6:31 PM, Justin Parent
 <jparent@fiu.edu> wrote:

Hi Nida,

It would be great if you can translate and use the MAPS for your study. Attached are the youth-report version of the MAPS, the parent-report version, and a recent cross-cultural translation study that was done in China. The youth version hasn't been validated yet but was a direct translation from the parent version. I would like to approve of a back translation prior to the use of the measure but otherwise have no requests. After you collect data, if you would like to join our international consortium we would love to have you join and share data with investigators across the world who have translated the MAPS.

Best,
 Justin

--

Justin Parent, Ph.D.
 Assistant Professor of Psychology
 Director, Child & Family Well-being Clinic and Laboratory
 Licensed Clinical Psychologist (PY 10666)
 Florida International University
 Center for Children and Families
 11200 S.W. 8th St, AHC1-236
 Miami, FL 33199
 Website: cfw.fiu.edu | Phone: 305-348-3232
 Twitter: @JPParentPhD

From: Nida Riaz <nida_riaz@ymail.com>
Sent: Friday, February 12, 2021 1:16 AM
To: Justin Parent <jparent@fiu.edu>
Subject: request for permission to use MAPS

Note: This message originated from outside the FIU Faculty/Staff email system.

Hello Sir,

I am a Ph.D. student at International Islamic University, Islamabad Pakistan. I am doing Ph.D in Psycholgy. In thesis I am working on the role of adolescents triangulation on internalizing as well as externalizing behavioral problems among adolescents, with modering role of positive parenting. Kindly give me your valuable guidance to use MAPS with adolescent informants. Kindly allow me to use your scale in my study. furthermore allow me to translate and adapt the scale in urdu language to be used with target population.

Regards
 Nida Riaz
 Assistant Professor

Appendix P
Correspondence with the Author of Youth Self Report

From: nidariaz228@yahoo.com <nidariaz228@yahoo.com>

Sent: Thursday, June 16, 2022 11:35 AM

To: ASEBA - Achenbach System <ASEBA@uvm.edu>

Subject: Re: request for permission to use scale

hello sir,

Hope you are fine. I am a student of Ph.D. at International Islamic University, Islamabad Pakistan. I am doing my Ph.D. thesis on triangulation and behavioral problems among adolescents. I am using YSR to measure behavioral problems. The prestigious authority allow me to use YSR for 500 participants. My research supervisor now asked me to collect data on more 500 adolescents to increase the generalizability of the result findings. Kindly allow me to collect data from more 500 participants using YSR. It totally a non-funded project. Kindly help me in scoring of the YSR. I shall be highly obliged for this act of kindness.

On Wednesday, January 12, 2022, 07:48:52 PM GMT+5, nidariaz228@yahoo.com <nidariaz228@yahoo.com> wrote:



The University of Vermont

ASEBA

Research Center for Children, Youth & Families, Inc./ASEBA,
A Non-Profit Corporation
1 South Prospect Street, St Joseph's Wing (Room #3207), Burlington, VT 05401
Telephone: (802)656-5130
Email: mail@aseba.org / Website: <http://www.aseba.org>

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Site Manager's address is the International Islamic University, Islamabad, Islamabad, Pakistan 4400;
e-mail: nidariaz@yahoo.com; telephone: 033 551 28 997.



The University of Vermont

ASEBA

Research Center for Children, Youth & Families, Inc./ASEBA,
A Non-Profit Corporation
1 South Prospect Street, St Joseph's Wing (Room #3207), Burlington, VT 05401
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- (a) Each party acknowledges that it has read this Agreement, it understands it, and agrees to be bound by its terms, and further agrees that this is the complete and exclusive statement of the Agreement between the parties, which supersedes and merges all prior proposals, understandings and all other agreements, oral and written, between the parties relating to this Agreement. This Agreement shall not be modified or altered except by written instrument duly executed by both parties.
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Accepted and Agreed to:

LICENSOR:

Research Center for Children, Youth & Families, Inc.

Signature: Thomas M. Achenbach / per *Kathleen P. Drull*

Print name: Thomas M. Achenbach, Ph.D.

Title: President & Treasurer

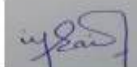
Date: January 14, 2022

For License # 2423-01-13-22

Accepted and Agreed to:

LICENSEE:

Nida Riaz

Signature: 

Print name: Nida Riaz _____

Title: Ph.D Scholar _____

Address: International Islamic University, Islamabad
Pakistan

Date: 14-01-2022

request for permission to use YSR

From: nidariaz228@yahoo.com (nidariaz228@yahoo.com)

To: mail@aseba.org

Date: Monday, September 19, 2022 at 03:31 PM GMT+5

I am Ph.D. Scholar at International Islamic University Islamabad Pakistan. I am working on the role triangulation in developing behavioral problems among adolescents. I got your permission to collect data from 500 participants. Now my research supervisor asked me to add more 500 participants to my study, to increase the generalizability of the finding. kindly allow me to collect data from more participants

Rgards

Nida Riaz

ASEBA
Research Center for Children, Youth & Families, Inc.,
A Non-Profit Corporation
1 South Prospect Street, MS 331, Burlington, VT 05401
Telephone: (802)656-5130 / Email: mail@aseba.org / Website: <http://www.aseba.org>

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Appendix Q**Permission Letter from Institutes for Data Collection****To Whom It May Concern**

Subject: Request for Data Collection Permission

I, Ms. Nida Riaz, a Ph.D. scholar from the Department of Psychology at the International Islamic University Islamabad, am writing to seek permission for my research project titled "Triangulation and Behavioral Problems: The Role of Emotional Reactivity and Positive Parenting." The objective of this academic endeavor is to explore the relationship between triangulation and behavioral problems among adolescents, focusing on the mediating role of emotional reactivity and the moderating influence of positive parenting. My research has received ethical approval from the International Islamic University Islamabad's Ethics Committee, ensuring the confidentiality and anonymity of participants throughout the study. The data collection process involves administering specified research methods and tools to participants within your esteemed institute. Your permission is integral to the success of this research, and I assure you that the collected data will be used solely for academic purposes. I am available to provide any additional information and sincerely appreciate your time and consideration in reviewing this request.

Sincerely,

Ms. Nida Riaz

Ph.D. Scholar

Department of Psychology

International Islamic University Islamabad

Appendix R

Permission Letter from Parents for Data Collection

محترم/محترمہ والد/والدہ

موضوع: ڈیٹا جمع کرنے کی اجازت کے لئے درخواست

میں، مس ندا ریاض، بین الاقوامی اسلامک یونیورسٹی اسلام آباد کی طالبہ ہوں ہمارا ادارہ تدریس و تعلیم کے ساتھ ساتھ انسانی اور معاشرتی مسائل پر تحقیق بھی کرتا ہے۔ موجودہ تحقیق اسی سلسلے کی ایک کڑی ہے۔ جس کے لئے ہمیں آپ کا تعاون درکار ہے۔ ہم خاندانی زندگی میں والدین باہمی تعلقات میں نوجوانوں کے کردار کے متعلق تحقیق کر رہے ہیں۔ ڈیٹا جمع کرنے کا عمل آپکے بچے کی خدمت میں کچھ سوالنامے پیش کیے جا رہے ہیں۔ آپکی اجازت اس تحقیق کی کامیابی کے لئے بنیادی ہے اور میں آپ کو یہ یقین دلاتی ہوں کہ جمع کردہ ڈیٹا صرف تعلیمی مقاصد کے لئے استعمال ہوگا۔ میں موجود ہوں کہ کسی بھی اضافی معلومات فراہم کرنے کے لئے اور آپ کے اس درخواست کا جائزہ لینے میں آپکا وقت اور غور قدر کرتی ہوں۔

خیریت و صحت کی دعا کے ساتھ

مس ندا ریاض