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DRAGOMIR ANTOANELA MAGDALENA

**THE INFLUENCE OF THE TYPE OF COPARENTING
ON THE CHILD’S EMOTIONAL SECURITY**

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AND EDUCATIONAL PSYCHOLOGY**

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The thesis was developed within the Doctoral School of Psychology at the “Ion Creangă” State Pedagogical University of Chişinău.

Scientific supervisor:

Sergiu Sanduleac, Doctor Habilitated in Educational Sciences, PhD in Psychology, Associate Professor, “Ion Creangă” State Pedagogical University of Chişinău.

Doctoral Committee (proposed by the Council of the Doctoral School of Psychology and approved by the Scientific Council of IOSSD – UPSC) consisting of:

President (representative of IOSSD – UPSC):

Vîrlan Maria, PhD in Psychology, Professor, “Ion Creangă” State Pedagogical University of Chisinau;

Official Reviewers:

Holman Andrei, PhD in Psychology, Professor, “Alexandru I. Cuza” University of Iaşi, România.

Cuzneţov Larisa, Doctor Habilitated, Professor, “Ion Creangă” State Pedagogical University of Chisinau;

Şleahţiţchi Mihai, Doctor Habilitated in Psychology, Ph.D. in Pedagogy, Professor, State University of Moldova;

Perjan Carolina, PhD in Psychology, Professor, “Ion Creangă” State Pedagogical University of Chisinau;

Briceag Silvia, PhD in Psychology, Associate Professor, “Alecu Russo” State University of Bălţi.

The public defense of the thesis will take place on 19 decembrie 2025, ora 12.00, in the session of the Thesis Defense Committee at “Ion Creangă” State Pedagogical University of Chişinău, address 1, I. Creangă Street, Bl. 2, Senate Hall.

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The abstract was submitted on noiembrie 2025.

Chair of the Doctoral Committee

Vîrlan Maria, Ph.D., Professor

Signature

Scientific supervisor:

Sanduleac Sergiu, dr. hab, Associate Professor

Signature

Author

Dragomir Antoanela Magdalena

Signature

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LIST OF ABBREVIATIONS

SE	- emotional security
SP	- psychological security
SIS	- Security in the Interparental Subsystem Scale
CRS	- Coparenting Relationship Scale
MASC	- Multidimensional Anxiety Scale for Children
GE	- experimental group
GC	- control group

CONCEPTUAL FRAMEWORK OF THE RESEARCH

The Relevance and Importance of the Topic. The major transformations occurring in contemporary family structures, generated by the increasing rates of divorce, reconstituted families, and single-parent households, call for an in-depth analysis of the factors that condition the child's psycho-emotional development. In this context, the study of the coparenting relationship and its influence on the child's emotional security acquires significant importance within psychological research. Social, cultural, and economic changes place additional pressure on parents' ability to collaborate effectively in fulfilling their parental roles, thereby directly affecting the family climate in which the child develops [1].

The child's emotional security constitutes a fundamental dimension of their harmonious development, influencing emotional regulation, social adaptation, attachment formation, and the construction of personal identity.

The relevance of this research is further underscored by the need to design intervention and support strategies for families, especially in a context where children's mental health and well-being are prioritized in both public policy and the scientific community. Understanding the mechanisms through which different coparenting styles affect the child's emotional security provides a solid foundation for the development of psychotherapeutic interventions, educational programs, and family support policies aimed at fostering a secure emotional environment.

Coparenting is defined as the way in which two or more adults assume and share responsibilities related to the care and upbringing of children [8]. Initially, the concept was associated exclusively with married parents; however, in recent decades, it has expanded to include separated or divorced parents, unmarried couples, reconstituted families, and families with same-sex parents.

This conceptual expansion reflects not only the continuously evolving dynamics of modern families but also the emergence of new research directions, particularly in Western contexts. The literature distinguishes between two major types of coparenting: functional and dysfunctional. Functional coparenting is characterized by effective collaboration, positive communication, and mutual support between parents, whereas dysfunctional coparenting involves frequent conflict, lack of communication, and mutual relational undermining- factors that negatively impact the child's psycho-emotional development [34].

Emotional security, defined in the scientific literature as the perceived stability and predictability of close relationships-particularly family relationships-is closely linked to the quality of parental interaction and the way in which parents manage conflict. According to the theory of emotional security formulated and developed by E. M. Cummings and P. T. Davies, the child's perception of interparental relationship cohesion shapes their relational trust and influences their emotional, cognitive, and behavioral responses [21]. When children are exposed to intense, unresolved, or hostile parental conflict, they may develop maladaptive emotion regulation mechanisms, which in turn can lead to anxiety and disruptions in internal balance. From this perspective, emotional security is conceptualized both as a product of prior experiences with marital conflict and as a key determinant of the child's future responses [25].

As a complex psychological construct, emotional security can be examined both as a stable trait-shaped by lived experiences within the family environment-and as a transient state that may vary depending on relational context. In the presence of an unpredictable or conflictual family environment, the trait of security may shift into a persistent state of psychological insecurity, with adverse effects on the child's psycho-emotional development [20]. Empirical studies have consistently shown that repeated exposure to destructive interparental conflict is associated with a heightened risk of anxiety symptoms, depression,

and dysfunctional behaviors. These manifestations can be interpreted as indicators of diminished emotional security in the child, reflecting a perceived instability in the family environment and a reduced sense of psychological safety. In contrast, children who benefit from cooperative coparenting and consistent parental support exhibit higher levels of emotional resilience and a lower risk of developing affective disorders.

The theory of emotional security functions as an explanatory framework linking the quality of the coparental relationship to the child's emotional and behavioral adjustment, acting as a mediating factor in the relationship between parental behaviors and psycho-emotional development.

Description of the Research Field and Identification of the Research Problem. At the international level, issues related to children's mental health and psycho-emotional development are increasingly present on the agendas of global organizations. The World Health Organization (WHO) and the United Nations (UN) emphasize the importance of a stable and secure family environment for the child's well-being. Since 1989, the UN Convention on the Rights of the Child has highlighted the necessity of maintaining a positive relationship between the child and both parents, including in situations of separation or divorce, which implies the need for effective coparental collaboration [10; 42]. International public health strategies reflect the overwhelming influence of relational and family environmental factors on children's development, including interventions focused on parental support, family education, and mental health prevention. Family dynamics mirror global trends characterized by a steady increase in divorce rates and a diversification of parental structures.

Although the specialized literature confirms the link between the quality of the coparental relationship and the child's emotional security, the ways in which different types of coparenting influence children's emotional insecurity in intact, divorced, or reconstituted families within the Eastern European context remain insufficiently clarified. In the Romanian context, applied research is almost entirely lacking, making it difficult to adapt and implement support strategies to local socio-cultural realities.

The scientific problem lies in the insufficient theoretical and empirical grounding regarding the mechanisms through which the type and quality of the coparental relationship determine the level of the child's emotional security. This gap hinders the formulation and development of effective social policies and psychological interventions, calling for the identification and investigation of how cooperative, conflictual, or mixed coparental dynamics influence the child's emotional balance, both in intact and in divorced or reconstituted families.

The aim of the research is to identify the influence of coparental behaviors on the development of children's emotional security, with a particular focus on the relationships between different types of coparental behaviors (positive and negative) and the ways in which these behaviors affect children's emotional regulation and adaptive functioning. The study also seeks to outline a theoretical and empirical framework for understanding how interparental dynamics contribute to children's emotional well-being, as well as to elaborate formative approaches for systemic therapeutic intervention aimed at reducing the negative effects of post-divorce family conflict on children.

Research objectives:

1. To analyze the theoretical approaches concerning the types of coparenting and the child's emotional security.
2. To highlight the type of post-divorce coparental relationship expressed by parents.
3. To identify the level of emotional security in children under the influence of the coparental relationship.
4. To conduct a comparative analysis of children's emotional security depending on the type of coparenting to which they are exposed.
5. To investigate the relationships between child anxiety and emotional security within the

coparental context.

6. To design and experimentally validate the dual psychological intervention program aimed at strengthening the child's emotional security within the post-divorce coparental system.

General hypothesis of the research: *there is an associative relationship between the type of coparenting expressed and the child's emotional security, and this relationship is mediated by the level of anxiety experienced by the child.*

The theoretical framework of the research includes conceptual and explanatory aspects of coparenting analyzed by J. P. McHale [36; 37; 38]; R. E. Emery highlighted the influence of interparental conflict in mediating the impact of divorce on the child [29]; D.S. Shaw [40] emphasized the effects of dysfunctional coparental relationships on the development of externalizing behaviors; L. A. Sroufe [41] showed that the child's attachment security and emotional stability are influenced by the coparental climate; E. E. Maccoby and R. H. Mnookin [33] analyzed post-divorce parental transitions and the impact of custody arrangements on the coparental relationship; E.M. Hetherington [30; 31] demonstrated that children's adjustment to divorce is moderated by parental support and cooperation; P. R. Amato [11; 12; 13; 14; 15] documented, over the long term, the links between interparental conflict, the quality of the coparental relationship, and child adjustment; J. Belsky [16; 17; 18; 19] emphasized the role of coparenting within the model of determinants of parental competence and child development; G. Margolin [34] highlighted the impact of children's exposure to interparental conflict and coparental mediation strategies; S. McConnell [35] investigated the influence of coordination and support between parents on family functioning and child well-being, outlining the boundaries of the parental relationship and its impact on the child's development.

The child's emotional security, as a psychological construct, was established through the studies and theoretical models proposed by E. Cummings and P. T. Davies [20; 21; 22; 23; 24; 25; 26; 27; 28], and was later reinforced by the research conducted by N.S. Weinfield, L.A. Sroufe, and B. Egeland [41], L. Phelps, J. Belsky, and K. Crnic [39], as well as by M. Little and R. Kobak [32]. These contributions highlight both the continuity and change in the dynamics of emotional security, the role of early experiences, and the impact of relational support networks on the child's emotional regulation.

The research methodology consists of: *theoretical methods* – analysis and synthesis of the specialized literature for the delineation of fundamental concepts, induction and deduction for the formulation and argumentation of hypotheses, and hermeneutics for the clarification and interpretation of the theoretical meanings of the concepts of coparenting and emotional security; *empirical methods* – experiment (constatative, formative, and control stages), interview, participatory observation, tests, and scales. The study of the coparental relationship was conducted using the *Coparenting Relationship Scale* (CRS), the child's emotional security was assessed through the *Security in the Interparental Subsystem Scale* (SIS), and the child's anxiety was measured with the *Multidimensional Anxiety Scale for Children* (MASC); *statistical-mathematical methods* – Kruskal–Wallis nonparametric test, Mann–Whitney U test, Spearman correlation, Pearson coefficient, canonical correlation, mediation analysis, moderation analysis, and Cronbach's alpha coefficient.

The scientific novelty and originality lie in the integration of the dimensions of coparenting, anxiety, and emotional security into a unified theoretical framework, offering a systemic perspective on the mechanisms through which interparental behaviors influence the child's emotional balance. The study provides an original contribution by differentiating between maternal and paternal roles within the coparental relationship, by analyzing the mediating functions of child anxiety, and by empirically validating a dual psychological

intervention program designed to act simultaneously on the coparental relationship and on the child's emotional regulation. Within the context of contemporary family psychology, this work represents one of the few studies in the Romanian space that directly correlates quantitative statistical data with clinical applicability, contributing to the development of a practical intervention model grounded in the theory of emotional security and the principles of systemic family psychotherapy.

The results obtained contributing to the solution of the important scientific problem

The research findings contribute to solving the scientific problem concerning the mechanisms through which the type of coparenting influences the child's emotional security, empirically demonstrating the mediating role of anxiety in this relationship. Statistical analyses revealed significant correlations between coparental behaviors and children's anxiety levels, as well as significant differences among conflictual, cooperative, and mixed coparenting styles, thereby confirming the theoretical hypotheses. Furthermore, the validation of the canonical and mediation models allowed for the partial explanation of the variability of emotional security depending on the dynamics of coparenting and the child's anxiety level. The results also provided the empirical foundation for the design and testing of a *dual psychological intervention program*, aimed simultaneously at optimizing the coparental relationship and reducing child anxiety. This confers the research a significant applied value for the field of family psychology and post-divorce interventions.

The theoretical significance of the study lies in the extension of the explanatory model concerning the relationship between coparenting, child anxiety, and emotional security. Integrating these dimensions into a systemic framework based on the theory of emotional security made it possible to highlight the mechanisms through which coparental behaviors influence the child's emotional development. The study contributes to strengthening the theoretical foundations of family psychology, offering premises for the development of applied models of systemically oriented psychological intervention.

The applied value of the thesis lies in the development, validation, and implementation of a *dual psychological intervention program* for post-divorce families, simultaneously targeting the coparental relationship and the child's emotional regulation. The program was grounded in the empirical results of the study and the principles of the theory of emotional security, offering a practical model for psychologists, family counselors, and systemic therapists. The proposed dual intervention contributes to the reduction of interparental conflictual behaviors, the enhancement of parental coherence and cooperation, and the decrease of child anxiety, while strengthening the child's affective sense of safety. The results support the integration of this model into family counseling services, emphasizing the importance of a complementary parent-child approach in restoring emotional balance after divorce.

Main scientific results submitted for defense: the research demonstrated significant relationships between the type of coparenting, child anxiety, and the level of emotional security. Canonical correlation analysis and nonparametric statistical tests (Kruskal-Wallis, Mann-Whitney, Wilcoxon) confirmed that anxiety partially mediates the influence of coparental style on emotional security. Cooperative coparenting was associated with decreased anxiety and increased emotional security, while conflictual coparenting showed opposite effects. The validation of the *Dual Psychological Intervention Program* confirmed its effectiveness in reducing coparental conflict and improving the child's emotional well-being.

Implementation of scientific results. The scientific results of the research were implemented in professional practice through the development and application of the *dual psychological intervention program* designed for post-divorce families. The program was piloted within a private psychological practice, being used to optimize coparental relationships and reduce anxiety among children exposed to interparental conflict. Moreover, the obtained

data were disseminated through scientific presentations, articles published in specialized journals, and served as theoretical support for the supervision and training of psychologists.

Approval of the research results. The research results were presented, discussed, and approved during the meetings of the Doctoral School of Psychology at the “Ion Creangă” State Pedagogical University and were published in specialized journals in the Republic of Moldova and Romania. Scientific presentations were delivered at national and international conferences organized by the “Ion Creangă” State Pedagogical University, the Institute of Penal Sciences and Applied Criminology in Chișinău, and the “Francisc I. Rainer” Institute of Anthropology of the Romanian Academy.

Publications related to the thesis topic: a total of 10 scientific papers were published, including 4 articles in peer-reviewed journals and 6 papers in conference proceedings and other scientific events.

Volume and structure of the thesis. The thesis includes preliminaries (annotation in two languages, list of abbreviations, and introduction), three chapters, general conclusions and recommendations, a bibliography of 218 sources, six annexes, and a glossary of terms. The main text comprises 152 pages, 39 figures, and 56 tables.

Keywords: coparenting, emotional security, child anxiety, coparental conflict, coparental cooperation, dual psychological intervention program.

THESIS CONTENT

The Introduction substantiates the relevance and importance of the research problem concerning the influence of the type of coparenting on the child’s emotional security. It presents and justifies the conceptual and methodological framework of the study, formulates the purpose and objectives of the research, and states the scientific problem. The section also provides a concise characterization of the thesis, emphasizing the scientific novelty and originality of the obtained results, while highlighting the theoretical significance and applied value of the work.

Chapter 1, *Theoretical foundations of the influence of coparenting type on the child’s emotional security*, provides an in-depth analysis of the theoretical underpinnings, focusing on the explanatory models of the relationship between coparenting, emotional security, and anxiety. The concept of *coparenting* is defined and distinguished from other forms of parental relationships. The chapter presents the main theories and explanatory models addressing the dynamics of coparenting, as well as the factors that influence its quality. It also analyzes the types of coparenting (cooperative, conflictual, mixed) and their impact on the family environment.

Subsequently, the concept of emotional security is explored, with emphasis on the theories supporting it, and the components of *emotional security* are analyzed in relation to how they manifest in the child’s life [5; 6; 7]. The chapter outlines the connection between coparental dynamics and the child’s emotional security. The conceptual framework allows for the examination of aspects such as *parental communication, conflict management, and the emotional involvement of both parents in the child’s life*, as well as studies demonstrating how certain types of coparenting can either foster or undermine emotional security [3; 8; 9]. The chapter also discusses the factors that contribute to the creation of a psychologically safe environment for the child and the role of the coparental system in ensuring this protective context.

In complement to this framework, *anxiety* is addressed as a psychological dimension relevant to the child’s emotional regulation process. In the specialized literature, anxiety is frequently described as a complex psycho-emotional response that correlates family experiences with the child’s emotional development [2; 4]. Prolonged exposure to interparental conflicts or dysfunctional forms of coparenting can increase the child’s vulnerability to

anxiety, which, in turn, negatively affects their perception of emotional security within the family. Thus, anxiety is conceptualized as a mediating variable, illustrating the mechanism through which the parental relationship affects the child’s adaptation.

At the same time, numerous studies have demonstrated a link between the child’s gender and the intensity of emotional reactions in the context of parental conflict – girls generally exhibiting higher emotional sensitivity, while boys show stronger behavioral reactivity. In this regard, gender is examined as a moderating factor in the present model, influencing the strength of the association between anxiety and perceived emotional security.

Consequently, the analysis of theoretical approaches and explanatory models has made it possible to highlight the mechanisms through which coparenting can either promote or undermine the child’s emotional security. The relational dimensions of coparenting and their intersection with the child’s emotional needs are also examined. In conclusion, this chapter provides a *conceptual framework for understanding emotional security within the coparental system*, emphasizing the importance of an integrated approach that supports both parents and children during the post-divorce adjustment process.

Building upon the comprehensive theoretical analysis and conceptualization of *coparenting and emotional security* developed in Chapter 1, a theoretical model is proposed to provide an integrative framework for understanding relational dynamics within the family and their impact on the child’s psycho-emotional development. The model synthesizes the findings of specialized research into an accessible schematic form and represents an original contribution to explaining the relationship between the dimensions of coparenting and the child’s **state of emotional security**.

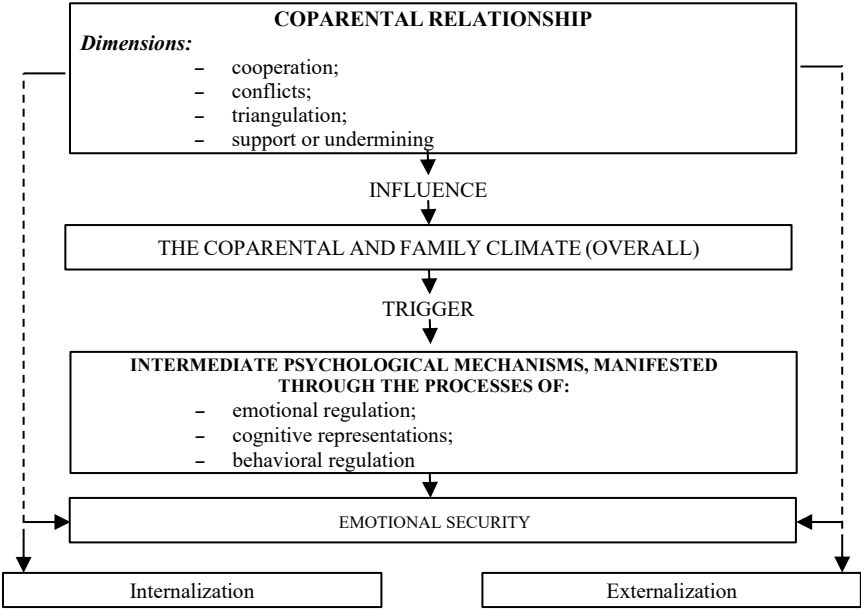


Figure 1.1. Theoretical model illustrating the influence of the coparental relationship on the child’s emotional security

The model proposed and presented in **Figure 1.1** highlights that the coparental

relationship functions as a reference framework for the development of the child's emotional security, and its influences are not manifested directly, but rather through *intermediary psychological mechanisms*, namely:

- *Emotional regulation*, which reflects the child's ability to manage affective experiences and to maintain emotional stability when exposed to parental conflict or support.
- *Cognitive representations*, which include the mental schemas and beliefs the child develops about the self, the parental relationship, and the social world. These are often internalized as working models that influence the anticipation of threat, the interpretation of conflict, and the formation of expectations regarding available support.
- *Behavioral regulation*, which is expressed through the child's active choices in relational contexts-avoidance, involvement, mediation, or withdrawal from conflicts.

These three processes interact in a *circular and reciprocal manner*, being influenced by the nature of the relationship between parents. When the child perceives the parental relationship as hostile, unpredictable, or lacking mutual support, their self-regulation processes are affected: the child becomes more sensitive to negative stimuli, develops threat-based cognitive representations, and may display maladaptive behaviors. Such reactions may manifest as *internalizing* problems (anxiety, separation fears, inhibition) or *externalizing* problems (defiance, aggression, disorganization).

Chapter 1 provides epistemological foundations for identifying and clarifying the mechanisms through which coparental interactions, whether positive or negative, influence children's emotional regulation and their overall psychological well-being. The conceptual framework established herein defines the theoretical basis of emotional security, drawing from *attachment theory* and the *emotional security paradigm*, and argues that the way parents manage coparental conflict can either strengthen or undermine the child's emotional development.

Based on the review of the specialized literature and the analyses and syntheses conducted, the following conclusions can be drawn:

- ✓ Coparenting, derived from family systems theory, is distinct from the marital relationship by focusing on the triadic subsystem parent–parent–child. It is conceptualized as a multidimensional construct, whose core dimensions are cooperation, triangulation, and conflict.
- ✓ The emotional security theory extends the traditional dyadic perspective of attachment by emphasizing the impact of the broader family system on the child's emotional well-being. Several pathways have been identified through which emotional security or insecurity develops as a function of interparental processes, with emphasis on the indirect effects of conflict on parent–child relationships, as well as the beneficial impact of constructive conflicts, which promote emotional security and support children's effective social integration.
- ✓ Emotional security represents a dynamic construct that, beyond attachment, is decisively shaped by the quality of the interparental relationship. Destructive conflict erodes the sense of safety and activates maladaptive strategies, while support and constructive conflict management strengthen emotional security and justify interventions focused on the coparental subsystem.
- ✓ The dimensions of the coparental relationship – agreement/cooperation, conflict/triangulation – shape the child's emotional reactivity, internal representations, and self-regulation. Thus, subversion and destructive conflict heighten anxiety and vulnerability, whereas cooperation and constructive conflict resolution act as protective factors for emotional security.
- ✓ The present conceptualization has allowed emotional security to be approached as a

subjective state of control and predictability, sustained by both automatic and deliberate psychological processes, thereby grounding its understanding as the result of repeated experiences within the coparental system, where the quality of relationships and the sense of control mitigate the child's anxiety.

- ✓ The theoretical model on the influence of the coparental relationship on the child's emotional security serves as a methodological and conceptual framework, delineating the key dimensions of coparental relations (agreement, cooperation, conflict, triangulation, support or subversion), which shape the family climate and trigger emotional regulation, cognitive representations, and behavioral regulation in the child—processes that determine the level of emotional security (internalization or externalization).

Chapter 2 – Empirical Study of the Child's Emotional Security under the Influence of Coparenting Type describes the purpose, objectives, hypotheses, and methodology of the experimental research, as well as the results of the ascertaining experiment, which involved 150 children aged between 8 and 12 years and their parents.

The purpose of the study was to identify the influence of coparental behaviors on the development of children's emotional security, with a focus on examining the relationships between different types of coparental behaviors (positive and negative) and the ways in which these affect children's emotional regulation and adaptive behavior. The study also aimed to outline a theoretical and empirical framework for understanding how interparental dynamics contribute to the emotional well-being of children.

Objectives of the ascertaining experimental research:

1. To highlight the type of coparental relationship expressed by parents after divorce.
2. To identify the level of emotional security in children under the influence of the coparental relationship.
3. To conduct a comparative study of children's emotional security according to the type of coparenting to which they are exposed.
4. To identify the level of anxiety in children under the influence of the coparental relationship.
5. To conduct a comparative study of children's anxiety levels according to the coparental relationship and the child's gender.
6. To conduct a comparative study of emotional security according to the level of anxiety in children within the coparental system.

General hypothesis: there is an associative relationship between the type of coparenting expressed and the child's emotional security, and this relationship is mediated by the level of anxiety experienced by the child.

From the general hypothesis, the following **working hypotheses** were derived (relational/comparative level): 1. There are statistically significant differences in the emotional security of children exposed to different types of coparental relationships; 2. There is an associative relationship between children's emotional security and their level of anxiety; 3. The type of coparenting has a direct and consistent impact on the child's emotional security; 4. The type of coparenting significantly influences emotional security, contributing to the child's adaptive or maladaptive development. **Mediation hypothesis** - the child's anxiety mediates the relationship between coparenting and emotional security. **Moderation hypothesis** - the child's gender may moderate the relationship between the type of coparenting and the child's level of anxiety.

Experimental variables: *Independent variable* - Type of coparenting – the functional dimensions of coparentality; *Dependent variable* - Child's emotional security (expressed through the following subscales: emotional reactivity, behavioral dysregulation, avoidance, involvement, constructive family representations, destructive family representations, and

conflict spillover); *Mediating variable* – Child’s anxiety, expressed through the following subscales: physical symptoms, harm avoidance, social anxiety, and separation/panic.

Instruments used in the ascertaining experiment: *Security in the Interparental Subsystem Scale* (SIS), *Coparenting Relationship Scale* (CRS), *Multidimensional Anxiety Scale for Children* (MASC).

The presentation of the results from the ascertaining experiment follows the sequence of objectives and hypotheses outlined in the research. In accordance with **Objective no. 1**, which aimed to *highlight the type of coparental relationship expressed after divorce*, the investigative approach was guided by the following research question: *What are the predominant behaviors within the different types of coparenting?*

To address this question, the experimental procedure began with the analysis of data obtained through the Coparenting Relationship Scale (CRS). The results concerning the type of coparental relationship expressed indicate a predominance of *conflictual coparenting* among both parents. Specifically, 66.7% of fathers and 73.3% of mothers exhibit this type of relationship. In contrast, *cooperative coparenting* appears considerably less frequently, being reported by 33.3% of fathers and 26.7% of mothers.

Analysis of the subscales reveals significant difficulties in achieving parental *agreement* and maintaining positive coparental closeness, accompanied by a high level of conflict exposure—particularly in fathers. Coparental *undermining* is pronounced, being more evident at very high levels in mothers, while coparental *support* is limited and unevenly distributed between parents. Moreover, *division of labor* is unbalanced, with most parents reporting low levels of shared responsibilities. Overall, the results confirm the predominance of conflictual coparenting, characterized by reduced parental *agreement and support*, as well as by frequent behaviors of *undermining and conflict exposure*.

In accordance with **Objective no. 2**, which focused on identifying the level of emotional security in children under the influence of the coparental relationship, the following section presents the distribution of results regarding children’s emotional security levels. The investigative approach was guided by the specific research question: *How does the emotional security of children manifest depending on the type of coparental relationship to which they are exposed?*

The results reveal several significant aspects: children’s *emotional security* is predominantly medium or high, suggesting a relatively stable emotional balance. *Emotional reactivity* is elevated, reflecting heightened affective sensitivity. *Behavioral dysregulation* appears at high and very high levels, indicating major difficulties in emotional self-regulation. *Avoidance* is frequently used as an adaptive mechanism, which may represent a protective strategy against interparental conflict. *Destructive family representations* are dominant, implying potentially negative perceptions of family relationships. *Conflict spillover* emerges as a major trend, reflecting a tense coparental climate with a risk of escalation.

Several essential tendencies can be observed: children exposed to a conflictual coparenting style manifested by both parents tend to show a medium level of emotional security, although variability within this group remains notable; When only one parent adopts a cooperative style, children’s emotional security varies, yet the presence of a cooperative parent may exert a protective effect; A cooperative father in the presence of a conflictual mother seems to moderate negative effects more effectively than the reverse situation, suggesting a stronger stabilizing role of fathers in the coparental dynamic; The most favorable context for a child’s emotional security is one in which both parents adopt a cooperative coparenting style, representing the only scenario in which 100% of children exhibited a high level of emotional security.

In accordance with **Objective no. 3** of the research - *The comparative study of*

children's emotional security according to the type of coparental relationship to which they are exposed – a comparative analysis was conducted on the scores obtained by children on the Security in the Interparental Subsystem Scale (SIS), based on the type of coparental relationship exhibited by both the mother and the father. To determine whether different coparenting styles (cooperative vs. conflictual) distinctly influence children's perception of their emotional security, the following working hypothesis was formulated: *there are statistically significant differences in children's emotional security depending on the type of coparental relationship to which they are exposed.*

Table 2.1. Results of the Kruskal–Wallis Test for the SIS Subscale Scores According to the Type of Coparental Relationship

Subscala SIS	χ^2 (Chi-Square)	df	p
Securitate emoțională	20.426	2	0.001
Reactivitate emoțională	6.413	2	0.040
Dereglare comportamentală	16.923	2	0.001
Evitare	23.651	2	0.001
Implicare	7.298	2	0.026
Reprezentări constructive ale familiei	13.797	2	0.001
Reprezentări distructive ale familiei	9.668	2	0.008
Extinderea conflictului	37.709	2	0.001

The comparative analysis of the SIS scores presented in Table 2.1 revealed significant differences among the groups of children depending on the type of coparental relationship. The results indicate that overall emotional security is significantly influenced by the coparental style, confirming its central role in maintaining the child's emotional balance.

At the subscale level, significant differences were recorded across all investigated dimensions: emotional reactivity ($\chi^2 = 6.413$, $p = 0.040$), behavioral dysregulation ($\chi^2 = 16.923$, $p = 0.001$), avoidance ($\chi^2 = 23.651$, $p = 0.001$), involvement ($\chi^2 = 7.298$, $p = 0.026$), constructive family representations ($\chi^2 = 13.797$, $p = 0.001$), destructive family representations ($\chi^2 = 9.668$, $p = 0.008$), and conflict spillover ($\chi^2 = 37.709$, $p = 0.001$). These findings confirm *Hypothesis no. 1*, according to which *there are statistically significant differences in children's emotional security depending on the type of coparental relationship to which they are exposed.* Moreover, the data highlight that a cooperative coparental style fosters the development of constructive family representations, better emotional and behavioral regulation, and a reduction in conflict spillover, whereas a conflictual coparental style is associated with emotional insecurity, negative perceptions of family relationships, and socio-emotional adjustment difficulties.

Table 2.2. Mann-Whitney U Test (Conflictual vs. Cooperative Coparenting)

Variabilă	Mann–Whitney U	p
Securitate emoțională (generală)	100.000	0.001
Reactivitate emoțională	200.000	0.009
Dereglare comportamentală	100.000	0.001
Evitare	100.000	0.001
Implicare	200.000	0.011
Reprezentări constructive ale familiei	100.000	0.001
Extinderea conflictului	100.000	0.001

The results show that the overall level of emotional security is significantly higher among children exposed to a cooperative coparental style ($U = 100.000$, $p < 0.001$), compared to those exposed to a conflictual coparental style. Across all subscales, higher scores were recorded in cases of conflictual coparenting, indicating that a family climate based on parental

cooperation contributes to the development of emotional stability and reduces affective vulnerability.

The data confirm **Hypothesis no. 3**, according to which the *type of coparental relationship has a direct and consistent impact* on the child's emotional security. Cooperative coparenting is associated with higher levels of emotional security and improved emotional-behavioral regulation, whereas conflictual coparenting fosters *emotional vulnerability, behavioral dysregulation, and negative family representations*.

The analyses conducted between the CRS and SIS dimensions revealed clear associations between the quality of the coparental relationship and the child's level of emotional security. For mothers, *undermining and exposure to conflict* correlated positively with *emotional reactivity, behavioral dysregulation, and avoidance* ($r = 0.491-0.564$, $p < 0.01$), whereas *agreement and support* correlated negatively with these dimensions and positively with *constructive family representations* ($r = -0.437$ to 0.466 , $p < 0.01$). The results for fathers confirm the same relational pattern: *undermining and exposure to conflict* were predictors of *emotional vulnerability* ($r = 0.452-0.523$, $p < 0.01$), while *agreement, support, and equitable division of parental roles* were positively associated with the child's *involvement and positive family representations*. These findings indicate that emotional security is highly sensitive to the quality of the interparental relationship: a cooperative climate reduces the child's emotional reactivity and defensive behaviors, whereas persistent parental conflict amplifies insecurity and avoidance tendencies.

In accordance with **Objective no. 4** of the research, which aimed to *identify the level of anxiety among children under the influence of the coparental relationship*, the following research questions were formulated:

- *What is the general level of anxiety among children depending on the type of coparental relationship?*
- *What specific characteristics does anxiety present in children exposed to different coparental contexts?*

Table 2.3. Results of the Kruskal–Wallis Test for MASC Subscales According to the Type of Coparental Relationship

Subscală	χ^2 (Chi-Square)	df	p
<i>Anxietate totală</i>	35.731	2	0.001
<i>Simptome fizice</i>	29.954	2	0.001
<i>Evitarea lezării</i>	24.437	2	0.001
<i>Anxietate socială</i>	70.282	2	0.001
<i>Separare/panică</i>	24.219	2	0.001

The analysis performed using the Kruskal–Wallis test revealed statistically significant differences between the types of coparental relationships for all MASC subscales. Thus, for *total anxiety*, a significant result was obtained ($\chi^2 = 35.731$, $p \leq 0.001$), indicating a clear variation in the level of anxiety depending on the coparental style. For the *physical symptoms* subscale, the differences were also significant ($\chi^2 = 29.954$, $p \leq 0.001$), confirming the impact of the coparental relationship type on the *somatic expressions of anxiety*. For the *harm avoidance* subscale, the results showed a significant effect ($\chi^2 = 24.437$, $p \leq 0.001$), suggesting that avoidance strategies vary considerably among children exposed to different coparental environments. Even more pronounced differences were observed in *social anxiety*, where the test value was very high ($\chi^2 = 70.282$, $p \leq 0.001$), highlighting the major influence of the family climate on sensitivity to social evaluation. Regarding the *separation/panic* subscale, the analysis also indicated significant differences ($\chi^2 = 24.219$, $p \leq 0.001$), showing that the intensity of separation-related anxiety depends on

the coparental type.

The Spearman correlation analysis revealed several statistically significant associations between the dimensions of the coparental relationship (CRS) and the child's anxiety levels (MASC). The results showed that coparental *undermining* expressed by the father was negatively and significantly correlated with the child's anxiety ($r = -0.474$, $p < 0.01$), indicating that a decrease in dysfunctional undermining behaviors contributes to a reduction in anxiety symptoms.

For mothers, coparental *agreement and support* were negatively correlated with total anxiety and with the subscales *physical symptoms and social anxiety* ($r = -0.421$ to -0.453 , $p < 0.05$), suggesting that cooperative relationships and active parental support protect the child from anxious reactions. Conversely, *exposure to conflict and maternal undermining* were positively correlated with total anxiety and with the *harm avoidance* dimension ($r = 0.472$ – 0.487 , $p < 0.01$), confirming that interparental conflict intensity and unresolved tensions increase the child's overall anxiety level. For fathers, the pattern was similar: *support and coparental agreement* correlated negatively with general anxiety and physical symptoms ($r = -0.441$, $p < 0.05$), whereas *undermining and exposure to conflict* correlated positively with *social anxiety* ($r = 0.458$, $p < 0.01$). These findings confirm *the differentiated role of each parent* in shaping the child's emotional responses – maternal influence being more pronounced on separation anxiety, while paternal influence is stronger on social anxiety and somatic symptoms.

To explore these dynamics in greater depth, and in accordance with **Objective no. 5** of the research – *the comparative study of the anxiety levels of children under the influence of the coparental relationship, by gender*, an analysis was conducted on the differences in anxiety levels according to gender, as well as on the *role of gender as a moderator* in the relationship between the coparental style and the child's anxiety. This approach allows for an assessment of the extent to which the effects of coparental style vary depending on the child's gender, thereby adding an additional layer of understanding to the psychological mechanisms involved.

For this purpose, the following research questions were formulated:

- *Are there significant differences in the anxiety levels of children depending on gender (female vs. male)?*
- *Which specific dimensions of anxiety (social anxiety, physical symptoms, harm avoidance, separation/panic subscales) vary significantly between girls and boys?*
- *To what extent does the child's gender moderate the relationship between coparental style and general anxiety, such that the effects of coparenting differ between girls and boys?*

Table 2.4. Results of the Kruskal–Wallis test for MASC subscales according to the type of Coparental Relationship, by gender

Variabilă analizată	Gen	χ^2 (Chi-Square)	df	p
Anxietate totală	M	10.733	1	0.001
Simptome fizice	M	0.575	1	0.448
Evitarea lezării	M	12.075	1	0.001
Anxietate socială	M	19.320	1	0.001
Separare/Panică	M	0.000	1	1.000
Anxietate totală	F	42.514	2	0.001
Simptome fizice	F	48.497	2	0.001
Evitarea lezării	F	31.224	2	0.001
Anxietate socială	F	51.111	2	0.001
Separare/Panică	F	32.198	2	0.001

The data presented in Table 2.4 suggest a selective vulnerability of boys to certain forms

of anxiety depending on the post-divorce family context. In contrast, girls appear more sensitive to coparental dynamics, exhibiting heightened vulnerability to internal manifestations of anxiety, both at the somatic and interpersonal levels.

To address the fourth research question, it was necessary to evaluate the interaction between coparental style and the child's gender on overall anxiety. A moderation analysis was conducted using a hierarchical regression model, in which the main effects of coparentality and child gender were first entered, followed by the interaction term (coparentality $\times$ gender).

The data indicate that the main effect of coparental style [T.2] (mixed vs. conflictual) was significant ($p = 0.018$), suggesting a clear difference in anxiety between children exposed to mixed versus conflictual coparenting. The main effect of gender and the coparentality $\times$ gender interaction were not statistically significant ($p > 0.05$), which does not support the hypothesis that gender significantly moderates the relationship between coparental style and overall anxiety in this model. The working hypothesis proposing that the child's gender might function as a moderating variable in the relationship between expressed coparental style and the child's experienced anxiety was tested through hierarchical regression models; however, the analyzed interactions did not reach statistical significance thresholds.

Objective no. 6 of the research focuses on *investigating the relationships between child anxiety and emotional security within the coparental context*. Its purpose is to assess the extent to which anxiety functions as an explanatory factor for variations in emotional security, while simultaneously integrating the influence of different coparental styles (conflictual, mixed, and cooperative). By applying complex statistical methods, such as canonical correlation analysis and mediation analysis, this section aims to address the key research question: *To what extent can the child's emotional security be understood through the interaction between the parental context and the child's level of anxiety?*

Table 2.5. Significant Canonical Functions Identified

Funcție canonică	Corelație canonică	P-value	Coeficient de redundanță
1	0.913	< 0.01	0.48
2	0.872	< 0.05	0.35
3	0.721	< 0.05	0.28

Three significant canonical functions were identified ($p < 0.05$) and are presented in Table 2.5. The first canonical function (0.913) best explains the relationship between the coparentality variables and those of emotional security and anxiety, showing a high redundancy coefficient (0.48). The subsequent functions have lower but still significant values, suggesting the presence of complex relationships, such as interactions between coparental style and anxiety subdimensions or differentiated effects according to gender, which warrant further detailed analysis.

Table 2.6. Canonical Correlation Matrix

variabile independente	Anxietate socială	Simptome fizice	Securitate emoțională	Suport parental	Evitarea lezării	Separare/Panică
Coparentalitate conflictuală	0.81	0.78	-0.32	-0.28	0.56	0.62
Coparentalitate cooperantă	-0.29	-0.19	0.83	0.82	0.14	0.21
Coparentalitate mixtă	0.48	0.36	0.25	0.22	0.72	0.83

The correlation matrix presented in Table 2.6 shows that conflictual coparenting is strongly correlated with the variables social anxiety and physical symptoms. Cooperative

coparenting displays strong positive correlations with emotional security and coparental support, while mixed coparenting is significantly correlated with harm avoidance and separation/panic, suggesting a negative influence on the child's emotional state.

The canonical correlation analysis performed for the CRS (mother and father) and MASC variable sets generated three statistically significant functions ($p < 0.001$). For mothers, *Function 1* ($r = 0.85$ for agreement, $r = 0.78$ for support, $r = -0.67$ for undermining) explains a major proportion of the child's anxiety variance, indicating that relationships based on agreement and support reduce global anxiety and physical symptoms. *Function 2* ($r = 0.32$ for agreement, $r = -0.14$ for support, $r = 0.25$ for undermining) reflects a smaller effect, mainly associated with social anxiety. *Function 3* ($r = 0.21-0.41$) has low contributions, suggesting weaker links between coparental variations and separation anxiety. For fathers, *Function 1* ($r = 0.81$ for agreement, $r = 0.74$ for support, $r = -0.69$ for undermining) indicates a similar trend: cooperative behaviors and coparental support predict lower levels of general anxiety and somatic symptoms. *The secondary functions* ($r = 0.28-0.43$) account for variations associated with social anxiety and harm avoidance.

The overall interpretation indicates that the coparental variable sets (for both mother and father) are significantly correlated with the child anxiety variable sets, confirming the assumption of a systemic relationship between the coparental climate and the child's emotional state. The canonical model suggests that cooperative coparenting is associated with lower levels of total anxiety and physical symptoms, whereas conflictual coparenting and mutual undermining are strong predictors of social anxiety and avoidant behaviors. These findings also validate the mediating role of anxiety between the type of coparenting and emotional security.

To explore the psychological mechanism through which the type of coparenting influences the child's emotional security, a mediation analysis was conducted, with child anxiety serving as the intermediate variable. The analysis was designed to distinguish between the direct effect of coparenting on emotional security and the indirect effect operating through anxiety. **Main mediation hypothesis:** *Child anxiety mediates the relationship between coparenting and the child's emotional security.*

Table 2.7. Results of the Mediation analysis

Effect	Valoare coefficient	Interpretare
Effect direct (c')	0.5245	<i>Coparenting directly influences emotional security, even after controlling for anxiety.</i>
Effect indirect (a*b)	0.1996	<i>A significant portion of the influence of coparenting is mediated by child anxiety.</i>
Effect total (c)	0.7241	<i>The overall impact of coparenting type on emotional security.</i>

Table 2.7 presents the results of the mediation analysis, which evaluated how the child's level of anxiety (mediator) influences the relationship between the type of coparenting (predictor) and the child's level of emotional security (outcome).

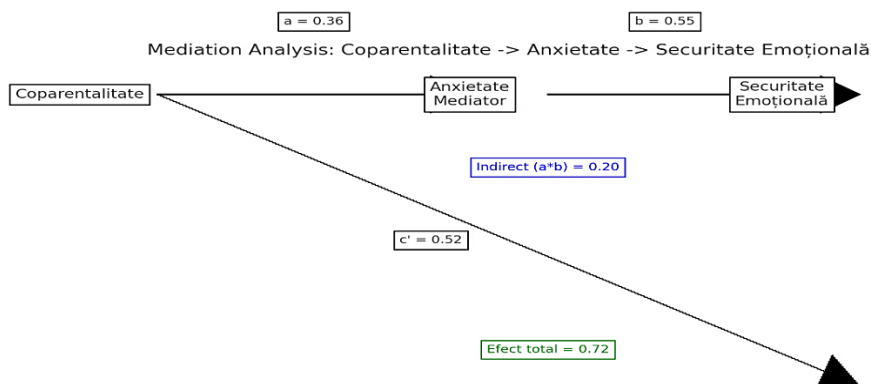


Figure 2.1. Direct and indirect relationships between the predictor variable type of coparenting, the mediator variable (child's level of anxiety), and the outcome variable (child's level of emotional security)

Figure 2.1 illustrates the direct and indirect relationships among the variables as follows: *Coparenting* → *Anxiety* (a): the effect of the predictor on the mediator; *Anxiety* → *Emotional Security* (b): the effect of the mediator on the outcome; *Coparenting* → *Emotional Security* (c'): the direct effect of the predictor on the outcome (controlling for the mediator); Indirect effect ($a*b$) and Total effect are marked for clarity. These results confirm that anxiety functions as a partial mediator. Interventions that reduce child anxiety can enhance emotional security even within conflictual coparenting contexts. Cooperative coparenting has a direct and protective effect on emotional security, while anxiety represents a psychological mechanism through which these influences are internally processed by the child.

The results of the mediation analysis reinforce the findings obtained through canonical correlation analysis, highlighting the child's anxiety as a relevant psychological mechanism mediating the relationship between coparenting type and emotional security. This supports the need for dual interventions: on one hand, targeting parental style (reducing conflict and fostering cooperation), and on the other, addressing the child's anxiety as a response to family dynamics.

Chapter 2 aimed to conduct a comprehensive constative study designed to analyze how different types of coparenting influence the child's emotional security, while specifically considering the role of anxiety as an intermediate variable. The study integrated a series of advanced descriptive and inferential statistical methods, offering a broad and rigorous perspective on the relationships among the analyzed variables. The results obtained demonstrate the functionality of the proposed theoretical model and allow for the formulation of the following conclusions:

- ✓ The descriptive analysis of emotional security revealed that children from environments characterized by cooperative coparenting showed higher scores on the subscales of constructive family representations, avoidance, and emotional reactivity. In contrast, children exposed to conflictual coparenting presented higher levels of emotional reactivity, behavioral dysregulation, avoidance, and destructive representations of family relationships.
- ✓ Children originating from contexts marked by high coparental agreement and support exhibited higher scores on constructive family representations and adaptive behavioral regulation, reflecting an increased level of emotional security and a stronger capacity for socio-emotional adaptation.

- ✓ Scores for emotional reactivity and destructive family representations were significantly higher among children whose parents displayed high levels of coparental undermining. These findings confirm the literature indicating that the type of coparenting represents a major determinant of the child's emotional balance.
- ✓ Anxiety levels were significantly higher in children from tense family environments, characterized by frequent conflicts, coparental undermining, and lack of emotional support. Separation anxiety, social anxiety, and physical symptoms (somatization) were the most frequently reported manifestations of emotional distress. Correlational analyses confirmed statistically significant relationships between high levels of anxiety and low emotional security scores, especially on the subscales of behavioral dysregulation and destructive family representations.
- ✓ The relationship between emotional security and anxiety, analyzed through canonical correlation, revealed a very strong relationship between the variable sets, with the first canonical function recording $R_c = 0.935$, indicating an almost perfect correlation between coparental agreement and support and low anxiety alongside high emotional security. The remaining canonical functions further reinforced the finding that coparental undermining is a direct predictor of increased emotional reactivity and the formation of destructive family representations, factors that heighten the child's vulnerability to anxiety and emotional insecurity.
- ✓ The mediation analysis demonstrated that the child's anxiety mediates the relationship between coparenting quality and emotional security. The indirect effects were statistically significant, validating the role of anxiety as an intermediate psychological mechanism influencing the child's emotional regulation process.
- ✓ The differentiated analysis of maternal and paternal perceptions and influences on the child's emotional security and anxiety revealed several important findings: both mothers and fathers, when showing high levels of coparental agreement and support, contribute positively to the child's emotional security. Differentially, mother-child perceptions indicate a closer association between emotional support and the child's emotional regulation (with reduced emotional reactivity), while in the father-child relationship, coparental agreement plays a more pronounced role in shaping the child's constructive family representations.
- ✓ Coparental undermining expressed by fathers had a stronger statistical impact on the increase of social and separation anxiety symptoms in the child. In the case of mothers, coparental undermining was primarily correlated with higher emotional reactivity and difficulties in behavioral regulation in the child.
- ✓ Regarding child anxiety differences, children perceived more intensely the paternal undermining effects on specific anxiety symptoms (fear of negative evaluation, social withdrawal). In the mother-child relationship, the child's anxiety appeared to be more strongly linked to general emotional insecurity and fear of separation.
- ✓ The complementary parental roles were also confirmed: although both parents exert significant influence, the specific way in which children internalize relational experiences varies according to the dominant parental figure in their perception. The mother tends to influence more directly the child's emotional regulation and basic emotional security, whereas the father has a more pronounced impact on the child's cognitive representations of family stability and social competence.

Chapter 3 – *The Praxiological Dimension of the Dual Psychological Intervention Program for Strengthening the Child's Emotional Security*, describes the main coordinates of the formative experiment: its objectives, hypotheses, and scientific methodology – and presents the structure of the dual psychological intervention program, including its specific activities.

The results of the constative experiment revealed that the type of coparenting directly influences the child's *emotional security*, while the *child's anxiety* functions as an intermediate mechanism in this relationship. Children exposed to intense interparental conflicts and coparental undermining displayed high levels of anxiety and low levels of emotional security.

Building upon these findings, **the purpose of the formative experiment** was to develop and implement a *dual psychological intervention program* aimed at optimizing the coparental relationship (by increasing parental agreement and support, and reducing undermining) and reducing the level of anxiety in children exposed to parental conflict, in order to strengthen the child's emotional security.

Objectives of the research for the formative experiment:

1. To elaborate a dual psychological intervention program centered on the coparental relationship and the reduction of child anxiety, with the purpose of consolidating the child's emotional security;
2. To establish the sample for the formative experiment;
3. To implement the dual program within the experimental group;
4. To evaluate the effectiveness of the Dual Psychological Intervention Program for strengthening the child's emotional security.

Research hypothesis for the formative experiment: *The implementation of a dual psychological intervention program, focused on optimizing the coparental relationship and reducing the child's anxiety, will positively influence the strengthening of the child's emotional security.*

Research variables: 1.Independent variables: the *coparental relationship* (measured with the *Coparenting Relationship Scale – CRS*) and the *child's anxiety* (measured with the *Multidimensional Anxiety Scale for Children – MASC*). 2.Dependent variable: *emotional security* (measured with the *Security in the Interparental Subsystem Scale – SIS*). 3.Final targeted effect (conceptual outcome): *the strengthening of the child's emotional security*.

Given the complexity of the phenomenon of emotional security in the context of post-divorce coparenting, the present formative experiment adopted a dual-intervention approach, addressing both the child and the parents in parallel, in order to maximize the efficiency of the change process and the restoration of family emotional balance. This choice was grounded in the necessity of capturing not only objectively measurable dimensions, but also subjective, relational, and contextual aspects involved in the processes of emotional regulation and family adaptation.

Stages of the Formative Experiment

1. Elaboration of the *Dual Psychological Intervention Program* – focused on optimizing the coparental relationship and reducing child anxiety, conceptually anchored in the Emotional Security Model.
2. Formation of the experimental sample – selection of eligible parents and children, obtaining informed consent, and organizing the experimental and control groups. The sample consisted of 22 children and 44 parents. These two groups were homogeneous and equivalent according to the results obtained on the instruments administered during the constative experiment, as well as with respect to the temporal criterion of two years after the divorce. The two groups were also equivalent regarding the distribution of coparental relationship types – *conflictual*, *cooperative*, and *mixed*.
3. Pretesting (initial measurement) – initial assessment using the Coparenting Relationship Scale (CRS), the Multidimensional Anxiety Scale for Children (MASC), and the Security in the Interparental Subsystem Scale (SIS).
4. Implementation of the intervention program – conducting weekly group sessions for parents (10 sessions) and children (14 sessions), using counseling, communication, and emotional regulation techniques.

5. Post-testing (final measurement) – reassessment of participants in both groups using the same instruments, in order to identify changes that occurred following the intervention.
6. Comparative analysis of results - comparison of pretest and post-test scores, both between groups and within the experimental group, using nonparametric statistical methods (*Mann–Whitney U*, *Wilcoxon test*, and Cohen’s *d* effect size index).

The dual psychological intervention program presented in this chapter addresses the needs identified during the constative phase and is theoretically grounded in the conceptual framework of emotional security. The intervention aims, on the one hand, to improve the coparental relationship through the development of a functional coparental partnership, and on the other hand, to reduce the child’s anxiety symptoms and strengthen the child’s emotional self-regulation capacities. Through its integrated approach to the family system—addressing both the interparental dynamics and the emotional experiences of the child—the program proposes a contextualized and applicable intervention within both clinical and educational practice, with significant potential for prevention and optimization of the child’s psycho-emotional development.

The analysis of initial differences between the experimental and control groups (GE test – GC test), conducted using the Mann–Whitney U test, revealed no statistically significant differences between the two groups across all variables investigated: child anxiety (MASC), emotional security (SIS), and coparental relationship (CRS), for both mothers and fathers. The *p*-values associated with the tests for each subscale consistently exceeded the threshold of statistical significance ($p > 0.05$), indicating a comparable distribution of scores and, consequently, intergroup homogeneity. This aspect is essential for the validity of the research, as it confirms that the post-intervention changes can be attributed to the psychological intervention applied, and not to pre-existing differences between the groups.

Presentation of the results obtained by participants in the Experimental Group and the Control Group at the retest phase (GE retest – GC retest) follows in the next section.

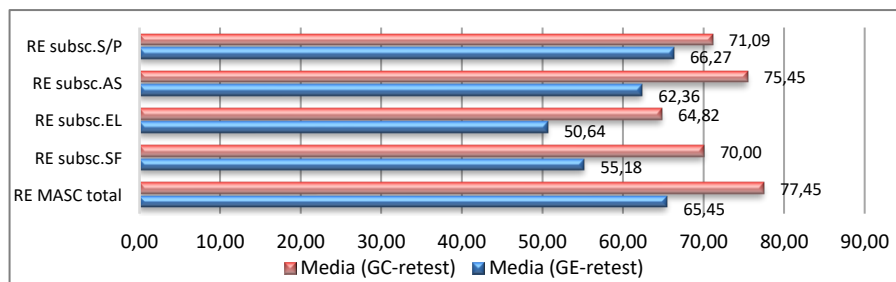


Figure 3.1. Results on the MASC scale for participants in the Experimental Group (GE) and the Control Group (GC) at retest (mean units)

Figure 3.1 illustrates the comparison of mean scores obtained by the Experimental Group (GE-retest) and the Control Group (GC-retest) on the MASC scale after the implementation of the psychological intervention program. At the level of the total MASC score, the experimental group recorded $M_1 = 65.45$ ($SD = 6.59$), while the control group obtained $M_2 = 77.45$ ($SD = 17.88$). For the *Physical Symptoms* subscale: GE-retest – $M_1 = 55.18$ ($SD = 7.90$), GC-retest – $M_2 = 70.00$ ($SD = 5.55$). For *Harm Avoidance*: GE-retest – $M_1 = 50.64$ ($SD = 4.13$), GC-retest – $M_2 = 64.82$ ($SD = 4.31$). For *Social Anxiety*: GE-retest – $M_1 = 62.36$ ($SD = 6.20$), GC-retest – $M_2 = 75.45$ ($SD = 8.94$). For *Separation/Panic*: GE-retest – $M_1 = 66.27$ ($SD = 9.76$), GC-retest – $M_2 = 71.09$ ($SD = 21.03$).

The Mann–Whitney U test results indicate statistically significant differences between GE and GC at the retest phase for nearly all MASC variables. The total MASC score differs significantly between groups ($p \leq 0.003$), suggesting a substantial reduction in anxiety levels within the experimental group following the intervention. The *Physical Symptoms* subscale shows a highly significant difference ($p \leq 0.001$), indicating a marked decrease in somatization among GE participants. The *Harm Avoidance* variable yields an extremely significant result ($p \leq 0.001$), suggesting a clear improvement in perceived safety in GE. The *Social Anxiety* subscale also displays a significant difference ($p \leq 0.002$), reflecting a reduction in social inhibition among children in the experimental group. No statistically significant difference was identified for the *Separation/Panic* subscale ($p \leq 0.470$), suggesting that separation-related anxiety was not substantially affected by the intervention.

The effect size (r) provides additional information about the magnitude of the differences between the Experimental Group (GE) and the Control Group (GC), beyond statistical significance. The total MASC score shows a large effect ($r = -0.631$), indicating a substantial reduction in general anxiety within the experimental group, with clear clinical relevance. For the other variables: *Physical Symptoms* demonstrate a very large effect ($r = -0.768$); *Harm Avoidance* registers the strongest effect ($r = -0.851$); *Social Anxiety* shows a large effect ($r = -0.645$); *Separation/Panic* indicates a small effect ($r = -0.154$).

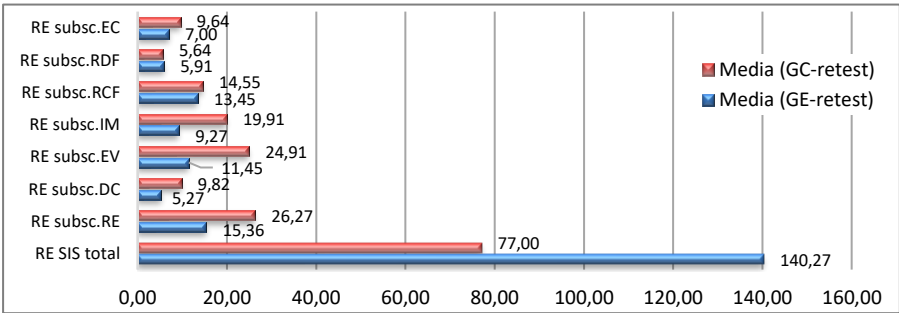


Figure 3.2. Results on the SIS scale for participants in the Control Group (GC) and the Experimental Group (GE) at retest (mean units)

Figure 3.2 illustrates the comparative mean scores obtained by GE-retest and GC-retest after the implementation of the intervention program on the Security in the Interparental Subsystem (SIS) Scale.

For the total SIS score, the GE recorded $M_1 = 140.27$ ($SD = 11.15$), while the GC recorded $M_2 = 77.00$ ($SD = 42.18$). For *Emotional Reactivity*: GE-retest – $M_1 = 15.36$ ($SD = 3.29$), GC-retest – $M_2 = 26.27$ ($SD = 7.42$). For *Behavioral Dysregulation*: GE-retest – $M_1 = 5.27$ ($SD = 2.33$), GC-retest – $M_2 = 9.82$ ($SD = 2.60$). For *Avoidance*: GE-retest – $M_1 = 11.45$ ($SD = 2.91$), GC-retest – $M_2 = 24.91$ ($SD = 24.50$). For *Involvement*: GE-retest – $M_1 = 9.27$ ($SD = 2.69$), GC-retest – $M_2 = 19.91$ ($SD = 12.75$). For *Constructive Family Representations*: GE-retest – $M_1 = 13.45$ ($SD = 2.07$), GC-retest – $M_2 = 14.55$ ($SD = 4.84$). For *Destructive Family Representations*: GE-retest – $M_1 = 5.91$ ($SD = 1.76$), GC-retest – $M_2 = 5.64$ ($SD = 1.80$).

The Mann–Whitney U test for the SIS scale revealed statistically significant differences between GE and GC at the retest phase for the total SIS score and the subscales *Emotional Reactivity*, *Behavioral Dysregulation*, *Avoidance*, and *Involvement* ($p < 0.01$, with Z values ranging from -3.149 to -3.996). These results indicate that the intervention significantly

reduced the children's emotional and behavioral vulnerabilities, strengthening their self-regulation processes. Conversely, the subscales *Constructive Family Representations*, *Destructive Family Representations*, and *Conflict Extension* did not reach statistical significance ($p > 0.05$), suggesting that changes in family perceptions and conflict-related representations may require a longer period or additional targeted interventions to become evident.

The effect size index (r) provides information about the magnitude of the differences between the GE and GC at the retest stage. Values of $r \geq 0.5$ indicate large effects, meaning substantial differences between GE and GC, reflecting a significant impact of the intervention on the following SIS variables: *Total SIS score*, *Emotional Reactivity*, *Behavioral Dysregulation*, *Avoidance*, and *Involvement*. The variables *Constructive Family Representations*, *Destructive Family Representations*, and *Conflict Extension* show small or nonsignificant effects, suggesting that the intervention did not visibly influence these dimensions or that such aspects are more resistant to change over a short period of time.

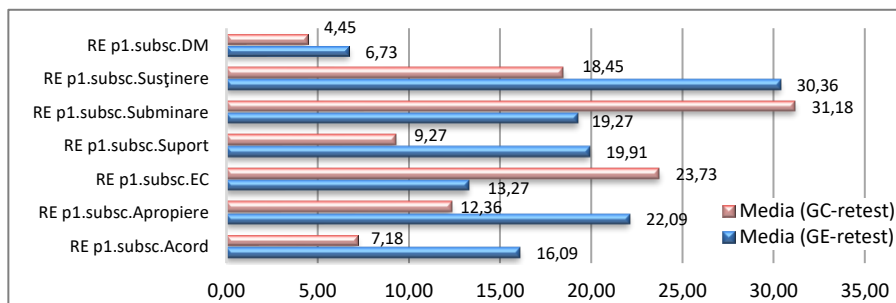


Figure 3.3. Results on the CRS scale for father, in subjects from GE retest and GC retest (mean units)

Figure 3.3 illustrates the comparative mean scores obtained by GE-retest and GC-retest after the implementation of the intervention program, based on the Coparenting Relationship Scale (CRS) applied to fathers.

For the *Agreement* variable: GE-retest $M_1 = 16.09$ ($SD = 3.99$), GC-retest $M_2 = 7.18$ ($SD = 3.16$); for *Closeness*: GE-retest $M_1 = 22.09$ ($SD = 3.02$), GC-retest $M_2 = 12.36$ ($SD = 3.72$); for *Support*: GE-retest $M_1 = 19.91$ ($SD = 6.70$), GC-retest $M_2 = 9.27$ ($SD = 5.59$); for *Exposure to Conflict*: GE-retest $M_1 = 13.27$ ($SD = 4.47$), GC-retest $M_2 = 23.73$ ($SD = 3.47$); for *Supportiveness*: GE-retest $M_1 = 30.36$ ($SD = 4.52$), GC-retest $M_2 = 18.46$ ($SD = 4.91$); for *Undermining*: GE-retest $M_1 = 19.27$ ($SD = 2.90$), GC-retest $M_2 = 31.18$ ($SD = 3.66$); for *Division of Labor*: GE-retest $M_1 = 6.73$ ($SD = 2.24$), GC-retest $M_2 = 4.45$ ($SD = 3.62$).

The Mann–Whitney U test highlights statistically significant differences between GE and GC at the retest stage regarding the coparental relationship as expressed by fathers. Highly significant differences ($p < 0.01$) were found for the variables *Agreement*, *Closeness*, *Exposure to Conflict*, *Undermining*, and *Supportiveness*. Significant differences were also noted for *Division of Labor* ($p = 0.050$) and *Support* ($p = 0.003$). The results indicate that the father's coparental relationship experienced notable improvements following the intervention, with clear differences between the experimental and control groups across most dimensions analyzed. Evident improvements were observed in mutual agreement and emotional closeness between parents, alongside reductions in undermining behaviors and children's exposure to conflict, as well as an increase in mutual supportiveness. Additionally, progress was recorded in shared support and division of parental responsibilities, though at a more moderate level. These findings suggest that the intervention had a positive and measurable impact on the

quality of paternal coparenting relationships.

The effect size analysis shows that all r values indicate strong and statistically significant effects of the intervention on the Coparenting Relationship Scale (CRS) – Father, when comparing the Experimental Group (GE) and the Control Group (GC) at the retest stage. The strongest effects were observed for the variables: *Undermining* ($r = -0.853$), *Closeness* ($r = -0.852$), *Exposure to Conflict* ($r = -0.793$), and *Supportiveness* ($r = -0.786$). Large and significant effects were also found for *Agreement* ($r = -0.775$) and *Support* ($r = -0.639$). Only the *Division of Labor* variable showed a medium-to-large effect ($r = -0.418$), but it remains within the range of positive intervention influence.

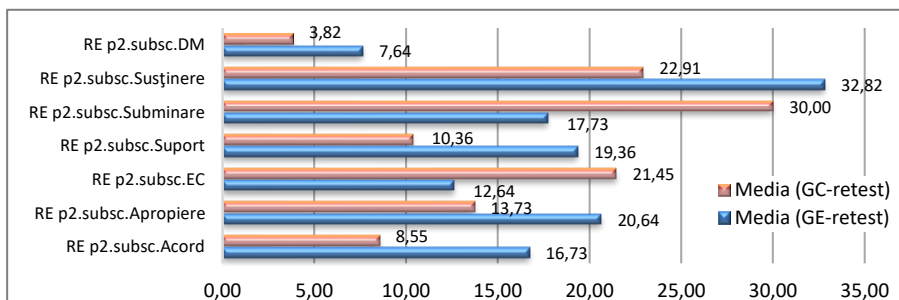


Figure 3.4. Results on the CRS scale for the mother, in subjects from the GE retest and GC retest (mean units)

Figure 3.4 illustrates the comparative mean scores obtained by GE-retest and GC-retest after the implementation of the intervention program, based on the Coparenting Relationship Scale (CRS) applied to mothers. For the *Agreement* variable: GE-retest $M_1 = 16.73$ ($SD = 3.58$), GC-retest $M_2 = 8.55$ ($SD = 3.24$); for *Closeness*: GE-retest $M_1 = 20.64$ ($SD = 2.80$), GC-retest $M_2 = 13.73$ ($SD = 3.90$); for *Support*: GE-retest $M_1 = 19.36$ ($SD = 3.67$), GC-retest $M_2 = 10.36$ ($SD = 4.50$); for *Exposure to Conflict*: GE-retest $M_1 = 12.64$ ($SD = 2.20$), GC-retest $M_2 = 21.45$ ($SD = 4.52$); for *Supportiveness*: GE-retest $M_1 = 32.82$ ($SD = 4.53$), GC-retest $M_2 = 22.91$ ($SD = 6.06$); for *Undermining*: GE-retest $M_1 = 17.73$ ($SD = 2.37$), GC-retest $M_2 = 30.00$ ($SD = 4.40$); for *Division of Labor*: GE-retest $M_1 = 7.64$ ($SD = 1.43$), GC-retest $M_2 = 3.82$ ($SD = 1.83$).

The Mann–Whitney U test results for CRS–Mother show statistically significant differences across all seven variables between GE and GC at the retest phase ($p \leq 0.01$), confirming a clear intervention effect. The negative and significant Z values indicate that scores in the experimental group shifted in the desired direction (e.g., decreased exposure to conflict and undermining, increased agreement and supportiveness). These differences reflect a substantial improvement in maternal coparental relationships following the intervention compared to the control group. The most pronounced changes were observed for *Undermining* ($p \leq 0.000$), *Conflict Extension* ($p \leq 0.000$), *Division of Labor* ($p \leq 0.000$), *Agreement* ($p \leq 0.000$), and *Support* ($p \leq 0.000$). The variables *Supportiveness* ($p = 0.002$) and *Closeness* ($p \leq 0.001$) also showed statistically significant results.

All effect size values (r) exceeded the 0.5 threshold, which, according to Cohen's standards, corresponds to a large effect. The highest effect was recorded for *Undermining* ($r = -0.852$), indicating a strong reduction in dysfunctional maternal behaviors toward the other parent. The variables *Exposure to Conflict* ($r = -0.830$) and *Support* ($r = -0.786$) also revealed significant positive changes in maternal coparental perceptions and behaviors. All remaining dimensions – *Agreement*, *Closeness*, and *Supportiveness* – showed consistent improvements,

reflecting a strengthening of maternal coparental cooperation and a more balanced post-divorce relational climate.

The comparative analysis between the experimental group (GE) and the control group (GC) at the retest stage (GE–GC retest) confirmed the effectiveness of the dual psychological intervention program. The Mann–Whitney U tests revealed statistically significant differences in favor of the experimental group across all major variables: total anxiety ($p < 0.01$), emotional security ($p < 0.001$), and quality of the coparenting relationship ($p < 0.01$). Within the experimental group, the Wilcoxon test indicated significant decreases in anxiety scores and significant increases in emotional security and coparental cooperation, with large effect sizes ($r > 0.65$). In contrast, the control group did not show any statistically significant changes. These results confirm the central hypothesis regarding the efficacy of the dual intervention program in reducing children's emotional vulnerability and in optimizing the post-divorce coparental relationship.

The analysis of the experimental research results led to the following conclusions:

- ✓ The results obtained by the participants in the experimental group at retest indicate a statistically significant decrease in the overall level of anxiety, as well as in all its subdimensions (*physical symptoms, harm avoidance, and social anxiety*), with the exception of *separation/panic anxiety*. The effect size ($r > 0.63$) demonstrates a high level of intervention effectiveness in reducing children's anxious symptomatology.
- ✓ On the Emotional Security in the Interparental System Scale (SIS), participants in the experimental group showed a significant increase in total scores and in most subscales (*emotional reactivity, behavioral dysregulation, avoidance, and involvement*), suggesting an improvement in emotional and behavioral stability, as well as a greater sense of belonging and predictability within the post-divorce family environment. The effects were statistically significant and large ($r > 0.67$), confirming the positive impact of the intervention program on the development of a secure emotional climate for the child.
- ✓ Regarding the coparental relationship, both for mothers and fathers, the results on the Coparenting Relationship Scale (CRS) (parent 1 – father; parent 2 – mother) showed significant post-intervention improvements in the experimental group across all key dimensions: *agreement, closeness, support, mutual endorsement*, and a decrease in *undermining behaviors and children's exposure to conflict*. The p-values < 0.01 and large effect sizes ($r > 0.7$) support the intervention's efficacy in improving the parental relationship, both in terms of self-expression and mutual perception.
- ✓ Compared to the control group, which did not receive any intervention, the changes observed in the experimental group were statistically and psychologically significant. In the control group, the test–retest scores showed no substantial variation across any of the scales (MASC, SIS, CRS), confirming that the observed improvements in the experimental group were the direct result of the intervention.
- ✓ The comparative intergroup analysis between the experimental and control groups at the retest stage revealed a clear advantage for the experimental group across all measured variables. The identified effects were large in magnitude, with effect size values (r) exceeding 0.8 in several subscales, particularly within the domains of coparental relationships and emotional security.
- ✓ The data indicate that the intervention program generated structural changes in the child's perceptions of the parental relationship and in their own emotional state, reducing exposure to conflict, mutual undermining, and perceived anxiety.
- ✓ The absence of significant changes in the control group, together with the positive developments observed exclusively in the experimental group, validates the efficacy of the dual intervention model, grounded in the theory of emotional security and aimed at

- optimizing post-divorce coparental functioning.
- ✓ These conclusions support the integration of coparental and child-focused interventions into post-divorce support programs, with the goal of facilitating children's emotional adjustment and healthy development within restructured family systems.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

The primary objective of this doctoral thesis was to investigate the influence of coparenting type on the development of children's emotional security, taking into account the role of the mediating variable-anxiety-and the impact of a dual psychological intervention program designed to simultaneously optimize the coparental relationship and reduce child anxiety. The research was structured into three major chapters, comprising the theoretical foundation, the constative (diagnostic) experimental study, and the implementation of a formative experiment. This design enabled an integrated approach, combining an extensive analysis of the relevant literature with empirical verification of the hypotheses and the validation of a dual psychological intervention program.

The research objectives were fully achieved through a logical sequence of stages that included: the conceptual analysis of coparenting and emotional security; the empirical investigation of the relationships among coparental styles, child anxiety, and emotional security; and the development and validation of a dual psychological intervention program. All these stages were systematically aligned with the initial hypotheses, thereby confirming the scientific validity and internal coherence of the overall research process.

Based on the theoretical and empirical analysis, the following conclusions can be formulated:

1. The theoretical analysis demonstrated that the child's emotional security is directly dependent on the quality of the coparental relationship. A cooperative coparenting style creates a predictable context characterized by mutual support, agreement, and parental coordination, which facilitates the child's emotional regulation. In contrast, a conflictual coparenting style, marked by undermining, lack of support, and dysfunctional communication, amplifies anxiety levels and fosters the perception of an insecure family environment.
2. The review of the specialized literature revealed that children's emotional security is closely related to the predictability and consistency of parental behaviors, while the quality of the coparental relationship plays a central role in its formation. Relationships characterized by reciprocal support and coordination reduce the child's vulnerability to stress and anxiety.
3. Theoretical studies indicate that frequent and intense interparental conflicts generate a family climate perceived as unstable and threatening, disrupting emotional regulation processes and social adaptation. Such an environment may lead to internalized anxiety and the emergence of avoidant behaviors.
4. The analyzed research highlighted that coparental undermining, defined as criticism or devaluation of one parent by the other in the child's presence, has a significant negative effect on the child's perception of emotional safety, increasing the risk of psychological insecurity.
5. *The theoretical model concerning the influence of the coparental relationship on the child's emotional security* suggests that the child's reactions to interparental conflict are mediated by the appraisal of threat and by the perceived emotional availability of the parents. Children who benefit from consistent emotional support from both parents develop more effective stress-management mechanisms and demonstrate better behavioral adjustment.

6. *The proposed theoretical model* highlighted the interdependence between the dimensions of the coparental relationship and the level of the child's emotional security as a dynamic psychological process, emphasizing the mediating role of anxiety in explaining how the coparental dyad influences the child's cognitive, emotional, and behavioral adaptation.
7. A research methodology was developed to investigate the *relationship between coparenting type, child anxiety, and emotional security*, using validated psychodiagnostic instruments. Comparative analysis revealed statistically significant differences between children exposed to conflictual versus cooperative coparenting styles in both anxiety levels and perceived emotional security: *children from conflictual families showed significantly higher anxiety and lower emotional security compared to those from cooperative families*.
8. The empirical data obtained during the constative phase revealed significant differences between groups of children exposed to different coparental styles. Statistical analysis showed higher anxiety scores among children exposed to conflictual coparenting compared to those from cooperative environments. Coparental undermining was negatively associated with emotional security and positively associated with anxiety symptoms, whereas agreement and coparental support showed inverse relationships. These findings confirm that the type of coparenting has a measurable impact on the child's emotional security.
9. The mediation analysis demonstrated that *anxiety functions as an intermediary variable in the relationship between conflictual coparenting and emotional security*, confirming the importance of interventions aimed at reducing child anxiety in order to strengthen emotional security.
10. The results of the constative experiment provided the empirical foundation for the development and implementation of a *dual psychological intervention program*, designed to simultaneously optimize the coparental relationship and reduce child anxiety.
11. The formative experiment showed that participants in the experimental group, unlike those in the control group, demonstrated significant post-test improvements in perceived emotional security, reduced anxiety symptoms, and increased coparental cohesion between parents.
12. *The dual psychological intervention program* produced statistically significant outcomes: the Wilcoxon test indicated significant decreases in anxiety scores and significant increases in emotional security indicators within the experimental group, while no notable changes were observed in the control group.
13. The experimental intervention improved the coparental relationship by reducing undermining behaviors and increasing parental support and agreement. These changes were directly associated with an improved emotional climate as perceived by the child, thereby enhancing the child's emotional security.
14. The results underscore the importance of integrating systemic approaches into post-divorce psychological practice, involving both parents and children to optimize family relationships and reduce the negative effects of interparental conflict on children.
15. The research demonstrated that the application of empirically validated, structured dual intervention programs can lead to positive, measurable outcomes, with potential for replication across diverse socio-cultural contexts.

Research limitations:

Although the present research is extensive, certain limitations can be identified. Specifically, it did not address the role of parental temperament or the impact of nontraditional family structures on ensuring children's emotional security.

Future research directions:

- Expanding the study to include different age groups and families at various stages of the post-divorce adjustment process.
- Conducting longitudinal studies to examine the persistence of intervention effects after 6 months, 1 year, and 2 years.
- Investigating additional psychosocial variables that may mediate or moderate the relationship between coparenting and emotional security, such as extended family support or community involvement.
- Comparing the effectiveness of the dual intervention program with other types of psychological interventions designed for children and parents.

Practical recommendations for applying the results:

- Introducing the *Dual Psychological Intervention Program* within both public and private family counseling services, adapting its content and duration according to each family's specific characteristics.
- Promoting continuous professional training for psychologists, mediators, and counselors in evidence-based techniques for reducing interparental conflict and strengthening coparental competencies. The results of this research expand existing theories on family system dynamics by highlighting coparenting as a distinct and essential factor in child development. Consequently, professional education should include modules dedicated to the assessment and intervention within the coparental subsystem, alongside the traditional focus on the parent-child dyad.
- Developing methodological guidelines and intervention protocols for implementing the dual program in schools, community centers, psychological counseling offices, and social services.
- Promoting educational and social policies that support parental cooperation, reduce post-divorce conflict, and protect children from interparental tension exposure. In this regard, it is recommended to integrate coparental education components into national mental health and family development strategies.
- Creating public awareness and parental education campaigns to inform parents about the effects of conflict on children's emotional balance and the benefits of cooperative coparenting.
- Establishing a system for continuous monitoring and evaluation of coparental intervention programs to ensure their quality, effectiveness, and adaptability across diverse cultural and institutional contexts. Periodic evaluation would allow methodological refinement and the national dissemination of best practices.
- Integrating these directions of action into public strategies and policies on child protection and family support would allow the research results to be utilized not only at an applied level but also at a policy-making level, contributing to the creation of a coherent framework for preventing interparental conflict and protecting children's emotional health.

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ADNOTARE

Dragomir Antoanela Magdalena

Influența tipului de coparentalitate asupra securității emoționale a copilului, teză de doctor în psihologie, Chișinău, 2025

Structura tezei: introducere, trei capitole, concluzii generale și recomandări, bibliografie care cuprinde 218 de titluri, adnotare (română, engleză), concepte-cheie, lista abrevierilor, 152 de pagini de text de bază, 56 tabele, 39 figuri, 6 anexe. Rezultatele obținute sunt publicate în 10 lucrări științifice.

Concepte cheie: coparentalitate, securitate emoțională, conflict coparental, cooperare coparentală, program dual de intervenție psihologică, anxietatea copilului.

Domeniul de studiu: Psihologia dezvoltării și psihologia educațională

Scopul cercetării: este de a identifica influența comportamentelor coparentale asupra dezvoltării securității emoționale a copiilor, cu accent pe identificarea relațiilor dintre diferitele tipuri de comportamente coparentale (pozitive și negative) și modul în care acestea influențează reglarea emoțională și comportamentul adaptativ al copiilor, precum și conturarea unui cadru teoretic și empiric pentru înțelegerea modului în care dinamica interparentală contribuie la bunăstarea emoțională a copiilor; elaborarea unor demersuri formative în vederea intervenției terapeutice sistemice orientată spre reducerea efectelor negative ale conflictelor familiale postdivorț asupra copiilor.

Obiectivele cercetării: analiza abordărilor teoretice ale tipurilor de coparentalitate și a securității emoționale a copilului; evidențierea tipului de relație coparentală exprimată postdivorț; identificarea nivelului securității emoționale a copiilor aflați sub influența relației coparentale; studiul comparativ al securității emoționale a copiilor în funcție de tipul de coparentalitate la care sunt expuși; studiul comparativ al securității emoționale în funcție de nivelul de anxietate; elaborarea și validarea experimentală a programului dual de intervenție psihologică pentru consolidarea securității emoționale a copilului în sistemul coparental.

Noutatea și originalitatea științifică: se evidențiază prin integrarea unui concept relativ puțin explorat în analiza securității emoționale a copiilor, prin abordarea complexă și detaliată a comportamentelor coparentale și prin valorificarea rezultatelor obținute în elaborarea unei intervenții psihologice inovative și eficiente.

Rezultatele obținute care contribuie la soluționarea unei probleme științifice importante rezidă în: evidențierea relațiilor semnificative dintre tipul de coparentalitate (cooperante, conflictuale și mixte) și nivelul securității emoționale a copiilor; identificarea rolului mediator al anxietății în relația dintre dinamica coparentală și securitatea emoțională; fundamentarea și validarea unui program dual de intervenție psihologică, adaptat contextului postdivorț, care contribuie la optimizarea cooperării parentale și la consolidarea securității emoționale a copilului.

Semnificația teoretică: constă în conceptualizarea relației dintre tipul de coparentalitate și securitatea emoțională a copilului, prin integrarea perspectivelor teoretice din psihologia dezvoltării, teoria atașamentului și studiile familiale, în contextul sistemelor postdivorț. Lucrarea evidențiază mecanismele psihologice prin care diferite tipuri de coparentalitate modelează securitatea emoțională a copilului. Analiza comparativă și sintetizarea analitico-hermeneutică a teoriilor au permis elaborarea unui model integrativ relațional-triadic al interacțiunii dintre tipul de coparentalitate, procesele copilului (reglarea emoțională, reprezentările cognitive și reglarea comportamentală) și securitatea emoțională a copilului, identificarea temeiurilor epistemologice și axiologice ale securității emoționale, precum și fundamentarea principiilor și direcțiilor de intervenție psihologică aplicabile în optimizarea relației coparentale și consolidarea securității emoționale a copilului.

Valoarea aplicativă: constă în relevarea diferențelor semnificative între nivelul securității emoționale la copii proveniți din sisteme coparentale conflictuale și cei din sisteme cooperante, precum și corelații puternice între comportamentele de sprijin reciproc ale părinților și securitatea emoțională a copilului în raport cu anxietatea; evidențierea că stilul coparental mixt poate genera paradoxuri în percepția securității emoționale, ceea ce necesită strategii diferențiate de intervenție. Pe baza acestor constatări, a fost proiectat un program dual de intervenție: (1) reducerea comportamentelor conflictuale și creșterea coerenței parentale; (2) dezvoltarea resurselor emoționale ale copilului prin tehnici validate științific de consolidare a securității emoționale a copilului.

Implementarea rezultatelor științifice obținute: aspectele cele mai importante ale cercetării și materialele rezultate au fost analizate și implementate în cadrul activităților profesionale organizate în procesul de formare continuă a psihologilor și al supervizării profesionale în consilierea psihologică de familie, în serviciile sociale și în activități de educație parentală.

ANNOTATION

Dragomir Antoanela Magdalena

The Influence of Coparenting Type on the Child's Emotional Security, Doctoral Thesis in Psychology, Chişinău, 2025

Thesis structure: introduction, three chapters, general conclusions and recommendations, bibliography comprising 218 titles, annotation (Romanian, English), key concepts, list of abbreviations, 152 pages of main text, 56 tables, 39 figures, 6 appendices. The results have been published in 10 scientific papers.

Key concepts: coparenting, emotional security, coparental conflict, coparental cooperation, dual psychological intervention program, child anxiety.

Field of study: Developmental psychology and educational psychology.

Research aim: to investigate the influence of coparenting behaviours on the development of children's emotional security, with a focus on examining the relationships between different types of coparenting behaviours (positive and negative) and the ways in which these influence children's emotional regulation and adaptive behaviour. The study also seeks to outline a theoretical and empirical framework for understanding how interparental dynamics contribute to children's emotional well-being, as well as to develop formative approaches for systemic therapeutic intervention aimed at reducing the negative effects of post-divorce family conflict on children.

Research objectives: to analyse theoretical approaches to coparenting types and the child's emotional security; to highlight the type of coparental relationship expressed by post-divorce parents; to identify the level of emotional security in children under the influence of the coparental relationship; to conduct a comparative study of children's emotional security according to the type of coparenting to which they are exposed; to conduct a comparative study of emotional security according to the level of anxiety; development and experimental validation of the dual psychological intervention program for strengthening the child's emotional security in the coparenting system.

Scientific novelty and originality: lie in the integration of a relatively underexplored concept into the analysis of children's emotional security, through a complex and detailed approach to coparenting behaviours, and in the application of the obtained results to the design of an innovative and effective psychological intervention.

The results obtained, contributing to the solution of an important scientific problem, consist of: highlighting significant relationships between types of coparenting behaviours (cooperative, conflictual, and mixed) and the level of children's emotional security; identifying the mediating role of anxiety in the relationship between coparental dynamics and emotional security; substantiating and validating a dual psychological intervention programme, adapted to the post-divorce context, which contributes to optimising parental cooperation and strengthening the child's emotional security.

Theoretical significance: consists in conceptualising the relationship between the type of coparenting and the child's emotional security by integrating theoretical perspectives from developmental psychology, attachment theory, and family studies, in the context of post-divorce systems. The thesis highlights the psychological mechanisms through which different coparenting behaviours shape the child's emotional security. Comparative analysis and analytical-hermeneutical synthesis of theories have enabled the elaboration of an integrative relational-triad model of the interaction between coparenting type, child processes (emotional regulation, cognitive representations, and behavioural regulation), and the child's emotional security, the identification of the epistemological and axiological foundations of emotional security, as well as the substantiation of the principles and directions of psychological intervention applicable in optimising the coparental relationship and strengthening the child's emotional security.

Practical value: lies in revealing significant differences in emotional security levels between children from conflictual coparental systems and those from cooperative systems, as well as strong correlations between parents' mutual support behaviours and the child's emotional security in relation to anxiety; highlighting that the mixed coparenting style can generate paradoxes in the perception of emotional security, requiring differentiated intervention strategies. Based on these findings, a dual intervention programme was designed: (1) reducing conflictual behaviours and increasing parental coherence; (2) developing the child's emotional resources through scientifically validated techniques for strengthening emotional security.

Implementation of the scientific results obtained: the most important aspects of the research and the resulting materials have been analysed and implemented in professional activities organised within the continuous professional development of psychologists and professional supervision in family psychological counselling, in social services, and in parental education activities.

DRAGOMIR ANTOANELA MAGDALENA

**THE INFLUENCE OF THE TYPE OF COPARENTING
ON THE CHILD'S EMOTIONAL SECURITY**

**SPECIALTY: 511.02 DEVELOPMENTAL AND EDUCATIONAL
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