The Link Between Social Interaction with Adults and Adolescent Conflict Coping Strategy in School Context

Zhuojun Yao[1] & Robert Enright[1]

1) University of Wisconsin-Madison, United States of America

PLEASE SCROLL DOWN FOR ARTICLE

The Link between Social Interaction with Adults and Adolescent Conflict Coping Strategy in School Context

Zhuojun Yao, Robert Enright
University of Wisconsin-Madison

Abstract

Based on social learning theory, this study aimed at providing a better understanding of the influence of social interaction on adolescents' conflict coping strategy. This study used the data from the Taiwan Educational Panel Survey (N=8717) to test the unique contribution of religious involvement, parent-child interaction, teacher-student interaction on adolescents' conflict coping strategy when they encountered an interpersonal offense in school. Findings showed that religious involvement, being physically hurt by father, being understood by father, and positive teacher-student interaction could increase the possibility of positive conflict coping strategy. And being verbally hurt by mother and negative teacher-student interaction would decrease the possibility of positive conflict coping strategy. Based on these results, implications for research and practice were discussed.

Keywords: conflict coping strategy; school context; adolescence; social interaction.

Hipatia Press
www.hipatiapress.com

La Relación entre la Interacción Social con Adultos y la Estrategia de Afrontamiento de Conflicto en el Contexto Escolar

Zhuojun Yao, Robert Enright
University of Wisconsin-Madison

Resumen

Sobre la base del aprendizaje social, este estudio se dirigió a conseguir una mejor comprensión sobre la influencia de la interacción social sobre la estrategia de adolescentes relativa al afrontamiento del conflicto. Este estudio usó los datos de la Taiwan Educational Panel Survey (N=8717) para medir la contribución de la implicación religiosa, la interacción padre-hijo, la interacción profesor/a-estudiante sobre la estrategia de adolescentes relativa al afrontamiento del conflicto cuando se encontraban con una ofensa interpersonal en la escuela. Los resultados muestran que la implicación religiosa, ser dañado por el padre, ser comprendido por el padre, y una interacción positiva profesor/a-estudiante podría aumentar la posibilidad de una estrategia de afrontamiento del conflicto positiva. Y ser dañado verbalmente por la madre y una interacción negativa profesor/a-estudiante disminuiría la posibilidad de una estrategia de afrontamiento positiva. Basado en estos resultados, se discuten implicaciones para la investigación y la práctica.

Palabras clave: estrategia de afrontamiento del conflicto; contexto escolar; adolescencia; interacción social.

Hipatia Press
www.hipatiapress.com

Many problems in living, both clinically severe and normal ones, have their roots in or are exacerbated by interpersonal offenses (Wade & Worthington, 2003). If the response to interpersonal offense is expressed in forms of maladaptive coping, it can damage relationships and lead to avoidance and revenge (Worthington & Scherer, 2004). Especially for now, youth violence is an increasing concern in our school and society. A significant factor in the involvement of violence is the inability to resolve conflict. Many adolescents who have shown violent behavior say that they are motivated by anger and revenge (Pfefferbaum & Wood, 1994). These situations might be improved if positive conflict coping strategy is involved. Although there are many positive coping strategies to deal with interpersonal offense, forgiving is an effective coping response which can diminish negative emotions and repair relationships, it is positively associated with conflict resolution, advice and support seeking strategies, and negatively associated with revenge seeking (Ahmed & Braithwaite, 2006; Worthington, Berry, & Parrott, 2001; Worthington & Wade, 1999).

Forgiving as a positive conflict coping strategy

In literature, Worthington et al (2007) suggest that there are two types of forgiveness: decisional forgiveness and emotional forgiveness. Emotional forgiveness will lead to decisional forgiveness, and decisional forgiveness may influence emotional forgiveness (DiBlasio & Benda, 2008). Emotional forgiveness is the emotional replacement of negative unforgiving emotions (like bitterness, resentment, and anger) by positive other-oriented emotions such as empathy, sympathy, compassion, or love. Decisional forgiveness is a behavioral intention to eliminate negative behavior and increase positive behavior toward the transgressor. People who grant decisional forgiveness are inclined neither to seek revenge nor avoiding the transgressor but treat the person well even though they might not have completely forgiven the person emotionally (Worthington, Jennings, David, & Diblasio, 2010). Decisional and emotional forgiveness are different processes. Emotional forgiveness is more conducive to mental health because negative affect and stress reactions can be overcome by positive affect. Decisional forgiveness is

a motivation statement about controlling one's future behavior which might improve reconciliatory processes and relationships (Worthington, Witvliet, Pietrini, & Miller, 2007). Therefore, decisional forgiveness is more suitable to be used as coping response when people encounter interpersonal offense, it is a motivational transformation that inclines people to inhibit relationship-destructive responses and behave constructively toward someone who has behaved destructively toward them (McCullough, Worthington, & Rachal, 1997; Rusbult et al, 1991).

Peer world is important for adolescents and the subtlety of social interaction grows exponentially in this period (Denham et al., 2002), such complex peer interactions are complemented by increased social cognitive ability and forgiveness reasoning (Crick & Dodge, 1994; Enright, 1994). However, age may be related to increasingly abstract reasoning about conflict resolution, but it is not a strong predictor of it: many adolescents at this period still act in ways that lead to social rejection and relational aggression (Crick & Grotpeter, 1995; Park & Enright, 1997; Worthington, 2007).

The Influence of Social Interaction on forgiving strategy

Forgiveness is a concept with deep religious roots. Religious traditions, beliefs, and rituals can influence people's interpersonal thoughts, feelings, and behaviors. Forgiveness (decisional or emotional) in response to a transgression, is valued by every major religion such as Christianity, Judaism, and Islam, and they firmly advocate forgiveness as a way of controlling one's negative emotion and behavior (Worthington, Jennings, & DiBlasio, 2010). If religions emphasize the value of forgiveness, it would be unsurprising to find that people higher in religious involvement tend to be more forgiving than people lower in religious involvement. However, empirical research suggests that religious involvement related to forgiveness at a general, abstract level, but is not as strongly related to forgiveness in specific, real-life circumstances (McCullough & Worthington, 1999). In this study, we measured adolescents' response to a specific circumstance, but we are not sure whether there is a strong relationship between religious involvement and forgiving response to peer transgression.

Besides religious interaction, significant others also remain mostly responsible for the moral development of adolescents. According to social

learning theory, forgiveness as a moral virtue can be initiated through observation and imitation, children observe the behavior of parents over time and imitate what they see. Bandura and Walters (1963) stated that children from homes where heavy punishment predominated tended to believe the effectiveness of punishment and retributive justice. In addition to the observation of behavior, learning also occurs through the observation of rewards and punishments, a process known as vicarious reinforcement. Children can be induced to say that he or she grants forgiveness at a very early age, because they tend to think that forgiveness will help them avoid punishment and get rewards (Park & Enright, 1997; Enright & Fitzgibbons, 2000; Worthington, 2006). Adolescents become more social and capable of realizing social disapproval and approval for their responses to transgressions, forgiveness may happen under the conditions of social pressure, such as demands or suggestions from peers, family, or certain institutions that encouraging a forgiving response (Park & Enright, 1997). Noddings (2002) emphasized the need to develop and maintain an environment in which moral life could flourish, "How I treat you may bring out the best or worst in you." Exposure to more mature others will stimulate maturity in adolescents' own value processes, and these virtues will eventually be internalized and become a part in adolescents (Windmiller, Lambert, & Turiel, 1980). On the other hand, positive social interaction is associated with adolescents' positive personality and emotion. The nurturing adult caregiver provides a model of concern for others, in the interaction with them, children will develop the capacity for empathy (Windmiller, Lambert, & Turiel, 1980). Youth who have positive personality traits such as agreeableness and emotional stability may treat the transgression less severe or less intentional, as well as interpret apologies as more sincere, thus they can forgive the transgressor more easily (Boon & Sulsky, 1997; McCullough, 2001).

For the role of parent-child interaction on forgiveness, Worthington (2007) demonstrated that parental socialization and emotional climate within the parent-child relationship could affect adolescents' temperament and emotion-regulation capability (e.g. empathy, lessened anger and shame, appropriate guilt), which might influence forgiveness reasoning, motivation, and behavior. Mincic et al. (2004) also claimed that children's perceptions of positive childrearing practices were related to children's forgiveness. However, parents are not the sole models for the child. Durkheim (2012)

suggested that social unit of family was not constituted to be the agent to impart what was important to the culture, family was too small and too personal to reflect the whole of the social system, and school had the function of linking the child to this society, and teachers' role is extreme important in creating a social and moral being. In Taiwan and also many Asian societies, when children enter into senior high school, school life becomes more important. Most students immerse themselves in school at least eight hours a day, so teachers spend the longest time with students even compared with their parents. A teacher's classroom behavior is constantly under scrutiny by students. As a result, students learn a lot from a teacher's nonverbal behavior as well as their verbal behavior (Galloway, 1976). Children who perceive greater levels of support from teachers have fewer behavioural problems, higher levels of social competency, and better school adjustment (Birch & Ladd, 1997; Pianta &Steinberg, 1992; Khamis, 2009). Besides, teachers as adult model in the school context can directly and indirectly tell and show students what emotions and behaviors are acceptable to express. To date there is no research investigating the relationship between teacher-student interaction and adolescents' forgiving coping strategy but based on the social support theory and related literature about parent-child interaction, it is reasonable to assume that teacher-student interaction is one influencing factor. We should keep in mind that school is a complex system different from family context, where students encounter more than one teacher, so rather than measuring the degree or frequency of a specific teacher's behaviour, the present study measured the number of teachers which students perceive with positive or negative interaction.

The Current Study

Building on previous research, we examined the extent to which religious involvement, parent-child interaction and teacher-student interaction influenced high-school students' conflict coping strategy when individual factors (Gender and Angry) were controlled. We expected to find that religious involvement and positive interaction with parents and teachers were positively associated with adolescents' positive conflict coping strategy, whereas, negative interaction with parents and teachers are negatively associated with adolescents' positive conflict coping strategy.

This research added to the literature on adolescent conflict coping strategy by assessing the influence of social interaction, especially teacher-student interaction, which has not been widely examined in previous research.

Method

Participants
This study made use of data from Taiwan Educational Panel Survey (Chang, 2008) for Wave 4 (2007) Senior High School. Taiwan Education Panel Survey is a national longitudinal project initiated by Academia Sinica and jointly funded by the Ministry of Education, the National Science Council, and Academia Sinica. A multistage stratified sampling method was used, and three classes from each school were sampled, with 15 students selected at random in each class. The dataset contained a sample of 12th graders in senior high school. The sample size in this study was 8717; the number of male was 4468 (51.3%), and the number of female was 4249 (48.7%). The full data set of students eligible for inclusion in the study contained 4.6 percent missing data, finally 8320 participants were included in this study.

Measures

Gender
Gender was coded 1 for males, 0 for females.

Angry
Angry as the control variable was measured by 2 items. Participants were asked: "In this semester, did these following things happen to you?" Items included, "want to scream, fight, and quarrel", "feel irritated". These 2 items assessed the self- reported frequency of angry experienced over the semester on a four-point Likert scale: never (assigned 1), sometimes (assigned 2), frequently (assigned 3), very frequently (assigned 4). The scores for each item were averaged to form a new variable called angry. The higher the scores were, the more severe the angry was considered to be. Cronbach's alpha was .63.

Religious Involvement
Respondents' religious involvement was measured by two items, they were asked: "whether you have religious affiliation" and "whether you attended religious service activities last summer vacation". Each question allowed a (0, 1) response.0 means No, and 1 means Yes.

Parent-child interaction
Participants were asked to indicate whether their father or mother did any of the following things: (1) listen to my idea and communicate with me patiently; (2) give me help when I encounter some big problems or difficulties; (3) criticize me heavily when I make a small mistake; (4) beat me when I make a small mistake. Each question allowed a (0, 1) response. The first two questions measured positive interaction with parents, and the last two questions measured negative interaction with parents.

Teacher-student interaction
There were four items self-assessed by asking how many teachers behaved in a certain manner since the student started senior high school. Two of these items were averaged to measure positive interaction with teachers (Cronbach's alpha was .73): "When I express my ideas, the teacher will listen and try to understand." and "The teacher will praise me when I work hard." Another two items were averaged to measure negative interaction with teachers (Cronbach's alpha was .61): "The teacher may hurt my self-esteem when he or she tutors me.", and "The teacher sometime may punish us physically when we make a mistake." Each item was measured on a five-point Likert scale: none (assigned 1), 1~2 (assigned 2), 3~4 (assigned 3), 5~6 (assigned 4), more than 6 (assigned 5). Higher scores on the measure were indicative of more positive or negative interaction with teachers.

Positive conflict coping strategy
Positive conflict coping strategy as the dependent variable was measured by 1 item. Participants were asked: "If one of your classmates treats you badly, what will you do?" Options of this item included, "A: Treat him or her better", "B: Treat him or her the same as before", "C: Ignore and avoid him or her," "D: Treat him or her badly". Participants who chose A and B showing forgiveness toward transgressor were considered as positive

conflict coping strategy and scored as 1. In contrast, participants who choose C and D deemed to be negative conflict coping strategy and were coded as 0.

Results

Descriptive statistics showed that the number of adolescents who involved in religion activity were less than the number of those who didn't, χ^2 (1,8605)=5706.72, $p<.001$. For the parent-child interaction, more adolescents experienced verbal hurt rather than physical hurt from parents, χ^2 (1,8594)=831.85, $p<.001$, and more adolescents experienced positive interactions with mothers than fathers, χ^2 (1, 8695) =467.45, $p<.001$. In terms of conflict coping strategy, there were fewer students who had the intention to behave in a forgiving way when they are offended by a classmate, χ^2 (1, 8716) =338.13, $p<.001$. Descriptive statistics of the continuous variable showed that adolescents perceived more positive (M=2.28, SD=0.9) rather negative (M=1.42, SD=0.58) interaction with teachers, $t_{0.05(8544)}$ =75.9, $p<.001$.

   Table 1 display the regression coefficients, standard errors, odds ratio, and model statistics for three models. The baseline model (model 1) consisted of the control variables: gender and angry. And according to the previous research, religious and parental variables have an influence on adolescents' conflict coping strategy, but the influence of teacher-student interaction has not been tested. In addition, the influence of religious and parental variables happened before the influence of teacher variables on students, so we put them in model 2 simultaneously，and teacher-student interaction was added in model 3. Results for Model 1 revealed that female (B=-0.23, SE=0.05, OR=0.8, $p<0.01$) and adolescents with lower level of angry (B=-0.5, SE=0.03, OR=0.61, $p<0.01$) tended to show forgiveness to the offender. In Model 2, Likelihood ratio was decreased, Nagelkerke R^2 and Correct predicted percentage were all increased, which mean the regression equation in Model 2 was better than Model 1. The statistically significant and positive coefficients for Religion (B=0.23, SE=0.05, OR=1.25, $p<0.01$) and Religious service activity (B=0.62, SE=0.08, OR=1.86, $p<0.01$) supported the notion that religious interaction had a positive effect on adolescents' forgiving response to peer transgression. For the role of parent-child interaction, there are three noteworthy results. First, contrary to our hypothesis that negative parent-child interaction was related to negative

coping strategy, we found that adolescents who experienced physically hurt by fathers were more inclined to be forgivable (B=0.57, SE=0.12, OR=1.77, p<0.01). Second, verbal hurt from mother (B=-0.13, SE=0.06, OR=0.88, p<0.05) but not from father (B=-0.1, SE=0.07, OR=0.9, p>0.05) decreased the probability of forgiveness. Last, only positive interaction with father (Understood: B=0.15 SE=0.06, OR=1.16, p<0.01; Helped: B=0.12, SE=0.06, OR=1.13, p<0.05) not mother (Understood: B=0.08 SE=0.06, OR=1.08, p>0.05; Helped: B=0.08, SE=0.06, OR=1.09, p>0.05) increased the probability of positive conflict coping strategy toward the offender. However, when parent-child interactions and teacher-student interactions were jointly examined in Model 3, the effect of "Helped by father" was not significant (B=0.08, SE=0.06, OR=1.08, p>0.05), and both positive and negative interaction with teachers emerged statistically significant (Positive: B=0.38 SE=0.03, OR=1.46, p<0.01; Negative: B=-0.14, SE=0.04, OR=0.87, p<0.01). According to Model statistics, the regression equation of Model 3 (Likelihood ratio=10888.80, Nagelkerke R^2=0.098, Correct predicted percentage=61) could better predict the intention of forgiveness than Model 1 and Model 2, and Hosmer-Lemeshow test (Chi-square=6.40, p=0.60) showed Model 3 had goodness of fit. Good model fit would be evidence in support of our hypothesis that teacher-student interaction played an important role in adolescents' positive conflict coping strategy.

Table 1. *Summary of Logistic Regression Analysis for Variables Predicting Positive Conflict Coping Strategy. (N=8320)*

Variable	Model 1 B(S.E.)	Model 1 OR	Model 2 B(S.E.)	Model 2 OR	Model 3 B(S.E.)	Model 3 OR
Constant	1.04**(0.08)	2.83	0.68**(0.09)	1.97	0.04(0.11)	1.04
Gender(Male)	-0.23**(0.05)	0.80	-0.23**(0.05)	0.80	-0.22**(0.05)	0.80
Angry	-0.50**(0.03)	0.61	-0.49**(0.03)	0.61	-0.47**(0.04)	0.63
Religion			0.23**(0.05)	1.25	0.23**(0.05)	1.26
Religious service			0.62**(0.08)	1.86	0.57**(0.08)	1.77
Physically hurt by father			0.57**(0.12)	1.77	0.57**(0.12)	1.76
Physically hurt by mother			-0.02(0.11)	0.98	-0.01(0.12)	1.00
Verbally hurt by father			-0.10(0.07)	0.90	-0.08(0.07)	0.92
Verbally hurt by mother			-0.13*(0.06)	0.88	-0.12*(0.06)	0.89
Understood by father			0.15**(0.06)	1.16	0.12*(0.06)	1.12
Understood by mother			0.08(0.06)	1.08	0.03(0.06)	1.03
Helped by father			0.12*(0.06)	1.13	0.08(0.06)	1.08
Helped by mother			0.08(0.06)	1.09	0.03(0.06)	1.03
Teacher Care					0.38**(0.03)	1.46
Teacher Control					-0.14**(0.04)	0.87
-2 Log likelihood	11270.588		11098.511		10888.791	
Nagelkerke R^2	0.04		0.066		0.098	
Correct Predicted Percentage	57.3		58.9		61	

*Note. *p < .05. **p < .01*

Conclusions and Discussion

The present work provided a preliminary theoretical and empirical basis for the influencing factors of conflict coping strategy in adolescents. In this paper, forgiving is viewed as a positive conflict coping strategy: When people forgive, they inhibit their normal destructive responses that would increase the probability of further relational disintegration and instead become more likely to enact constructive responses that would help to restore the damaged relationship to health (McCullough, Worthington, & Rachal, 1997; Rusbult et al, 1991). Forgiveness is a deeply religious concept for people from many faiths and cultures, issues of guilt, reconciliation, salvation, and redemption to many religions directly or indirectly question about forgiveness and its place in the life of individuals and communities (Paloutzian & Park, 2014). The result of this study showed that religious involvement was positively related to adolescents' forgiving response to peer transgression. This supported a large body of work showing that religion was positively related to forgivingness (for a meta-analytic review, see Davis et al, 2013). As Toussaint and Jorgensen (2008) pointed out, whether in formal religious services, prayer groups, or other venues, adolescents have many opportunities to study and learn about the reason and benefits of forgiveness, in the long run this can help shaping the forgiving personality.

In terms of relationship between parent-student interaction and forgiving response toward transgressors, our results revealed that adolescents who experienced physically hurt from father would be more forgiving, and this is inconsistent with our hypothesis that negative parent-student interaction is negatively associated with positive coping strategy. One possible explanation for this is that the negative experience such as being threatened, criticized, and punished excessively by adults could lead to a strict superego, which will make adolescents feel guilty. Guilt-prone individuals adopt more proactive and constructive strategies for managing anger, they are more likely to engage in constructive behaviors, such as non-hostile discussion with the target of their anger (Baumeister, Stillwell, & Heatherton, 1994). The second explanation is adolescents who often experienced physically hurt from fathers may tend to be afraid of the conflict with others, they are inclined to maintain a relationship rather than destroy it.

Another question raised by negative parent-child interaction is why only physically hurt by father (but not mother) and verbally hurt by mother (but not father) have an influence on adolescents' conflict coping strategy. Even for now there is no empirical research investigating the difference between the pattern of father and mother in punishment. A possible explanation based on our experience is that the degree of physically hurt from father is much more serious than mother, and the frequency of verbally hurt from mother is higher than father. The future research can measure specific components of maternal and paternal punishment and exam their influence on adolescents' outcome. Besides, we also found that only positive interaction with father not mother can increase the probability of positive conflict coping strategy. Consistent with our finding, previous research found that mothers' and fathers' contributions are different on the function of outcome (Williams & Kelly, 2005; Hastings, McShane, Parker, & Ladha, 2007). For the positive parent-child interaction, Day and Padilla-Walker (2009) asserted that connectedness and involvement from fathers (but not mothers) was negatively related to adolescents' internalizing and externalizing behaviors, whereas connectedness and involvement from mothers (but not fathers) was positively related to adolescents' prosocial behaviors and hope. Therefore, we assumed that the real mechanism underlying the association between positive conflict coping strategy and positive father-child interaction was that perceived care from father could significantly decrease the probability of negative conflict coping strategy (e.g. revenge or striking back) rather than increase the probability of positive conflict coping strategy. This assumption is still an open question and definitely an area for future research.

The specific hypothesis tested in the current research focused on the role of teacher-student interaction. While less commonly addressed, the way that teachers and students interact is a critical factor in determining the student's conflict resolution. Based on the result of binary logistic regression, teacher-student interaction played a more significant role in adolescent's conflict coping strategy than parent-child interaction. There are two possible explanation for this result. On the first hand, Pianta (1999) concluded that emotionally warm relationship between teachers and students (characterized by open communication, support, and involvement) provided students with a sense of security within school settings, which in turn promoted exploration and comfort, as well as social and emotional competence. Adolescents with

higher social and emotional competence had a greater willingness to forgive, because they could replace negative emotions with positive emotions such as emotional empathy (Fincham, Paleari, & Regalia, 2002; McCullough et al., 1998; Fincham et al., 2002) and had more rumination about the transgression (McCullough et al, 1998). On the other hand, a teacher who acts as a desirable social model can facilitate student social development and students' acquisition of appropriate social skills (Kahn & Cangemi, 1979). Teachers can make a sizeable difference in the social lives of students by serving as either positive or negative behavioral models (Englehart, 2009). Children learn basic conversational rules and conflict resolution in school context from seeing teachers as the adult models. Teachers who fail to manage their emotions and externalize anger and frustration in public display are not only missing an opportunity to model a socially desirable response but are also modeling an undesirable response in its place. When teachers respond to conflict in a calm, rational manner, respectfully acknowledge disagreement, and welcome multiple points of view, these behaviors can "rub off" on students, making them more able to confront the complexities of human relationships (Englehart, 2009).

A clear limitation of the current work was it measured conflict coping strategy on imagined scenario, so the dependent variable in present paper is intention rather than actual behavior. An extension of this work would involve collecting data from adolescents who have experienced a classmate's offense, and how they deal with this situation. Maybe the actual offense is harder to forgive than imaginary one. Another limitation was that parent-child interaction and teacher-student interaction are culturally embedded. A useful next step for research would be determine whether adolescents in other cultures share the same patterns in Taiwanese samples. Contrasting more family oriented or collectivistic cultures would be informative. The last limitation was that, in order to match up the items in TEPS, we only exam the influence of social interaction from adults on adolescents' conflict coping strategy, future research should examine whether social interaction from peers or siblings may influence adolescents' conflict coping strategy

In conclusion, positive conflict coping strategy not only diminishes victim's motivation to seek revenge and maintain estrangement from an offending relationship partner, but also increase their motivation to pursue goodwill and conciliation. We look forward to the possibility that the ideas

we have presented might help to build more efficient ways to increase adolescents' positive conflict coping strategy, and this will play a protective role for interpersonal relationship in school and might well be extended to community and society.

References

Ahmed, E., & Braithwaite, V. (2006). Forgiveness, reconciliation, and shame: Three key variables in reducing school bullying. *Journal of Social Issues*, *62*(2), 347-370. doi:10.1111/j.1540-4560.2006.00454.x.

Bandura, A., & Walters, R. H. (1963). *Social learning and personality development* (Vol. 14). New York: Holt, Rinehart and Winston.

Baumeister, R. F., Stillwell, A. M., & Heatherton, T. F. (1994). Guilt: an interpersonal approach. *Psychological bulletin*, *115*(2), 243-267. doi:10.1037/0033-2909.115.2.243.

Birch, S. H., & Ladd, G. W. (1997). The teacher-child relationship and children's early school adjustment. *Journal of school psychology, 35,* 61-79. doi:10.1016/S0022-4405(96)00029-5.

Boon, S. D., & Sulsky, L. M. (1997). Attributions of blame and forgiveness in romantic relationships: A policy-capturing study. *Journal of Social Behavior and Personality*, *12*(1), 19-44.

Christensen, K. J., Padilla-Walker, L. M., Busby, D. M., Hardy, S. A., & Day, R. D. (2011). Relational and social-cognitive correlates of early adolescents' forgiveness of parents. *Journal of adolescence, 34*(5), 903-913. doi:10.1016/j.adolescence.2011.01.001.

Crick, N. R., & Dodge, K. A. (1994). A review and reform of social information-processing mechanisms in children's social adjustment. *Psychological Bulletin,* 115, 76–101. http://dx.doi.org/

Crick, N. R., & Grotpeter, J. K. (1995). Relational aggression, gender, and social-psychological adjustment. *Child Development, 66,* 710–722. http://dx.doi.org/

Davis, D. E., Worthington Jr, E. L., Hook, J. N., & Hill, P. C. (2013). Research on religion/spirituality and forgiveness: A meta-analytic review. *Psychology of Religion and Spirituality*, *5*(4), 233-241. doi:10.1037/a0033637.

Day, R. D., & Padilla-Walker, L. M. (2009). Mother and father connectedness and involvement during early adolescence. *Journal of Family Psychology*, *23*(6), 900-904. doi:10.1037/a0016438.

Denham, S. A., von Salisch, M., Olthof, T., Kochanoff, A., & Caverly, S. (2002). Emotions and peer relationships. In C. Hart & P. K. Smith (Eds.), *Handbook of child social development* (pp. 307–328). New York: Blackwell.

DiBlasio, F. A., & Benda, B. B. (2008). Forgiveness Intervention with Married Couples: Two Empirical Analyses. *Journal of Psychology & Christianity*, *27*(2), 150-158.

Durkheim, E. (2012). *Moral education*. Courier Corporation.

Englehart, J. M. (2009). Teacher–student interaction. *International handbook of research on teachers and teaching*. Springer US.

Enright, R. D. (1994). Piaget on the moral development of forgiveness: Identity or reciprocity? *Human Development, 37*, 63–80. doi:10.1159/000278239.

Enright, R. D., & Fitzgibbons, R. P. (2000). *Helping clients forgive: An empirical guide for resolving anger and restoring hope*. American Psychological Association.

Enright, R. D., Freedman, S., & Rique, J. (1998). The psychology of interpersonal forgiveness. In R. D. Enright & J. North (Eds.). *Exploring forgiveness*, 46-62. Madison, WI: University of Wisconsin Press.

Enright, R. D., Santos, M. J., & Al-Mabuk, R. (1989). The adolescent as forgiver. *Journal of adolescence, 12*(1), 95-110. doi: 10.1016/0140-1971(89)90092-4.

Erdley, C. A., & Asher, S. R. (1996). Children's social goals and self‐efficacy perceptions as influences on their responses to ambiguous provocation. *Child development*, *67*(4), 1329-1344. doi:10.2307/1131703.

Fincham, F.D., Paleari, G., & Regalia, C. (2002). Forgiveness in marriage: The role of relationship quality, attributions, and empathy. *Personal Relationships, 9,* 27-37. doi:10.1111/1475-6811.00002.

Galloway, C. M. (1976). *Silent language in the classroom* (No. 86). Phi Delta Kappa Educational Foundation.

Hastings, P., McShane, K., Parker, R., & Ladha, F. (2007). Ready to make nice: Parental socialization of young sons' and daughters' prosocial

behaviors with peers. *Journal of Genetic Psychology, 168,* 177–200. doi: 10.3200/GNTP.168.2.177-200.

Hook, J. N., Worthington, E. L., Davis, D. E., Jennings, D. J., Gartner, A. L., & Hook, J. P. (2010). Empirically supported religious and spiritual therapies. *Journal of clinical psychology*, *66*(1), 46-72. http://dx.doi.org/10.1002/jclp.20626.

Kahn, K. H., & Cangemi, J. P. (1979). Social learning theory: The role of imitation and modeling in learning socially desirable behavior. *Education, 100*(1), 41–46.

Khamis, V. (2009). Classroom environment as a predictor of behaviour disorders among children with learning disabilities in the UAE. *Educational Studies, 35*, 27-36. doi:10.1080/03055690802648044.

McCullough, M. E. (2001). Forgiveness: Who does it and how do they do it? Current Directions in Psychological Science, 10(6), 194-197. doi:10.1111/1467-8721.00147.

McCullough, M. E., Rachal, K. C., Sandage, S.J., Worthington, E. L., Brown, S.W., & Hight, T.L. (1998). Interpersonal forgiving in close relationships: II. Theoretical elaboration and measurement. *Journal of Personality and Social Psychology, 75*, 1586-1603. doi:10.1037//0022-3514.75.6.1586.

McCullough, M. E., & Worthington Jr, E. L. (1999). Religion and the forgiving personality. *Journal of personality*, *67*(6), 1141-1164. doi:10.1111/1467-6494.00085.

McCullough, M. E., Worthington, E. L. Jr., & Rachal, K. C. (1997). Interpersonal forgiving in close relationships. *Journal of Personality and Social Psychology, 73,* 321–336. doi:10.1037/0022-3514.73.2.321.

Mincic, M. S., Wyatt, T., Kalb, S., Shapiro, S., Bassett, H., & Denham, S. A. (2004, August). *Perceptions of parent styles' effects on children's forgiveness.* Poster presented at the annual meeting of the American Psychological Association, Honolulu, HI.

Noddings, N. (2002). *Educating moral people: A caring alternative to character education*. Teachers College Press.

North, J. (1987). Wrongdoing and forgiveness. *Philosophy*, *62*(242), 499-508.

Park, Y. O., & Enright, R. D. (1997). The development of forgiveness in the context of adolescent friendship conflict in Korea. *Journal of Adolescence*, *20*(4), 393-402. doi:10.1006/jado.1997.0095.

Paloutzian, R. F., & Park, C. L. (Eds.). (2014). *Handbook of the psychology of religion and spirituality*. Guilford Publications.

Pfefferbaum, B., & Wood, P. B. (1994). Self-report study of impulsive and delinquent behavior in college students. *Journal of Adolescent Health*, *15*(4), 295-302. doi: 10.1016/1054-139X(94)90602-5.

Piaget, J. (1965). *The moral judgment of the child.* New York: Free Press.

Pianta, R. C. (1999). *Enhancing relationships between children and teachers*. Washington, DC, US: American Psychological Association.

Pianta, R. C., & Steinberg, M. (1992). Teacher‐child relationships and the process of adjusting to school. *New Directions for Child and Adolescent Development, 57*, 61-80. doi:10.1002/cd.23219925706.

Rose, A. J., & Asher, S. R. (1999). Children's goals and strategies in response to conflicts within a friendship. *Developmental psychology*, *35*(1), 69-79. doi: 10.1037//0012-1649.35.1.69.

Rusbult, C. E., Verette, J., Whitney, G. A., Slovik, L. F., & Lipkus, I. (1991). Accommodation processes in close relationships: Theory and preliminary empirical evidence. *Journal of Personality and Social Psychology*, *60*(1), 53-78. doi: 10.1037//0022-3514.60.1.53.

Toussaint, L., & Jorgensen, K. M. (2008). Inter-Parental Conflict, Parent-Child Relationship Quality, and Adjustment in Christian Adolescents: Forgiveness as a Mediating Variable. *Journal of Psychology & Christianity*, *27*(4), 337-346.

Wade, N. G., & Worthington Jr, E. L. (2003). Overcoming interpersonal offenses: Is forgiveness the only way to deal with unforgiveness? *Journal of Counseling and Development: JCD*, *81*(3), 343-353. doi: 10.1002/j.1556-6678.2003.tb00261.x.

Williams, S. K., & Kelly, F. D. (2005). Relationships among involvement, attachment, and behavioral problems in adolescence: Examining father's influence. *Journal of Early Adolescence, 25,* 168–196. doi:10.1177/0272431604274178.

Windmiller, M., Lambert, N. M., & Turiel, E. (1980). *Moral development and socialization*. Allyn & Bacon.

Worthington Jr, E. L. (2006). *Forgiveness and reconciliation: Theory and application*. Routledge.

Worthington Jr, E. L. (2007). *Handbook of forgiveness*. Routledge.

Worthington Jr, E. L., Berry, J. W., & Parrott III, L. (2001). Unforgiveness, forgiveness, religion, and health. In T. G. Plante & A. C. Sherman

(Eds.), Faith and health: Psychological perspectives, 107-138. New York: Guilford Press.

Worthington Jr, E. L., Jennings, I. I., David, J., & DiBlasio, F. A. (2010). Interventions to promote forgiveness in couple and family context: conceptualization, review, and analysis. *Journal of Psychology & Theology*, *38*(4), 231-245.

Worthington, E. L., & Scherer, M. (2004). Forgiveness is an emotion-focused coping strategy that can reduce health risks and promote health resilience: Theory, review, and hypotheses. *Psychology & Health*, *19*(3), 385-405. doi: 10.1080/0887044042000196674.

Worthington Jr, E. L., & Wade, N. G. (1999). The psychology of unforgiveness and forgiveness and implications for clinical practice. *Journal of Social and clinical psychology*, *18*(4), 385-418. doi: 10.1521/jscp.1999.18.4.385.

Worthington Jr, E. L., Witvliet, C. V. O., Pietrini, P., & Miller, A. J. (2007). Forgiveness, health, and well-being: A review of evidence for emotional versus decisional forgiveness, dispositional forgivingness, and reduced unforgiveness. *Journal of behavioral medicine*, *30*(4), 291-302. doi: 10.1007/s10865-007-9105-8.

Zhuojun YAO is a PhD student in the Department of Educational Psychology, University of Wisconsin-Madison, USA.

Robert ENRIGHT is Professor in the Department of Educational Psychology, University of Wisconsin-Madison, USA.

Contact Address: Department of Educational Psychology, University of Wisconsin-Madison, 1025 W Johnson St, Madison, WI 53706, EE. UU. Email: zyao37@wisc.edu