Perceived Parental Acceptance Rejection as a Predictor of Academic Achievement Motivation, Coping Abilities and Well Being Moderated Role of Emotional Intelligence and Personality Traits

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ABSTRACT

The current study was to validate the perceived parental acceptance rejection as a predictor of academic success motivation, coping abilities, and well-being regulated role of emotional intelligence and personality characteristics among adolescent government schools in Sargodha, Pakistan. The data was collected using the purposive sampling approach. The constructs of research were measured using pre-created scales. Correlation research revealed that Perceived Parental Acceptance has a positive association with Academic Achievement, wellness, and coping methods, indicating that pupils in the school are more likely to succeed. Linear Regression analysis revealed that parental acceptance had a substantial influence on academic accomplishment motivation, coping abilities, and well-being, which mitigated the role of emotional intelligence and personality factors. Modal 2 and 3 demonstrated that emotional intelligence has increased.

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INTRODUCTION

Parents have a critical role in their children's life. Parental behaviour, whether positive or negative, has a significant impact on their children's personalities. Positive behaviour toward children creates a sense of acceptance, whilst negative behaviour toward children creates a sense of rejection in the youngsters. This sense of acceptance or rejection has a significant influence on their behaviour. The primary risk factors for depression, according to Barnow, Lucht, & Freyberger (2001), are parental disapproval, emotional rejection, and harsh punishment. Ronald created Perceived Parental Acceptance Rejection (1986). (IPARTheory).

According to the IPARTtheory, children's emotional demand for positive responses from attachment figures is a potent incentive. Furthermore, according to this hypothesis, when furthermore, this theory implies that when attachment figures fail to meet this demand, they are emotionally and behaviourally inclined to behave in specific ways. Ronald (Ronald) (1986). Rejected children are more likely to feel uncomfortable and insecure, which can lead to low self-esteem, a negative worldview, dependence, melancholy, indecisiveness, avoidance, and withdrawal from situations, among other personality traits. Abdul Khaleque Abdul Khaleque Abdul Khaleque Abdul Khale (2002). As a result, studies have shown that parental rejection is strongly linked to a child's health, well-being, and a variety of psychological and behavioural issues, such as avoidance and despair.

Parental acceptance and rejection

This research focuses on parental accepted adolescent, parental rejected adolescent, and e motional behaviour associated with both of these occurrences. Ronald introduced the provided modal, which is based on IPAR theory (1986). Because IPAR Theory prioritises mental activity, including mental representations, we believe that certain children and adolescents are better able to deal with feelings of rejection than others because of their unique social cognitive abilities. Personal and perceived features of the rejecting parent(s) and other attachment figure(s) are included under "other" characteristics; they include the frequency, length, and intensity of the rejection. Individuals' "context" attributes include things like the people in their lives who are important to them and the societal circumstances in which they live. It is important to note that there are many other elements that play a role in the likelihood of a child developing a negative reaction to their parents or other attachment figure(s). "Context" qualities, such as social-situational aspects of a person's surroundings, are also important to an individual's well-being and well-being.

Outcomes of parental acceptance and rejection

Parents' acceptance and disapproval can have a variety of effects on teenagers' personalities, but this study focuses on a few specific emotional outcomes that are critical throughout adolescence. In contrast to parental rejection, European American and Mexican American students' academic success is linked to acceptance, according to a study. Parents' rejection has been linked to academic achievement in a variety of countries throughout the world from Egypt to Spain to Sweden including Australia. Two of Rohner and Britner (2002). Adolescent behaviour is influenced by the relationship between parents and children (Casas 2010). Blustein and colleagues found that adolescent self-determination, self-esteem, confidence, and contentment were all linked to a sense of mutual trust. During adolescence, Bluestein and

colleagues found that self-esteem, self-confidence, and happiness were all linked to a sense of mutual trust and good relations with both parents, Castle. It's Kroll's (2004). A child's growing self-regulation abilities are thought to reflect the quality of his or her parents' responses to their children's basic psychological demands. Many, if not all, of these literary and scientific endeavours would not be possible without the support of the people of the United States. It is for this reason that the PARTheory, an evidence-based model of socialisation and lifespan development, tries to forecast the fundamental causes and effects of parental and intimate acceptance-rejection throughout the world (Rohner, 1986, 1999; Rohner et al., 2009). Focus on how a child's growing self-regulation abilities internalise the quality of their parents' replies to their children's fundamental psychological demands. All of these literary and scholarly achievements would not be possible without the support of the American people. A theory of socialisation and lifespan development based on evidence developed by Rohner, the Parental Acceptance-Rejection Theory (PARTheory), seeks to predict and explain the most important factors that influence and are correlated with parental and intimate acceptance and rejection around the world (Rohner, 1986, 1999; Rohner et al., 2009). Research into the quality of a child-parent relationship has been ongoing for decades. Research into the impact of parents' actions on their children's school performance and problem behaviours has utilised a number of well-known theoretical methodologies. These include Harter (1998), Ryan et al. (1995), Sroufe and Waters (1977), Ryan et al. (1998), Ryan et al. (1998), Ryan et al. (1998), Ryan et al. (1998), Ryan et al. (1998), Ryan et al. (1998). When children interact with their parents, they copy and reinforce one other's behaviours in their brains, which may subsequently be used in other social situations, according to social learning theorists (Patterson et al, 1989). According to attachment theorists (Waters et al., 1986), the amount of a parent's reaction to their children effects the creation of parent-child attachment as
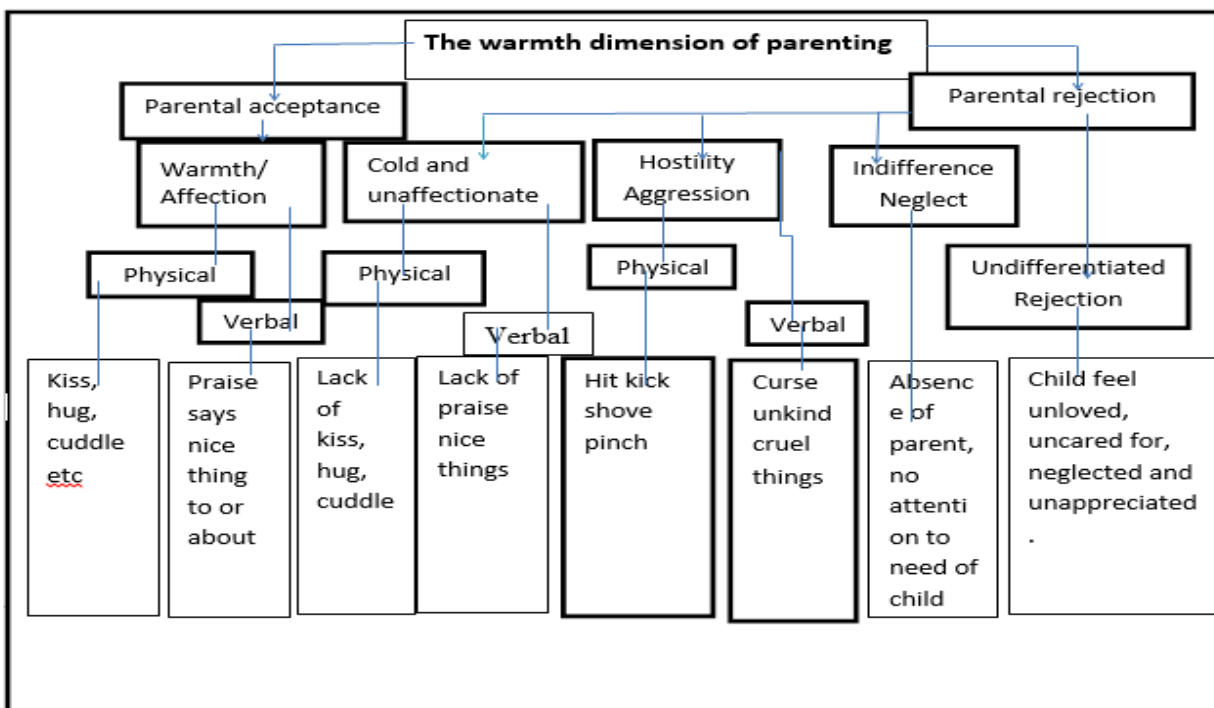

Figure1. The warmth dimension of parenting

Psychological well-being among members of the emotional community is higher than the average, but it still lags behind that of those who come from loving (accepting) homes, even while it is better than the average for those who have grown up in hostile environments.

From childhood to adolescence, all but the most severely rejected and psychologically traumatised individuals are likely to have enough pleasant experiences outside their families of origin to help mitigate the most devastating emotional, cognitive, and behavioural consequences of parental rejection. Adolescents who have been rejected as children are often successful, especially when they have had effective treatment, great employment experiences and fulfilling romantic connections in addition to other rewarding processes and outcomes. (Masten, 2001)

Adolescents who were rejected as children are often better adjusted emotionally and psychologically when successful psychotherapy, positive work experiences, satisfying intimate relationships, and other gratifying processes and outcomes are combined—though they do not have the same positive sense of well-being as adolescent who felt loved all along. Accordingly, even happy young people are at a little larger risk for social, physical, and emotional disorders throughout their lives if they have significant rejection squeals as children.

Rationale

The purpose of this study is to determine the effects of parental acceptance and rejection on adolescent behaviour. This research will be based in part on Rohner and Britner's theoretical model (2002) Parental rejection, according to Rohner and Britner (2002), is the most important predictor of academic success. These findings are backed up by cross-cultural and longitudinal research. The sociocultural system sub theory of the parental acceptance rejection theory aims to explain and predict the genuine cause and sociocultural correlates of parental acceptance and rejection around the world.

The idea focuses on the expression, effect, and genesis of parental love. Acceptance (love) from parents and other attachment figures is very important for children, according to approximately 2000 research done in the United States and across cultures. Evidence has demonstrated that when this desire for acceptance is not satisfied, children all over the world report a certain type of maladjustment, independent of their cultural, ethnicity, age, or gender. Individuals who feel themselves to be rejected are more likely to have behavioural problems, negative affect, and coping difficulties than those who consider themselves to be accepted. Furthermore, these youngsters encounter these issues and low academic performance at all stages of their lives (Rohner and Britner, 2002)

Present study will mainly focus on this aspect to bridge this gap in literature. Academic accomplishment, coping, and wellbeing are all contingent on parental approval or rejection, according to the coping sub theory. However, in the empirical literature on this topic, this assumption has not received as much attention as it deserves (Rohner, 1986).

The current study will primarily focus on this component in order to fill a gap in the literature. According to the literature, many studies have been undertaken on the current topic in individualistic culture, but very few facts are known in collectivistic society. This present will be quite useful in comprehending this occurrence in collectivist culture. The current study's sample

will be drawn from adolescents. Adolescence, according to life span developmental specialists, is a period characterised by behavioural and emotional challenges.

Existing literature also suggests that many researches have been conducted individualistic culture on current topic but very few facts are available in collectivistic culture. This present will provide considerable aid to understand this phenomenon in collectivistic culture.

Sample of the present study will be based on adolescence it is suggested by life span developmental researchers that adolescence is an age marked with behavioural and emotional issues.
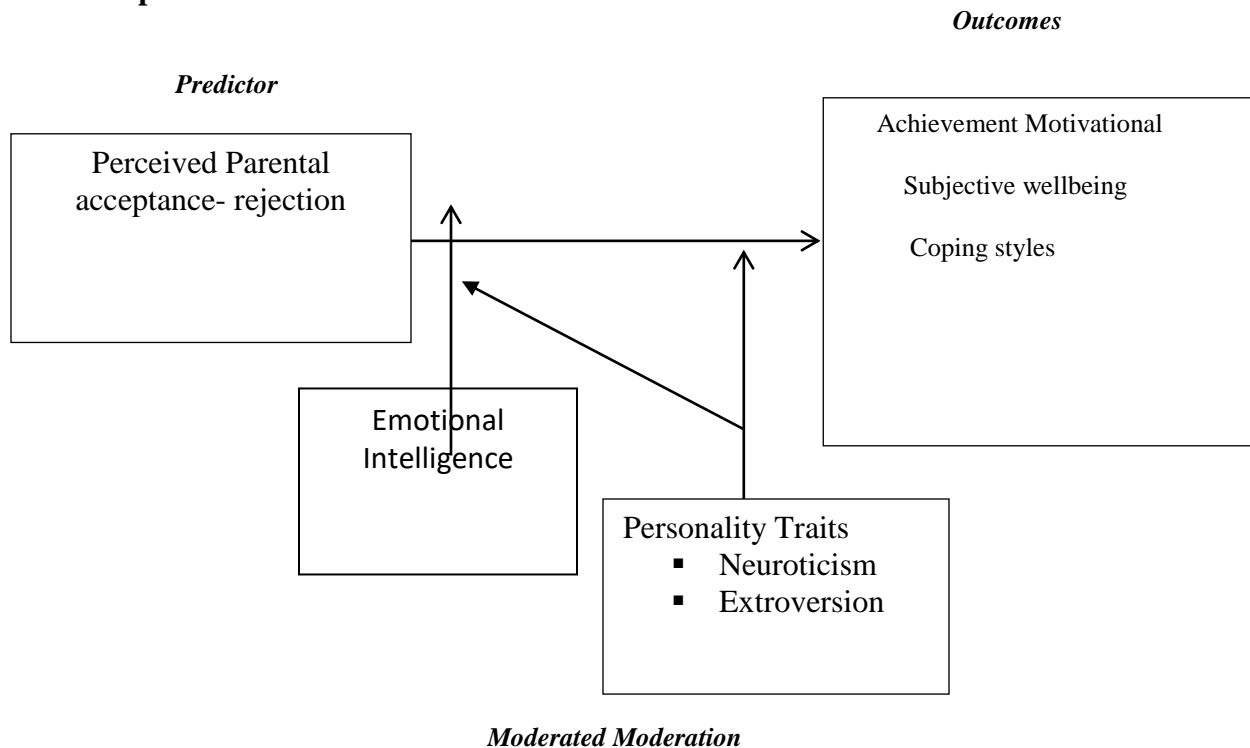
Conceptual Framework

Figure 1: Schematic representation of predictor (Perceived acceptance rejection), moderator (personality traits) and Emotional Intelligence outcomes (Academic Achievement wellbeing and coping style) relationship

METHODOLOGY

Objectives

1. To take a bird view of instruments by pre-testing which used in the main study and analysis the psychometric properties.

2. To conduct the preliminary analysis on study variables in order to see the magnitude and directions of the relationship among variables.

3. To examine the relationship between Perceived parental acceptance rejection theory and wellbeing among adolescence

4. To examine the relationship between Perceived parental acceptance rejection theory and coping styles among adolescence

5. To examine the predictive relationship of perceived parental acceptance rejection and academic achievements for adolescents

6. To examine the relationship between personality traits and outcome variables including coping abilities, wellbeing and Academic achievement.

Hypotheses;

H1: Perceived parental acceptance will be positively correlated with wellbeing among adolescents.

H2: Perceived parental acceptance will be positively correlated with Academic coping strategies among adolescents.

H3: Perceived parental acceptance will be positively correlated with Academic achievement among adolescents.

H4: Perceived parental rejection will be negatively correlated with well-being among adolescents.

H5: Perceived parental rejection will be negatively correlated with coping abilities among adolescents.

H6: Perceived parental rejection will be negatively correlated with Academic achievement among adolescents.

H7: Emotional Intelligence and Personality traits will be correlate with outcome variables including Academic achievement coping abilities, wellbeing among adolescences.

Operational Definitions

Perceived Parenting Acceptance. Parental acceptance individual is those how perceive themselves as accepted on the behalf of their parents. They perceive that their parents and attachment figure love them a lot. (Rohner, 1986, 2004; Rohner 1980).

Perceived Parent Rejection. If you've ever been rejected by your parents, you know what it's like to assume that they don't care about you. As an evidence-based socialisation and lifelong development theory, Perceived Acceptance and Rejection (PAR) tries to predict and explain the major causes and consequences of PAR, especially parental acceptance and rejection, in the United States and internationally (Rohner, 1986, 2004; Rohner and Rohner, 1980). The Adolescent PARQ (Parental Acceptance Rejection Questionnaire) (Urdu Version) will be used to identify accepted and rejected teenagers.

Perceived Parenting Acceptance. Individuals who have a strong sense of acceptance from their parents are said to be "parental acceptance individuals." They have a strong sense that someone cares deeply about them, whether it's their parents or an attachment figure. Several studies have found that (Rohner, 1986, 2004, Rohner 1980).

Perceived Parent Disapproval. People who have been rejected by their parents feel that their parents don't love them since they've been treated badly by them. As an evidence-based theory of socialisation and lifetime development, it seeks to predict the key causes, consequences, and other correlates of Perceived Acceptance/Rejection, notably parental acceptance/rejection, in the United States and worldwide (Rohner, 1986, 2004; Rohner and Rohner, 1980). Using the Adolescence PARQ (Parental Acceptance and Rejection Questionnaire) (Urdu Version), we will assess accepted and rejected adolescence.

Well-being.

The term "wellbeing" relates to how people assess and feel about the quality of their lifestyle and lives. It might contain both cognitive and emotional judgments and emotions (Diener, 1984). Short Edinburg, Warwick Wellbeing.In this study, the scale (Warwick Edinburg University, 2006) will be used to assess adolescent wellbeing. High scores on this scale indicate high wellbeing, while low score indicate low.

Academic Motivational refers to how far a student or institution has come toward achieving short or long-term educational goals. The achievement of students may be assessed by their grade point average, but the achievement of institutions can be measured by graduation rates. Coping; coppers are those who are well-adjusted in their community and have good mental health despite parental rejection. They are conscious of their own existence.

Emotional Intelligence

Emotional intelligence (EQ) is the ability to recognise, use, and control one's own emotions in order to reduce stress, communicate effectively, empathise with others, overcome obstacles, and diffuse conflict. The concept of emotional intelligence was investigated in relation to the permissible level of emotional expression and adaptability to educational contexts.

Sample

In Sargodha, Pakistan, a representative sample of 300 students was drawn from several government schools. Only teenagers who attended public schools were eligible to take part in the survey. They were all in the eighth, ninth, and tenth grades and were all involved in research projects. Male students made up 54.7 percent of those polled, while female students made up 45 percent. The participants ranged in age from 13 to 19. This inquiry will employ a cross-sectional research approach. A sample of 350 students was chosen. Before administering the surveys, dual informed consent was obtained from both the relevant authorities and the participants Instruments. The study will rely on self-reported data.

Instruments. The study will be based on self-report measures. In demographic sheet, Different scales will be used to collect the information including, Adolescence Version of the Personality Assessment Questionnaire (Adolescence PAQ) (urdu version).

- **Personality Assessment Questionnaire (Adolescence PARQ)** The Urdu version is short. The father or mother Acceptance rejection is a self-report technique that examines an individual's perception of parental acceptance rejection. It is separated into four sections: (1) warmth/affection, (2) hostility/aggression, (3) indifference/neglect, and (4) undifferentiated rejection. (see figure1)The warmth/affection subscale comprises eight items, while the hostility/aggression and indifference/neglect scales each have six, and the undifferentiated rejection scale has four. A Likert-type response style was employed in the scale.

- **Achievement Motivational Inventory.** Muthe and Thomas developed it in 2009 to measure students' achievement motivation. The scale comprises 32 items, each with a 5-point answer scale. A Likert-type response style was employed in the scale.

- **Trait Well-Being Inventory**. The Trait Wellbeing Inventory was used to measure trait well-being (Dalbert, 1992). Each item is to be assessed on a 5-point Likert-type scale, with a 5 indicating "strongly agree," a 4 suggesting "agree," a 3 indicating "somewhat disagree," a 2 indicating "disagree," and a 1 indicating "strongly disagree." The reported alpha reliability for this Scale was.89 (Fatima, 2004). Two of the scale's negatively stated items were reverse graded prior to determining the scale score.

- **Coping Strategies Inventory.** The Coping Strategies Inventory (CSI; Tobin, Holroyd, Reylonds, and Wigal 1985) was a 28-item self-reported questionnaire that assessed coping strategies through behavior and cognition in response to a specific stressor. This was a Likert scale with eight subscales, each composed of nine items (1=none to 5=very much). Active coping and self-destructive coping were employed as subscales in the current investigation. Active coping refers to cognitive and behavioral techniques used to alleviate stress through positive behaviors. The Self destructive Coping subscale includes questions that deal with denial of distressing occurrences and avoidance of activities. The reliability coefficients for the eight scales have been established by researchers, and they vary from.71 to 91. (Tobin,1990)

- **Emotional Intelligence**. In the early 1990s, emotional intelligence (EI) emerged as a key psychological construct. Its scale consists of ten elements (schutte et al., 1998). It was used to assess emotional intelligence using a 5-point Likert scale (=.93). (Tobin,1990)

- **Personality test** Costa and McCrae (1987) neurotic individual define as the person who has the experience negative upsetting emotions, behaviour and cognitive characteristic. To measure neuroticism Subscale in NEO-Five Factors Inventory (Costa & McCrae, 1992) was used. Low score on subscale indicates low level of neuroticism. High level of neuroticism is positively correlated with high scores on the subscale.as a tendency to be social energetic, self-confident, dominant, and thrill seeking. These people have high rate

of personal relations and positive emotions for them and overall. Subscale in NEO-Five Factors Inventory (Costa & McCrae, 1992) will used to measure extroversion. Low score on this subscale indicates low level of extroversion and High scores on this subscale indicated high level of extroversion.

Procedure

To begin with, institutions approached adolescent between the ages of 13 and 19 (teen age). Dual informed permission was obtained from the concerned authorities and respondent following the distribution of mandatory information and a brief introduction to the project. First and foremost, the study's objectives will be explained to the participants. It also assures them that their information will be kept private and solely utilised for research reasons.

The value of the study will be explained to the participants to inspire them and pique their interest. All questions will be politely answered. The questionnaires will be given unlimited time to complete. The participants will be thanked for filling out the questionnaires.

RESULTS

Results SPSS 26 th version was used to analyse the sample data (N=300). To test hypotheses, descriptive statistics, Pearson correlation, multiple and hierarchical regression analyses were used. 1st Table Mean, standard deviation, Alpha reliability, and correlation study of workplace bullying with desire to leave (N=300) M SD Variables For each scale utilised in the study, descriptive statistics such as mean and standard deviation will be produced.

Table 1: *Frequency and percentage of participants (N = 300)*

Demographic variables	*F*	%
Gender		
Boys	164	54.7
Girls	135	45.0
Locality		
Rular	109	36.3
Urban	187	62.3

Table 1 *displays the frequency and percentage of students by gender and location. Male students (f =164, 54.7 percent) outnumbered female students (f =135, 45 percent). Rural students (f = 109, 36.3 percent) outnumber urban students (f =187, 62.3 percent) respect.*

Table 2: *Person product moment correlation among all study variables (N=300)*

		1	2	3	4	5	6	7	8	9	10	11
1	Openness	1	.150**	-.025	-.040	-.063	.081	.280**	-.014	-.040	-.003	.051
2	Self-distraction coping		1	.243**	.178**	-.003	.056	.139*	.041	-.074	.078	-.077
3	Active Coping			1	.621**	.010	.080	.099	.206**	-.143*	.227**	-.283**
4	Extraversion				1	.020	.074	.116*	.287**	-.216**	.279**	-.327**
5	Agreeableness					1	-.052	.015	-.080	.055	-.047	.018
6	Conscientiousness						1	.173**	-.009	.002	-.007	-.054
7	Emotional stability							1	.065	-.092	.059	-.176**
8	Rejection Parents								1	-.467**	.195**	-.260**
9	Acceptance Parents									1	-.316**	.271**
10	Wellbeing										1	-.216**
11	Emotional Intelligence											1

***P<.001, **P<.01, *P<.05

Pearson correlations between research variables are shown in table 2. The results show that parental acceptance has a strong negative link with rejection (r = -.467, p.01) and a significant positive correlation with emotional intelligence (r =.271, p.001). Additionally, parental rejection shows a strong positive link with wellbeing (r =.195, p.001) and a negative correlation with emotional intelligence (r = -.260, p.001). Wellbeing correlates positively with coping methods (r =.135, p.05) but adversely with emotional intelligence (r = -.216, p.01). Furthermore, it has a substantial positive link with personality characteristics (r =.121, p.05), and it has a positive correlation with achievement motivation and emotional intelligence (r =.146, p.05). The remaining associations were judged to be insignificant.

Table 3.

Sr.	Variables	M	SD	α	Skewness	kurtosis
1	Parent acceptance	30.20	9.112	.82	.683	-.104
2	Parent rejection	97.26	16.34	.88	-.869	.635
3	Psychology Wellbeing	25.13	4.39	.52	-.232	-.213
4	Active Coping	5.94	1.47	.63	.281	.381
5	Self-distraction Coping	5.00	9.029	.63	.291	.391
6	Achievement Motivation	82.55	14.82	.78	.978	4.048
7	Emotional intelligence	38.93	13.06	.85	.918	.937
8	Personality inventory	31.32	4.96	.61	-.256	1.093

Table 3: indicates descriptive statistics, skewness, kurtosis and internal consistency index (alpha coefficients) for all the scales and used in the study. Reliabilities coefficients for subscales of parental acceptance rejection questionnaire ranged from .52 to .88. The reliability for parental acceptance scale is.78 and emotional intelligence is .85.The values of skewness and kurtosis are less than 2 indicating that unilabiate normality is not problematic except achievement motivation scale

Table 4: *The result of linear regression of parental acceptanceon emotional intelligence (N=259)*

Variable	ΔR^2	B	F(Model)
Parental Acceptance	.073	.271***	23..29***

***p<.001*

Table 4 indicates regression analysis of predictor variable i.e. parental acceptance on emotional intelligence among individual. The ΔR^2value of .073 indicates 7.3% variance in emotional intelligence. Parental acceptance predicts emotional intelligence among individuals (β= ..271, p < .001) with F (1,296) = 23.29, p< .001.

Table 5: *The result of linear regression of parental rejectionon emotional intelligence (N=259)*

Variable	ΔR^2	B	F(Model)
Parental Rejection	.067	-.260***	21.35***

***p<.001*

Table 5 indicates regression analysis of predictor variable i.e. parental rejection negatively on emotional intelligence among individual. The ΔR^2value of .067 indicates 6.7% variance in emotional intelligence. Parental rejection predicts emotional intelligence negatively among individuals (β= -.26, p < .001) with F (1,296) = 23.29, p< .001.

Table 6: The moderating role of Emotional Intelligence with the relationship between and Parental acceptance on Active coping *(N=300)*

Models	ΔR^2	B	F(Model)
1	.845	.25	9.05

***p<.001*

Table 6 demonstrates the moderating role of Emotional Intelligence (EI) and parental acceptance on active coping. Model 1 founded to be non-significant {Δ R .845, f (1, 299) = 9. 05.

DISCUSSION

The purpose of this study is to look into the relationship between parental acceptance and rejection and teenage outcomes such as achievement motivation, subjective well-being, and coping strategies, active coping and self –distraction coping.

It was predicted that parental approval and rejection would have a significant negative relationship. According to the findings, adolescent emotional intelligence is low and has a significant influence on their personalities when they experience parental rejection and have unfavourable interpersonal interactions with their parents. Furthermore, parental rejections, antagonism, and hostility were significant motivators for teenage achievement. It is consistent with previous research that parental rejection has a major impact on an individual's personality,

as this study shows. Additionally, the researchers found that similar features in male teenagers were linked to a sense of closeness to their fathers as well as attitudes, values, and beliefs that both fathers and sons held dear. Blustein et al. found that for teenage men, the father-son connection was more essential than for adolescent girls, but both parents were vital. Women's self-efficacy was found to be an important element in influencing their parents' behaviour in a more recent study by Huang (2001). During adolescence, researchers hypothesised that "interpersonal parental approval will be positively connected to emotional intelligence." A new study confirms that youngsters who spend more time at home with their loving and caring parents are happier in general (Hansen 2012; Morgan & King 2001). In addition, the quality of parent-child interactions and the health and well-being of children can be affected by parents' attitudes, thinking, beliefs, characteristics, and states of mind (Kiernan and Huerta 2008; Meadows, McLanahan, and Brooks-Gunn 2007). (Maccoby 1980; Musick& Meier 2012).

The following hypothesis proposes that interpersonal parental rejection will be adversely connected with active solving coping abilities among teenagers, whilst parental acceptance will be favorably correlated with active. These findings are congruent with the findings of Boyle, Stygall, Keshtgar, and Newman (2006), who discovered that coping is the result of parental behaviour, which leads to adjustment and quality of life in adolescences. Coping with parentally acceptable adolescences aids in the preservation of self-esteem, creates hope, and provides emotional support, all of which increase the quality of life.

Similarly, Blustein and colleagues discovered that parental children's mutual trust and good communication are the variables that can provide adolescent freedom from negative psychological factors such as guilt, worry, and stress and enable them to manage with them (Blustein, Wolbridge, Friedlander, & Palladino, 1991; Lopez, 1989). Using a similar framework, Castle-Kroll (2004) discovered that daughters become more confused throughout their lives and are unable to tolerate the stress associated with these issues, particularly when they believe their moms are unsupportive of their autonomy. Castle-Kroll(2004).

Children need financial, emotional, and time commitments from their parents; otherwise, their coping skills suffer. Furthermore, it might lead to disagreements and confusions when handling duties. Craig (2007), Gauthier, Smeeding, and Furstenberg (2004), Kimmel and Connelly (2007), and Sayer (2005)

All these psychological problems lessen the capacity to cope the challenging situation in effective manners. So, it can be concluded that parental rejection positively correlated with problem avoidance coping. Moderating role of Emotional Intelligence on parental acceptance and rejection with its outcome and the moderated moderation of personality test big five factor openness . Because moderation of Emotional intelligence was non-significant so, moderated moderation not possible.

Strengths: The present study of assumptions of Interpersonal parental acceptance rejection theory's coping and Emotional Intelligence is a great mile stone. Such as only limited studies are conducted on this topic with reference IPARTheory Ronald (1986) the present study deals coping with reference to interpersonal parental acceptance rejection. It can be helpful to knowing about the basic causes of mal coping and also helpful in enhancing the effective coping. It shows the significant of parental acceptance and bad impact of rejection among adolescence. Present

study shows that Subjective well-being is also very important variable play important role in shaping behaviours of adolescence is the outcome of parental acceptance.

LIMITATIONS:

- The fundamental weakness of this study is it crosssectional design, which prevents causal implications from being illustrated.

- This research will reveal the direction and size of the association.

- It is difficult to remember childhood and give a PARQ answer, which poses a significant threat to its legitimacy.

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