



“Relationship between Parental Acceptance-Rejection and Confidence in University Students”

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ABSTRACT

The study was carried to explore the relationship between parental acceptance-rejection and confidence in university level students. The sample included 245 students, selected by purposive sampling technique. The questionnaires that were used in the study included parental acceptance-rejection scale (Rohner, 1991) and confidence scale (Finch, 2004). The study showed that there is significant relationship between parental acceptance-rejection and the confidence in the university student of Quetta, Pakistan. In addition, it was revealed through results that males scored higher in parental acceptance-rejection in relation to their confidence while women scored lower. Other results indicated that there is a gender difference in responses to the confidence scale where the females showed higher level of confidence than males. Collectively, it is proved that there is relationship between parental acceptance-rejection and confidence in university students.

Introduction

In the 21st era, as the world progressed to make the human life easier and invented different technologies to provide a peaceful life to human but again the level of satisfaction in human life is very low. One of the major causes of this dissatisfaction is problematic interpersonal relationships. One of the aspects of interpersonal relationship is the relation between parent and child which has great impact on the development of child and future relation building of child. In the line of parenting and its effect on children, one of the major topics is perceived parental acceptance rejection.

PAR theory is based on evidence which deals with process of socialization as well as the development of lifespan where it makes effort to predict and explain all reasons, results and other associates of interpersonal especially parental acceptance and rejection (Rohner et al., 2012). Parental acceptance rejection has different psychological effects, it is known that parental acceptance can foster self-esteem, positive traits, empathy, achievement and can help in future intimate and trusting relationship while parental rejection lead to low self-esteem, aggression, delinquency and many mental health problems like stress, anxiety etc.

Family being the most primary aspect of the society has an important role in child development. The development of child can be cognitive, behavioral, social academic and psychological as well as physical. In family most important part is played by the parents. There are different parenting styles used by the parents worldwide including authoritative,

authoritarian, permissive and uninvolved parenting styles. These four types of parenting style have a different effect on children personality.

Authoritative Style

This is the type of style where parents have a strict rule but discussions are allowed. The benefit of this style is that it develops a self and group identity in child, also develops independent skills. There is no or very less drawbacks of this parenting style.

Authoritarian Style

The style where parents establish the tough and highly strict parenting rules. The benefit of this style is that the child could be obedient and never break the rules, highly rely on cultural values where as the drawback of this style can be that the child may develop stress, anxiety, suicidal thoughts and will have no socialization etc.

Permissive Style

The style with no pressure on child but response from child is required. The benefit of this parenting is that the child develops polite way of talking, they get a friendly environment and draw back can be poor social skills, non-maturity, aggression etc.

Uninvolved Style

The style where parents are not involved in development of child. Its benefit can be that they get an opportunity to develop their own guide and the drawbacks that are due to high degree of freedom that they suffer substance disorder, can become criminal, etcetera (Morin, 2022).

Self-confidence is a trust in one's abilities, capacities and judgment. It is a

belief that one is capable of successfully meeting the demands of a task (APA dictionary,2007.) Self-Confidence is a term used to describe a person's belief in his abilities. There are many aspects of confidence like how the child will achieve in school, how well he/she can form and build relationship, what masteries can he achieve, how well can he communicate and at last how worthy he finds himself to be (Legere, 2020).

Confidence is called to be a person's best traits that can lead toward achieving his goals (Warrel, 2015). Self- confidence leads to better performance at school and higher job satisfaction, it also gives you freedom from self- doubt, fear and anxiety, it lowers your social anxiety, you can enjoy gatherings and have much more energy to act (Mann et al., 2004).

One of the causes for child's higher or lower confidence can be their parental acceptance or rejection, whether they perceive parental warmth, support, love, nurturance or they perceive their parent as to be neglectful, aggressive etc. This parental acceptance-rejection have psychological consequences on child, if they receive acceptance, they will be highly confident while parents' rejection leads them to low confidence or low self-esteem etc.

Literature Review

Parents play a significant role in child's rearing and upbringing, many of characteristics of the child's personality depend on how parents behave with their children. Parents have pivotal role in child's development and it can also impact the life they will have in adulthood and their relationships (Epli et al., 2021). Parental acceptance-rejection theory explains in

detail the consequences of parents' acceptance, rejection and its impact on the social, cognitive and other domains of a child (Aktar et al., 2021). The name of this theory has recently been changed to interpersonal acceptance-rejection theory (Rohner, 2014). According to Rohner (1986), parental rejection relates to negative characteristic like not being generous while the parental warmth and discipline causes helping behavior in the child. Parental acceptance includes behaviors such as giving warmth, providing love and comfort, and affection to the child whereas parental rejection simply means to cut-off child from receiving love, comfort, warmth as well as showing hostility to them (Rohner & Smith, 2019). The basic assumption is that the parent would directly or indirectly transmit his or her attitudes to the child (Krishnan, 1988). Parental rejection in childhood has high level of negative effect on development like internal and external difficulties, hostility aggression, psychological male adjustment and psychopathological symptoms in adolescents and adult whereas feeling of acceptance host positive outcome like psychological adjustment positive personality, higher level of self-esteem in children, adolescents and adults (Khaleque et al., 2019). Parental influence has crucial role in the child development because the quality of this relationship shapes the development. Adults who are rejected as children seems emotionally unresponsive, unstable and have highly negative view of world as compare to accepted as children (Kuterovac et al., 1997). One of the studies explores that parental acceptance rejection in childhood influences the adulthood relationship of partners (Khaleque, 2001). Another result of a study showed that the parental acceptance in childhood had great

impact over women psychological adjustment (Rohner, 2016) whereas a study says that it effects the psychological well-being of a child (Ramírez-Uclés et al. 2017).

Self-confidence and self-efficacy are both rooted in experience but self-confidence reflect a broader view of yourself rather than only confidence in specific tasks. Confidence by those who study the subject is defined as the degree to which you think and feel and think your actions will achieve positive results. According to Meisha and Al-dabbagh (2021), it is belief on oneself and their abilities to perform and motivate them to achieve their goals. Researchers suggest that self-confidence is also linked with academic success (Hongbin et al., 2020).

One of the most important factors is to have supportive backgrounds parents who offer their child unconditional love and encouragement, the child then becomes confident (Wei-singer, 2015). Parents can build self-confidence in their children by different ways like don't over praise but recognize the efforts (Lyons, 2017). Parental support is necessary for child's mental health and the child who gets parental acceptance will be more confident (Ansari & Qureshi, 2013). Those children whose parents do not show interest in them lack self-confidence (Akbari & Sahibzadah, 2020).

Statement of the problem

Confidence is one of the basic traits in students' life. A student without confidence cannot achieve academic success and even his social relationships can be affected by confidence. On the other hand, it is predicted that parental acceptance-rejection can be related to the confidence in

students. Therefore, it is crucial to explore the relationship of parental acceptance-rejection and confidence in university level students.

Objective of the study

- To explore relationship between parental PAR and confidence in university students.
- To investigate the gender differences in responses to PAR.
- To investigates the gender differences in confidence.

Hypothesis of the study

H₁: There is significant relationship between parental acceptance- rejection and confidence in university students.

H₂: There is gender differences in responses to PAR.

H₃: There is gender differences in responses to confidence scale.

Rationale

Less is known about the association between parental acceptance-rejection and confidence in students of Quetta, Pakistan. This study will explore the relationship of parental acceptance-rejection and confidence of children. This will broaden our understanding of parental styles which may help many parents to develop good and positive ways for upbringing of children as well as it will help psychologists to gain more knowledge about the developmental causes of different psychological problems.

Methodology

As mentioned earlier, this study focused on relationship between PAR and confidence. The university level students were considered to be the best respondent because they could link the items that are included in questionnaire to their parents'

behavior in their childhood and its impact over their confidence in adulthood. They are prone to damage or develop a positive confidence in term.

Research design

The study was aimed at finding the relationship between parental acceptance-rejection and confidence in university students. Nature of the study was quantitative using the correlational research design. The data was collected by visiting the participants and providing them questionnaires.

Sample and sampling techniques

Sample comprised of students of university level in Quetta, Balochistan. The target population were students of University of Balochistan, BUIITEMS, and SBK Women's University. Through purposive sampling 245 students were selected.

Instrument

Demographic questionnaire.

Informed consent was used to inform the participant the objective of study and variables of our study. It collects participants personal information like name, age, gender, social-class and education.

PARQ scale. It was introduced by Rohner (1991). It has different type of scale early childhood, childhood, adulthood, etc. this study used childhood PARQ scale which is consist of 29 items of 4 Likert scale from Almost always true to Almost never true. The Cronbach alpha of scale is .858.

CS scale. The scale used to measure the confidence level by Finch (2004). It is comprised of 20 items of 5 Likert scale from strongly agree to Strongly disagree. The Cronbach alpha of scale is .896.

Procedure

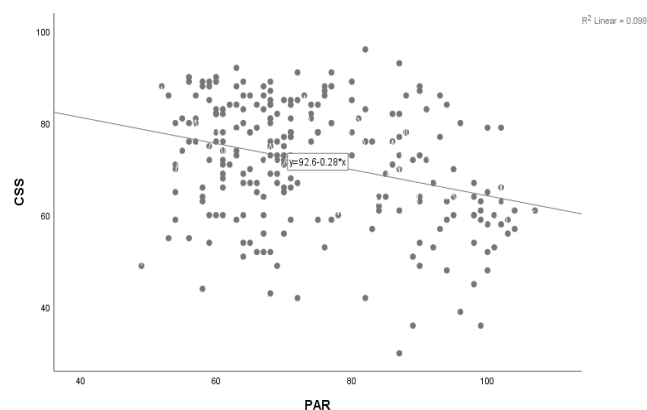
Pilot study was conducted first on sample of 30 individuals to verify the direction of our study. The data was collected using handing over the questionnaire, which the participants filled and returned back. Result of the pilot study showed that we could carry with main study.

For main study, informed consent was maintained for the respondents at the time of data collection. A booklet of questionnaire with proper guidelines were provided it was told that the information will be kept confidential and used only for study purpose. The data collected was then was entered in SPSS for analysis.

Result

Relation between parental acceptance rejection and confidence in university students. Parental acceptance - rejection is significantly related to confidence. There was a negative correlation between parental Acceptance -rejection.

Figure 1



Note. PAR = Parental Acceptance-Rejection; CS= Confidence scale

Figure 1 use scatter plot to check the type of correlation between our two

variables PAR and CS. Hence by the, plot it is proved that there is negative correlation between our two variables.

Table 1

		PAR	CS
PAR	Pearson Correlation	1	-.314**
	Sig. (2-tailed)		.000
	N	245	245
CSS	Pearson Correlation	-.314**	1
	Sig. (2-tailed)	.000	
	N	245	245

** . Correlation is significant at the 0.01 level (2-tailed).

Note. PAR = parental acceptance-rejection, CS = Confidence scale.

Pearson correlation is used to check the hypothesis that “there is a relationship between parental acceptance-rejection and confidence in university student. The result shows that there is negative relationship between parental acceptance-rejection and confidence (r= -.314). So, our first hypothesis has been accepted that there is relationship between them.

Gender difference in perceived parental acceptance rejection

There is gender difference between male and female in perceived parental acceptance rejection. Female scored low in perceived parental acceptance rejection while male scored high.

Gender difference in Confidence

There was gender difference in confidence. Female scored higher in confidence as compared to men.

The two Sample T-Test showing Difference in Result of Parental Acceptance-Rejection and Confidence in Male and Females.

Table 2

	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Parental Acceptance-rejection	-3.024	176.612	.003	-5.632	1.862	-9.307	-1.956
confidence	7.010	201.299	.000	10.780	1.538	7.747	13.812

Test variables are PAR and CS, Grouping variable: Gender (n=245)

Sample T-Test was applied to know the difference between male and female in Responses to PAR and CS. It was found that mean of PAR (n=245) in male is significantly high (M=77.43, SD=17.207) than mean of PAR in female (M=71.80, SD=10.473). While, mean of CS (n=245) in female is significantly high (M=76.41, SD=9.977) than CS mean in male (M=65.63, SD=13.455). So, the hypothesis had been proved that there is gender difference in responses to PAR and CS.

Discussion

Many children build the personality traits due to parental acceptance and many shows delinquent behavior because of parental rejection keeping in view the parental importance in personality of child. The present study was planned to inspect the relationship between parental acceptance-rejection and the confidence in university students. The first hypothesis was assumed that there will be a significant relationship between parental acceptance-rejection and confidence in university students which is supported by the result shown in table1. The second hypothesis suggested that there is a gender difference in confidence level

between male and female participants and the result is shown in table 2. In third hypothesis, it was supposed that there will be gender difference in perceived parental acceptance-rejection by male and female participants that is supported by the result shown in table 2. These three hypotheses were guaranteed on the basis of previous literature.

According to Marwan Dwairy (2010), parental acceptance and rejection was connected to parents and children sex. Male were more rejected and less accepted as compared to female. According to Lazaro et al., (2019) females perceived higher parental acceptance whereas male received the highest Parental Rejection.

Amsel (2013) defines the parental involvement in self-confidence. Study shows that women worry more about being disliked, appearing unattractive or gambling too much attention. Men are not exempt from doubting themselves, but they do not let their doubts stop them as often as women do. Women's experiences increase over time, so does their confidence (Zenger, 2018).

Conclusion

Through the evidence it was proved that there exists a significant relationship between parental acceptance rejection and confidence in university students. Secondly, it is proved gender difference in confidence between male and females. Thirdly, there exists gender difference in perception of male and female participants.

Limitations

1. The study aimed to study gender differences but because of certain reasons couldn't keep the ratio of male and female participants equal.

2. This study was carried out after the covid-19 pandemic, the result could be affected due to non-availabilities of candidates.
3. The instruments used had too many items, there may be chances that participant did not reply to each item with full interest and attention.

Recommendation

1. The study can be carried out on larger scale.
2. Keeping ratio of male, female participants can give better results
3. Using different variables can be more helpful to understand relation of parental acceptance and rejection with psychological development of students

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