

Impact of Parental Rejection, and Emotional Intelligence on Psychological Maladjustment among Adolescents

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Abstract: Adolescents are gaining significant attention of contemporary researchers due to alarming rise of psychological maladjustment in western as well as Asian countries. The core reasons of the psychological maladjustment was observed to be parental rejection and lack of emotional intelligence. The current investigation was directed to inspect parental rejection and emotional intelligence among adolescents in Pakistan. It was assumed that Parental rejection is likely to be positively related to psychological maladjustment in adolescents. Whereas the emotional intelligence assumed to be a negative predictor of psychological maladjustment. Adolescents (N=200) from 13 – 19 years, M= 15.13 of ages both boys & girls were recruited from the different private & government schools. To assess self-report measures, The PARQ M&F by Rohner, was used to assess the children's (youth) perception toward their parents. Personality Assessment Questionnaire (PAQ) by Rohner, translated by Naz and Kausar, (2011) (University of Punjab), was used to assess psychological mal-adjustments among youth. Lastly, to measure the EI, the Emotional Intelligence scale (EIS) by Schutte, was used. Findings uncovered that parental rejection had a huge constructive connection with mal maladjustment and emotional intelligence. The significant predictive relationship was found between parental rejection emotional intelligence and psychological maladjustment among young people. Maladjustment and parental rejection rose as critical indicators of low emotional intelligence among young people. Implications of the findings for guardians, psychological wellbeing expert, and policy makers are discussed with regards to Pakistani culture.

Keywords—Parental rejection, personality maladjustment, emotional intelligence, adolescents.

INTRODUCTION

The conversion from childhood to adolescence cultivate numerous physical, emotive, societal, and psychosomatic variations. These pubertal changes cause psychological and adjustment oriented problems among adolescents, which expanding tremendously in Pakistan's society due to advanced civilization (Ali, 2011). The development of appropriate physical, mental and psychological health among adolescents has become the necessity of the current time. The healthy personality development beings from home environment and the parent-child relationship is the vital factor (Arshad, 2014). Parenting plays a significant role in the psychological adjustment of the adolescents. Rejection from parents can create psychological maladjustment and emotional instability among adolescents. Parents play a fundamental role in terms of providing mental health and wellbeing to their children (Alegre, 2011) or developing adjustment and emotional problems (Khaleque & Rohner, 2002).

Most adolescents experience huge psychological maladjustment due to cognitive, social, emotional, and contextual changes. The parental behaviour also change to some extent as they set double standards for them (Khaleque & Rohner, 2002). If an adolescent behaves like a child isn't cities them for behaving in an immature manner. On the other hand, if they behave like mature persons again, they criticize them for reacting opposite to their age. These double standards adversely affect the psychological adjustments as they experience confusion about how to react. (Ahmed,

Rohner, Khaleque, & Gielen, 2010). The parental rejection at this phase of life ruin their personality development, and psychological adjustment (Hussain, & Munaf, 2012; Najam, Hussain, Kanwal, Malik, & Kausar, 2014; Lila, Garcia, & Gracia, 2007; Malik, Butt, Kausar, Najam, & Rasool, 2014; Shujja, & Malik, 2015) in terms of sadness, (Hale, Van Der Valk, Engels, & Meeus, 2005) depressive symptoms and personality maladjustment (Najam, & Kausar, 2012) and socio-emotional maladjustment (Naz, & Kausar, 2013).

Parental acceptance-rejection theory also postulated that parental ejection not merely predict psychological maladjustment but also deteriorates the personality functioning of the adolescents (Collins, & Laursen, 2004). Hussain & Munaf (2012) recommended that cautions that adolescents should not be psychologically rejected as it directly affects their adjustment.

The parental rejection not merely affect their psychological adjustment but also deteriorate their emotional intelligence as well. The emotional intelligence at the adolescence time period is crucial to deal with the challenging situation (Ozbaci, 2006). According to Bhatia (2012), family relationships are crucial to the development of emotional intelligence among adolescents. The recent study depicted that parental acceptance is a positive predictor of emotional intelligence among adolescents (George et al., 2017). Parental acceptance can be seen in many forms, such as giving priorities to adolescent's choice, spending time with them and involving children in decision making. Alavi, Mehrinezhad, Amini, & Parthaman Singh (2017) concluded that family functioning and family climates (Chandran, &

Nair, 2015) are the positive predictors of emotional intelligence among youth. The adolescents receive acceptance and guidance from parents develop better emotional intelligence to cope up with difficult situations. They better understand how to use their emotions appropriately to combat psychological maladjustment. Alegre (2012) stated that the quality of time mother spends with their children in different activities also positively impact the emotional intelligence. Argyriou, Bakoyannis, Tantaros, (2016) also recommended that positive parenting develop high emotional intelligence among children, while negative parenting found to be a negative predictor of emotional intelligence.

The lack of emotional intelligence further leads to psychological maladjustment among adolescents. Researches suggested that the adolescent possess the least emotional intelligence to encounter a hard time to come up with difficult situations. As a result, encounter psychological maladjustment as school as well as home settings (Resurrección, Salguero, Ruiz-Aranda, 2014) as the literature provides the basis for exploring the relevant gaps in the Pakistani culture. Therefore the current study aimed at investigating the impact of parental rejection and emotional intelligence on psychological maladjustment among adolescents.

Aim

Present study initiated to explore the impact of parental rejection on psychological adjustment and Emotional Intelligence among adolescents.

Hypotheses

- Parental rejection is likely to be positively related maladjustment (in adolescents).
- Differences are likely to be found between parental rejection, psychological maladjustments and emotional intelligence regarding demographics (gender, mother education, father education).
- Parental rejection, are likely to be the predictors of lower emotional intelligence.
- To investigate the sector difference in psychological maladjustment among adolescents.

RESEARCH METHODS

Sample

The participants of the study were adolescents with the age range 13 – 19 years $M=15.13$. For this purpose 200 students from different schools and colleges (Public and private) were taken as a sample. Total number of the sample were $N=200$ in which 100 male, 100 females were taken.

Measures

- Demographic Information Questionnaire. Researcher developed the demographical Performa based on literature. The socio-demographic that were included in the current study were age, gender, parental education and sector.

- Child Parental Acceptance-Rejection Questionnaire (CPARQ). CPARQ is a self-report which measure the parental treatment. It is a four point likert type rating scale with the scoring keys off Almost always true, to , almost never true (4) (Child PARQ; Rohner, 2005).
- Personality Assessment Questionnaire (PAQ). It is a self-report measure contained in 42 items. PAQ measures individual awareness of their own personality and behavioral characters (Rohner, 2005; Rohner & Khaleque, 2005). The scoring keys comprised of four choices from almost never true (1), to almost always true (4). A few items were inversely recoded in SPSS Cornbach's alpha of Urdu version reported to be .71 (Naz & Kausar, 2011).
- Emotional Intelligence Scale (EIS). EIS is a 33-items scale to investigate the self-EI among adolescents. The ssoring keys comprised on 5-point Likert scale from (1) strongly disagree to (5) strongly agree. The choronbach alpha for this scale lied between .87 and .90 (Schutte 1998).

Procedure

After getting permission from Riphah University's administration, a request was sent to private & Public school's authorities to conduct the study and a consent of parents was taken through school authorities for their child's participation in the study. Followed by approached in school settings (separate rooms were requested to school authorities). A written introduction about the purpose of the research was given to all participants. Participants were educated that their data would remain confidential and combined data would only be used for research drive. In addition to this, they maintained all authority to pull back from the research whenever amid administration of surveys. After mutual understanding, it was requested to complete the personal information form, which was followed by administration of PARQ Child, short form (Mother & Father), Child Personality Assessment Questioner and Emotional Intelligence Scale. Despite of getting permission for data collection from schools authorities and parents, few students were reluctant to fill the questionnaires and they refused to response in the questionnaire, they left and handed over the incomplete questionnaires. As for as time is concerned, it took almost one hour to complete the forms in the class rooms, and one month to complete in whole data collection, refreshments (juices & biscuits) were arranged there at before filling the questionnaire for students.

RESULTS

Different analysis had been carried out to find out the results i.e., Descriptive analysis was applied to identify mean, standard deviation, and chronbach Alpha's of study variables. Correlation analysis was carried out to identify the relationship between demographic variable. Hierarchal step

wise Regression analysis was carried out to identify the predictors of psychological maladjustments of adolescence; demographic factors. To identify the differences t-test was carried out between Private and Government sectors regarding Personality Assessment, Parental acceptance rejection (Father), Parental acceptance rejection (Mother) and Emotional intelligence.

Table 1

Descriptive of Parental Acceptance and Rejection on Emotional Intelligence and Personality Assessment (N=200)

Variable	K	M	SD	Range		α
				Min	Max	
Emotional intelligence	33	94.99	13.85	64.00	124.00	.67
*PARM	29	60.25	12.65	32.00	85.00	.85
*PARF	29	59.82	14.91	29.00	91.00	.89
Personality assessment	42	1.00	11.28	70.00	129.00	.69

Note. PARM=Child Parental Acceptance Rejection (Mother), PARF=Child Parental Acceptance Rejection (Father)

Descriptive analysis was applied to identify mean, standard deviation, and chronbach Alpha's of study variables Means =94 and SD=13.85, whereas the ranges were (Min =64 and Max =124) and the Alpha (α = .67) for emotional intelligence respectively. Means =60 and SD=12.65, whereas the ranges were (Min =32 and Max =85) and the Alpha (α = .85) on Parents acceptance rejection for mothers. For parents acceptance rejection of fathers Means =59 and SD=14.91, whereas the ranges were (Min =29 and Max =91) and the Alpha (α = .89). In the last Means =42 and SD=11.28, whereas the ranges were (Min =70 and Max =129) and the Alpha (α = .69) for personality assessment questionnaires.

Table 2

Correlation Analysis Predicting Effects of Demographic Variables, Parental Rejection, Emotional Intelligence and Psychological Maladjustment (N=200)

	1	2	3	4	5	6	7	8
Age	--	.50	.60	.45	.46	.38	.51	.50
Gender	--	--	.39	.26	.55	.46	.54	-.61
Mother Edu	--	--	--	.49	.43	.49	.45	-.06
Father Edu	--	--	--	--	.58	.31	.35	-.65
Mother -Accep	--	--	--	--	--	.64	.60	-.64

Father_rej	--	--	--	--	--	--	.57	-.39
Psychological_mal	--	--	--	--	--	--	--	-.37
Emo-int	--	--	--	--	--	--	--	--

Note. *p<.05, **p<.00, ***p<.000

Correlation analysis was carried out to explore the relationship between demographic variable, Age, Gender, Mother's Education, Father's Education, parental rejection, psychological maladjustment and emotional intelligence. The above table indicated the positive correlation between parental rejection and psychological maladjustment. An Inverse relation was found between parental rejection and emotional intelligence. Psychological maladjustment was also found to be negative predictor of emotional intelligence.

Table 3

Hierarchical Regression Analysis Predicting Personality Assessment (N=200)

	SE	β	R ²
Step 1			.15
Ages	.54	.12	
Mother's education	.66	.09	
Father's education	.65	.28***	
Step 2			.16
Ages	.54	.13	
Mother's education	.66	.06	
Father's education	.65	.24**	
Emotional Intelligence	.05	.13	
Step 3			.41
Ages	.45	.08	
Mother's education	.56	.03	
Father's education	.55	.16*	

Emotional Intelligence	.04	.07	
Parental acceptance rejection (Mother)	.05	.53***	
Step 4			.46
Ages	.44	.04	
Mother's education	.54	.05	
Father's education	.54	.12	
Emotional Intelligence	.04	.07	
Parental acceptance rejection (mother)	.06	.37***	
Parental acceptance rejection (father)	.05	.28***	

Note. *p<.05, **p<.00, ***p<000

Hierarchical step wise Regression analysis was carried out to identify the predictors of psychological maladjustments of adolescence; demographic factors i.e., age, father's education & mother's education were entered in first step. R^2 was .15 indicated statistically significant [F (3,196) =11.17, p<.00]. Overall regression model was significant father's education, parental acceptance rejection of mothers & fathers were emerged as significant predictors of psychological maladjustments of adolescents.

In second step father's education, mother's education, ages & emotional intelligence were entered. R^2 was .16 indicated statistically significant [F (3,195) =9.38, p<.00]. Overall regression model was significant father's education, parental acceptance rejection of mothers & emotional intelligence were emerged as significant predictors of psychological maladjustments of adolescents.

In third step father's education, mother's education, ages, emotional intelligence & parental acceptance rejection from mother were entered. R^2 was .41 indicated statistically significant [F (3,194) =27.22, p<.00]. Overall regression model was significant father's education, parental acceptance rejection of mothers & emotional intelligence were emerged as significant predictors of psychological maladjustments of adolescents.

In fourth step ages, father's education, mother's education, emotional intelligence, parental acceptance rejection mother & father were entered. R^2 was .46 indicated statistically significant [F (3,193) =27.07, p<.00]. Overall regression model was significant father's education, parental acceptance rejection of mothers & emotional intelligence were emerged as significant predictors of psychological maladjustments of adolescents.

The overall regression model for the variable of Psychological maladjustment accounted for 47.6% of change in the criterion variable ($R^2 = .47$).

Table 4

T-test is Exploring Differences between Private and Government Sectors (N=200)

Variables	Means		t (df)	Sig	CI 90%	
	Govt.	Private			LL	UL
PAQ	95.34	1.04	-6.54 (198)	.00	- 12.35	- 6.62
PARQF	53.65	65.99	-6.41 (198)	.00	- 16.13	- 8.54
PARQM	55.01	65.50	-6.43 (198)	.00	- 13.70	- 7.27
EIS	96.59	93.39	1.64 (198)	.103	-.64	7.04

Note. *p<.05, **p<.00, ***p<000

To identify the differences t-test was carried out between Private and Government sectors regarding Personality Assessment, Parental acceptance rejection (Father), Parental acceptance rejection (Mother) and Emotional intelligence. Significant negative relationship was found between private and government sectors regarding PAQ, $t = -6.54$ (198) $P < .00$. Significant negative relationship was also found between private and government sectors regarding PARQF. $t = -6.41$ (198) $P < .00$, sane significant negative relationship was also found between private and government sectors regarding PARQM. $t = -6.43$ (198) $P < .00$, whereas significant negative relationship was also found between private and government sectors regarding EIS $t = 1.64$ (198) $P < .103$.

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III- DISCUSSION AND CONCLUSION

The present study investigated the relationship between parental rejection, psychological maladjustment, emotional intelligence and demographics (gender, birth order, number of siblings, socioeconomic status, family system, mother's and father's education, and institutions) among adolescents of the general population in Pakistan.

The first objective of the current study was to identify the relationship between parental rejection, emotional intelligence and psychological maladjustment among adolescents. In the current study, a significant positive relationship was observed between parental rejection and psychological maladjustment. Furthermore, the inverse relationship was assumed between parental rejections and emotional intelligence.

In addition, the present study assumed that the parental rejection as a predictor of psychological mal-adjustments, these results are in line with the findings of that describe parental rejection emerged as significant predictors of personality maladjustments (Hussain, & Munaf, 2012; Najam, Hussain, Kanwal, Malik, & Kausar, 2014; Lila, Garcia, & Gracia, 2007; Hale, Van Der Valk, Engels, & Meeus, 2005; Naz, & Kausar, 2013; Shujja, & Malik, 2015). The parents play a significant role in collectivities culture of Pakistan, their acceptance and approval in each matter affect the psychological health of the adolescents. Therefore parental rejection is directly caused by psychological maladjustment. (Malik, Butt, Kausar, Najam, & Rasool, 2014). Another objective of the present study was to investigate the predictive relationship between emotional intelligence and psychological maladjustment. The results revealed that emotional intelligence is a true predictor of psychological maladjustment. Although significant gaps have been observed in literature Resurrección, Salguero, Ruiz-Aranda, (2014) study supported the finding of the current study. According to Resurrección, Salguero, Ruiz-Aranda, (2014), the adolescent possess emotional intelligence can better cope up with rejection and related difficulties and as a result report least psychological maladjustment. The socio-demographics such as age, mother education, and father education were also found to be a predictor of psychological maladjustment. Literature depicted similar results (Najam & Kausar, 2012). Another objective of the current study was to explore the sector difference and psychological maladjustment among adolescents. The result of the study revealed that the adolescents of the Government sector experience more psychological issues compared to the adolescents of the private sector. The literature supported the findings of the current study (Shujja & Malik, 2015).

Conclusion

It was concluded from the finding that parental rejection has a very important role in psychological maladjustments & emotional intelligence among adolescents. It was concluded from the findings that Parental acceptance and rejection contributed a vital part in the developmental phase of adolescence, specifically rejection in adolescence leads to emotional immaturity, maladjustment, low emotional intelligence, and development of negative personality traits. With the help of the finding of the current study a book can be prepared for youth and parents "Life skills-based education" in which soft skills, i.e., interpersonal communication, effective communication skills, pubertal mental and bodily changes and the impact on personality, decision making, can be taught.

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