

# **Parental Acceptance-Rejection in Childhood: A Retrospective Effect on Psychological Status in Early Adulthood**

**A thesis submitted to**

The Department of Psychology (Social Psychology group), University of Dhaka, for the  
degree of MPhil (Master of Philosophy) in Psychology



**Supervised by**

Dr. Mahfuza Khanam  
Professor  
Dept. of Psychology  
University of Dhaka

**Submitted by**

Ferdous Ara Din  
Registration No.: 084/2016-17  
Session: 2016-17  
Dept. of Psychology  
(Social Psychology group)  
Faculty of Biological Sciences  
University of Dhaka

**Submission on August, 2021**

**Dedication**

**To my Beloved Daughter**

**Takia Nuzhat Beheshti**

**And**

**Beloved Husband**

**Mizanur Rahman Zami**

### **Certificate of Approval**

I have perused the thesis titled **“Parental Acceptance-Rejection in Childhood: A Retrospective Effect on Psychological Status in Early Adulthood”** as submitted by the student bearing registration no. 084/2016-17. I also certify that this is a record of bonafide research carried out by her under my own supervision and guidance.

August 2021  
Department of Psychology  
University of Dhaka

Dr. Mahfuza Khanam  
Professor  
Department of Psychology  
University of Dhaka

## **DECLARATION**

I hereby declare that all information in this thesis has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Ferdous Ara Din

MPhil Researcher

Registration No: 084/2016-17

## **ACKNOWLEDGEMENT**

At first, I would like to express my gratefulness to the Almighty Allah from the core of my heart for providing me necessary strength and determination and make my task easy for the successful accomplishment of this thesis.

To conduct this study, I have been helped by many through their opinion, advice and co-operation. It will not be possible here to mention all of them, yet I would like to mention those few without whose help it would have been impossible to bring out this paper to this present shape and size.

I would like to express my wholehearted indebtedness and gratitude to my respected supervisor Dr. Mahfuza Khanam, Professor and Chairman, Department of Psychology, University of Dhaka for her profound encouragement, sincere help and useful guidance throughout my research work. I sincerely convey my gratefulness for her criticism with constructive suggestions and ideas and for making necessary correction of this thesis report.

I cannot but remember their names with gratefulness as I used different scales adapted by Professor Dr. Parveen Haque (Coping scale), Professor Dr. Muhammad Kamal Uddin, Umme Habiba Jasmine and Ayesha Sultana (PAQ and PARQ scale), Syed Tanveer Rahman and Mostak Ahamed Imran (Mental well- being scale).

My gratitude further extends to Moazzem Hossain Sobuj, Associate professor, Department of Statistics, Jahangirnagar University and Mohammad Shaheen Mollah, Assistant Professor, Department of Psychology, Jagannath University, who gave their valuable time from their busy schedules and instructed me to analyse the collected data by applying appropriate statistical operation. They also helped me to prepare graphical representation of my research findings.

My special thanks go to my beloved husband, Md. Mizanur Rahman Zami, Associate professor, Archaeology Department, Jahangirnagar University, for his overall support. He was always ready to provide any type of help during different phases of this research work. Specially, I cannot but remember the sacrifice of my little princess, Takia Nuzhat Beheshti, as she felt alone during my research. Not only that, I am undoubtedly grateful to my family

members (parents, brothers, sisters, in-laws relatives) who were with me from the beginning to the termination of the research.

I would like to acknowledge the participants of different educational institutions of this research work, who had given their valuable time to fill up the long questionnaire .I, also owe my humble submission to the writers, researchers, and their publications from which I collected information in finalizing the research report.

I could not but express my gratefulness to Md. Fakhrul Enam, librarian, Seminar library, Department of Psychology, University of Dhaka, who proved me to relevant books, journals and magazines without any delay when necessary.

At last but not at least, I am thankful to all of my friends (specially, Raisa Rifat, who gave me her laptop for operating SPSS program) and well-wishers (Ecma, Rabeya, Sabina, Sheela, Oishy, Hridi, Mou, Tasneem, Jui, Munni, Masud, Faruk, Ahmadullah, Abir, Faysal, Ahsan habib, Nasir, Mumu, Nishat) who extended their helpful hands in collecting data and scoring of the responses of the participants of the research findings.

August 2021  
Department of Psychology  
University of Dhaka

Ferdous Ara Din  
MPhil Researcher  
Registration No: 084/2016- 17

## Abstract

The present study was designed to explore the relationship of parental (maternal as well as paternal) rejection in childhood with psychological adjustment, coping strategies and mental well-being of young adults in early adulthood. In order to achieve the goals, the study was conducted on 500 young adults (male=250 and female=250) aged between 20-27 years by using purposive and convenient sampling technique from different educational institutions. Following standard procedures, the measuring instruments using in this study were (1) Demographic and Personal Information Questionnaire, (2) Adapted Bangla version of Adult Parental Acceptance Rejection Questionnaire, (3) Adapted Bangla version of Adult Personality Assessment Questionnaire, (4) The translated and Adapted Bangla version of the Coping Scale, and (5) Adapted Bangla version of the Warwick Edinburgh Mental well-Being Scale (WEMWBS). Obtained data were analysed by using mean, standard deviation, t-test, correlation co-efficient and regression analysis. Correlation analysis indicates that parental (maternal as well as paternal) rejection has significant positive correlation with psychological mal-adjustment and non-adaptive coping. It also shows that parental (maternal as well as paternal) rejection is negatively correlated with adaptive coping and mental well-being. The beta co-efficient shows that if we increase 1 standard deviation unit in maternal rejection score, .13 and .07 standard deviation unit increase in psychological mal-adjustment and non-adaptive coping score respectively. Similarly, if we increase 1 standard deviation unit in paternal rejection score, .27 and .20 standard deviation unit increase in psychological mal-adjustment and non-adaptive coping score respectively. On the other hand, the value of beta co-efficient shows that if we increase 1 standard deviation unit in maternal rejection score, .12 and .17 standard deviation unit decrease in adaptive coping and mental well-being score respectively. Similarly, if we increase 1 standard deviation unit in paternal rejection score, .07 and .11 standard deviation unit decrease in adaptive coping score and mental well-being score respectively. From the results of  $R^2$ , it is observed that maternal rejection can explain 6% of variability in psychological mal-adjustment, 2% of variability in adaptive coping, 2% of variability in non-adaptive coping and 5% of variability in mental well-being score. Similarly, from the results of  $R^2$ , it is also observed that paternal rejection can explain 10% of variability in psychological mal-adjustment, 1% of variability in adaptive coping, 5% of variability in non-adaptive coping and 3% of variability in mental well-being score. These results suggest that parental (maternal as well as paternal) rejection in childhood greatly influences their children's personality development and mental well-being.

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# Chapter One

## *Introduction*

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- Parenting
- Parenting Styles
- Parental Acceptance Rejection Theory
- Parental Acceptance Rejection
- Measurement of Parental Acceptance Rejection
- Impact of parental rejection on children's personality development
- Psychological Adjustment
- Coping Strategies
- Mental Well-being
- Early Adulthood
- Literature Review
- Rationale of the study
- Objectives of the study

## Introduction

From the very beginning of the history of human civilization, the mankind has evolved biological emotional requirements for positive response from parents and other attachment figures. An emotional aspiration, preference, or appetite (whether consciously recognized or not) for sympathy, support, supervision, encouragement, and overall positive return from people with whom they have affectional bonds of attachment are included among these requirements (Baumeister & Leary, 1995; Bjorklund & Pelligrini, 2002; Leary, 1999). Thus, parental acceptance rejection is a significant dimension in children's different developmental stages of their lives.

## Parenting

Parenting (or child rearing) is the exercise of encouraging or underpinning the corporeal, sentimental, communal, and rational enlargement of a child from babyhood to adulthood. It refers to the aspects of raising a child aside from biological relationship (Davies, 2002). In another word, it can be said that parenting is an art of nourishing a child's right through its life (Preethi & Ross, 2012). Although government and society take a role, but the main role of parenting is done by biological parents of the child. In several cases, orphaned, or abandoned children receive parental supervision from non-parent blood relations. Others may be placed in an orphanage, adopted, or raised in foster care.

## Parent

Family plays the central role in the development of a child. Most of the responsibilities are done by the parents in bringing up the child. It is a matter of common sense that parents are two persons who give birth and take care of us. According to PAR theory, a person who has a long-term care giving responsibility for a child is called parent (Rohner & Khaleque, 2005). Biological or adoptive parents, older siblings, grandparents, other relatives, or even non-kins persons may be included among these persons.

## Mother

A mother has a maternal connection with another individual, whether blooming from conception, by giving birth to, or raising the individual in the role of a parent. There are complexities and differences in a mother's social, cultural, and religious roles. So, it is very challenging to give a universally accepted definition of a mother.

A biological mother contributes genetically by donating eggs through sexual intercourse to the generation of the infant (Mother, (n.d) <https://en.wikipedia.org/wiki/Mother>). If a mother fulfills the central social character in raising a child, she can often apply to a mother other than the biological mother. This is commonly known as an adoptive mother or a stepmother (the biologically unrelated partner of a child's father) (Peter, 2013). The women who provide care for a child, but they are not the child's biological mother, the term "other mother" is used for them. Generally, a surrogate mother bears an embryo from another woman's fertilized ovum, who is biologically unable to have children (biological mother, (n.d), [http://www.definitions.net/definition/biological mother](http://www.definitions.net/definition/biological%20mother)). Modern lesbian parenting rose with women who were in homo sexual relationships.

## Father

The male parent of a child is called a father. Through the legal process of adoption, an adoptive father has become the child's parent. Biological father contributes genetically to the formation of the infant, through sexual intercourse or sperm donation. To define putative father, it can be said that the biological relationship between the putative father and the child is alleged but has not been established. A stepfather is the husband of a child's mother (Father, (n.d) <https://en.wikipedia.org/wiki/Father>).

## Beginning of parenting

A mother begins raising and nurturing a child well before birth, although many people believe that parenting begins with birth. Scientific evidence reveals that the unborn baby can hear sound, beware motion, and possibly exhibit short-term memory from the fifth month on.

## Termination of parenting

Parenting is a life-long process that does not end when a child turns 18. Assistance is needed in a child's life well beyond the adolescent years and continues into middle and later adulthood. Parental cooperation is crucial in helping children to identify who they are and where they fit in the world. (Parenting, (n.d) <https://en.wikipedia.org/wiki/Parenting>).

## Goals of Parenting

The objectives of human parenting are altercated. Generally, parental figures take steps for a child's physical demand, save them from damage and impart proficiency and cultural values

in them until they touch legal adulthood, usually after adolescence. Generally, mammals tend to nurture their young extensively.

## Parental roles and responsibilities

### Motherhood

Mothers are portrayed as ultimate caregivers and supporter of emotional growth and durability of the children according to the ideology of “Motherhood”. They invest more time with them than men. Sometimes it affects on their job role in the labor market.

### Fatherhood

Now a days, fathers are playing more in parental roles and taking part in responsibilities than the past time. In the early years of the last century, fathers were the breadwinners and the mothers stayed at home to cook, clean, and take care of children. But at present, the roles are starting to change (Parenting, (n.d) [en.wikipedia.org/wiki/parenting](https://en.wikipedia.org/wiki/parenting)).

## Parenting styles

Parenting style is a psychological construct. It recites the standard strategies, which parents use in their child rearing and make demands on them. The quality of parenting has drawn more importance than the quantity of time parents spend with the child. Parenting practices recites appointed behaviours, but parenting styles represents the comprehensive patterns of parenting practices (Spera, 2005).

There are great variations in raising our children. Together, there are many commonalities from one parent to another. These two features are very attractive to notice. Psychologist Diana Baumrind conducted a study during the early 1960s on more than 100 pre-school age children (Baumrind, 1967). She prescribed four important dimensions of parenting after conducting her study by using naturalistic observation, parental interviews, and other research methods:

1. Disciplinary strategies.
2. Warmth and nurturance.
3. Communication styles.
4. Expectations of maturity and control.

Parenting style refers to nothing but some summations of strategies that we use to raise our children. From the prescription of above dimensions of parenting, Baumrind suggested that most of the parents use one of the three different parenting styles. Another research suggested the addition of a fourth parenting style (Maccoby & Martin, 1983). Baumrind designated distinct names and characteristics of the four types of parenting styles.

1. Authoritative
2. Authoritarian or Disciplinary
3. Permissive.
4. Uninvolved or Indulgent

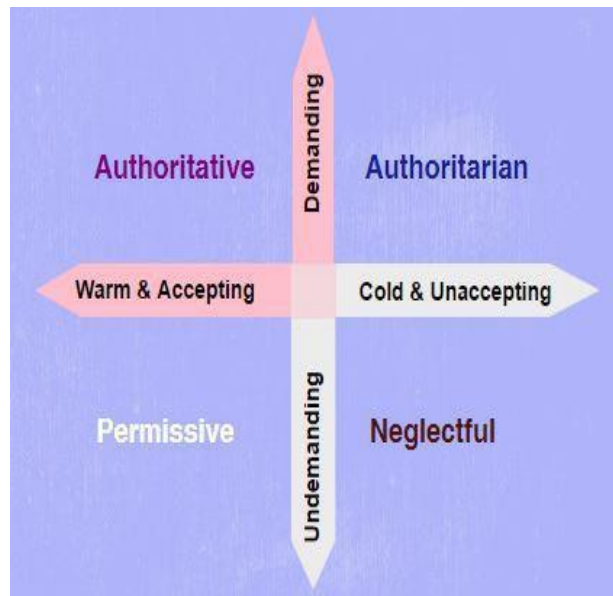


Fig. 1.1: Parenting styles.

(Parenting style, (n.d). [https://www.google.com/search?q=Parenting style](https://www.google.com/search?q=Parenting+style))

### Authoritative parenting

Authoritative parents are warm, loving, motivating, supportive and responsive, but they have high expectations for achievement and maturity. They apply rules and draw boundaries with an opportunity for open discussion and using reasoning. This type of parenting style is also known as democratic parenting style. Based on Baumrind's research, the children of authoritative parents are happy, more independent, achieve higher academic success, develop high self-esteem, interact with peers with social competence, have better mental health, show less psychological problems.

### Authoritarian Parenting

Generally, authoritarian parents are not nurturing, and they are not responsive to their children's demands. The children of this type of parents are unhappy, less independent, unsecured, possess low self-esteem, exhibit more psychological problem, and academically perform worse.

### Permissive parenting

Permissive parents have low demands with high responsiveness and without the expectation of mature behaviour from their children. They are very loving with setting of few guidelines and rules. The children of permissive parents are self-involved and demanding, gain low achievement in many areas, poor decision maker, more aggressive, feel unsecured, having the lack of emotional understanding and inability to manage time and habit.

### Uninvolved parenting

Neglectful parents are careless to their children's requirements, and they are uninvolved to their lives. They do not follow solid border and high standards. The children of neglectful parents are found to be more impulsive, encounter more delinquency and have more mental issues.

### Parental Acceptance Rejection Theory

At different developmental stages of children's lives, parental acceptance rejection plays an important role. A research program on parental acceptance rejection was introduced by western social scientists. Findings of the research programme showed that parental love is helpful for the healthy social and emotional development of children. From the result of the conducted research, Rohner (1975, 1986, and 2002) formulated the major postulates of parental acceptance-rejection theory (PAR Theory). Different types of parenting styles are the way of measuring parental acceptance-rejection. PAR theory takes steps for the prediction and interpretation of the principal causes, effects, and cause-effect relationships of parental acceptance rejection in the United States and worldwide (Rohner, 1986; 2004; Rohner & Rohner, 1980). It is an evidence-based theory of socialization and lifelong development. PAR theory postulates that most probably feeling of being cared by one's attachment figure has more congruent and global effects on a person's mental health than any other single class of life experience (Rohner et.al. 2008)



## Sub-Theories of PAR Theory

PAR theory tries to explain five groups of questions which are divided into three sub-theories. The sub-theories of PAR theory are:

1. Personality sub-theory
2. Coping sub-theory
3. Socio-cultural systems sub-theory.

Personality sub-theory and coping sub-theory is used in the present study. These two sub-theories of PAR theory cover most of the life span perspectives.

### Personality sub-theory

Personality sub-theory inquires two common questions:

1. What is the consequence of the children's perception of feeling cared (accepted) or feeling unloved (rejected) by the parents?
2. What is the range of the impact of childhood rejection spread into adulthood and old age?

### Coping sub-theory

Coping sub-theory attempts to explore the causes of why some children and adults cope more efficiently than others with the experience of childhood rejection. These attempts try to explain and predict major personality or psychological-especially mental health related consequences of perceived parental acceptance and rejection. In the very initial stage, probably these sub-theories (personality sub-theory and coping sub-theory) start with an untestable hypothesis. The hypothesis is that from the very beginning of the history of human civilization, the mankind has evolved biological emotional requirements for positive response from parents and other attachment figures that are most important to them (Baumeister & Leary, 1995; Bjorklund & Perllgrini, 2002; Leary, 1999). This requirement takes a form of more complexity and segregated to involve the desire (recognized or unrecognized) for positive response from people with whom they have an affectional bond of attachment. But adolescents and adults are satisfied with this requirement by significant others and non-parental attachment figures.

According to PAR Theory, a person with whom a child or an adult has comparatively a long-lasting emotional bonding is known to a significant other. He/she is exchangeable with no one else. In this point of view, generally parents are the kind of significant other. Both in

PAR theory and Attachment theory, they are called the attachment figures (Ainsworth, 1989; Bowlby 1973). The sense of emotional safety and psychological condition of the children depends on the quality of relationship with their parents. For this reason, PAR theory postulates that parental acceptance and rejection have a parallel impact on the design of shaping children's personality over time. Moreover, according to PAR Theory's personality sub-theory, adult's consciousness of emotional safety and mental well-being is also dependent on the quality of relationship with their attachment figures. As a result, it is also postulated in the theory that acceptance or rejection by an intimate partner has momentous influence on adults' personality and psychological adjustment.

A person's stable set of prepositions such as affective, cognitive, perceptual, and motivational dispositions is defined as personality in personality sub-theory of PAR theory. These dispositions help a person to response correctly in different life circumstances.

This definition also points out that behaviour is influenced not only by external factors (i. e. environmental) but also internal (emotional, biological, and learning) factors. Generally, it has also tidiness and continuation across time and space.

According to PAR theory's personality sub-theory, emotional requirements for positive reply from significant others and attachment figures are strong motivators. When children do not find these requirements gratified adequately by their parents (or adult do not find these requirements gratified adequately by their attachment figures), emotionally and behaviourally they tend to response in particular ways. Specifically, individuals who feel rejected, they tend to grow a feeling of anxiety, dependency, and insecurity.

## Parental Acceptance Rejection

Parental acceptance and rejection form the warmth dimension of parenting together. Everyone has an experience of receiving love from the major caregivers in childhood. As a result, all humans can be placed on this dimension.

## Parental Acceptance

Parental acceptance can be placed on one end of the continuum. It refers to the warmth, love, care, peace, comfort, nurturance, support which children can receive from their parents and major care givers.

## Parental Rejection

Parental rejection can be placed on the other end of the continuum. It refers to the absence of significant display of lovely feelings and behaviours rather than the presence of a number of physically and psychologically hurtful behaviours. The behaviours of 25 percent parents of the world are consistent with the definition of rejection given above (Rohner, 1975; Rohner & Rohner, 1980) while a great number of cases in the United States show the parents believe that they behave with their children like a responsible parent according to the cultural norms. Thus, the goal of the cross-cultural research on parental acceptance rejection is to find out the response of the children and adults everywhere, when they go through a childhood experience of being accepted or rejected regardless of culture, race, ethnicity, gender, or social class differences.

## Forms of Rejection

Over the course of nearly half a century, extensive cross cultural research shows that parental rejection can be displayed by any of the combinations of the following four principal expressions:

1. Cold and unaffectionate, the opposite of being warm and affectionate.
2. Hostile and aggression
3. Indifferent and neglecting
4. Undifferentiated rejection.

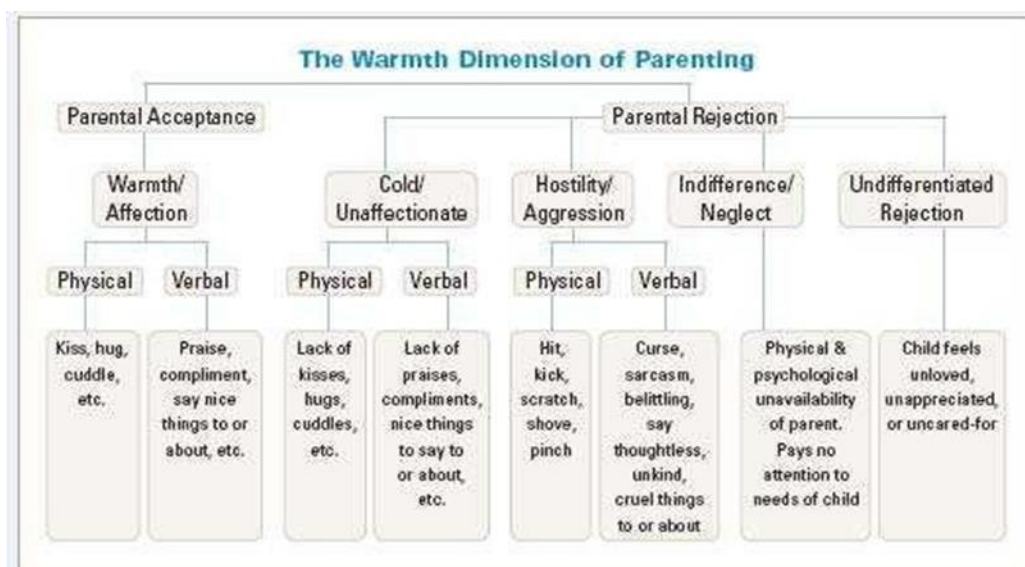


Fig. 1.2: The warmth dimension of parenting (Rohner et al., 2005)

## Undifferentiated rejection

Undifferentiated rejection occurs when individuals believe that their parents do not care or love them, although there are no clear behavioural indicators that their parents are neglecting, unaffectionate, or aggressive towards them. Warmth, hostility, and indifference refer to the inner psychological condition of the parents. Parents may be or they may perceive themselves as warm, cold, and loving towards their children. They also may be, or they may perceive themselves as hostile, angry, bitter, resentful, irritable, impatient, or antagonistic towards them. Alternatively, parents may be or they may perceive themselves as indifferent, unconcerned and uncaring about them. Again, they may show limited interest in their children's whole well-being.

Affection, aggression, and neglect refer to observable behaviours that occur when parents act on these emotions. That means when parents act on their feelings of love, they are supposed to be affectionate. Parental affection can be shown physically by many ways such as hugging, caring and comforting them. Verbally, it can be shown by praising, complimenting, and saying nice things to or about the child. Symbolically, it can be shown using specific cultural gestures. The above caring, nurturing, supportive, and loving behaviours is very helpful to draw a definition of the behavioural expressions of parental acceptance.

## Aggression

Aggression occurs when parents act on the feelings of hostility, anger, resentment, or enmity. According to PAR theory, aggression is any behaviour where there is a motive of hurting someone, something, or oneself by physically or emotionally. Physical aggression can be shown by hitting, pushing, throwing things and pinching. Similarly, verbal aggression can be shown by sarcastic, cursing, mocking, shouting, saying thoughtless, humiliating, or disparaging things to or about the child. Along with this, parents are found to be hurtful by non-verbal symbolic gestures toward their children.

The connection between indifference and neglect is not as direct as the connection between hostility and aggression. Indifference is an internal motivator whereas neglect is a behavioural response. Generally, parents may neglect, or children may perceive to be neglected for many reasons. As for example, parents may take neglect as a way of trying to cope with the anger of their children.

## Neglect

Neglect is not only an issue of failing to provide for the children's material and physical needs, but also it indicates the parent's failure to meet the children's social and emotional demands appropriately. Generally, neglecting parents pay little attention to fulfill the children's demand for comfort, solace, help or attention. They are unresponsive physically as well as psychologically. Not only that, sometimes they are unavailable or inaccessible. All of the above behaviours make the children feel or perceived to be feel unloved or rejected. Occasionally children gain experience of some of the hurtful emotions and behaviours even in warm and loving families.

## Causes of parental rejection

Statistical analysis reveals that region, culture, education, and socio-economic status play an important role in parental rejection. Besides this, some hereditary cases are also found. Parents (father as well as mother) may be grown up in a negative environment, where there is no expression of love, guidance, support, or positive communication. The children of these types of parents may go through an experience of parental rejection. Sometimes, children are rejected by their parents unintentionally because they have business with their own lives and work. At the end they realize their lack of involvement in their child's life. Parental negative lifestyle (such as drug or alcohol addiction) may also put them backward to take responsibility for raising their children.

## Measurement of Parental Acceptance-Rejection

Parental acceptance-rejection can be studied in two ways. One is the phenomenological perspective, which means it can be perceived or subjectively experienced by the individual. Another one is the behavioural perspective that means it can be studied as reported by an outside observer. But sometimes the two perspectives do not end with similar conclusions. So, a major problem exists whether the parents really rejecting their children or the children are perceived to be rejected. Kegan (1978) described that parental rejection is not an appointed set off actions by parents. It is a belief held by the child. In the present study, parental rejection is measured by the phenomenological perspective, because a child may feel unloved (as in undifferentiated rejection) but outside observers may fail to identify any observable indicators of parental rejection. So, one should believe the data concluded from phenomenological perspective.

Alternatively, an onlooker may notice a great amount of parental aggression or neglect, but the child may not feel rejected. This type of incidence occurs in case of child abuse and neglect with a regular basis. That's why there is an uncertain relation between objective reports of abuse, rejection and neglect and children's perceptions of parental acceptance-rejection.

According to Kegan (1974 & 1978), much of the parental acceptance-rejection is symbolic. So, one must study its symbolic nature in the context of ethnicity and culture to understand the consistent effects of rejection on children and adults. If an investigator wants to make a full comprehension of parental acceptance rejection process, he/she must encounter to understand people's symbolic explanation of parental affection related behaviours based on their culture.

### Impact of parents on their children's Development

Children are affected significantly by both of the father and the mother. But they do it in contrasting ways from an early age. According to the University of Connecticut Centre for the study of parental acceptance rejection, mother's interactions with their children tend to affect uniquely on children's development. The reason behind it is that a child passes more time with his/her mother than father.

A child may be disregarded without being rejected. When parents neglect and reject their children by paying little attention to them because of their own business, the negative impact of such incidents may be more devastating that anyone can imagine. In case of early and prolonged rejection, damage to the child may not be reversible or may only be partly reversible.

### The Impact of parental role on Children's personality Development

The most dignified occupation in this world is the task of parenthood which needs skills to perform the task perfectly. The effectuation of this task is very crucial in the early stage of development for the maintenance or protection of the children. Both parents participate responsibly in this task. But the mother's participation is valued as an irreplaceable role, because they are the first school of their children (The importance of a mother role to child

development, (n.d) [www.childrenofthenations.org/the](http://www.childrenofthenations.org/the) importance of a mother role to child development).

Parents are the naturally and practically remains the biggest source of love, affection, guidance, care, supervision, inspiration, and motivation to the child in general and childhood in particular. The parents make the maximum contribution to shape the personality of their children. A warm, affectionate, loving parent builds up a healthy parental relationship with their children that help to develop a healthy personality of them. Every parent tries their best in this regard (Personality development, (n.d). [www.indiaeducation.net/parentscorner/Tips/Personality development.aspx](http://www.indiaeducation.net/parentscorner/Tips/Personality%20development.aspx)).

### Impact of parental rejection on children's personality development

According to personality sub-theory of PAR theory, along with dependence, intensive psychological pain produced by perceived rejection by other attachment figures also leads to other personality outcomes. Hostility, aggression, passive aggression, or psychological problems with the management of hostility and aggression, emotional unresponsiveness, immature dependence or defensive independence, impaired self-esteem, impaired self-adequacy, emotional instability, and negative worldview are included among these outcomes.

The experience of significant rejection may vary from individual to individual beyond a certain point. Rejected children and adults are likely to feel ever increasing anger, resentment, and other blasting emotions which may become intensely troublesome. Many rejected persons close off emotionally to save themselves from the hurt of further rejection. As a result, emotionally they become less responsive. Along with this they are unable to express love and accept love from others.

It is the prediction of PAR Theory's personality sub-theory that individuals with the experience of rejection develop feelings of impaired self-esteem and impaired self-adequacy. Similarly, it is also the assumption of symbolic interaction theory (Cocley, 1902; Mead, 1934). According to this theory, individuals tend to view themselves as they think their parents or significant others view them. As a result, when children and adult feel that their attachment figures do not love them; they are likely to feel they are unlovable, even unworthy of being loved.

Rejected children and adults also feel that they are not satisfying their personal need. So, anger, negative self-feelings, and the other consequences of perceived rejection (psychological mal-adjustment, non-adaptive coping) do not allow them to deal effectively with stress. Rejected people are emotionally less stable than accepted people. Severe hurtful feelings associated with perceived rejection induce children and adults to form a negative worldview. According to PAR theory, they consider the world-of-life, interpersonal relationships, and the very nature of human existence as untrustworthy, hostile, unfriendly, emotionally unsafe, threatening, or dangerous.

PAR theory predicts that perceived rejection when occurs in childhood leads to the development of forward mental representations or cognitions of self, of significant other and of the world at large. Mental representations refer to an individual's more or less organized but usually consistent conception of existence. It shapes the way of individual's perception, construction and reaction to new experience including interpersonal relationships. It has also an effect on individual's storage and remembrance process of experiences (Baldwin, 1992; Clausen, 1994; Crick & Dodge, 1994; Epstein, 1994). It is expected in PAR Theory that rejected children has qualitatively different developmental pathways from the accepted and loved children because of the selective attentions, selective perceptions, faulty styles of causal attribution, and distorted cognitive information processing,

The pain of perceived rejection is very real. Brain imaging studies (fMRI) shows that at the time of feeling rejected, the specific parts of the brain (i.e.; the anterior cingulate cortex and the right ventral prefrontal cortex) are activated, just like as the activation time of experiencing physical pain (Eisenberg et.al. 2003).

PAR Theory formulates an equation between perceived acceptance-rejection and individual's mental health status. Children's and adult's impaired mental health status is directly proportional of the form, frequency, severity, and duration of rejection experienced. In case of most people, perceived rejection by any attachment figure has an everlasting effect on healthy social-emotional functioning throughout the life span development.

Parental rejection can be partial or complete, passive or active and subtly or overtly heartless, though it is sometimes unintentional. From a very early stage, the rejecting and punishing parents may sow the seeds of tense, unsatisfied, and negative behaviour among their infants.



Rejection may be manifested in children in the form of excessive fear, shyness, aggressiveness, depression, stealing, anxiety, slow conscience development, low self-esteem, loneliness, feeling of insecurity, inability to receive or give love, external locus of control, psychological mal-adjustment, non-adaptive coping, poor mental well-being.

In a word, it can be said that parental rejection is the main cause of children's faulty development. It also forwards the adolescents to take decision to run away from home. From the above discussion, it can also be assumed that the rejected and punished children may develop negative concept about them. The present study was therefore designed to explore the relationship of parental rejection in childhood with psychological adjustment, coping strategies and mental well-being in early adulthood, which are the major components of personality and indicators of mental health status. Now we will try to introduce the terms of psychological adjustment, coping strategies, mental well-being and early adulthood.

### Psychological Adjustment

The biological term "adaptation" is the origination of the term 'adjustment'. According to biologists, the term "adaptation" is used for the physiological demands of the environment. But in psychological perspective, the term "adjustment" is used in various conditions of social or interpersonal relations in the society. The individual's reaction to the internal or external demands and pressures of social environment is known as "adjustment". Psychologists have studied adjustment from two important perspectives-"adjustment as an achievement" and "adjustment as a process".

"Adjustment as an achievement" means an individual's efficient performance in his duties under different circumstances. On the other hand, "adjustment as a process" gives emphasis on the adjustment process of an individual to his external environment.

Psychological adjustment refers to the behavioural process to make a balance of conflicting needs and obstacles in the environment. Humans and animals adjust to their environment on a regular basis. Adjustment dis-order or psychological mal-adjustment happens when an individual fails to make a normal adjustment to some need or stress in the environment.

Successful adjustment or well adjustment is crucial to maintain not only a high quality of life but also a sound mental health. A person who is reasonable and has good judgement is called a well-adjusted person. They have maturity in thinking, emotional balance, warm understanding toward others, free from tension due to routine events and independent in decision making. In a word, their behaviour is not difficult or strange.

“Maladjustment” is a process which means an individual’s inability to fulfill his biological, psychological, or social demands successfully. A mal-adjusted person establishes an imbalance between his personal demands and expectation of the society which makes a disturbance in the psycho-equilibrium. These types of mal-adjusted persons develop the symptoms of clinical anxiety or depression as well as experience of the feelings of hopelessness and inferiority, difficulty in concentrating, sleeping problems and reckless behaviour, withdrawn and timid, shy and self-conscious, fearful, delusions, tensed, extremely aggressive, emotionally disturbed, isolated and sensitive.

### Coping strategies

Life is not a bed of roses. Many personal and environmental obstacles place adjustive demand on us and lead us to stress. The term “stress” refers to the internal adjustive demands placed on an organism and physiological and psychological reaction to such demands.

Coping is a process to master, minimize or tolerate with stress and conflict by using one’s own conscious effort to solve personal and interpersonal problems. The psychological coping mechanisms are known to as coping strategies or coping skills. The term “coping” generally refers to adaptive (constructive) coping strategies which can reduce stress. Parallely, the type of coping strategies may be mal-adaptive or non-adaptive coping strategies which can increase stress. According to Lazarus and Folkman (1984), coping refers to reactive coping which follows stressor.

Men and women differ in the ways of managing psychological stress. So, gender differences are found in coping strategies. Evidence shows that males can develop stress because of their careers. On the other hand, female generally encounter stress because of their interpersonal relationships (Davies, 2002). Early studies revealed that there are gender differences in the sources of stressors. But when we can draw a control line on the sources of stressors, then the

gender differences in coping will be relatively small. More recent work of Brannon & Feist (2009) found small differences between women's and men's coping strategies under similar situations.

When people cannot bear the weight of stressors coming simultaneously, they face difficulties in maintaining everyday activities smoothly. It creates a feeling of failure inside them and thus they develop psychological maladjustment which leads them to develop poor mental well-being.

### Mental Well-Being

A person's psychological functioning, life satisfaction, and efficiency in developing and maintaining mutually benefiting relationships are related to mental well-being. It also includes the ability to maintain a sense of autonomy, self-acceptance, self-esteem, personal growth, and purpose in life. The term "positive mental health" is often used interchangeably with the term "mental well-being".

According to the definition of WHO, "mental health is a state of well-being, which covers an individual's realization of his or her own abilities, coping with the normal stresses of life, performing productively and fruitfully, and ability to make a contribution to his or her community". Mental health plays a foundation background for an individual's well-being and the effective functioning of a community. It is a complex construct which covers two distinct perspectives. One is hedonic perspective which focuses on the subjective experience of happiness and life satisfaction, while another one is eudemonic perspective which focuses on the psychological functioning and self-realization (Rahman & Imran, 2013)

### Early adulthood

Adulthood is a period of human life span development in which full physical and intellectual maturity has been attained. In spite of the variation in the definitions and opinions, according to the Erik Erikson's stages of human development, a young/prime adult is generally a person aging from 20 to 40, where as an adolescent is a person aging from 13 to 19. A person in the middle adulthood ages from 40 to 60. For maturity, person should be 60 years old or older.

## Fundamental changes in Early Adulthood

In the period of early adulthood, most of the people complete school, choose a career and form a family relationship. Physically, in this period, people make the healthiest and peak performance. Cognitively, it is the time to grow up and make own life decisions. Socio-emotionally, it is the time to take own roles of independence, lifestyles, marriage and family. According to Erik Erikson's eight stages of development, early adulthood is the time of intimacy versus isolation. At this stage, one may get involved in an intimate relationship or isolate oneself. According to the literature, many areas of development are paramount during early adulthood. Some of these include: cognitive changes and transitions, changes in bodies, health, nutrition and exercise, sexuality and AIDs, substance abuse, mentoring and career development, friendship, gender issue, love, and intimate interaction.

## Literature Review

Since the 1930s within the United States and worldwide, many studies have been operated on the antecedents and outcome of perceived parental acceptance rejection for cognitive, emotional, behavioural, and healthy personality development of children and adults. The research on parent-child relations has found a consistent correlation between perceived parental rejection and psychological development and personality functioning of children and adults. Rohner and Britner (2002) provided some reliable evidence of worldwide correlations between parental acceptance rejection and some mental health issues (depression, conduct disorder, externalizing behaviours, delinquency, substance abuse etc.) based on the cross-cultural and intracultural studies.

The empirical study of parental acceptance rejection has started its journey on 1895s (Stogdil, 1937). To date there are 2000 studies are available on the topic (Rohner, 2004). We have found a fruitful early collection research papers on acceptance rejection from the Fels Research Institute in the 1930s and 1940s (Baldwin, Kalhourn & Breese, 1949). At the same time, the Smith College conducted some studies which also produced a long and useful series of research chapters on the effects of parental acceptance rejection (Witmer et al., 1938).

Baumrind's research program has introduced us (Baumrind, 1966, 1968, 1989, 1991) with a widely recognized conceptual model dealing with parenting prototypes, including the concepts of authoritative, authoritarian, permissive and neglecting parenting styles.

Baumrind's parenting prototypes have more controversy compared with any other single parenting model. The assumption of the authoritative parenting style produces the most competent children created the highest controversy. As a result, doubt is growing rapidly about whether authoritative parenting produces maximum developmental outcomes for such ethnic minorities as African Americans (Baumrind, 1972; Smetana, 2000), Chinese Americans (Chao, 1994), Hispanic Americans (Torres-Villa, 1995), Korean Americans (Kim & Rohner, 2002).

The results of a number of research summarized that the quality of parent-child relationships described by parental acceptance (love) and rejection (lack of love) is a major predictor of psychological functioning and development for both children and adults universally (Rohner 1975; 2002; Rohner and Rohner, 1980).

Many researchers have conducted studies on parental warmth that recognized parental warmth by expressing in both physical and verbal ways as a universal phenomenon (Rohner, 1986). Most probably it has also a universal connection with positive psychological outcomes, psychological well-being, self-esteem and academic achievement. On the other hand, absence or lack of parental warmth may also to have a universal connection with negative psychological outcomes, such as aggression, social misconduct, emotional unresponsiveness, and depressive symptoms (Greenberger and chen, 1996).

Exploring the issue of "rejection sensitivity", Downey & Feldman (1996) found that interpersonal rejection, especially; parental rejection in childhood leads the children to develop a heightened sensitivity of being rejected. In addition, their research also found that rejection sensitive children and adults often explain the minor or imagined insensitivity of significant others or the equivocal of significant others being intentional rejection. The result of a longitudinal study showed that the dimension of well-being experience (such as life satisfaction, personal efficacy) in adulthood is influenced by parent-child relationship in adolescence.

It was found in a meta-analysis of Khaleque and Rohner, 2002 that approximately 26% of the variability in children's psychological adjustment and 21% o of that variability in adults are accounted for by parental (paternal as well as maternal) acceptance rejection.

Substantial evidence draws the same concluding remarks that father's love (acceptance rejection) is as strong as mother's love in the development of children's behavioural and psychological problems along with the development of their sense of mental health and mental well-being. (Rohner, 1998; Veneziano, 2003)

The research work of Rohner and his colleagues is the most highly developed among the different research programmes on parental acceptance rejection. Internationally, almost 400 studies have been conducted on more than 60 nations including very major ethnic group in America (Rohner, 2004).

It is the expectation of PAR theory that children everywhere from accepting families are more likely than children everywhere from rejecting families to develop high self-esteem, competence, smooth management of hostility and aggression, adequate emotional responsiveness and emotional stability, less dependence and a positive worldview (Kim & Rohner, 2002, 2003; Rohner, 2004). Strong evidence supports the above expectation of PAR theory. According to this meta-analysis, parental acceptance is responsible for about 26% of the variability in children's psychological adjustment (Rohner, 2004).

A study conducted in Turkey, draws the similar concluding remarks with the former research works that suggests the probability of a universal correlation between individual's mental health status and their perception of acceptance rejection by parents and intimate adult partners (Varan, Rohner & Eryuksel, 2006).

Remembered parental acceptance built up an independent and significant contribution to women's adjustment among Japanese adults. In contrast, only remembered maternal acceptance built up an independent and significant contribution to men's adjustment (Rohner et al., 2008).

In Bangladesh, the study about parental acceptance rejection in childhood and their effect on psychological status and personality development in early adulthood is scanty. In review of literature, we found a very small number of studies regarding this issue. Among the studies, Jasmine and Uddin (2007) shows that paternal acceptance influences greatly in moulding offspring's adjustment quality in the context of Bangladesh. Another study of Nahar and sultana, 2008 on the relationship of parental rejection with anxiety and depression revealed

that parental, especially, maternal rejection greatly influences on offspring's mental health. Karmakar and Huque (2012) found that parental rejection might be a potential contributing factor to juvenile delinquency in Bangladesh. Hossain and Karmakar (2014) shows that social responsibility is significantly positively correlated with warmth dimension and significantly negatively correlated with the neglecting dimension of both mother's and father's perceived parenting style. From the above studies, Jasmine and Uddin (2007) only investigated the relationship between paternal acceptance and psychological adjustment. It should also be disclosed the relationship of maternal acceptance rejection and psychological adjustment. Din and Hoque (2013) identified significant influence of maternal rejection on developing low self-esteem and loneliness in early adulthood. These studies focused the influence of only one of the parents. But both of them play a significant role in parenting process. So, it was important to understand both maternal and paternal influence. Present study is an attempt regarding this issue. Moreover, other studies (Nahar and sultana 2008; Karmakar and Huque 2012; Hossain and Karmakar 2014) were conducted by using parental acceptance rejection as predictor variable and anxiety, depression, juvenile delinquency, social responsibility as criterion variable. Beyond those variables, the nature of psychological adjustment, coping strategies and mental well-being are also considered as good predictors of one's personality development and mental health that did not address in any psychological research in Bangladesh. So, the present study is undergone about the impact of parental acceptance rejection in childhood on psychological adjustment, coping strategies, and mental well-being in early adulthood to take an idea about their personality development and mental health.

### Rationale of the Study

A scanty number of empirical investigations are found in the context of Bangladesh to understand the relationship between parental acceptance rejection and children's personality development. Adulthood is an adjustment period because of facing new life pattern, playing new role and forming new identity in this new stage of life. Healthy personality development is very much helpful to handle these new life situations effectively. Thus, the present study is an effort to explore the relationship of parental acceptance rejection with psychological adjustment, coping strategies and mental well-being which are the major predictors of personality development. Hopefully, parents will get a message about the negative impact of parental rejection on children's personality development. It will help the parents to develop a new outlook to understand the appropriate parenting behaviour with their offspring which

will be also helpful in developing a desired personality development of their children. Additionally, the study will be able to enrich the PAR theory's personality and coping sub theory.

### Objectives of the study

The present study was conducted by setting up some objectives which are as follows:

1. To find out the existence of gender difference in parental rejection (paternal as well as maternal), psychological mal adjustment, adaptive coping, non-adaptive coping, and mental well-being.
2. To find out the correlation of maternal rejection in childhood and psychological status (psychological maladjustment, adaptive coping, non-adaptive coping, and mental well-being) in early adulthood.
3. To find out the correlation of paternal rejection in childhood and psychological status (psychological maladjustment, adaptive coping, non-adaptive coping, and mental well-being) in early adulthood.
4. To find out the effect of parental (maternal as well as paternal) rejection in childhood on psychological maladjustment.
5. To find out the effect of parental (maternal as well as paternal) rejection in childhood on adaptive coping in early adulthood.
6. To find out the effect of parental (maternal as well as paternal) rejection in childhood on non-adaptive coping in early adulthood.
7. To find out the effect of parental (maternal as well as paternal) rejection in childhood on mental well-being in early adulthood.



# Chapter Two

## *Method*

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- Sample
- Instruments used
- Description of the scales
- Reliability of the Scales
- Validity of the scales
- Scoring process of the scales
- Design
- Procedure

## Method

### Sample

The study sample consists of 500 young adults of which 250 were males and 250 were females. They were selected purposively and conveniently from different educational institutions. These were Dhaka University, Jahangirnagar University, Manarat International University, Green University of Bangladesh, Asha University, Gono Bishshobiddaloy, Daffodil International University, International University of Business, Agriculture & Technology (IUBAT), Govt. Edward University College, Dhaka College, Eden Mohila College, Govt. Titumir College, Savar University College, Dhaka Medical College, Bogra Medical College, Pabna Medical College, and IBN Sina Medical College. The range of the respondent's educational qualification was Hon's Ist year to masters and MBBS. One criterion used for selecting the respondents of the present study was that they lived with their parents at childhood at the age of 7-12 years while their age range was 20 to 27 during the survey.

### Instruments used

In the present study, the following instruments were used to collect data:

1. Demographic and Personal Information Questionnaire
2. Adult version of Parental Acceptance Rejection Questionnaire.
3. Adult version of the Personality Assessment Questionnaire
4. The translated and Adapted Bangla Version of the Coping Scale
5. Adapted Bangla version of the Warwick Edinburgh Mental Well-Being Scale (WEMWBS) (2006).

#### 1. Demographic and personal Information Questionnaire

A Demographic and Personal Information Questionnaire was used to collect personal demographic information of the respondents such as sex, age, number of siblings, birth order, current educational status, educational institution, parent's occupation, parent's educational qualification, monthly family income, socio economic status etc. (See appendix B for details).

## 2. Adult version of Parental Acceptance Rejection Questionnaire:

This scale was originally developed by Ronald P. Rohner in 2005 and adapted in Bangla by Jasmine, Uddin, and sultana in 2007. The American Psychological Association published the original version of the Adult PARQ in 1978 and it was revised in 1980, 2004 and 2005 (Rohner, 2005). Subsequently, the three versions of the PARQ have been developed: The Adult PARQ (Father and Mother form), The Child PARQ (Father and Mother form) and the Parent PARQ. In the present study, the standard form of Adult PARQ (Father and Mother form) was used. It was designed to evaluate individual's perception of parental acceptance or rejection. The standard form of Adult PARQ consists of 60 items which are distributed into four subscales: Warmth and Affection subscale consists of 20 items (items 1, 5, 8, 12, 15, 19, 22, 26, 29, 33, 36, 40, 43), Hostility/Aggression subscale consists of 15 items (items are 2, 6, 9, 13, 16, 20, 23, 27, 30, 34, 37, 41, 44, 48, and 51), Indifference/Neglect subscale consists of 15 items (items are 3, 7, 10, 14, 17, 21, 24, 28, 31, 35, 38, 42, 45, 49 and 52) and undifferentiated rejection subscale consists of 10 items (items are 4, 11, 18, 25, 32, 39, 46, 53, 56, and 59) (Details are attached in Appendix-C).

### Reliability of the Scale

The PARQ is available in more than 30 languages and universally the dialects have been used in over 300 studies in about 60 nations and ethnic groups. More recently, a meta-analysis of 7152 respondents from Africa, Asia, Europe, the Caribbean and major American ethnic groups revealed that the mean weighted effect size of coefficient alpha, aggregated across all versions of the measure, to be .8 (Khaleque & Rohner, 2002). Additionally, the mean of test-retest reliability across time periods ranging from three weeks through seven years (median 15 months) is .62 (Khaleque & Rohner, 2002). Split-half reliability coefficients of Adult PARQ/control for mother and father were found .89 and .94 respectively. Cronbach's Alpha coefficients of these two scales were found .92 and .95 respectively.

### Validity of the scale

The coefficient of correlations between Adult PARQ (Mother) and PAQ scale ( $r=.50$ ,  $\alpha=.01$ ); Adult PARQ (Father) and Adult PAQ scale ( $r =.94$ ,  $\alpha=.01$ ) indicate that Adult PARQ (Mother) and Adult PARQ (Father) have predictive validity. The relevant experts determined the content validity of Adult PARQ (Mother) and PARQ (Father) by their comments and recommendations. Moreover, both scales have face validity and discriminant validity.

## Scoring

The Adult PARQ is self-administering and four-point Likert type scale and the answering procedure is simple. It asks respondents to reflect their thinking of their parents treated them when they were about 7 through 12 years old. Respondents read all the statements and mark the appropriate comment for each statement from four choices: almost always true, sometimes true, rarely true, and almost never true. Respondents were given 4 for almost always true, 3 for sometimes true, 2 for rarely true, and 1 for almost never true in case of positive items. The reverse scoring was made in case of negative items. Scores on the four acceptance rejection subscales were summed (after reverse scoring of the entire warmth affection subscale) to create a reflection on perceived coldness and lack of affection. Different appropriate items of other subscales which produces an overall measure of perceived parental acceptance rejection ranges from a low of 60 (maximum perceived acceptance) and to a high of 240 (maximum perceived rejection). The PARQ (Father) is like the mother version in every aspect except that, instead of mother it reflects remembered acceptance of one's father.

The ideal form of Adult PARQ is designed in such a way that scores at or above 150 reveals the experience of significantly more rejection than acceptance. Scores between 140 and 149 reveal that respondents experienced high level rejection, but not more overall rejection than acceptance. The intermediate scores of 121 to 139 reveal the feelings of increasing but not yet serious love withdrawal (rejection). On the other hand, scores between 60 and 120 reveal individual's parental love.

## 3. Adult Version of Personality Assessment Questionnaire

The Adult PAQ is originally developed by Ronald P. Rohner and adapted in Bengali by Jasmine, Uddin, and Sultana in 2007. The PAQ was constructed theoretically in 1971 (Goldberg, 1972). While developing both versions of the PAQ, several theoretical pertinent factors were taken into consideration. Holocultural evidence (Rohner, 1975) shows that humans everywhere manifest in varying degrees of personality dispositions measured in the PAQ. It proves the universal applicability of PAQ scale. Two versions of the PAQ are available: the Adult PAQ and the Child PAQ. Adolescents and adults normally use the Adult PAQ. The standard form of Adult PAQ consists of 63 items which are distributed into seven subscales: Hostility/Aggression (items are 1, 8, 15, 22, 29, 36, 43, 50, and 57), Dependency

(items are 2, 9, 16, 23, 30, 37, 44, 51, and 58), Negative Self-Esteem (items are 3, 10, 17, 24, 31, 38, 45, 52, and 59), Negative Self Adequacy (items are 4, 11, 25, 32, 39, 46, 53, and 60), Emotional Unresponsiveness (items are 5, 12, 19, 26, 33, 40, 47, 54, and 61), Emotional Instability (items are 6, 13, 20, 27, 34, 41, 48, 55, and 62), and Negative Worldview (items are 7, 14, 21, 28, 35, 42, 49, 56, and 63). Each of the scales contains nine items (See Appendix D for details).

### Reliability of the scale

The Adult PAQ is available in 13 languages. The instrument has been used in more than 50 studies on five continents and among the most American ethnic groups. Meta-analysis of 252 adult respondents who used the adult PAQ revealed that the overall mean unweighted effect size of coefficient alpha is .90, and the overall mean weighted effect size of coefficient of alpha is .86 (Khaleque & Rohner, 2002). Moreover, the test-retest reliability coefficient of the original form of Adult PAQ is .76 across time periods of 12 through 18 months. The Split-half reliability co-efficient of Adult PAQ scale was found .902 ( $\alpha=.01$ ) and cronback alpha reliability coefficient of this scale was found .93.

### Validity of the scale

The adult PAQ scale had face validity, discriminant validity and predictive validity while internal consistency was also found in item analysis. Evidence about the validity and reliability of PAQ is summarized by Rohner (1986) and Rohner and Chaki Sirkar (1988).

### Scoring

Respondents had to response to the Adult PAQ items on a four-point Likert-type scale. An individual's overall self-reported psychological adjustment is achieved by summing the seven sub-scales scores after doing reverse scoring of the appropriate items. Scores of the Adult PAQ range from a low of 63 (indicating highly psychological adjustment) to a high of 252 (indicating serious psychological maladjustment). The score at or above the test's midpoint of 157 reveals individual's experience of being more psychologically maladjusted than adjusted.

## 4. The translated and Adapted Bangla Version of the Coping Scale

It was originally developed by Folkman and Lazarus in 1980 ((Folkman & Lazarus 1980) and translated and adapted in Bangla by Huque in 2004 (Huque, 2004). This scale was used to

measure self-report coping behaviour of the respondents. It is a self-report measure of coping strategies that has 22 items in the scale of which 15 items for measuring adaptive coping strategies and 7 items (item 7, 8, 9, 10, 11, 15, 19) for measuring non-adaptive coping. The items of the scale distributed to the following 11 subscales: problem solving, cognitive restructuring, confronting coping, express emotion, social support, problem avoidance, wishful thinking, social withdrawal, self-criticism, religion and acceptance. They are broadly classified into two categories-PFC (problem focused coping) and EFC (Emotion focused coping) (See Appendix E for details).

### Reliability of the Scale

The reliability of the translated version of the coping scale was reported as highly significant, ( $r=0.86$ ,  $\alpha<0.01$ ). Test-retest reliability of the Bangla version of each of the subscales was also reported as significant.

### Validity of the Scale

The scale has face validity, content validity and predictive validity. Internal consistency was also found in item analysis.

### Scoring

The coping scale is a 4 points Likert type scale with 1(I usually don't do this at all), 2 (I usually do this sometimes), 3 (I do this most of the time) and 4 (I do this always), although, in which no reverse scoring. The scores found in the item of adaptive coping are summed together to achieve a final score. Similarly, the scores found in the item of non-adaptive coping are also summed together to achieve a final score. The highest and lowest score of adaptive coping is 15 and 60 respectively. On the other hand, the highest and the lowest score of non-adaptive coping is 7 and 28 respectively.

## 5. Warwick Edinburgh Mental Well-being Scale (WEMWBS)

The WEMWBS is suitable for measuring mental well-being of general population. It was developed by the researchers at the University of Warwick and the University of Edinburgh, with the funding provided by NHS Health, Scotland for the measurement of mental well-being of adults in the UK. Later on, the scale was adapted in Bangla by Rahman and Imran in 2013 (Rahman & Imran, 2013).

WEMWBS was not designed or recommended as a screening instrument to detect mental illness. It represents positive attributes of well-being which covers both feeling and functioning perspective. Its psychometric properties are so robust that it is sensitive to the changes that occur in wellbeing promotion projects. All the validation studies have shown that WEMWBS is easy to complete and able to capture concepts of wellbeing which are familiar to general and minority populations. Additionally, the WEMWBS can distinguish between different population groups which are consistent with other population surveys. Strong psychometric performance and lack of floor and ceiling effects suggests that the original scale is suitable to use in measuring mental well-being at the population level.

Professionals of Bangladesh use some diagnostic tools to measure both positive and negative aspects of mental health due to unavailability of scale. So, it was the demand of time and context for the adaptation of the original WEMWBS into the Bengali language. It is felt so much important for the validation of the adapted Bengali Version of Warwick Edinburgh Mental Well-Being Scale (WEMWBS) into Bangladeshi culture (Details are attached in Appendix F).

### Reliability of the scale

The reliability coefficients of the Bangla version of WEMWBS were determined by Cronbach's Alpha, split-half reliability, and test-retest reliability methods. The Cronbach's Alpha and the split-half reliability co-efficient (using Spearman-Brown correlation formula) was found .77 and .86 respectively. The split-half reliability was also found the same (.86) after applying Guttman method. So, both of the reliabilities co-efficient proved the Bangla version of WEMWBS as a reliable scale to measure mental well-being.

### Validity of the Scale

#### Content Validity

The Bangla version of WEMWBS was developed in England. The back translations were checked by the authors at the University of Dhaka. The expert panel was comprised of the original scale developers and Bangla speaking people in Rockdale (England) who gave essential comments and suggestions to revise the wordings of the 14 items. The final Bangla version of the scale was prepared after checking and necessary editing. The content validity of adapted Bangla version of the scale was assured by the essential remarks.

## Construct validity

Convergent validity was used to determine the construct validity (external consistency). Convergent validity is assessed by comparing a proposed measure of a trait to another known conceptually similar standard measure. The total GHQ-12 scale score was significantly negatively correlated with that (total score) of WEMWBS ( $r = -0.534, p < 0.01$ ). The higher GHQ-12 scores indicate the lower mental well-being score and vice versa.

## Scoring

WEMWBS consists of 14-items which covers subjective well-being and psychological functioning of mental well-being. All of the items are recorded positively and address only positive aspects of mental health. The total score is calculated by summing the responses to each item answered on a 1 to 5 Likert-type optional choice format. 1 score is for 'none of the time' and 5 score is for 'all of the time'. The minimum possible score in this scale is 14 and the maximum score could be 70. Higher score indicates better mental well-being.

## Design

Cross sectional survey design was used in this present study.

## Procedure

Standard data collection procedure was followed in the present study to collect data by administering the above instruments individually to the members of the sample. Before administering the questionnaires, they were briefed about the general purpose of the study and necessary rapport was established. They were ensured that the investigation is purely academic and their responses to the questionnaires would be kept confidential. Then the questionnaire was administered individually to them. Before responding to the items of the questionnaire, along with verbal instructions, the participants were requested to make a silent reading of the standard printed written instructions. They were asked to response rapidly after reading the items of the questionnaire attentively. All necessary clarifications were made regarding the items. They were asked to give tick mark ( $\surd$ ) in the appropriate box. They were requested not to omit any item in the questionnaire and were told that there is no right and wrong answer and no time limit for answering. Generally, each participant takes 20-25 minutes to fill up the above questionnaires. After completion of their task, the questionnaires



were collected, and they were given lots of thanks for their sincere cooperation. All data were collected within one month.

# Chapter Three

## *Result*

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- Gender Differences in PARQ (Mother), PARQ (Father), PAQ, Adaptive Coping, Non-adaptive Coping and WEMWBS.
- Correlation of PARQ (Mother) with PAQ, Adaptive Coping, Non-adaptive Coping and WEMWBS
- Correlation of PARQ (Father) with PAQ, Adaptive Coping, Non-adaptive Coping and WEMWBS
- Regression of PARQ (Mother) and PARQ (Father) on PAQ (Psychological Maladjustment)
- Selected Statistics from Multiple Regression of PARQ (Mother) and PARQ (Father) on PAQ (Psychological Maladjustment)
- Regression of PARQ (Mother) and PARQ (Father) on Adaptive Coping
- Selected Statistics from Multiple Regression of PARQ (Mother) and PARQ (Father) on Adaptive Coping
- Regression of PARQ (Mother) and PARQ (Father) on Non- adaptive Coping
- Selected Statistics from Multiple Regression of PARQ (Mother) and PARQ (Father) on Non-adaptive Coping
- Regression of PARQ (Mother) and PARQ (Father) on WEMWBS
- Selected Statistics from Multiple Regression of PARQ (Mother) and PARQ (Father) on WEMWBS

## RESULT

The purpose of the present study was to investigate the relationship of parental (maternal as well as paternal) acceptance rejection with psychological status such as psychological maladjustment, adaptive coping strategies, non-adaptive coping strategies and mental well-being. In order to fulfill this purpose, data were collected from 500 young adults (Male=250 & Female=250, details are Appendix A). To analyse the collected data, mean, standard deviation, t-test, correlation co-efficient and regression analysis were used. The results of the present study are illustrated below:

Table 1: Gender Differences in PARQ (Mother), PARQ (Father), PAQ, Adaptive Coping, Non-adaptive Coping and WEMWBS.

	Gender	N	Mean	Standard Deviation	t	Sig. (2-tailed)
PARQ(Mother)	Male	250	124.46	22.58	3.11	.002
	Female	250	117.97	24.05		
PARQ(Father)	Male	250	128.44	25.29	3.43	.001
	Female	250	120.44	26.68		
PAQ	Male	250	154.52	14.30	1.88	.06
	female	250	151.72	18.68		
Adaptive Coping	Male	250	38.61	6.61	0.16	.86
	female	250	38.52	5.73		
Non-Adaptive Coping	Male	250	15.14	3.86	2.80	.005
	female	250	14.17	3.86		
WEMWBS	Male	250	48.77	11.67	0.33	.73
	female	250	48.43	11.18		

Table-1 indicates that there is a significant ( $t=3.11$ ) gender difference in PARQ (Mother). Mean value shows that male have more perceived rejection ( $\bar{x} = 124.46$ ) than their female counterparts ( $\bar{x}=117.97$ ). Significant gender difference ( $t=3.43$ ) is also observed in case of PARQ (Father). In this scale, male respondents also scored higher ( $\bar{x}=128.44$ ) than female

respondents ( $\bar{x}$ =120.44). The findings of the Table-1 show non-significant gender difference in PAQ and adaptive coping strategies while significant gender difference is revealed in non-adaptive coping strategies. Results show that male uses more ( $\bar{x}$ =15.14) non-adaptive coping strategies than female respondents ( $\bar{x}$ =14.17). In case of WEMWBS, no significant gender difference has been found between male and female respondents. Both types of the respondents have similar type of WEMWBS.

Table 2: Correlation of PARQ (Mother) with PAQ, Adaptive Coping, Non-adaptive Coping and WEMWBS

		PARQ (Mother)	PAQ	Adaptive Coping	Non- Adaptive Coping	WEMWBS
PARQ (Mother)	Pearson correlation	1	.24**	-.15**	.61**	-.22**
	Sig. (2-tailed)		.000	.001	.000	.000
	N	500	500	500	500	500

\*\*Correlation is significant at the .01 level (2-tailed)

The result presented in Table-2 depicts that the correlation between PARQ: (Mother) and PAQ (Psychological mal-adjustment) is positive (.24\*\*) and statistically significant. It means a person with higher scores in PARQ (Mother) scale will have higher scores in PAQ scale. In the same way, the result presented in Table-2 reveals that the association between PARQ (Mother) and adaptive coping is negative (-.15\*\*) and statistically significant. It means a person with higher scores in PARQ (Mother) will have lower scores in adaptive coping. Similarly, from the result presented in Table 2, it is also observed that the association between PARQ: Mother and non-adaptive coping is positive (.61\*\*) and statistically significant. It means a person with higher scores in PARQ (Mother) will score higher in non-adaptive coping. Finally, Table 2 also shows that the association between PARQ (Mother) and WEMWBS is negative (-.22\*\*) and statistically significant. It means higher scores in the scales measuring maternal acceptance rejection (PARQ: Mother) will have lower scores in WEMWBS score.

Table 3: Correlation of PARQ (Father) with PAQ, Adaptive Coping, Non-adaptive Coping and WEMWBS

		PARQ (Father)	PAQ	Adaptive Coping	Non- Adaptive Coping	WEMWBS
PARQ (Father)	Pearson correlation	1	.32**	-.13**	.24**	-.19**
	Sig. (2-tailed)		.000	.004	.000	.000
	N	500	500	500	500	500

\*\*Correlation is significant at the .01 level (2-tailed)

The result presented in Table-3 depicts that the correlation between PARQ (Father) and PAQ (Psychological mal-adjustment) is positive (.32\*\*) and statistically significant. It means a person with higher scores in PARQ (Father) will have higher scores in PAQ scale. In the same way, the result presented in Table-3 shows that the association between PARQ: Father and adaptive coping is negative (-.13\*\*) and statistically significant. It means higher scores in PARQ: (Father) scale will have lower scores in adaptive coping. Similarly, from the result presented in Table 3, we observe that the association between PARQ (Father) and non-adaptive coping is positive (.24\*\*) and statistically significant. It means higher scores in PARQ (Father) will have higher scores in non-adaptive coping. Finally, Table 3 also shows that the association between PARQ (Father) and WEMWBS is negative (-.19\*\*) and statistically significant. It means the higher the scores in PARQ (Father), the lower the scores in WEMWBS scale.

Table 4: Regression of PARQ (Mother) and PARQ (Father) on PAQ (Psychological Mal adjustment)

Predictors	Standardized Coefficient(β)	Beta	t	Significant Level
PARQ(Mother)	.13		2.79	.005
PARQ(Father)	.27		5.78	.000

Dependent variable: PAQ

In Table 4, PARQ: Mother and PARQ: Father were the predictor variable and PAQ (Psychological mal adjustment) was the criterion variable. The value of standardized beta ( $\beta=.13$ ) for PARQ (mother) reveals that if 1 standard deviation unit increases in PARQ(Mother) score, .13 standard deviation unit increases in PAQ score. Similarly, the value of standardized beta ( $\beta=.27$ ) for PARQ (Father) reveals that if 1 standard deviation unit increases in PARQ(Father) Score, .27 standard deviation unit increases in PAQ score.

Table 5: Selected Statistics from Multiple Regression of PARQ (Mother) and PARQ (Father) on PAQ (Psychological Mal adjustment)

Predictors	R	R <sup>2</sup>	F	Significant Level
PARQ: Mother	.24	.06	332.75	.000
PARQ: Father	.32	.10	59.69	.000

Table-5 shows that maternal acceptance-rejection can explain 6% of variability ( $R^2=.06$  for PARQ: Mother) in PAQ (Psychological Mal-adjustment). Similarly, Table-5 also shows that paternal acceptance-rejection can explain 10% of variability ( $R^2 =.10$  for PARQ: Father) in PAQ (Psychological Mal-adjustment).

Table-6: Regression of PARQ (Mother) and PARQ (Father) on Adaptive Coping

Predictors	Standardized Beta Coefficient( $\beta$ )	t	Significant Level
PARQ(Mother)	-.12	-2.44	.01
PARQ(Father)	-.07	-1.58	.11

Dependent variable: Adaptive Coping

In Table-6, PARQ (Mother) and PARQ (Father) were the predictor variable and adaptive coping was the criterion variable. The value of standardized beta ( $\beta= -.12$ ) for mother reveals that if 1 standard deviation unit increases in PARQ (Mother) score, .12 standard deviation unit decreases in adaptive coping score. Similarly, the value of standardized beta ( $\beta= -.07$ ) for PARQ(Father) reveals that if 1 standard deviation unit increases in PARQ (Father) Score, .07 standard deviation unit decreases in adaptive coping score.

Table 7: Selected Statistics from Multiple Regression of PARQ (Mother) and PARQ (Father) on Adaptive Coping

Predictors	R	R <sup>2</sup>	F	Significant Level
PARQ: Mother	.15	.02	12.06	.001
PARQ: Father	.13	.01	8.56	.004

Table-7 shows that maternal acceptance-rejection can explain 2% of variability ( $R^2=.02$  for PARQ: Mother) in adaptive coping. Similarly, Table 7 also shows that paternal acceptance-rejection can explain 1% of variability ( $R^2 =.01$  for PARQ: Father) in adaptive coping.

Table 8: Regression of PARQ (Mother) and PARQ (Father) on Non- adaptive Coping

Predictors	Standardized Beta Coefficient( $\beta$ )	t	Significant Level
PARQ(Mother)	.07	1.61	.10
PARQ(Father)	.20	4.30	.00

Dependent variable: Non- Adaptive Coping

In Table-8, PARQ (Mother) and PARQ (Father) were the predictor variable and non-adaptive coping was the criterion variable. The value of standardized beta ( $\beta=-.07$ ) for PARQ(Mother) reveals that if 1 standard deviation unit increases in PARQ (Mother) score, .07 standard deviation unit increases in non-adaptive coping score. Similarly, the value of standardized beta ( $\beta=.20$ ) for PARQ (Father) reveals that if 1 standard deviation unit increases in PARQ (Father) score, .20 standard deviation unit increases in non-adaptive coping score.

Table 9: Selected Statistics from Multiple Regression of PARQ (Mother) and PARQ (Father) on Non-adaptive Coping

Predictors	R	R <sup>2</sup>	F	Significant Level
PARQ:Mother	.16	.02	14.52	.00
PARQ:Father	.24	.05	30.80	.00

Table-9 shows that maternal acceptance rejection can explain 2% of variability ( $R^2 =.02$  for PARQ: Mother) in non-adaptive coping. Similarly, Table 9 also shows that paternal

acceptance rejection can explain 5% of variability ( $R^2=.05$  for PARQ: Father) in non-adaptive coping.

Table-10: Regression of PARQ (Mother) and PARQ (Father) on WEMWBS

Predictors	Standardized Coefficient( $\beta$ )	Beta	t	Significant Level
PARQ(Mother)	-.17		-3.65	.00
PARQ(Father)	-.11		-2.37	.01

Dependent variable: WEMWBS

In Table-10, PARQ (Mother) and PARQ (Father) were the predictor variable and WEMWBS was the criterion variable. The value of standardized beta ( $\beta= -.17$ ) for PARQ (Mother) reveals that if 1 standard deviation unit increases in PARQ (Mother) score, .17 standard deviation unit decreases in WEMWBS score. Similarly, the value of standardized beta ( $\beta= -.11$ ) for PARQ (Father) reveals that if 1 standard deviation unit increases in PARQ (Father) Score, .11 standard deviation unit decreases in WEMWBS score.

Table 11: Selected Statistics from Multiple Regression of PARQ (Mother) and PARQ (Father) on WEMWBS

Predictors	R	$R^2$	F	Significant Level
PARQ(Mother)	.22	.05	26.84	.00
PARQ(Father)	.19	.03	18.92	.00

Table-11 shows that maternal acceptance-rejection can explain 5% of variability ( $R^2) =.05$  for PARQ: Mother) in WEMWBS. Similarly, Table 11 also shows that paternal acceptance-rejection can explain 3% of variability ( $R^2 =.03$  for PARQ: Father) in WEMWBS.



# Chapter Four

## *Discussion and Conclusion*

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- Discussion on the finding
- Limitations of the study
- Implications of the findings
- Concluding Remarks
- Recommendations

## Discussion & Conclusion

The objective of the present study was to find out the correlation of parental (maternal as well as paternal) rejection in childhood and psychological status (psychological mal-adjustment, adaptive coping, non-adaptive coping, and mental well-being) in early adulthood along with to identify the existence of gender difference in these variables. To investigate the retrospective effect of parental (maternal as well as paternal) rejection in childhood on psychological status of young adults in early adulthood was another objective of the current study. In order to achieve these objectives, the present study was conducted on 500 young adults. Among them 250 were male and 250 were female. All of them were selected by using purposive and convenient sampling technique from different educational institutions of Bangladesh. Demographic and Personal Information Questionnaire, Adapted Bangla Version of Adult Parental Acceptance Rejection Questionnaire, Adapted Bangla Version of Adult Personality Assessment Questionnaire, Translated and Adapted Bangla Version of the Coping Scale, Adapted Bangla Version of the Warwick Edinburgh Mental Well-being Scale were used to collect data for the current study. Following standard procedures, these scales were administered to the mentioned number of young adults to draw a conclusion about the objectives of the study. The obtained data were analysed by using mean, standard deviation, t-test, correlation co-efficient and regression analysis. Consistent with previous findings in different cultures, the present study identified parental (maternal as well as paternal) rejection in childhood as a good predictor of psychological mal adjustment, adaptive coping, non-adaptive coping, and mental well-being in early adulthood. For convenience, the important features of the findings are discussed below in an organized fashion:

### Discussion on the findings

Table-1 indicates that male have more perceived maternal rejection score ( $\bar{X} = 124.46$ ) than their female counterparts ( $\bar{X} = 117.97$ ). Significant gender difference ( $t=3.43$ ) is also observed in case of PARQ (Father). Male respondents also scored higher ( $\bar{X} = 128.44$ ) than female respondents ( $\bar{X}=120.44$ ) in perceived paternal rejection score. Naturally, male children are more hyperactive and aggressive than female children. They disturb their parents more than their female children. So, sometimes parents feel annoyed to handle them and reject them by showing some behaviours unintentionally. That's why, male children feel more rejected by their parents than female children and the effect of this parental rejection leads them to faulty development in early adulthood. Gender difference is also observed in the study of Dwairy

(2004). He found that parental behaviour towards girls was more authoritative and less authoritarian than boys. This means men perceive more rejection than female. The findings of the Table-1 also show non-significant gender difference in PAQ ( $t=1.88$ ) and adaptive coping strategies ( $t=0.16$ ). Men and women pass same type of stressors, and they have same type of threat appraisals. As a result, they would cope with the stress in the same way and their psychological adjustment is going to be scored the same. This result supports the prediction of the role constraint theory of Rosario et al. (1988). The role constraint hypothesis follows a basic prediction. Men and women have to perform the same role or gather same experience about the same type of stressors. As a result, gender differences in coping will be absent. But significant gender difference is revealed in non-adaptive coping strategies ( $t=2.80$ ). Results show that male uses more ( $\bar{X}=15.14$ ) non-adaptive coping strategies than female respondents ( $\bar{X}=14.17$ ). In a stressful situation, male use less social support seeking, problem solving and internalizing emotion regulation behaviour than female. So, they use non-adaptive coping to minimize the situation. Some older researchers have made the same generalization that men are more likely to use problem based coping strategies or engage in avoidance or denial than women (Pearlin & Schooler, 1978; Stone & Neale, 1984; Veroff, Kulka, & Douvan, 1981). In case of WEMWBS, no significant gender difference has been found between male and female respondents ( $t=.33$ ). Both types of the respondents have similar type of WEMWBS. Gender discrimination is going to be eliminated from society. Male and female get similar treatment from society in many circumstances. As a result, the condition of their mental well-being is nearly the same. The presence of mental disorder indicates the nature of mental well-being. In a study of Sansone & Sansone (2011), found no marked differences in the diagnosis rates of disorders like schizophrenia, border line personality disorder, and bipolar disorder between male and female.

As demonstrated in the present study in Table-2, psychological maladjustment and non-adaptive coping in early adulthood was positively correlated with maternal rejection ( $r=.24^{**}$  &  $r=.61^{**}$  respectively) in childhood and the correlation was significant. This means the more the maternal rejection in childhood, the more the psychological maladjustment and non-adaptive coping in early adulthood. Mothers are too busy with their household affairs. Because of their business, sometimes they do not teach their children the right thing in the right time. Their children are failed to meet the situational demands. So, they are forwarded to psychologically maladjusted behaviour. The result supports the previous study of Khaleque and Rohner (2012). In this study, it was found that children's perception of acceptance

rejection from both fathers and mothers independently contributed to the explanation of adult's psychological adjustment across different countries and cultures. Children view themselves negatively and make them isolated from society after the experience of rejection by their mothers and thus they form non adaptive coping. Many theoretical views (e.g., Freud, 1910; Bowlby, 1973, Rohner, 1986; Young, 1999) have their different explanations, but they agree on a same idea that one's adult life is very much affected by one's various childhood experiences. This result is another proof of their agreement.

Table-2 also shows that the correlation between adaptive coping and mental well-being with PARQ (Mother) ( $r = -.15^{**}$  &  $r = -.22^{**}$ , respectively) was negative and the correlation was significant. This means the higher the maternal rejection score, the lower the adaptive coping and mental well-being score. Mothers have to play most of the parental responsibilities of their children besides maintaining the full household affairs. Sometimes they ignore their children unintentionally. But the children feel themselves rejected without being rejected. It affects their main pathways of being mentally good. When the brain receives wrong information about maternal behaviour, they are going to build up an ill mental health and there is an absence of adaptive behaviour among them. The result is like the findings of Gerhardt (2004). He found that adaptive child development is constructed by the feeling of one's parental acceptance. Numerous studies have also found that when a daughter perceives her mother as rejecting towards her in her time of need, she loses her self-confidence, becomes confused, even though her identity is also questioned, and she is worried about the altered behaviour on those she relies (Hartley-Brewer 2001).

From the result of Table-3, it is shown that PARQ (Father) has significant positive correlation with PAQ ( $r = .32^{**}$ ) and non-adaptive coping ( $r = .24^{**}$ ) and the correlation is significant. It means the higher the PARQ (Father) score, the higher the PAQ and non-adaptive coping score. Generally, it has been assumed that there is a connection between children's psychological adjustment and parent-child relationships, especially with the caring pattern of parents for their children. In most cases, fathers are psychologically unavailable to their children. They do not spend quality time with them. The children do not learn how to cope in a stressful situation from their father. As a result, they are adapted to non-adaptive and psychologically maladjusted behaviour. These findings support the main theme of schema model. Schema model is surrounded by the idea that when the core emotional needs are not satisfied in early childhood, then the early maladaptive schemas are developed. As a result,

parenting behaviour plays a strong role in the construction of early maladaptive schemas (Young et al; 2003). Similarly, Table 3 also shows that PARQ (Father) has significant negative correlation with adaptive coping ( $r = -.13^{**}$ ) and WEMWBS ( $r = -.19^{**}$ ) and the correlation was significant. In Bangladesh, fathers are all in all in a family, and they play as a role model in front of their children. The fathers spend most of the time outside of their home. After coming home from work, they are too tired to give their children enough time. So, they ignore them. Then the children feel neglected, and this affects their mental health. As a result, they are failed to go through the right adaptation process. Several studies have tried to establish a connection between the coping strategies and the parent's interaction pattern with the children. These studies indicate that warmth and intimate communication pattern with children forecast that action strategies will be more used in case of dealing with problem (Herman & McHale, 1993). The result also supports the study of Restifo & Bogesl (2009). After conducting the research in western societies, they reported that warm, loving, and caring parenting practices in childhood helped to faster the development of healthy self-esteem in children. Not only that this can also increase the possibility of their psychological well-being as young adults.

From Table 4, it is observed that the value of standardized co-efficient for PARQ: Mother is .13 and for PARQ: Father, it is .27 in case of psychological maladjustment. This result reveals that if 1 standard deviation unit increases in PARQ: Mother score, .13 standard deviation unit increases in psychological maladjustment score. Similarly, if 1 standard deviation unit increases in PARQ: Father Score, .27 standard deviation unit increases in psychological maladjustment score. Family plays a key role in the system where human's life span development takes place. Nobody has any confusion about the crucial role of parenting practices in this developmental process. So, parental acceptance rejection is a vital determinant of psychological adjustment of their children. Some previous studies have also made a significant linkage between parental warmth and the psychological adjustment of adults (Barber et al. 2005; Heider et al. 2006). The result is also like the previous study of Calkins et al. (1998) and Rubins & Burgess (2002), which revealed that parental over protection and rejection might have negative impacts on the development of healthy mental well-being.

Table-5 shows that maternal acceptance rejection can explain 6% of variability ( $R^2 = .06$  for PARQ: Mother) and paternal acceptance rejection can explain 10% of variability ( $R^2 = .10$  for

PARQ: Father) in psychological maladjustment. In the socialization process during childhood, not only peer group play a major role for a child, but also the family is considered as an important source of support, reference, and education. Parents are the main figures to form a family. So, parental acceptance rejection plays a significant role to make a child psychologically adjusted. This result supports the previous findings of Lengua & Kovacs (2005). Parenting was identified as one of the most important influential factors in children's and adolescent's psychological adjustment in their studies (Lengua & Kovacs, 2005, Rodriguez et al. 2012). Another study made an association between parental acceptance and greater psychological adjustment. On the other hand, a significant association is also found between parental rejection and psychological disorders (Dwairy, 2010). Some other studies also show that the psychological and social adjustment of children and adolescents is dependent on the relationships with their parents based on acceptance or rejection (Gracia et al. 2005, Rohner 2004).

From Table-6, it is observed that the value of standardized co-efficient for PARQ (Mother) is -.12 and for PARQ (Father), it is -.07 in case of adaptive coping. This result reveals that if 1 standard deviation unit increases in PARQ (Mother) score, .12 standard deviation unit decreases in adaptive coping score. Similarly, if 1 standard deviation unit increases in PARQ (Father) Score, .07 standard deviation unit decreases in adaptive coping score. Parents are the person from whom children learn how to cope in a stressful situation. So, parental acceptance rejection selects the type of coping strategies of children. These findings are replicated to the findings of Kliewer et al. (1994). Although research on the socialization of coping in children and adolescents is still in its early ages, but they considered parenting behaviour as an influential factor through which parents are thought to influence their children's coping strategies.

Table-7 shows that maternal acceptance rejection can explain 2% of variability ( $R^2=.02$  for PARQ: Mother) in adaptive coping. Similarly, Table-7 also shows that paternal acceptance rejection can explain 1% of variability ( $R^2=.01$  for PARQ: Father) in adaptive coping. Parental figures shape the main pathways of their children's personality development. Nature of coping strategies is an important element of one's personality. Cognitive model emphasizes more on the adolescent's perception about the type of relationship with their parents rather than their behaviour as an influential determinant to select the nature of their behaviour (Richaud de Minzi, 2005). As a result, children's perception of their parental

support is associated with an increase of their self-esteem, social integration, perception, control and effectiveness of coping strategies.

In Table-8, the value of standardized beta ( $\beta=.07$ ) for PARQ (Mother) reveals that if 1 standard deviation unit increases in PARQ (Mother) score, .07 standard deviation unit increases in non-adaptive coping score. Similarly, the value of standardized beta ( $\beta=.20$ ) for PARQ (Father) reveals that if 1 standard deviation unit increases in PARQ (Father) Score, .20 standard deviation unit increases in non-adaptive coping score. This indicates that parental acceptance rejection is an important predictor of developing non-adaptive coping. Parents play the role of central teachers of their children throughout their developmental years. Previous research suggests that the likelihood of children's engagement in maladaptive coping strategies may be increased by negative parental actions. Wolfradt et.al (2003) suggested that in the time of facing with stressors, the children who receive parental acceptance might be engaged in more adaptive coping strategies.

Table-9 shows that maternal acceptance rejection can explain 2% of variability ( $R^2=.02$  for PARQ: Mother) in non-adaptive coping. Similarly, Table-9 also shows that paternal acceptance rejection can explain 5% of variability ( $R^2 =.05$  for PARQ: Father) in non-adaptive coping. There are a great number of socializing agents (such as peers, siblings, and teachers) in children's lives that may interfere to the development of their coping. But to date, the most extensive research has made a central focus on the role of parents (Zimmer-Gembeck & Locke, 2007). According to Bradley (2007), the family is thought to be the earliest and most salient context which helps children to acquire strategies for the response and adaptation to stress.

In Table-10, the value of standardized beta ( $\beta= -.17$ ) for mother reveals that if 1 standard deviation unit increases in PARQ (Mother) score, .17 standard deviation unit decreases in WEMWBS score. Similarly, the value of standardized beta ( $\beta= -.11$ ) for father reveals that if 1 standard deviation unit increases in PARQ (Father) score, .11 standard deviation unit decreases in WEMWBS score. This result indicates that parental rejection creates a barrier to the development of better mental well-being. Positive mental health helps to maintain sound mental health status. A sound mental health is very essential for a person for the effective management of daily stresses of his/her life, and it is also an important component of total health. Scientific research shows parental warmth as a positive predictor of a host of

indicators of positive development (Maccoby & Martin, 1983), including adolescent's school performance, adaptive coping strategies (Herman & Mchale, 1993), secure attachment (Gungor & Bornstein, 2010) and pro-social behaviour (Kestenbaum et al. 1989).

Table-11 shows that maternal acceptance rejection can explain 5% of variability ( $R^2 = .05$  for PARQ: Mother) in WEMWBS. Similarly, Table-11 also shows that paternal acceptance rejection can explain 3% of variability ( $R^2 = .03$  for PARQ: Father) in WEMWBS. Parents play a crucial role in the total personality development of a child that makes them competent and confident throughout their life course. According to Baumrind (1971), a core dimension of parenting is the expression of parents towards their children, including warmth and hostility. So, parental acceptance rejection significantly helps for the construction of a better mental well-being. Several number of studies have been conducted for the exploration of the relation of parental acceptance rejection, mental health, and self-efficacy in various cultures. A meta-analysis of 43 studies drawn from 7,563 respondents in 15 countries (Khaleque & Rohner, 2002) confirmed the hypothesis about the association between perceived parental acceptance and psychological adjustment (or mental health) of both children and adults. PAR theory expects that children from loving or accepting families are more likely than children from unloving or rejecting families to feel good about themselves, feel competent, have less problems with the management of hostility and aggression, have adequate emotional responsiveness and emotional stability, have less dependence, and have a positive worldview (Kim & Rohner, 2002, 2003; Rohner, 2004). Strong evidence supports these expectations. The result of the present study is similar to the findings that state that parenting styles, particularly authoritarian or emotionally cold parenting, have a consistent linkage to the subsequent mental health problems in adulthood. (Parker, 1979).

### Limitations of the study

The present study tried to maintain a sound methodology for the data collection and analysis of collected data. Despite this, the study is not free from certain limitations. Following major limitations of the current study can be considered:

First, this research work was forwarded to explore the relationship of parental acceptance rejection in childhood with psychological status in early adulthood. It remains unclear that



who of father or mother has relatively greater impact on children's healthy personality development? This means comparative study is absence here.

Second, only university and medical students were included as sample and major segments of the society were ignored. So, it was not representative. Along with this, sample size was too small (N=500) that it was not adequate. It should have been larger to reach at a definite conclusion.

Third, the administered questionnaire was very large. It was difficult for a participant to fill up the questionnaire with full concentration at a time. As a result, some participants showed bored attitude while filling up the questionnaire. It is not impossible that they may answer the questionnaire inattentively.

Fourth, some participants did not express their feelings properly. They gave inaccurate information. Biasness is a limitation of self-report questionnaires, and the accuracy of reports cannot be verified.

Finally, this was a quantitative rather than qualitative study because of using questionnaires rather than interviews.

### Implications of the findings

Although the present study is not free from several limitations, but it works as an important contribution to different areas. Some of them are described below:

First, in the empirical vein, it adds to the literature by finding a relationship between parental (maternal as well as paternal) rejection and their children's psychological adjustment, coping strategies and mental well-being. By uncovering the fundamental role of parental (maternal as well as paternal) rejection on children's personality development, the present study helps the psychologists to understand and respond to the relation between parental (maternal as well as paternal) rejection and psychological maladjustment, adaptive coping, non-adaptive coping and mental well-being of their children.

Second, though parenthood is one of the most important and demanding commitments, yet adults are usually ill prepared for it. The present study will be able to help the parents to practice appropriate parental behaviours, so that children perceive them as accepting. So, it is important to arrange available special programs, such as, parenting effectiveness training, a variety of sophisticated books, make policies and programs of prevention, intervention and treatment.

Third, childhood is a very crucial time, because many determinants of the personality development take a final shape and individuals take an identity in this stage. Any wrong step may lead them to choose a wrong path and land in a dark hole.

Fourth, the experts who are trying to improve the general psychological well-being of young adults may use the results of this study to consider evidence-based interventions which are designed to increase psychological adjustment, adaptive coping, and mental well-being.

Final, the findings of this research are hoped to carry the supportive result as a substantial amount of research found. For example, according to Rohner, the quality of parent-child relationships characterized by parental (maternal as well as paternal) acceptance (love) and rejection (lack of love) plays as a major determinant role of psychological development and functioning for both children and adult worldwide (Rohner, 1975, 2002; Rohner and Rohner, 1980)

Additionally, hopefully this study will be able to contribute to the enrichment of the existing PAR theory's personality sub theory and coping sub theory by providing more information about the relationship of parental (maternal as well as paternal) rejection with psychological adjustment, coping strategies and mental well-being.

### Concluding Remarks

This is widely recognized that children need support and care not only for their physical growth, but also for their sound personality development. Family is a main setting where children are grown up and protected from any kind of insecurity about their fundamental rights. Parents help to provide the most immediate and the most important environment for the children where they can develop their full capacities for a smooth physical and personality development. Additionally, children's first significant relationships are developed in this primary place.

The current study helps to provide some empirical evidence about the parental contribution to the children's overall personality development. People must face with several stressors and challenges in every stages of life. Even infants need to modify their environment in simple and primitive ways for their adaptation. The components of their personality development take a final shape as children grow older. The core of Bangladeshi family relationship is based on the close affectional bond between parents and their children. Most of the time,

mothers spend more time with children than the fathers because of high level of paternal psychological non-availability in Bangladeshi child rearing.

But paternal behaviour is as necessary as maternal behaviour in healthy personality development of children. As a result, parental (maternal as well as paternal) rejected behaviour in childhood (7-12 years) has a significant impact on psychological adjustment, coping strategies and mental well-being in early adulthood.

Children and adults who experience significant rejections by their parents may feel many destructive emotions which may become severely painful. This type of rejected persons loses their patience if they are rejected further. Therefore, certain deviation in parental (maternal as well as paternal) behaviour can have profound impact on children's subsequent abilities to cope with stressors of life, which lead to develop psychological mal adjustment, non-adaptive coping, and ill mental well-being in early adulthood.

The prediction was that parental (maternal as well as paternal) rejection would be associated with psychological mal adjustment, adaptive coping, non-adaptive coping, and mental well-being. Consistent with expectations, parental (maternal as well as paternal) rejection was found to be positively correlated with psychological mal adjustment and non-adaptive coping. On the other hand, it was also found to be negatively correlated with adaptive coping and mental well-being. The result suggests that the close affectional bond between parents and children develop psychological adjustment, adaptive coping, and mental well-being. Furthermore, we can conclude that parental (maternal as well as paternal) involvement at the age of 7 to 12 years has significant contribution to their children's healthy personality development.

### Recommendations

Not only the number of research regarding this issue is relatively small, but also most of them come from the western countries. So, it may be suggested for further in-depth research in this area by using a large and representative sample from different socio-economic backgrounds and from different areas of Bangladesh. Further research should be designed to find out more variables such as stepmother, working mother, socio-economic factors, religion, school influences, sibling relationships, parental marital adjustment, stress, anxiety, depression,

loneliness, locus of control which may be helpful to take proper measures for this vulnerable age (7-12 years) to ensure a healthy and happy development, so that they can work as resources of the society. It also creates an argument that the problem of researching young adult's psychological adjustment, coping strategies and mental well-being in relation to parental (maternal as well as paternal) acceptance rejection is too vast to be dealt with in such a short research. However, it allows us to understand further inquiry and investigation.

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## Appendices

Appendix- A: Raw data tables

Appendix B: Demographic and Personal Information Questionnaire

Appendix C: Adult version of Parental Acceptance Rejection Questionnaire

Appendix D: Adult version of the Personality Assessment Questionnaire

Appendix E: The Translated and Adapted Bangla version of the Coping Scale

Appendix F: Adapted Bangla version of the Warwick Edinburgh Mental Well-Being Scale (WEMWBS) (2006).

Appendix- A: Raw data tables

Serial	Gender (M/F)	Data Source	PARQ (Mother)	PARQ (Father)	Adaptive Coping	Non -Adaptive Coping	PAQ	WEMWBS
1	M	M.C	153	156	45	21	146	56
2	M	M.C	158	134	31	13	153	34
3	M	M.C	122	133	38	14	143	47
4	M	M.C	126	89	43	13	140	39
5	M	M.C	124	98	47	14	154	58
6	M	M.C	116	108	47	16	148	14
7	M	M.C	106	104	43	15	151	65
8	M	M.C	99	90	45	11	114	70
9	M	M.C	145	168	36	17	163	39
10	M	M.C	121	126	33	16	176	31
11	M	M.C	110	115	32	13	164	50
12	M	M.C	131	132	29	17	158	40
13	M	M.C	135	160	31	15	182	31
14	M	M.C	108	102	37	13	135	51
15	M	M.C	110	107	37	14	131	67
16	M	M.C	102	94	44	11	143	56
17	M	M.C	208	102	46	23	176	52
18	M	M.C	119	137	46	23	142	66
19	M	M.C	162	176	26	11	170	26
20	M	M.C	150	163	37	19	184	30
21	M	M.C	125	153	28	14	175	56
22	M	M.C	106	90	43	13	140	38
23	M	M.C	107	169	32	21	165	53
24	M	M.C	105	116	37	14	142	35
25	M	M.C	120	176	37	17	167	26
26	M	M.C	106	164	32	19	163	54
27	M	M.C	123	150	37	14	144	39
28	M	M.C	133	122	40	14	157	43
29	M	M.C	107	91	43	16	139	38
30	M	M.C	122	107	40	10	159	44
31	M	M.C	134	121	37	14	171	34
32	M	M.C	94	103	37	18	163	55
33	M	M.C	118	110	36	10	153	43
34	M	M.C	152	113	36	11	153	40
35	M	M.C	110	133	46	15	171	27
36	M	M.C	140	159	39	18	156	41
37	M	M.C	119	105	40	10	161	44
38	M	M.C	136	136	36	17	161	41
39	M	M.C	107	119	36	12	148	43
40	M	M.C	108	104	39	10	128	37
41	M	M.C	118	155	33	18	179	37

Serial	Gender (M/F)	Data Source	PARQ (Mother)	PARQ (Father)	Adaptive Coping	Non -Adaptive Coping	PAQ	WEMWBS
42	M	M.C	115	142	45	13	162	59
43	M	M.C	125	142	38	10	138	51
44	M	M.C	105	108	44	14	165	45
45	M	M.C	130	145	42	19	155	47
46	M	M.C	116	103	39	14	147	26
47	M	M.C	114	111	33	13	159	51
48	M	M.C	103	112	35	12	151	41
49	M	M.C	101	97	40	10	146	52
50	M	M.C	101	122	48	24	178	45
51	F	M.C	154	147	42	14	149	54
52	F	M.C	95	95	45	17	154	28
53	F	M.C	97	107	38	12	142	35
54	F	M.C	146	123	35	10	154	43
55	F	M.C	124	111	35	12	158	29
56	F	M.C	108	131	39	15	166	31
57	F	M.C	103	118	48	15	121	61
58	F	M.C	110	116	37	15	160	39
59	F	M.C	96	88	38	13	154	54
60	F	M.C	118	129	37	15	166	53
61	F	M.C	94	92	46	21	160	50
62	F	M.C	96	111	46	13	151	48
63	F	M.C	109	100	38	13	146	53
64	F	M.C	150	111	35	10	153	43
65	F	M.C	122	122	36	12	140	47
66	F	M.C	102	125	34	13	146	35
67	F	M.C	106	95	35	9	138	58
68	F	M.C	134	114	36	10	154	39
69	F	M.C	149	111	35	10	152	39
70	F	M.C	100	93	43	10	130	66
71	F	M.C	127	89	41	15	160	54
72	F	M.C	138	115	36	10	156	38
73	F	M.C	145	126	47	19	137	60
74	F	M.C	94	93	38	11	137	55
75	F	M.C	106	97	37	17	128	70
76	F	M.C	100	92	39	9	166	38
77	F	M.C	141	110	36	10	156	39
78	F	M.C	139	133	44	18	161	42
79	F	M.C	166	143	34	14	174	29
80	F	M.C	97	88	34	13	141	45
81	F	M.C	90	84	35	9	119	46
82	F	M.C	130	99	36	16	156	37
83	F	M.C	87	85	43	13	141	52
84	F	M.C	117	129	37	15	169	53



Serial	Gender (M/F)	Data Source	PARQ (Mother)	PARQ (Father)	Adaptive Coping	Non -Adaptive Coping	PAQ	WEMWBS
85	F	M.C	113	117	49	17	159	55
86	F	M.C	118	117	30	11	160	38
87	F	M.C	109	104	40	15	138	64
88	F	M.C	113	94	34	13	162	44
89	F	M.C	96	127	43	14	162	51
90	F	M.C	118	100	41	13	155	53
91	F	M.C	106	90	36	9	130	62
92	F	M.C	102	109	35	12	146	56
93	F	M.C	142	165	49	16	181	46
94	F	M.C	103	104	45	12	169	51
95	F	M.C	121	124	34	17	163	35
96	F	M.C	103	99	36	9	121	54
97	F	M.C	116	106	50	21	140	67
98	F	M.C	93	94	37	20	153	56
99	F	M.C	94	97	46	7	24	70
100	F	M.C	99	130	43	13	137	52
101	M	J.U	103	143	38	19	164	37
102	M	J.U	127	101	46	19	201	30
103	M	J.U	105	102	35	12	141	51
104	M	J.U	129	161	28	12	143	46
105	M	J.U	103	107	37	14	143	51
106	M	J.U	123	146	37	10	132	67
107	M	J.U	98	94	36	13	143	58
108	M	J.U	110	125	31	11	143	31
109	M	J.U	144	143	32	21	176	37
110	M	J.U	138	148	48	19	162	47
111	M	J.U	129	140	34	11	152	48
112	M	J.U	46	49	39	15	149	54
113	M	J.U	131	121	47	15	175	59
114	M	J.U	144	143	37	14	163	49
115	M	J.U	106	140	30	19	142	46
116	M	J.U	167	164	30	17	155	41
117	M	J.U	138	119	40	14	134	63
118	M	J.U	105	115	41	12	149	53
119	M	J.U	181	140	41	18	127	64
120	M	J.U	165	151	33	13	165	37
121	M	J.U	159	135	39	19	173	47
122	M	J.U	140	147	37	15	173	32
123	M	J.U	121	126	46	16	151	29
124	M	J.U	143	150	31	15	161	50
125	M	J.U	120	127	46	22	170	61
126	M	J.U	119	161	33	10	126	47
127	M	J.U	124	124	51	12	165	63

Serial	Gender (M/F)	Data Source	PARQ (Mother)	PARQ (Father)	Adaptive Coping	Non -Adaptive Coping	PAQ	WEMWBS
128	M	J.U	120	119	37	17	155	50
129	M	J.U	110	103	44	15	168	48
130	M	J.U	202	135	27	14	173	31
131	M	J.U	101	144	45	19	160	46
132	M	J.U	113	109	26	16	153	60
133	M	J.U	109	102	38	17	149	60
134	M	J.U	129	115	39	15	157	50
135	M	J.U	114	121	47	16	162	60
136	M	J.U	103	145	30	12	134	58
137	M	J.U	106	106	41	7	138	57
138	M	J.U	97	87	48	10	120	43
139	M	J.U	116	133	22	11	153	34
140	M	J.U	104	108	40	15	146	58
141	M	J.U	105	112	47	12	147	62
142	M	J.U	113	106	44	13	139	51
143	M	J.U	13	164	29	12	155	40
144	M	J.U	156	161	46	21	167	50
145	M	J.U	131	153	35	22	173	38
146	M	J.U	161	115	38	15	153	26
147	M	J.U	123	106	34	14	153	37
148	M	J.U	165	163	57	23	172	61
149	M	J.U	109	128	32	14	146	56
150	M	J.U	102	120	46	23	152	64
151	F	J.U	116	101	31	8	122	35
152	F	J.U	152	128	37	12	149	31
153	F	J.U	107	106	49	13	169	52
154	F	J.U	102	96	41	23	189	53
155	F	J.U	127	118	34	10	158	37
156	F	J.U	108	217	50	19	175	59
157	F	J.U	112	94	29	12	164	23
158	F	J.U	84	87	41	10	145	49
159	F	J.U	111	112	32	17	174	44
160	F	J.U	124	115	35	14	149	48
161	F	J.U	107	133	37	16	161	44
162	F	J.U	87	131	45	16	167	54
163	F	J.U	124	99	34	19	143	49
164	F	J.U	107	96	48	15	146	51
165	F	J.U	125	122	35	12	174	52
166	F	J.U	149	137	40	13	184	36
167	F	J.U	99	118	39	15	189	31
168	F	J.U	89	101	41	13	145	49
169	F	J.U	107	95	39	14	143	55
170	F	J.U	134	155	34	19	137	55

Serial	Gender (M/F)	Data Source	PARQ (Mother)	PARQ (Father)	Adaptive Coping	Non -Adaptive Coping	PAQ	WEMWBS
171	F	J.U	92	103	47	17	151	70
172	F	J.U	105	117	40	13	168	66
173	F	J.U	92	88	44	11	148	52
174	F	J.U	93	109	43	17	154	49
175	F	J.U	109	99	30	12	142	51
176	F	J.U	105	114	45	14	151	44
177	F	J.U	121	157	35	14	153	54
178	F	J.U	99	100	31	14	173	45
179	F	J.U	153	136	35	17	158	53
180	F	J.U	84	84	42	11	136	46
181	F	J.U	177	131	39	25	154	23
182	F	J.U	103	156	43	17	179	47
183	F	J.U	87	123	39	19	160	32
184	F	J.U	166	210	46	20	157	55
185	F	J.U	147	156	44	19	162	50
186	F	J.U	175	150	25	9	169	35
187	F	J.U	122	133	39	13	157	38
188	F	J.U	121	116	43	11	159	54
189	F	J.U	121	135	39	15	151	39
190	F	J.U	100	114	33	14	140	42
191	F	J.U	122	170	46	13	172	53
192	F	J.U	173	142	32	22	178	31
193	F	J.U	111	99	33	16	166	46
194	F	J.U	88	91	35	12	119	47
195	F	J.U	109	101	39	13	149	37
196	F	J.U	95	88	37	21	127	56
197	F	J.U	107	91	44	17	160	44
198	F	J.U	92	89	30	14	138	60
199	F	J.U	118	130	35	15	151	54
200	F	J.U	122	94	42	11	150	56
201	M	P.U	136	143	38	13	160	42
202	M	P.U	121	156	41	14	152	52
203	M	P.U	143	178	31	16	172	45
204	M	P.U	133	135	31	11	149	3
205	M	P.U	126	161	46	22	174	63
206	M	P.U	132	111	69	13	133	50
207	M	P.U	126	157	37	2	170	45
208	M	P.U	92	197	27	16	167	49
209	M	P.U	107	98	40	17	136	62
210	M	P.U	127	179	35	18	177	43
211	M	P.U	130	184	42	20	159	41
212	M	P.U	107	109	38	17	134	54
213	M	P.U	136	166	33	20	163	32

Serial	Gender (M/F)	Data Source	PARQ (Mother)	PARQ (Father)	Adaptive Coping	Non -Adaptive Coping	PAQ	WEMWBS
214	M	P.U	134	102	40	17	160	65
215	M	P.U	104	159	57	19	146	62
216	M	P.U	139	149	41	15	162	34
217	M	P.U	115	115	36	12	139	43
218	M	P.U	154	111	34	18	141	68
219	M	P.U	112	111	48	16	134	70
220	M	P.U	104	109	36	15	146	64
221	M	P.U	179	177	24	12	186	19
222	M	P.U	150	149	33	16	163	33
223	M	P.U	111	136	36	14	161	42
224	M	P.U	205	129	39	13	155	35
225	M	P.U	91	136	27	11	174	60
226	M	P.U	112	130	31	17	172	63
227	M	P.U	100	98	38	12	135	44
228	M	P.U	156	189	34	17	170	44
229	M	P.U	118	140	48	18	158	51
230	M	P.U	117	155	40	17	165	50
231	M	P.U	165	165	55	24	152	33
232	M	P.U	106	135	54	26	138	69
233	M	P.U	107	161	39	15	132	57
234	M	P.U	128	132	41	14	146	57
235	M	P.U	133	158	39	13	166	48
236	M	P.U	122	127	40	25	164	40
237	M	P.U	131	137	36	14	145	53
238	M	P.U	126	92	43	18	151	57
239	M	P.U	119	108	39	12	149	54
240	M	P.U	130	175	32	15	166	47
241	M	P.U	173	184	17	7	184	20
242	M	P.U	124	160	39	18	173	42
243	M	P.U	126	125	41	20	146	47
244	M	P.U	197	121	34	22	145	59
245	M	P.U	118	129	31	14	164	65
246	M	P.U	134	136	35	14	146	49
247	M	P.U	171	149	30	16	157	43
248	M	P.U	153	125	41	10	133	54
249	M	P.U	114	104	38	9	126	59
250	M	P.U	112	11	45	19	163	69
251	F	P.U	117	123	46	21	129	59
252	F	P.U	116	108	34	14	141	68
253	F	P.U	99	163	57	19	140	62
254	F	P.U	116	116	35	14	146	57
255	F	P.U	115	142	34	16	143	46
256	F	P.U	109	105	40	11	152	60

Serial	Gender (M/F)	Data Source	PARQ (Mother)	PARQ (Father)	Adaptive Coping	Non -Adaptive Coping	PAQ	WEMWBS
257	F	P.U	105	118	38	14	168	63
258	F	P.U	100	146	47	22	149	65
259	F	P.U	110	115	31	10	152	29
260	F	P.U	87	85	46	12	134	65
261	F	P.U	103	215	39	10	145	56
262	F	P.U	170	151	39	18	195	39
263	F	P.U	188	188	26	21	189	48
264	F	P.U	164	140	21	13	171	50
265	F	P.U	138	114	41	14	158	41
266	F	P.U	97	95	45	13	163	65
267	F	P.U	116	111	35	18	165	58
268	F	P.U	118	125	44	13	156	53
269	F	P.U	190	159	42	18	175	34
270	F	P.U	134	114	46	24	171	56
271	F	P.U	106	94	50	16	132	63
272	F	P.U	133	135	38	16	189	39
273	F	P.U	95	109	39	13	159	61
274	F	P.U	215	126	29	15	137	49
275	F	P.U	108	112	29	13	168	42
276	F	P.U	169	153	29	12	157	42
277	F	P.U	124	108	42	11	129	52
278	F	P.U	121	144	44	17	156	59
279	F	P.U	125	184	49	16	171	33
280	F	P.U	115	112	48	20	154	57
281	F	P.U	129	147	36	20	152	45
282	F	P.U	127	145	27	13	161	34
283	F	P.U	138	133	38	24	189	42
284	F	P.U	121	110	27	18	156	42
285	F	P.U	130	171	37	19	177	30
286	F	P.U	94	123	47	20	160	67
287	F	P.U	105	153	42	15	131	57
288	F	P.U	108	93	38	14	153	51
289	F	P.U	107	114	38	10	141	52
290	F	P.U	95	110	32	11	153	43
291	F	P.U	117	124	34	14	164	18
292	F	P.U	107	103	46	12	157	49
293	F	P.U	98	123	45	14	109	59
294	F	P.U	92	106	54	26	138	69
295	F	P.U	144	146	49	22	136	69
296	F	P.U	107	113	42	20	140	38
297	F	P.U	112	159	38	17	161	42
298	F	P.U	115	164	31	13	144	60
299	F	P.U	133	131	40	14	180	50

Serial	Gender (M/F)	Data Source	PARQ (Mother)	PARQ (Father)	Adaptive Coping	Non -Adaptive Coping	PAQ	WEMWBS
300	F	P.U	188	191	39	17	191	38
301	M	N.U	108	111	36	16	166	37
302	M	N.U	116	101	42	12	155	55
303	M	N.U	113	124	37	17	144	46
304	M	N.U	103	109	41	14	119	60
305	M	N.U	141	149	34	16	164	46
306	M	N.U	113	107	46	15	143	70
307	M	N.U	104	111	42	14	155	46
308	M	N.U	119	114	38	10	144	58
309	M	N.U	134	132	49	22	135	46
310	M	N.U	116	133	34	21	168	23
311	M	N.U	113	131	41	22	152	66
312	M	N.U	131	146	38	21	163	64
313	M	N.U	105	107	24	15	141	54
314	M	N.U	105	106	41	7	137	57
315	M	N.U	156	134	34	15	154	50
316	M	N.U	109	120	34	17	154	42
317	M	N.U	126	126	44	19	147	39
318	M	N.U	110	101	34	18	167	58
319	M	N.U	121	139	38	15	147	46
320	M	N.U	124	145	46	16	150	66
321	M	N.U	105	110	35	13	154	49
322	M	N.U	119	107	40	8	152	52
323	M	N.U	128	121	36	13	147	48
324	M	N.U	118	145	41	12	159	45
325	M	N.U	129	94	44	11	152	58
326	M	N.U	130	141	43	12	138	44
327	M	N.U	140	117	32	25	150	55
328	M	N.U	140	170	36	18	162	57
329	M	N.U	142	146	35	14	141	43
330	M	N.U	134	114	32	12	159	35
331	M	N.U	103	105	43	21	135	63
332	M	N.U	113	121	42	21	150	51
333	M	N.U	138	161	39	15	164	57
334	M	N.U	115	157	51	25	152	60
335	M	N.U	119	124	38	16	176	45
336	M	N.U	116	107	40	8	164	52
337	M	N.U	124	159	36	18	152	58
338	M	N.U	114	126	36	16	158	48
339	M	N.U	119	125	38	18	146	56
340	M	N.U	181	109	38	12	138	54
341	M	N.U	107	127	39	24	161	57
342	M	N.U	105	144	40	15	145	59

Serial	Gender (M/F)	Data Source	PARQ (Mother)	PARQ (Father)	Adaptive Coping	Non -Adaptive Coping	PAQ	WEMWBS
343	M	N.U	159	133	39	20	179	41
344	M	N.U	107	112	39	16	157	50
345	M	N.U	103	106	42	15	143	51
346	M	N.U	135	179	40	18	165	40
347	M	N.U	165	171	37	18	182	48
348	M	N.U	138	116	34	10	154	38
349	M	N.U	112	106	41	7	138	57
350	M	N.U	98	89	30	17	172	22
351	F	N.U	131	105	39	10	148	33
352	F	N.U	93	103	36	8	138	54
353	F	N.U	104	101	37	8	136	50
354	F	N.U	151	124	35	16	136	58
355	F	N.U	115	111	32	9	137	49
356	F	N.U	99	102	38	9	140	41
357	F	N.U	88	84	35	14	129	55
358	F	N.U	105	130	43	16	146	57
359	F	N.U	104	106	38	12	142	49
360	F	N.U	106	118	33	8	156	49
361	F	N.U	150	140	41	11	170	37
362	F	N.U	120	116	38	8	133	58
363	F	N.U	101	95	35	8	142	55
364	F	N.U	108	123	37	11	142	56
365	F	N.U	152	104	39	15	135	61
366	F	N.U	118	109	36	10	160	66
367	F	N.U	95	101	39	9	172	52
368	F	N.U	147	145	33	13	65	43
369	F	N.U	126	86	34	9	142	53
370	F	N.U	159	155	35	11	140	37
371	F	N.U	107	102	41	13	148	67
372	F	N.U	99	102	35	9	147	56
373	F	N.U	120	121	44	8	179	51
374	F	N.U	104	101	38	12	144	57
375	F	N.U	117	114	40	15	158	59
376	F	N.U	115	102	37	17	148	53
377	F	N.U	124	109	44	13	156	59
378	F	N.U	103	91	38	10	135	60
379	F	N.U	101	112	37	12	159	35
380	F	N.U	108	98	44	13	136	53
381	F	N.U	120	123	40	8	155	53
382	F	N.U	111	118	46	21	155	40
383	F	N.U	99	105	36	9	137	54
384	F	N.U	116	160	44	15	167	37
385	F	N.U	175	116	41	10	129	46

Serial	Gender (M/F)	Data Source	PARQ (Mother)	PARQ (Father)	Adaptive Coping	Non -Adaptive Coping	PAQ	WEMWBS
386	F	N.U	120	135	40	12	129	51
387	F	N.U	132	112	40	15	149	59
388	F	N.U	129	120	41	13	136	38
389	F	N.U	114	115	39	10	158	42
390	F	N.U	110	99	40	12	124	60
391	F	N.U	104	100	41	14	142	57
392	F	N.U	117	108	47	21	154	38
393	F	N.U	116	104	36	16	157	50
394	F	N.U	133	128	46	16	172	26
395	F	N.U	114	128	35	10	161	37
396	F	N.U	122	161	37	21	148	54
397	F	N.U	116	114	47	15	114	31
398	F	N.U	98	92	39	12	124	63
399	F	N.U	108	119	44	12	152	43
400	F	N.U	106	117	41	15	165	43
401	M	D.U	115	115	44	15	160	57
402	M	D.U	114	107	42	17	155	61
403	M	D.U	143	164	34	12	175	38
404	M	D.U	112	104	34	11	119	61
405	M	D.U	133	142	52	16	168	61
406	M	D.U	103	93	38	14	147	50
407	M	D.U	101	95	45	17	146	15
408	M	D.U	122	124	30	14	156	60
409	M	D.U	113	107	41	13	146	56
410	M	D.U	136	146	45	11	147	60
411	M	D.U	109	94	43	10	163	53
412	M	D.U	103	107	49	13	152	65
413	M	D.U	117	134	49	14	152	44
414	M	D.U	105	116	35	11	150	44
415	M	D.U	142	151	36	15	156	41
416	M	D.U	107	115	47	17	146	56
417	M	D.U	144	178	32	10	180	25
418	M	D.U	139	140	48	16	175	46
419	M	D.U	139	130	36	17	164	41
420	M	D.U	148	104	34	16	152	45
421	M	D.U	121	108	47	19	167	55
422	M	D.U	166	156	45	11	160	56
423	M	D.U	121	140	36	16	184	38
424	M	D.U	127	118	36	14	145	37
425	M	D.U	122	135	31	11	175	45
426	M	D.U	113	108	43	16	142	65
427	M	D.U	137	127	48	21	169	62
428	M	D.U	104	148	40	19	169	44



Serial	Gender (M/F)	Data Source	PARQ (Mother)	PARQ (Father)	Adaptive Coping	Non -Adaptive Coping	PAQ	WEMWBS
429	M	D.U	134	135	38	13	139	56
430	M	D.U	140	172	36	12	156	49
431	M	D.U	125	116	30	12	135	56
432	M	D.U	110	110	32	12	138	58
433	M	D.U	134	128	34	13	171	44
434	M	D.U	119	149	36	18	158	53
435	M	D.U	164	109	33	14	180	53
436	M	D.U	132	123	43	19	151	56
437	M	D.U	119	116	32	11	136	62
438	M	D.U	138	136	43	20	164	40
439	M	D.U	107	102	54	12	167	48
440	M	D.U	148	138	41	10	136	64
441	M	D.U	110	108	42	14	150	66
442	M	D.U	156	123	34	13	149	58
443	M	D.U	143	140	34	12	160	51
444	M	D.U	123	139	34	13	158	45
445	M	D.U	124	117	35	13	136	61
446	M	D.U	129	150	43	18	140	63
447	M	D.U	110	130	51	15	169	60
448	M	D.U	108	97	40	15	156	57
449	M	D.U	107	107	27	10	132	57
450	M	D.U	126	118	37	13	148	38
451	F	D.U	102	112	39	13	137	58
452	F	D.U	135	103	38	16	164	29
453	F	D.U	103	100	39	10	135	43
454	F	D.U	149	139	35	25	179	21
455	F	D.U	145	157	33	8	141	37
456	F	D.U	103	101	45	21	171	34
457	F	D.U	232	157	40	14	142	61
458	F	D.U	108	103	36	17	165	38
459	F	D.U	121	187	32	13	132	49
460	F	D.U	106	102	31	12	170	38
461	F	D.U	124	168	32	16	132	60
462	F	D.U	158	158	34	19	151	40
463	F	D.U	102	138	33	17	131	51
464	F	D.U	94	90	44	10	150	45
465	F	D.U	161	161	35	20	157	40
466	F	D.U	111	222	34	16	175	35
467	F	D.U	90	84	43	12	150	57
468	F	D.U	112	131	31	22	174	33
469	F	D.U	100	87	35	9	151	55
470	F	D.U	96	99	41	9	142	65
471	F	D.U	103	167	48	16	151	54

Serial	Gender (M/F)	Data Source	PARQ (Mother)	PARQ (Father)	Adaptive Coping	Non -Adaptive Coping	PAQ	WEMWBS
472	F	D.U	158	160	39	16	160	39
473	F	D.U	152	149	21	13	178	70
474	F	D.U	117	196	34	13	179	37
475	F	D.U	123	160	37	10	141	45
476	F	D.U	118	120	41	12	145	50
477	F	D.U	113	136	34	16	150	45
478	F	D.U	114	118	34	15	146	45
479	F	D.U	159	161	34	19	151	40
480	F	D.U	103	129	21	7	165	67
481	F	D.U	107	133	35	15	171	53
482	F	D.U	106	94	35	15	183	32
483	F	D.U	91	86	40	9	126	70
484	F	D.U	130	118	37	11	168	58
485	F	D.U	120	101	40	16	162	43
486	F	D.U	105	103	32	18	167	24
487	F	D.U	171	105	42	21	146	30
488	F	D.U	102	121	44	16	157	35
489	F	D.U	111	153	38	10	157	50
490	F	D.U	81	101	34	17	151	46
491	F	D.U	115	99	33	15	151	57
492	F	D.U	103	99	33	14	153	54
493	F	D.U	117	107	35	11	152	56
494	F	D.U	185	127	37	13	148	62
495	F	D.U	103	182	37	13	151	56
496	F	D.U	106	109	41	13	143	42
497	F	D.U	114	107	26	20	181	16
498	F	D.U	99	121	43	11	154	56
499	F	D.U	99	107	42	10	132	67
500	F	D.U	99	104	50	14	118	56

Appendix B: Demographic and Personal Information Questionnaire

g†bvweÁvb wefvM  
XvKv wek'we`"vjq

Avwg g†bvweÁvb wefv†Mi GKRB Gg wdj M†elK| GKwU M†elYv  
Kv†Ri Ask wnmv†e Avcbvi wbKU GB cÖkægvjv,†jv Dc¯'vcb  
KiwQ| AbyMÖn K†i cÖkægvjv,†jv g†bv†hvM mnKv†i covi ci DËi  
w`†eb | wb†gœ wKQz e" w³MZ Z\_ "vejx cÖ`vb Kivi Rb" Aby†iva  
KiwQ| Avcbvi †`qv Z\_ " †KejgVÎ M†elYvi Kv†R e"envi Kiv n†e Ges  
kZfvM †MvcbxqZv eRvq ivLv n†e |  
M†elYv Kv†R mn†hvwMZv Kivi Rb" Avcbv†K ab"ev`|

- eqm :
- wj½ : cyiæl/gwnjv
- fvB-†ev†bi msL"v :
- Rb¥µg :
- †h K¯v†m Aa"qbiZ :
- wkÿv cÖwZôvb :
- wcZvi †ckv :
- wcZvi wk¶vMZ †hvM"Zv :
- gvZvi †ckv :
- gvZvi wk¶vMZ †hvM"Zv :
- cvwievwiK gvwmK Avq :
- Av\_©-mvgvwRK Ae¯'v : D"P weË/ ga" weË/ wbgœ weË

Appendix C: Adult version of Parental Acceptance-Rejection Questionnaire

GLv†b KZ, †jv Dw³ i†q†Q hv mbÍv†bi cÖwZ gv†qi AvPiY†K cÖKvk K†i| cÖwZwU Dw³ mZK©Zvi mv†\_ co–b Ges fveyb †h Zv KZ fvjfv†e Avcbvi 7-12 eQi eq†m Avcbvi cÖwZ Avcbvi gv†qi AvPiY†K cÖKvk Ki†Q| `æZ KvR Kiæb, Avcbvi cÖ\_g Abyf~wZ cÖKvk Kiæb Ges cieZ©x c†` P†j hvb| †Kvb c` wb†q †ewk fve†eb bv|

cÖwZwU Dw³i c†i PviwU K†i eK&ª i†q†Q| hw` †Kvb Dw³ Avcbvi cÖwZ Avcbvi gv†qi AvPi†Yi †ejvq cÖv\_wgKfv†e mZ` e†j g†b nq Z†e wb†R†K cÖkœ Kiæb- ÒGwU wK me©`vB mZ` wQj?Ó

ÒGwU wK KL†bv KL†bv mZ` wQj?Ó

hw` GwU Avcbvi cÖwZ Avcbvi gv†qi AvPi†Yi †¶†Í Lye Kg mg†q mZ` nq Z†e Ò Lye Kg mgq mZ`Ó e†K&ª (✓) wPý w`b| hw` G Dw³wU Avcbvi gv†qi †¶†Í cÖvq KL†bvB mZ` wQj bv e†j g†b Z†e Ò cÖvq KLbB mZ` bqÓ e†K&ª (✓) wPý w`b| g†b ivL†Z n†e †h, GLv†b †Kvb Dw³i †ejvq mwVK ev fyj e†j wKQz †bB Ges Z\_` mg~n iay M†elYvi Kv†R e`üZ n†e| myZivs h\_vmœe RoZvgy³ nevi †Póv Kiæb hv Avcbvi g†Z †hgbwU Avcbvi gv wQ†ji| †mfv†e bq †hgbwU Avcbvi gv n†j Avcbvi fvj jvM†Zv|

D`vniY`^ifc: hw` Avcbvi `†iY nq †h, Avcbw fvj Ki†j wZwb me©`vB Avcbv†K Rwo†q a†i Pzgy †L†Zb| Z†e wb†gœv³fv†e c`wU wPwýZ Kiæb-

	Avgvi gv	cÖvq me©`vB mZ`	KL†bv KL†bv mZ`	Lye Kg mgq mZ`	cÖvq KLbB mZ` bq
01	hLb Avwg fv†jv KiZvg Avgv†K Rwo†q a†i Pzgy †L†Zb	✓			

	Avgvi gv	cÖvq me©`vB mZ`	KL†bv KL†bv mZ`	Lye Kg mgq mZ`	cÖvq KLbB mZ` bq
01	Avgvi mœ^†Ü my>`i my>`i K_v ej†Zb				
02	Avwg Lvivc wKQz Ki†j wei³ n†Zb ev eK†Zb				
03	Avgvi cÖwZ †Kvb g†bv†hvM w` †Zb bv				
04	Avgv†K cÖK...Zc†¶  fvjev†Zb bv				
05	Avgvi cwiKíbv wb†q Avgvi K_v ej†Zb Ges Avgvi K_v kyb†Zb				
06	Avwg Zuvi K_v bv íb†j (Avgvi e`vcv†i) Ab`†`i wbKU Awf†hvM Ki†Zb				
07	Avgvi e`vcv†i cÖZ`n Drmvr †`Lv†Zb				
08	PvB†Zb Avgvi eÜziv Avgv†`i evwo†Z AvmyK Ges wZwb Zv†`i Rb` Avb>`vqK wKQz Ki†Z †Póv Ki†Zb				

	Avgvi gv	cÖvq me©`vB mZ`	KL†bv KL†bv mZ`	Lye Kg mgq mZ`	cÖvq KLbB mZ` bql
09	Avgv†K wb†q we`aæc I Dcnvm Ki†Zb				
10	Avwg wei³ bv Kiv ch©sí Avgvi cÖwZ †Kvb g†bv†hvM w`†Zb bv				
11	†i†M †M†j Avgvi mv†_ wPrKvi Ki†Zb				
12	Avgvi Kv†Q ,iæË;c~Y© GiKg welq,†jv Zuv†K ejvi my†hvM K†i w`†Zb				
13	Avgvi mv†_ wbg©g AvPiY Ki†Zb				
14	Zuvi Avkcv†k (Avgvi) _vKvUv Dc†fvM Ki†Zb				
15	Avwg fvj Ki†j Avgv†K Me© Abyfe Ki†Z AbycÖvwYZ Ki†Zb				
16	Avwg AvNvZ cvevi g†Zv †Kvb Aciva bv Ki†jI Avgv†K AvNvZ Ki†Zb				
17	Avgvi Rb` Zuvi Kibxq welq,†jv fy†j †h†Zb				
18	Avgv†K eo ai†bi DrcvZ g†b Ki†Zb				
19	Ab`†i wbKU Avgvi cÖksmv Ki†Zb				
20	†i†M †M†j Avgv†K KwVb kvw`Í w`†Zb				
21	Avgvi Rb` mwVK Lvevi wbwðZ Ki†Zb				
22	Avgvi mv†_ DÁZv I gvqvgqZvi mv†_ K_v ej†Zb				
23	Avgvi Dci mn†RB †i†M †h†Zb				
24	GZ e`Í _vK†Zb †h Avgvi cÖ†kœi DËi †`evi g†Zv mgq Zuvi _vK†Zv bv				
25	Avgv†K AcQ>` Ki†Zb e†j g†b n†Zv				
26	Avwg cÖksmbxq wKQz Ki†j Avgvi cÖksmv Ki†Zb				
27	`aæZ gv_v Mig K†i †dj†Zb Ges Avgv†K †`vlv†ivc Ki†Zb				
28	Avgvi eÜz-evÜe Kviv wQj G e`vcv†i m†PZb wQ†jb				
29	Avwg wK KiZvg Zv†Z mwZ`Kvifv†e AvMÖnx wQ†jb				
30	Avgv†K A†bK wbg©g K_v ej†Zb				
31	Avwg mvnvh` PvB†j †Kvb ,iæZ; w`†Zb bv				
32	Avwg †Kvb wec†` co†j fve†Zb †h GUv Avgvi wb†Ri †`vl				
33	Avgv†K eyS†Z w`†Zb †h Avwg				

	Avgvi gv	cÖvq me©`vB mZ`	KL‡bv KL‡bv mZ`	Lye Kg mgq mZ`	cÖvq KLbB mZ` bql
	Kvw•LZ I ,iaZ;c~Y©				
34	ej‡Zb †h Avwg Zv‡K mœvqyPv‡c ivwL				
35	Avgvi cÖwZ A‡bK g‡bv‡hvM w`‡Zb				
36	Avwg fv‡jv n‡q _vK‡j Avgvi Rb` †Kgb Mwe©Z n‡Zb Zv ej‡Zb				
37	Avgvi Abyf~wZ‡K AvNvZ Kivi Rb` Zuvi ^fve weiy× KvR Ki‡Zb				
38	†hme ,iaZ;c~Y© welq,‡jv Avgvi g‡Z Zuvi g‡b ivLv DwPZ wQj Zv fy‡j †h‡Zb				
39	Avwg Lvivc AvPiY Ki‡j Avgv‡K fvjev‡mb bv †m iKg aviYv w`‡Zb				
40	Avgv‡K Abyfe Kiv‡Zb Avwg hv KiZvg Zv ,iaZ;c~Y© wQj				
41	Avwg fyj Ki‡j Avgv‡K fqfxwZ †`Lv‡Zb				
42	Avgvi mv‡ _mgq KvUv‡Z cQ>` Ki‡Zb				
43	Avwg fxZ ev wePwjZ n‡j Avgv‡K mynvh` Kivi †Pón Ki‡Zb				
44	Avwg †Kvb Lvivc AvPiY Ki‡j Ki‡j eÜz‡`i mv‡b j <sup>3</sup> / <sub>4</sub> v w`‡Zb				
45	Avgvi †_‡K `y‡i _vK‡Z †Pón Ki‡Zb				
46	Avgvi e`vcv‡i Awf‡hvM Ki‡Zb				
47	Avgvi wPšÍvi cÖwZ ,iaZ; w`‡Zb Ges PvB‡Zb Avwg Avgvi wPšÍv Zuvi Kv‡Q cÖKvk Kwi				
48	Avwg wK K‡iwQ Zv bv we‡ePbv bv K‡iB fve‡Zb Ab` †Q‡j‡g‡qiv Avgvi †P‡q fvj				
49	‡Kvb cwiKíbv Kivi mgq Avgvi cQ‡>`i cÖwZ ,iaZ; w`‡Zb				
50	wb‡Ri Rb` KóKi n‡jI Avwg hv ,iaZ;c~Y© e‡j g‡b KiZvg Zv Ki‡Z w`‡Zb				
51	fve‡Zb Ab` †Q‡j †g‡q‡`i AvPiY Avgvi Zzjbvq fv‡jv				
52	Ab` †jvKRb (†hgb: cÖwZ‡ekx ev AvZœxq ^Rb) †K w`‡q Avgvi hZœ †bqv‡Z PvB‡Zb				
53	Avgv‡K Rvbv‡Z PvB‡Zb Avwg				

	Avgvi gv	cÖvq me©`vB mZ`	KL‡bv KL‡bv mZ`	Lye Kg mgq mZ`	cÖvq KLbB mZ` bql
	Kvw•LZ bB				
54	Avwg hv KiZvg Zv‡Z AvMÖnx wQ‡jb				
55	Avwg Kó †c‡j ev Amy` _vK‡j Avgv‡K fv‡jv †eva Kiv‡bvi †Pón Ki‡Zb				
56	Avwg Lvivc AvPiY Ki‡j wK cwigvY jwÀZ n‡Zb Zv ej‡Zb				
57	Avgv‡K Rvbv‡Zb †h Avgv‡K fvjev‡mb				
58	Avgvi m‡½ bg <sup>a</sup> I m`q AvPiY Ki‡Zb				
59	Avwg Lvivc AvPiY Ki‡j Avgv‡K jw¾Z I Aciva‡eva Kiv‡Zb				
60	Avgv‡K myLx Ki‡Z †Pón Ki‡Zb				

GLv†b KZ, †jv Dw<sup>3</sup> i†q†Q hv mb†v†bi cÖwZ evevi AvPiY†K cÖKvk K†i| cÖwZwU Dw<sup>3</sup> mZK©Zvi mv†\_ co-b Ges fveyb †h Zv KZ fvjfv†e Avcbvi 7-12 eQi eq†m Avcbvi cÖwZ Avcbvi evevi AvPiY†K cÖKvk Ki†Q| `ayZ KvR Kiyb, Avcbvi cÖ\_g Abyf~wZ cÖKvk Kiyb Ges cieZ©x c† P†j hvb| †Kvb c` wb†q †ewk fve†eb bv|

cÖwZwU Dw<sup>3</sup>i c†i PviwU K†i eK&<sup>a</sup> i†q†Q| hw` †Kvb Dw<sup>3</sup> Avcbvi cÖwZ Avcbvi evevi AvPi†Yi †ejvq cÖv\_wgKfv†e mZ` e†j g†b nq Z†e wb†R†K cÖkœ Kiyb- ÒGwU wK me©`vB mZ` wQj?Ó

ÒGwU wK KL†bv KL†bv mZ` wQj?Ó

hw` GwU Avcbvi cÖwZ Avcbvi evevi AvPi†Yi †¶†† Lye Kg mg†q mZ` nq Z†e Ò Lye Kg mgq mZ`Ó e†K&<sup>a</sup> (✓) wPý w`b| hw` G Dw<sup>3</sup>wU Avcbvi evevi †¶†† cÖvq KL†bvB mZ` wQj bv e†j g†b Z†e Ò cÖvq KLbB mZ` bqÓ e†K&<sup>a</sup> (✓) wPý w`b| g†b ivL†Z n†e †h, GLv†b †Kvb Dw<sup>3</sup>i †ejvq mwVK ev fyj e†j wKQz †bB Ges Z\_` mg~n iay M†elYvi Kv†R e`eüZ n†e| myZivs h\_vmœ RoZvgy<sup>3</sup> nevi †Póv Kiyb hv Avcbvi g†Z †hgbwU Avcbvi evev wQ†j| †mfv†e bq †hgbwU Avcbvi evev n†j Avcbvi fvj jvM†Zv|

D`vniY<sup>-^ifc</sup>: hw` Avcbvi `šiy nq †h, Avcbw fvj Ki†j wZwb me©`vB Avcbv†K Rwo†q a†i Pzgy †L†Zb| Z†e wb†gœv<sup>3</sup>fv†e c`wU wPwýZ Kiyb-

	Avgvi evev	cÖvq me©`vB mZ`	KL†bv KL†bv mZ`	Lye Kg mgq mZ`	cÖvq KLbB mZ` bq
01	hLb Avwg fv†jv KiZvg Avgv†K Rwo†q a†i Pzgy †L†Zb	✓			

	Avgvi evev	cÖvq me©`vB mZ`	KL†bv KL†bv mZ`	Lye Kg mgq mZ`	cÖvq KLbB mZ` bq
01	Avgvi mœ^†Ü my>`i my>`i K_v ej†Zb				
02	Avwg Lvivc wKQz Ki†j wei <sup>3</sup> n†Zb ev eK†Zb				
03	Avgvi cÖwZ †Kvb g†bv†hvM w`†Zb bv				
04	Avgv†K cÖK...Zc†¶  fvjev†Zb bv				
05	Avgvi cwiKíbv wb†q Avgvi K_v ej†Zb Ges Avgvi K_v kyb†Zb				
06	Avwg Zuvi K_v bv íb†j (Avgvi e`vcv†i) Ab`†i wbKU Awf†hvM Ki†Zb				
07	Avgvi e`vcv†i cÖZ`n Drmnv †Lv†Zb				
08	PvB†Zb Avgvi eÜziv Avgv†i evwo†Z AvmyK Ges wZwb Zv†i Rb` Avb>`vqK wKQz Ki†Z †Póv Ki†Zb				
09	Avgv†K wb†q we`ayc I Dcnvm Ki†Zb				
10	Avwg wei <sup>3</sup> bv Kiv ch©šÍ Avgvi cÖwZ †Kvb g†bv†hvM w`†Zb bv				
11	†i†M †M†j Avgvi mv†_ wPrKvi Ki†Zb				



	Avgvi evev	cÖvq me©`vB mZ`	KL‡bv KL‡bv mZ`	Lye Kg mgq mZ`	cÖvq KLbB mZ` bq
12	Avgvi Kv‡Q ,iaEj~Y© GiKg welq,‡jv Zuv‡K ejvi my‡hvM K‡i w`‡Zb				
13	Avgvi mv‡_ wbg©g AvPiY Ki‡Zb				
14	Zuvi Avkcv‡k (Avgvi) _vKvUv Dc‡fvM Ki‡Zb				
15	Avwg fvj Ki‡j Avgv‡K Me© Abyfe Ki‡Z AbycÖvwYZ Ki‡Zb				
16	Avwg AvNvZ cvevi g‡Zv †Kvb Aciva bv Ki‡j  Avgv‡K AvNvZ Ki‡Zb				
17	Avgvi Rb` Zuvi Kibxq welq,‡jv fy‡j †h‡Zb				
18	Avgv‡K eo ai‡bi DrcvZ g‡b Ki‡Zb				
19	Ab`‡i wbKU Avgvi cÖksmv Ki‡Zb				
20	†i‡M †M‡j Avgv‡K KwVb kvw` I w`‡Zb				
21	Avgvi Rb` mwVK Lvevi wbwðZ Ki‡Zb				
22	Avgvi mv‡_ DÄZv I gvqvgqZvi mv‡_ K_v ej‡Zb				
23	Avgvi Dci mn‡RB †i‡M †h‡Zb				
24	GZ e` I_vK‡Zb †h Avgvi cÖ‡kœi DËi †`evi g‡Zv mgq Zuvi _vK‡Zv bv				
25	Avgv‡K AcQ>` Ki‡Zb e‡j g‡b n‡Zv				
26	Avwg cÖksmbxq wKQz Ki‡j Avgvi cÖksmv Ki‡Zb				
27	`aZ gv_v Mig K‡i †dj‡Zb Ges Avgv‡K †`vlv‡ivc Ki‡Zb				
28	Avgvi eÜz-evÜe Kviv wQj G e`vcv‡i m‡PZb wQ‡jb				
29	Avwg wK KiZvg Zv‡Z mwZ`Kvifv‡e AvMÖnx wQ‡jb				
30	Avgv‡K A‡bK wbg©g K_v ej‡Zb				
31	Avwg mvnvh` PvB‡j †Kvb ,iaZi w`‡Zb bv				
32	Avwg †Kvb wec‡` co‡j fve‡Zb †h GUv Avgvi wb‡Ri †`vl				
33	Avgv‡K eyS‡Z w`‡Zb †h Avwg Kvw•LZ I ,iaZj~Y©				
34	ej‡Zb †h Avwg Zv‡K mœvqyPv‡c ivwL				
35	Avgvi cÖwZ A‡bK g‡bv‡hvM w`‡Zb				
36	Avwg fv‡jv n‡q_vK‡j Avgvi Rb` †Kgb Mwe©Z n‡Zb Zv ej‡Zb				

	Avgvi evev	cÖvq me©`vB mZ`	KL‡bv KL‡bv mZ`	Lye Kg mgq mZ`	cÖvq KLbB mZ` bq
37	Avgvi Abyf~wZ‡K AvNvZ Kivi Rb` Zuvi ^fve weiæ× KvR Ki‡Zb				
38	†hme ,iæZ;c~Y© welq,‡jv Avgvi g‡Z Zuvi g‡b ivLv DwPZ wQj Zv fy‡j †h‡Zb				
39	Avwg Lvivc AvPiY Ki‡j Avgv‡K fvjev‡mb bv †m iKg aviYv w` ‡Zb				
40	Avgv‡K Abyfe Kiv‡Zb Avwg hv KiZvg Zv ,iæZ;c~Y© wQj				
41	Avwg fyj Ki‡j Avgv‡K fqfxwZ †`Lv‡Zb				
42	Avgvi mv‡_ mgq KvUv‡Z cQ>` Ki‡Zb				
43	Avwg fxZ ev wePwjZ n‡j Avgv‡K mynvh` Kivi †Póv Ki‡Zb				
44	Avwg †Kvb Lvivc AvPiY Ki‡j Ki‡j eÜz‡`i mvg‡b j <sup>3</sup> / <sub>4</sub> v w` ‡Zb				
45	Avgvi †_ ‡K `y‡i _vK‡Z †Póv Ki‡Zb				
46	Avgvi e`vcv‡i Awf‡hvM Ki‡Zb				
47	Avgvi wPšÍvi cÖwZ ,iæZ; w` ‡Zb Ges PvB‡Zb Avwg Avgvi wPšÍv Zuvi Kv‡Q cÖKvk Kwi				
48	Avwg wK K‡iwQ Zv bv we‡ePbv bv K‡iB fve‡Zb Ab` †Q‡j‡g‡qiv Avgvi †P‡q fvj				
49	‡Kvb cwiKíbv Kivi mgq Avgvi cQ‡>`i cÖwZ ,iæZ; w` ‡Zb				
50	wb‡Ri Rb` KóKi n‡jI Avwg hv ,iæZ;c~Y© e‡j g‡b KiZvg Zv Ki‡Z w` ‡Zb				
51	fve‡Zb Ab` †Q‡j †g‡q‡`i AvPiY Avgvi Zzjbvq fv‡jv				
52	Ab` †jvKRb (†hgb: cÖwZ‡ekx ev AvZæxq ^Rb) †K w` ‡q Avgvi hZæ †bqv‡Z PvB‡Zb				
53	Avgv‡K Rvbv‡Z PvB‡Zb Avwg Kvw•LZ bB				
54	Avwg hv KiZvg Zv‡Z AvMÖnx wQ‡jb				
55	Avwg Kó †c‡j ev Amy` _vK‡j Avgv‡K fv‡jv †eva Kiv‡bvi †Póv Ki‡Zb				
56	Avwg Lvivc AvPiY Ki‡j wK cwigvY jwÀZ n‡Zb Zv ej‡Zb				
57	Avgv‡K Rvbv‡Zb †h Avgv‡K fvjev‡mb				
58	Avgvi m‡½ bg <sup>a</sup> I m`q AvPiY Ki‡Zb				

	Avgvi evev	cÖvq me©`vB mZ`	KL‡bv KL‡bv mZ`	Lye Kg mgq mZ`	cÖvq KLbB mZ` bq
59	Avwg Lvivc AvPiY Ki‡j Avgv‡K jw <sup>3/4</sup> Z I Aciva‡eva Kiv‡Zb				
60	Avgv‡K myLx Ki‡Z †Póv Ki‡Zb				

Appendix D: Adult version of the Personality Assessment Questionnaire

GLv†b KZ,†jv Dw³ i†q†Q, hv wewfbœ eˆw³i wb†Ri mœú†K© Abyf~Z aviYv,†jv eY©bv K†i| cÖwZwU Dw³ mZ©KZvi mv†\_co–b Ges fveyb †h GwU KZ fv†jvfv†e Avcbv†K eY©bv Ki†Q | ˆæZ KvR Kiæb, Avcbvi cÖ\_g Abyf~wZ eˆ³ Kiæb Ges cieZx© c†` P†j hvb, †Kvb c` wb†q †ewkÿY fve†eb bv| cÖwZwU Dw³i c†i PviwU K†i eˆ i†q†Q| hw` †Kvb Dw³ Avcbvi Rbˆ cÖv\_wgK fv†e mZˆ e†j g†b nq Z†e wb†R†K cÖkœ Kiæb-

ÒGwU wK cÖvq me©ˆvB mZˆ ?Ó

A\_ev

ÒGwU wK KL†bv KL†bv mZˆ ?Ó

hw` Avcbvi g†b nq †h, Dw³wU cÖvq me©ˆvB mZˆ Z†e ÒcÖvq me©ˆvB mZˆÓ e†i g†aˆ Ò√Ó wPý w`b| hw` Avcbw g†b K†ib †h Dw³wU KL†bv KL†bv mZˆ Z†e ÒKL†bv KL†bv mZˆÓ e†i g†aˆ Ò√Ó wPý w`b| hw` Avcbw g†b K†ib †h Dw³wU cÖv\_wgKfv†e AmZˆ Z†e wb†R†K cÖkœ Kiæb|

ÒGwU wK Lye Kg mgq mZˆ?Ó

A\_ev

GwU wK cÖvq KLbB mZˆ bq?Ó

hw` GwU Lye Kg mgq mZˆ nq Z†e ÒLye Kg mgq mZˆÓ e†i. Ò√Ó wPý w`b; hw` Avcbw g†b K†ib †h Dw³wU cÖvq KLbB mZˆ bq Z†e ÒcÖvq KLbB mZˆ bqÓ e†i. Ò√Ó wPý w`b| g†b ivL†Z n†e GLv†b †Kvb Dw³i †ejvq mwVK ev fzj e†j wKQz †bB Ges Zˆ mg~n ïaygv† M†elYvi Kv†R eˆeüZ n†e| myZivs h\_vmœœe RoZvgy³ nevi †Póv Kiæb| cÖwZwU Dw³i DËi †mfv†e †`qvi †Pó Kiæb †hgbwU Avcbw wb†R†K g†b K†ib; †mfv†e bq †hgbwU Avcbw n†Z Pvb|

DˆvniYˆ^ifct hw` Avcbw cÖvq me©ˆvB wb†R†K fv†jv g†b K†ib, Z†e wb†œv³fv†e c`wU wPwýZ KiæY-

	cÖvq me©ˆvB mZˆ	KL†bv KL†bv mZˆ	Lye Kg mgq mZˆ	cÖvq KLbB mZˆ bq
1. Avwg wb†R†K fv†jv g†b Kwi	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	cÖvq me©ˆvB mZˆ	KL†bv KL†bv mZˆ	Lye Kg mgq mZˆ	cÖvq KLbB mZˆ bq
1. Avwg gvby†li cÖwZ weiw³ †eva Kwi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Avwg PvB Avwg †Kvb wKQz wb†q mgmˆvq vK†j †KD Avgv†K Drmn w`K	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Avwg wb†Ri Dci AZxe wei³ nB	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Avwg g†b Kwi Avwg GKRB eˆ © gvby	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Avwg g†b Kwi AšIi½ Ges Nwbô eÜz ˆZix Ki†Z Ges eÜZj eRvq ivL†Z Avgvi mgmˆv nq	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. KwVb mgmˆvi mœšyLxb n†j Avwg mn†RB wePwjZ n†q cwo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Avwg G c,w_ex†K GKwU fxwZKi Ges wec¾4bK ˆvb wn†m†e †`wL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. wb†Ri †gRvR wbqš;Y Ki†Z Avgvi mgmˆv nq	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Avwg PvB Avgvi AmyˆZvq Avgvi eÜziv ˆytwLZ †nvK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	cÖvq me©`vB mZ`	KL‡bv KL‡bv mZ`	Lye Kg mgq mZ`	cÖvq KLbB mZ` bq
10. Avwg g‡b Kwi Avwg GKrb fvj gvbyl Ges Ab`‡`i m‡§vb cvevi †hvM`	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Avwg hv PvB Zvi Rb` mdjfv‡e cÖwZ‡hvwMZv Ki‡Z cvwi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. gvby‡li m‡½ ^Ztù~Z© fvev‡eM wb‡q Pjv Avgvi c‡ÿ gykwKj	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. cwiKíbv gZ KvR bv n‡j Avwg wePwjZ n‡q cwo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. mvwe©K fv‡e Rxeb wek  cÖK...wZ- Avgvi Rb` fvj, eÜzZ;c~Y© Ges wbive`	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. ivM n‡j Avwg gyL fvi Kwi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. A‡b`i KvQ †_‡K mnbyfywZ Ges mvšÍbv cvlqvi †P‡q Avwg wb‡Ri mgm`v wb‡Ri g‡a` ivL‡Z cQ>` Kwi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Avwg wbdZfv‡e wb‡R‡K Ac`v © g‡b Kwi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. wb‡Ri AÿgZvi Abyf~wZ Avgv‡K ZvwoZ K‡i	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Ab`‡`i mv‡_ Avgvi m‡úK© ^ZtùyZ© Ges ü`Zvc~Y©	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. mvivw`b Avgvi gb-‡gRvR †gvUvgywU GKBiKg v‡K	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Avwg Rxeb‡K cÖK...wZMZfv‡e Awbive` Ges Avk¼vRbK wn‡m‡e †`wL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. hLb Avwg `ytL cvB ev Amy` _vwK ZLb PvB eÜziv Avgv‡K wb‡q e`wZe`Í †nvK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. wbR m‡ú‡K© Avgiv aviYv †ek fvj	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Avwg Abyfe Kwi †h Avwg hvB Kwi Zv‡ZB Avgw mdj	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. ‡ewkifvM gvby‡li KvQ †_‡K Avwg wb‡R‡K `~ieZx© Ges wew`Qbœ g‡b Kwi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. we‡kl †Kvb KviY QvovB Avwg wLUwL‡U Ges iaÿ n‡q hvB	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Avgvi Rb` Rxeb GKwU PgrKvi e`vcvi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Avwg we`cvZ‡K n‡Z cQ>` Kwi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Avwg PvB welYœZvKvjxb mg‡q Avgvi eÜziv Avgvi cÖwZ mnvbyf~wZkxj †nvK Ges Avgv‡K Pv½v KiaeK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. hLb Avwg bZzb Kv‡iv mv‡_ cwiwPZ nB ZLb Avgvi g‡b nq †m Avgvi †P‡q fvj	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. cwiw`wZ mvgvj †`qvi AÿgZvq Avwg welYœ †eva Kwi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. hv‡`i Avwg ,iaZi w`B Zv‡`i mv‡_ cÖxwZc~Y© nIqv Avgvi Rb` mnR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. wKQz wel‡q Avgvi Amnbxq `œvqyPvc nq hw`I Avgw Rvwb H welq,‡jv ,iaZi;nxb	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. c,,w_ex Avgvi Kv‡Q GKwU D‡ØMc~Y© Ges wec`msKyj `vb g‡b nq	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	cÖvq me©`vB mZ`	KL‡bv KL‡bv mZ`	Lye Kg mgq mZ`	cÖvq KLbB mZ` bq
35. †i‡M †M‡j Avwg wRwbmcl Qzu‡o †f‡½ †dwj	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. hLb Avwg e`_© nB ZLb PvB †KD Avgv‡K Drmvn w`K	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Avwg wb‡R‡K cQ>` Kwi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Avwg Avgvi cÖvZvwn`K Pvwn`v c~i‡Yi mvg‡_© LyeB ms`ó	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Avgvi mwZ`Kvi Abyf~wZ cÖKv‡k Avwg mgm`v †eva Kwi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. A‡bK nZvkvi gv‡SI Avwg ivMvws^Z ev wePwjZ nB bv	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. RMZ Avgvi `„wó‡Z g~jZt GKwU fvj I myLK i`vb	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. †KD Avgv‡K Acgvb Ki‡j ev Avgvi Abyf~wZ‡Z AvNvZ w`‡j Avwg cÖwZ‡kvaciqb n‡q cwo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Avwg g‡b Kwi Avwg †Kvb Kv‡Ri bv Ges Avgv‡K w`‡q †Kvb KvR n‡e bv	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. Avwg wb‡R‡K wb‡q Ams`ó KviY Avgvi g‡b nq Avgvi cwiwPZ †ewkifvM gvby‡li gZ Avwg AZUv †hvM` bB	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. cQ>`bxq Kv‡iv Kv‡Q Avgvi Abyf~wZ cÖKvk Kivi †Póv Ki‡j Avwg A`^w`Í Ges wee^Z †eva Kwi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. ‡QvU †QvU evav Avgv‡K LyeB wePwjZ K‡i	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. Avgvi g‡b nq Rxeb wec`msKzj	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. Avwg †h KvD‡K ev †h †Kvb wKQz‡K AvNvZ Ki‡Z cÖe,,E nB	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. Avgvi mgm`vi mgq Avwg PvB Avgvi eÜziv mnvbyf~wZkxj †nvK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. †ewkifvM †y‡Í Avwg wb‡R‡K Ab`‡`i Zzjbvq nxb g‡b Kwi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. Avwg g‡b Kwi Avgvi Pvicv‡ki †ewkifvM †jv‡Ki gZB AvwgI †hvM`	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. †hme gvbyl‡K Avwg Avm‡jB cQ>` Kwi Zv‡`i cÖwZ Avwg ü`Zvc~Y© Ges ‡`œncÖeY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. Avwg GK gyû‡Z© Avbw>`Z I myLx Ges ci gyû‡Z©B welYœ I AmyLx †eva Kwi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. Avgvi g‡Z Rxeb Avb‡`i	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. Avwg gvivgwi Kivi A_ev wbg©g nevi K_v fvwe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. Avwg PvB Avgvi eÜziv Avgvi cÖwZ A‡bK cÖxwZ cÖ`k©b KiaK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. Avgvi hw` wb‡Ri cÖwZ Av‡iv kÖ×v_vK‡Zv!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. Avwg †hme KvR Ki‡Z †Póv Kwi Zvi A‡bK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	cÖvq me©`vB mZ`	KL‡bv KL‡bv mZ`	Lye Kg mgq mZ`	cÖvq KLbB mZ` bq
,‡jv‡ZB wb‡R‡K A`y g‡b Kw				
59. Avwg Nwbô cvi`úwiK mœúK© Gwo‡q Pwj	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60. Avwg Aí Av‡eMxq Pv‡ci g‡a` w`i`_vK‡Z cvwi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61. Avwg Nwbô cvi`úwiK mœúK© Gwo‡q Pwj	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62. Avwg Aí Av‡eMxq Pv‡ci g‡a` w`i`_vK‡Z cvwi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63. Avwg c,,w_ex‡K †e‡P_vKvi Rb` g~jZ: GKwU wbivc` I Avb‡>`i`vb wn‡m‡e †`wL				

Appendix E: The translated and Adapted Bangla version of the Coping Scale

**wb†`©kbv**

Rxe†bi KwVb ev Pvcg~jK cwiw`wZi mv†\_ Lvc LvB†q †bqvi Rb` gvbyl wewfbæ Dcvq Aeja^b K†i| GB cÖkægjvq Avgiv Rvb†Z PvB Avcwb GB ai†bi Pv†ci mœÿLxb n†j wK K†ib? A\_ev ZLb Avcbvi Abyf~wZ †Kgb nq? GLv†b mwVK wKsev fzfj DËi bvB| ZvB †h DËiwU Avcbvi Rb` cÖ†hvR` †mwU †e†Q wbb| Ab`iv GB cwiw`wZ†Z wK K†i Zv wb†q wPšÍv Ki†eb bv| Avcwb wb†R mvaviYZ wK K†ib Zv bx†Pi PviwU DË†ii g†a` †\_†K GKwU†Z (✓) wPý w`†q wPwýZ Kiæb|

wee,,wZmg~n	Avwg mvaviYZ GUv Kwi bv	Avwg mvaviYZ GUv gv†S gv†S Kwi	Avwg mvaviYZ GUv †ekxi fvM mgq Kwi	Avwg mvaviYZ GUv me mgq Kwi
1. Avwg GB cwiw`wZ†Z mgm`vi mgvavb Ki†Z †Póv Kwi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. wb†R†K †evSv†Z †Póv Kwi †h, cwiw`wZ hZUv Lvivc fvewQ mewKQz ZZUv Lvivc bq	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Ggb cwiw`wZ†Z Avwg MvwjMvjvR/weiw <sup>3</sup> cÖKvk Kwi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. hv N†U†Q Zvi g†a` Avwg fvj wKQz Lyu†R †ei Ki†Z †Póv Kwi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Avwg Avgvi Av†eM/ Abyf~wZ,†jv cÖKvk Kwi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Avgvi †Kgb jv†M Zv A†b`i mv†_ Av†jvPbv Kwi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Avwg mgm`v mœú†K© wPšÍv Kiv ev wKQz Kiv cwinvi Kwi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Avwg Avkv Kwi A†jŠwKK wKQz NU†e	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. gvbyl†K Gwo†q Pwj	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. †ewk K†i Mvb ev †iwWI iw	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Avwg wb†R†K †`vlx g†b Kwi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. GB cwiw`wZ†Z wK Kiv hvq †m iKg GKUv †KŠkj †ei Ki†Z †Póv Kwi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Ab`i mv†_ gvivgwi Kwi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Avwg ZLb Avjœvni Dci wek`vm ivwL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Avwg mewKQz †g†b †bB A_ev GB mgm`v wb†q †e†P_vKvi wPšÍv Kwi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. AwZwi <sup>3</sup> wKQz KvR K†i mgm`v Gwo†q hvB	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. A†b`i wRwbm c†Íi ýwZ Kwi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. GB cwiw`wZ†Z wK Ki†Z n†e Zv GKR†bi KvQ †_†K civgk© †bB	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. hv†Z K†i Kg wPšÍv Ki†Z nq, ZvB wm†bgv †`L†Z hvB A_ev wUwf †`wL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Avwg Avjœvni mvnv†h`i Rb` cÖv_©bv Kwi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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21. Ggb cwíw'wZ†Z Avgv†K mvnh" Ki†e Ggb Kv†iv mv†_K_v ewj	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Ab"iv Ggb cwíw'wZ†Z wK Ki†Q Zv wRÁvmv Kwi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix F: Adapted Bangla version of the Warwick-Edinburgh Mental Well-Being Scale (WEMWBS) (2006).

wbR<sup>-</sup> ^ Abyf~wZ I wPšÍv fvebv wb†q wKQz wee,,wZ †`Iqv nj| `qv K†i H e†. wUK (✓) wPý w`b hv Avcbvi MZ 2 mßv†ni AwfÁZvi mv†\_ wg†j|

eY©bv	KL†bv bq	KL†bv KL†bv	gv†S g†a”	cÖvqB	me mgq
1. Avwg fwel`r wb†q Avkv Abyfe KiwQjvg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Avwg wb†R†K cÖ†qvRbxq g†b KiwQjvg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Avwg kvšÍ Abyfe KiwQjvg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Avwg Ab” gvby†li e”vcv†i AvMÖn †eva KiwQjvg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Avgvi cÖej kw <sup>3</sup> wQj	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Avwg mgm`v,†jv fvjfv†e †gvKv†ejv Ki†Z †c†iwQjvg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Avwg cwi@<vifv†e wPšÍv Ki†Z cviWQjvg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Avwg wb†Ri e”vcv†i fvj Abyfe KiwQjvg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Avwg wb†R†K A†b”i KvQvKvwQ Abyfe KiwQjvg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Avwg AvZ¥wek vmx †eva KiwQjvg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. wewfbæ mg†q Avwg wb†R wb†R wm×všÍ wb†Z mÿg wQjvg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Avwg fvjev mv Abyfe KiwQjvg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Avwg bZzb wel†q AvMÖnx wQjvg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Avwg Avbw>`Z †eva KiwQjvg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>