

PARENTAL ACCEPTANCE-REJECTION AND SOCIAL SKILLS OF LOW- GRADE PRIMARY SCHOOL STUDENTS

Aneeqa Waheed

Lecturer, Govt. Viqar Un Nisa P.G, College for Women, Rawalpindi
&

Dr. Uzma Masroor

Associate Professor, Air University, Islamabad

&

Muhammad Umar Fayyaz

Lecturer, Department of Psychology

National University of Medical Sciences, Pwd Campus Rawalpindi

Abstract

This study aims to investigate the Low-grade primary school students' Social Skills with reference to their parents' Acceptance and Rejection. The sample consisted of 150 students and their parents of different private schools of Multan city. Information was collected by using Urdu translated versions of two scales; Parental Acceptance-Rejection Questionnaire (PARQ; Haque, 1981) and Social Skills Scale (Khan, 2005). The data was quantitatively analyzed by using SPSS. Demographic variables of the present study were gender, family system, family size and family income. The results of the study indicated that Paternal and Maternal rejection negatively predicted Social skills. Low grades students who perceived more rejection from their parents had less social skills, as compared to low grades students who perceived acceptance from their parents. There was no gender difference found in terms of social skills and perceived parental rejection. Joint families' students were higher on social skills and perceived Rejection by their parents. Difference in terms of family size was found with more perceived paternal and maternal rejection in large families and more paternal rejection in low income families. Social skills were higher in students belonging to large and high income families.

Key words: Parental acceptance-rejection, Social skills, Low grade primary school students, gender, family system, family size, family income

Introduction

Social skills are very important for the communication of children's needs, thoughts and feelings to other people around them. By developing social skills, they get prepared for healthier interactions in all aspects of their lives. Involvement of such skills gets approval from society. Moreover, it helps an individual to cope with the environment (Walker, 1983). These skills are crucial for an individual's day to day life situations and academic environment for success of the children. By having good social skills, children not only relate with their peers but also maintain good relationships with their teachers. Social skills help students in coping effectively with the school environment as well. Social skills promote positive interaction and help in avoiding negative interactions with others (Flowers, 2008).

In a family system, Parents are the most important figures and effectively the first ones of child attachment formation. Parents adopt different children rearing practices. According to theory of Parental Acceptance-Rejection (Rohner, 1975), Positive feelings like care, nurturance, simple love affection etc., are termed as parental acceptance.

However, parental rejection is described as the deficiency or absence of warmth, care, love, support, encouragement, etc. Hurtful emotions and attitude are significant for it. Research evidence (Rohner, 1975; Rohner & Rohner, 1980) shows that development and psychological adjustment of children and adults is affected by their relationship quality with their parents either perceived as accepted or rejected.

Skill set and outward behavior of children are directly inspired by attitude of Parents. Apart from several personal and environmental factors (less self-control, barriers of language, difficulties in communication, mental health issues and stressful home environment) that contribute in developing social skills, parental involvement and acceptance is the first and foremost among all of them. Good caring parents give enough quality time to their children, set rules, and convey expectations and guide at each step of life. Adaptation of positive behavior and social skills by parents helps children to maintain healthy social relations. Parental love and attention thus, has a standard influence on upbringing of their children. Parental acceptance, parental involvement and healthy parental interaction with children tend to develop healthy social skills and social competence (El-Nokali et al., 2010; Ruth & Shafiq, 2010).

According to Rohner et al., (2005), evidence from more than 2000 studies shows children regardless of belonging to

different gender, age, cultures, or ethnicity tend to show psychological maladjustment if their need for acceptance from their parents is not met. Moreover, individuals with perceived rejection tend to develop different mental health related issues as compared to individuals with perceived acceptance. Moreover, research evidence from different studies also suggest that father's acceptance and rejection is as important as mother's because it contributes in the development of psychological and behavioral problems, as well as health and wellbeing of children (Rohner & Veneziano, 2001; Veneziano, 2000). A literature review (Ali, 2011) of different studies conducted in various countries which includes Mississippi Delta, India, Estonia, Pakistan, Turkey, USA, Republic of Slovenia, Canada, and Bangladesh; suggested that perception of acceptance was a significant contributor of self-image and psychological adjustment of children. Özbiler (2016) also provided the evidence that those children who perceived rejection from their mothers tend to have more psychological and social maladjustment.

Apart from having strong influence on the personality development of children, parental warmth and care is evidenced to have positive influence on the academic achievement of children. Students' grades are largely influenced by the perceived rejection from parents. Thus, students' academic achievement is based heavily on the family interaction. Vierstein and Hogan (1975) suggested that parental acceptance, extra encouragement, and the provision of a constant healthy home environment increase the desire to achieve academic goals. Vast literature (Deslandes, et al., 1997; Lakshmi & Arora, 2006; Obayan & Jimoh-Cook, 1992; Pérez Sánchez et al., 2013; Tárraga et al., 2017; Vierstein & Hogan, 1975) provides evidence that the academic achievement of the children is found to be strongly linked with the parental behavior. This suggests that parental rejection leads to the poor grades in school.

Students' academic achievement is very important for the development of their self-confidence, self-image, and better future. Educational counselors, school psychologist and social workers argue that less social skills may be a contributing factor of low academic performance of students. Students who have less social skills, may lack readiness in cooperative learning and show aggressive behavior towards peers and teachers which in turn may affect their academic skills i.e. study related behaviors, decision making skills, critical analysis, performance kills etc. They may face disciplinary consequences as a result of inability to perform an expected

Objectives of the Study

- Exploring the predictive relationship of perception of Parental (Paternal and Maternal) Acceptance-Rejection and Social Skills of primary school students with low grades.
- To compare differences in gender, family system, no. of children in family and family income in low grade primary students in terms of perceived parental (Paternal and Maternal) acceptance-rejection, and social skills.

Hypotheses of the Study

On the basis of objectives, following hypotheses were formulated:

- Parental rejection (Maternal and Paternal) will negatively predict social skills in primary school students with low grades.

appropriate behavior. Therefore, teachers also emphasize the significance of social skills i.e. cooperation, self control etc. in behavioral and academic achievement (Lane, et al., 2003). Evidence from a previous study suggests that social skills serve as a predictor of academic achievement (Marturano & Pizato, 2015). Students with less social skills face difficulty in socializing with their colleagues and teachers. They may also show behavioral deficits and academic failure (Gresham et al., 2010). Considering importance of social skills, Present research was designed to explore the extent of social skills in low grade students, also specifically to identify the differences with respect to demographic variables. It was also aimed to investigate the contributing factor of parental behavior in development of social skills. Researchers and educators have emphasized the important role of positive relationship of parents with children because of its significant impact on children's attitudes and behaviors in academic as well as general setting. A recent study (Nawaz et al., 2019) found that parental rejection was a significant predictor of low social skills in children of single parents. While investigating parental behavior and their connection with children social skills, it is important to incorporate the demographic factors. Previous literature shows that boys and girls perceive different levels of parental acceptance and rejection (Imam & Shaikh, 2005; Khaleque, et al., 2018; Khan et al., 2014) and show different social skills (Abdi, 2010; Benenson, 1996; Grasham & Elliot, 1990; Taylor et al., 2002). Theories of family structure emphasize that family relations and the environment influences growth of a person (Olson et al., 1979). Relationship of Family and children is considered as network and system of interaction. Family plays a very important role in the development of children. Children learn socialization practices primarily from their family members. Family system, no. of children and family income seem to be interested areas to incorporate in research of social skills of children. Pakistan is an Asian country where family influence is strong because of collectivistic nature. Although, wide range of research literature emphasized on role of parental care and warmth in personality and behavioral problems of children, limited research trace the role of parental rejection in predicting social skills specifically with reference to low grade students. Therefore, this research will fill the gap and highlight the role of parental involvement in development of social skills and add in understanding of demographic differences.

- There will be less social skills in Primary school students with low grades with perceived maternal and paternal rejection in comparison with social skills of low grade Primary school students having perceived maternal and paternal acceptance.
- Girls will perceive more rejection and have high social skills as compared to boys.
- Students belonging to joint families will perceive more parental rejection and have high social skills as compared to students belonging to nuclear families.
- Students belonging to high income families will have less parental rejection and more social skills as compared to low income families.

Method

Participants

150 Primary school students with low grades and their 150 parents were selected as the sample. Children of grade 2 to grade 5 were taken. Their age range was from 6 to 11 years. 58.7% ($n = 88$) children were boys and 41.3% ($n = 62$) were girls. During research students were attending school. 62% ($n = 93$) mothers were asked to fill the questionnaires and 38% ($n = 57$) were filled by fathers. To collect the sample different private schools of Multan city were approached. For the selection of the participants, multistage sampling was done. In the first stage, private schools' students list was made with monthly fee ranging from 3000Pkr to 5000Pkr per month to monitor the effect of socioeconomic factor. During the second stage, 5 private schools were selected in the sample randomly. In the third stage, students were selected with low grades based on last record of examination and teacher's evaluation. Students who performed with grade D and below in previous class and in all the assessments of current class were put in the category of low graders. The teachers' evaluation of students considering them low performers in the class was also taken into account. Those children were included who had both biological parents alive and living together.

Instruments

The current study employed the following instruments to measure the variables

Parental Acceptance-Rejection Questionnaire (PARQ)

PARQ (Rohner et al., 1980), was designed to measure the children's' perceptions of parental acceptance and rejection. It was constructed for children with age range 7-13 years. Two forms which consist of 60 items each are to be filled by children to measure their perceptions about their parents; both father and mother. The scale has 4 subscales i.e. parental less warmth and affection, parental neglect and indifference, parental hostility and aggression, and parental rejection. The overall scores on the forms, ranges from a low of 60 (maximum perceived acceptance) and a high of 240 (maximum perceived rejection). The score equal to or above 150 indicates perceived rejection and the score below 150 indicates perceived acceptance. The questionnaire takes almost 10-15 minutes to complete. The participants respond to a 4-point likert scale. Its range is from "almost always true"(4) through "almost never true"(1). A composite score is obtained by adding the scores on all the subscales after reverse scoring of the negative items. To conduct this study, Urdu translated version of Parental Acceptance-Rejection Questionnaire developed by Haque, (1981) was administered on the respondents. Total and sub-scales' reliability of this scale was from .72 to .90. Maternal and Paternal Acceptance-Rejection questionnaires' alpha reliability calculated for this study was .75 and .76 respectively.

Social Skills Scale

Social Skills Scale (Khan, 2005) is comprised of 52 items. 4-point likert scale is used to measure responses ranging from never to be scored (0) to always (3). This scale measures

social skills with 8 different dimensions. The total score of this scale is the average of all the categories measured on this scale. Lowest possible score is 0 and highest possible score is 156 on this scale. High score shows more social skills of the respondent. Parents of low grade primary school students responded on this scale to give answers about social skills of their children. The test-retest reliability of this scale was 0.86, however, Split-half reliability and Alpha reliability coefficients were 0.83 and 0.93 respectively. For this scale, Alpha reliability coefficient was calculated as 0.95.

Demographic Variable Sheet

It was used to get personal details of primary school students with low grades. The details included gender, age, no. of siblings and family system.

Procedure

Before starting, an authority letter was issued from University stating the purpose of the study and verifying the identity of researcher. Afterwards, the administration of the Private schools of Multan was approached and permission was obtained from the concerned authors to conduct the study. The teachers of grade 2 to 5 were asked to provide a list of low grade students on the basis of their assessment and record of last examination. In order to administer PARQ, students were asked to get consent from their parents along with details of demographic sheet. In consent form it was assured that anonymity of participants and confidentiality of data would be maintained. Parents were also sent social skills scale to respond to their perception of social skills about their children. The students and parents were asked to respond on all the items and they were also communicated to ask questions in case of ambiguity. It was instructed to parents to submit filled questionnaire to school within a span of 2 days. 170 questionnaires were sent to parents, 157 were returned and complete however, 7 were incomplete, so they were not included in the study. The sample was screened into rejected and accepted groups based on the cut off score of Parental acceptance-rejection questionnaire. After making groups, 78 (30 girls, 48 boys) low grade primary school students were identified as maternally rejected and 72 (32 girls, 40 boys) low grade primary school students were identified as maternally accepted. However, 72 (25 girls and 47 boys) low grade primary school students were identified as paternally rejected and 78 (37 girls, 41 boys) low grade primary school students were identified as paternally accepted. In the next step, MS-Excel was used for the entry of data and IBP SPSS was used to run descriptive statistics, reliability analysis, linear regression analysis, t test and one way-ANOVA.

Ethical Considerations

- Permission was taken for the use of the questionnaires from the concerned authors.
- Informed consent was taken from concerned authority and participants.
- Participants were assured of confidentiality their data.
- Participants were provided with right of withdrawal at any time in the research.

Results

Table 1

Demographic properties of the low grade primary school students (N=150)

Demographic variables	Category	F	%
Gender	Girls	62	41.3%
	Boys	88	58.7%
Family system	Nuclear	85	57%
	Joint	65	43%
No. of children in family	1-3	32	21.3%
	4-6	91	60.7%
	More than 6	27	18%
Family income	Below 40,000	33	22%
	41,000-80,000	71	47.3%
	Above 80,000	46	30.6%

The scores of alpha reliability coefficients for the Parental acceptance rejection questionnaire (Maternal and Paternal) are

acceptable. Moreover, Social Skills Scale presents good reliability. (see Table 2)

Table 2

Descriptive statistics and reliability coefficients of parental (paternal and maternal) acceptance-rejection questionnaire and social skills scale

Scales	No. of items	M	SD	α
PARQ for mothers	60	142.82	15.54	.75
PARQ for fathers	60	143.17	15.61	.76
Social Skills Scale	52	84.17	30.27	.95

Note: N=150; PARQ=Parental acceptance rejection questionnaire

Paternal rejection statistically significantly predicted social skills, $F(1, 70) = 25.51$, $***p < .001$, $R^2 = .26$. Value of coefficient ($B = -1.20$) suggests that increase in paternal rejection causes decrease in Social skills. Furthermore,

Maternal rejection also statistically significantly predicted social skills, $F(1, 76) = 41.14$, $***p < .001$, $R^2 = .35$. Value of coefficient ($B = -1.36$) suggests that increase in maternal rejection causes decrease in Social skills. (See Table 3)

Table 3

Perceived paternal and maternal rejection as predictor of social skills in low-grade primary school students

Measure	Paternal rejection			Maternal rejection		
	B	SE B	B	B	SE B	β
Constant	266.29			293.53		
Social Skills	-1.20	.239	-.51***	-1.36	.21	-.59***
R	.51			.59		
R ²	.26			.35		
F	25.51***			41.14***		
ΔR^2	.26			.35		

Note: N=150; for Paternal rejection, n=72; for Maternal rejection, n=78. $***p < .001$.

Table 4
Mean differences in social skills along groups of primary school students with low grades having perceived parental rejection and acceptance

Measures	n	M	SD	T	p	95% CI		Cohen's d
						LL	UL	
Perceived Maternal Rejection	78	67.87	25.13	-10.62	.000	[-48.45 -33.25]		1.75
Perceived maternal acceptance	72	108.71	21.69					
Perceived paternal Rejection	72	66.03	24.65	-10.79	.000	[-48.78 -33.68]		1.76
Perceived paternal acceptance	78	107.26	22.13					

Note: N= 150***p<.001.

Result indicated that there is a highly significant difference in the social skills of low grade students with perceived maternal rejected and acceptance ($df=148, t=-10.62, ***p<.001$). The values of mean also depict high social skills in students with perceived maternal acceptance as compared to students with perceived maternal rejection ($M=108.71, 67.87$). It means that those students who perceived acceptance from their mothers had high social skills as compared to students who perceived rejection from their

mothers. (see table 4) Findings reveal that there exists a highly significant difference in the social skills of students perceiving rejection and acceptance from their fathers ($df =122.64, t=-10.79, ***p<.001$). Mean analysis show high social skills in students with perceived paternal acceptance in comparison with students with perceived paternal rejection ($M=107.26, 66.03$). The values of cohen's $d (>.80)$ indicate large effect size. (see table 5)

Table 5
Mean differences of gender with respect to perceived maternal and paternal rejection and social skills

Measures	Gender	N	M	SD	T	p	95% CI		Cohen's d
							LL	UL	
Perceived Maternal Rejection	Girls	30	164.91	9.97	-.447	.657	[-6.23 3.95]		0.12
	Boys	48	166.05	11.58					
Perceived Paternal Rejection	Girls	25	164.40	10.77	-.70	.486	[-7.05 3.39]		0.17
	Boys	47	166.23	10.47					
Social Skills	Girls	62	92.92	33.05	1.81	.072	[-.831 19.42]		0.29
	Boys	88	83.63	29.31					

Note: For maternally rejected, N=78; for paternally rejected, N=72; for social skills, N=150.

Table 6 depicts a non-significant gender difference in low grade students on the basis of perceived maternal and paternal

Rejection and social skills ($df =76, t=-.447, p>.05; df =70, t=-.70, p>0.05; df =148, t=1.81, p>0.05$).

Result suggests a highly significant difference in perceived maternal, paternal rejection and social skills of the nuclear and joint families ($df =76, t=-5.08, ***p<.001; df =70, t=-4.93, ***p<.001; df =148, t=-2.34, *p<0.05$) with more rejection and social skills in joint families as compared to nuclear families ($M=171.82, 160.80; M=171.71, 160.98; M=94.17, 82.34$) (see table 6)

Table 6*Mean differences of groups of family system with respect to perceived Parental rejection and social skills*

Measures	Family system	N	M	SD	t	p	95% CI		Cohen's d
							LL	UL	
Perceived Maternal Rejection	Nuclear	44	160.80	9.19	-5.08	.000	[-15.35 -6.71]		1.15
	Joint	34	171.82	9.89					
Perceived Maternal Rejection	Nuclear	41	160.98	8.62	-4.93	.000	[-15.07 -6.40]		1.16
	Joint	31	171.71	9.79					
Social Skills	Nuclear	85	82.34	29.93	-2.34	.021	[-21.81 -1.83]		0.38
	Joint	65	94.17	31.63					

Note: For maternally rejected, N=78; for paternally rejected, N= 72; for social skills, N=150. * $p < .05$, *** $p < .001$.

Table 7*Mean differences along groups of no. of children and family income of primary school students with low grades with respect to perceived maternal and paternal rejection*

Measures		N	Mean ranks	M	χ^2	p	Post hoc Mann-whitney
Maternally rejected	No. of children	1-3	15	33.10	14.07	.034	3>1,2
		4-6	45	34.62			
		More than 6	18	57.03			
Paternally rejected	No. of children	1-3	13	28.50	6.76	.001	3>1,2
		4-6	38	34.00			
		More than 6	21	45.98			
Maternally rejected	Family income	Less than 40,000	16	41.56	.961	.618	-
		40,000-80,000	48	37.58			
		More than 80,000	14	43.71			
Paternally rejected	Family income	Less than 40,000	22	46.82	7.72	.021	1>2,3
		40,000-80,000	31	31.90			
		More than 80,000	19	32.05			

Note: for maternally rejected, N=78; for paternally rejected, N=72 * $p < .05$, ** $p < .01$.

Analysis of Kruskal Wallis H test shows a significant difference in students perceived maternal rejection $H(2) = 14.07$, * $p < .05$. The findings depict that primary school students with low grades having more members in family perceive more maternal and paternal rejection. Post hoc Mann Whitney using Bonferroni adjusted alpha level of .017 (.05/3) was used to compare all groups. Group 1 and 3 and 2 and 3 were significantly different ($U(n=15, n=18)=55.5$, $z=-2.87$, $p=.003$) and $U(n=45, n=18)=169$, $z=-3.593$, $p=.000$).

However, there was no significant difference between group 1 and 2. Further results also show a significant difference in students perceived paternal rejection on the basis of family size $H(2) = 6.76$, ** $p < .01$. (see table 7) However, in pair wise comparison no significant difference was found between each pairs. Furthermore, there was no significant difference found in the maternal rejection of students on the basis of family income. However, there was a difference in terms of paternal rejection. $H(2) = 7.72$, * $p < .05$. Students belonging to

low income families had faced ore paternal rejection. Pair wise comparison revealed a significant difference only

between groups 2 and 3($U(n=128, n=129) = 224, z = -2.90, p = .004$).

Table 8

Mean differences along groups of family size and family income of primary school students with low grades with respect to social skills

	Demographic variable	Groups	<i>n</i>	<i>M</i>	<i>SD</i>	<i>F</i>	η^2	Tukey's PostHoc
		1-3	32	74.34	30.65			3>1,2
Social skills	No. of children	4-6	91	87.38	31.14	6.8**	0.26	
		More than 6	27	103.30	24.66			
		Less than 40,000	33	147.21	17.88			
Social skills	Family income	40,000-80,000	71	145.05	16.24	7.69**	0.08	3>1,2
		More than 80,000	46	158.02	20.13			

Note: $N=150$. ** $p < .01$.

There was a significant difference in social skills of low grade students having different family size, $F(2, 147) = 6.8, **p < .01$). These results suggest that primary school students with low grades belonging to families with more children had more social skills. The value of $\eta^2 = 0.26 (< .50)$ indicates small effect size. Furthermore, there was a also significant difference found in the social skills of low-grade primary school students belonging to high income families $F(2, 147) = 7.69, **p < .01$). The value of $\eta^2 = 0.08 (< .50)$ also indicates small effect size. (see table 8)

Discussion

The findings of this study supported our first hypothesis as it was suggested that paternal and maternal rejection negatively predicted social skills. Increase in paternal and maternal rejection preceded decrease in social skills. It means that parental behavior towards children helps in development of social behavior of children. Parental care giving behavior exerts immediate and lasting effect on the overall social functioning and practices of children including areas of moral development and to interaction with peers and academic achievement. A previous study (Nawaz et al., 2019) also suggested that parental rejection was a significant predictor of low social skills in children having single parents. El-Nokali et al. (2010) also found that increase in parental involvement predicted an improvement in social skills. Bennett and Hay (2007) concluded that high parental involvement helps in development of social skills of children. Likewise, Feldman and Masalha, (2010) and Rohner (1975) also asserted that parental rejection may lead to less social interaction and social competence.

Furthermore, this study provided a support with respect to second hypothesis as the findings suggested a highly significant difference in terms of social skills of low grade primary school students perceiving parental (maternal and paternal) acceptance and rejection. Students perceiving maternal and paternal rejection exhibited fewer social skills in

comparison with students perceiving maternal and paternal acceptance. The reason might be the rejected children make themselves emotionally detached from parents because they feel resentment and in turn they behave same with their other relationships. A Previous study (Ruth & Shafiq, 2010), also suggested that family bond, activities with father, mother's sensitivity to the needs of children and a healthy interaction during infancy helps in promoting social competence in children and the interaction.

Results of this study showed no support for the gender difference on the basis of perceived maternal and paternal rejection and social skills. The reason for parents' rejection might be the parents' warmth, neglect, affection and rejection is equal for all the children because of their own nature, personality and circumstances. Few previous studies also found no gender differences in their study with respect to Hostility, indifference warmth and rejection of mothers' towards their children (Anjum, 2009; Kausar & Kazmi, 2011). However, their findings suggested a difference of father's rejection towards their children. They were more rejecting towards their sons in comparison with daughters. Additionally, current era focus on equal socialization practices for both genders; hence no difference was found.

Further results suggested that perception of maternal and paternal rejection was higher in Low grade primary school students having joint family systems in comparison with nuclear families. The reason might be extra responsibilities of parents and over involvement of other members of the family. In joint family system, every member of the family tries to teach children from their own thinking, which leads towards confused thinking in children (Khatoon & Muhammad, 2009).

Moreover, it was found that joint families' low grade primary school students were high on social skills. Considering the potential negative effects of joint families, it is important to take into account the positive aspects. In Joint family system children learn more interpersonal and social skills from their extended family. Research evidence (Sahar & Muzaffar, 2017; Sevak, 2016) shows good social adjustment

and social skills in individuals belonging to joint family system.

Moreover, results provided a support as there was a difference seen in terms of parental rejection (maternal and paternal) and social skills of on the basis family size and family income. Primary school students with low grades having large families and low income faced more rejection. Malik (2010) also supported the fact that in large families, parental neglect and abuse is more common. Nefise and Mehmam (2010) concluded that lower and upper socioeconomic status and number of children were correlated to their acceptance-rejection behaviors. Students who belong to low income families are often exposed to housing issues, economic insecurity and employment issues which result in increased stress and minimal family interaction because of lack of time (Raver, 2002). Further, it was found that students belonging to large families had more social skills. Having more members in the family promote interpersonal skills. Elder siblings serve as a model and child observes their interaction styles which help in better socialization. High social skills in high income families were reported which indicates that family income serves as a source of learning social skills.

Limitations

1. Sample size was less and the area of sampling was limited to one city only. It should be extended to increase the generalization of the study.
2. Students' social skills were examined with reference to parental acceptance rejection only; more constructs should have been studied to have a vast understanding.

Implications

Despite the potential limitations of current study, the results would help to understand the role of parental attitude (positive or negative) towards children and the impact they have on social practices of children. Low grade students who are already far behind in terms of education, the behavior of their parents need to be understood and improved to enhance their socialization. Family centered Programs and workshops for training of parents have been evidenced to be an effective strategy to promote positive and healthy parental behavior towards their children not only in terms of social skills but also regarding academic difficulties. They may be warned about the negative consequences of their neglect and rejection toward children. School psychologist can play an effective role in promoting parental engagement in school system by providing consultation regarding childcare and socialization practices of overall family. They can design outreach programs specifically for the students and family of low achievers. Overall, both teachers and parents should work together in providing social support to students and enhancing socialization practices of students to avoid low academic achievement. Above all, it is very important that the institution takes necessary educational actions that covers and improve the psychological areas of the students. As a result, the social and academic competence along with their academic achievement can be increased. This study would also lead the institutions who are working for the enhancement of awareness among parents about their child rearing styles. The findings would also add in understanding of potential effects of demographics and role of family structure in development of parental behavior and socialization practices of children. Overall, findings provide important implications for a holistic approach to incorporate parents' awareness and involvement in children's education.

References

- Abdi, B., (2010). Gender differences in social skills, problem behaviours and academic competence of Iranian kindergarten children based on their parent and teacher ratings. *Procedia - Social and Behavioral Sciences*, 5(2010),1175-1179.
<https://doi.org/10.1016/j.sbspro.2010.07.256>
- Ali, S. (2011). Perceived teacher and parental acceptance-rejection, and the academic achievement, adjustment, and behavior of children: Literature review. *Cross-Cultural Research*, 44(3), 269-282. doi: 10.1177/10693971110366935.
- Anjum, S. (2009). *Relationship between Parental Acceptance Rejection and Behavioral Problems in Children*. Psychological Abstracts (2003-2009), University of Punjab.
<http://pu.edu.pk/images/Psychological%20Abstracts%202003-2009.pdf>
- Benenson, J. F. (1996). Gender differences in the development of relationships. In: Gil G. Noam & Kurt W. Fischer, et al. (Eds.), *Development and vulnerability in close relationships* (263–286) Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Bennett, S, K., Hay, A D. (2007). The role of family in the development of social skills in children with physical disabilities. *International Journal of Disability, Development and Education*, 54 (4), 381-397. <https://doi.org/10.1080/103491207016.54555>
- Deslandes, R., Royer, E., Turcotte, D., & Bertrand, R. (1997). School achievement at the secondary level: influence of parenting style and parent involvement in schooling. *Mcgill Journal of Education*, 32(3), 191-208. mje.mcgill.ca/index.php/MJE/article/download/8377/6305
- El-Nokali N. E., Bachman H. J., & Votruba-Drzal E. (2010). Parent involvement and children's academic and social development in elementary school. *Child Development*, 81(3):988-1005. doi: 10.1111/j.1467-8624.2010.01447.x
- Feldman, R., & Masalha, S. (2010). Parent-child and triadic antecedents of children's social competence: Cultural specificity, shared process. *Developmental Psychology*, 46(2), 455–467. <https://doi.org/10.1037/a0017415>
- Flowers, A. (2008), *Social Skills Improvement System (SSiS)*, Pearson Education, inc., anise.flowers@pearson.com
- Gresham, F. M., & Elliott, S. N. (1990). *Social Skills Rating System*. Circle Pines, MA: American Guidance Services.
- Gresham, F. M., Elliot, S. N., & Kettler, R. J. (2010). Base rates of social skills acquisition/performance deficits, strengths and problems behaviors: And analysis of the social skills improvement system-rating scales. *Psychological Assessment*, 22(4), 809-815. doi:10.1037/a0020255

- Haque, A. (1981). The effects of perceived parental acceptance rejection on personality organization in Pakistani children. Unpublished research paper. Department of Psychology, University of Sindh, Pakistan.
- Imam, F. & Shaikh, S. I. (2005). Presence or absence of father's love and personality development of the child. *Pakistan Journal of Psychology*, 36(01), 31-37.
- Kausar, R. & Kazmi, S. R. (2011). Perceived parental acceptance-rejection and self-efficacy of Pakistani adolescents. *Journal of the Indian Academy of Applied Psychology*, 37(2), 224-232.
- Khaleque, A., Hussain, S., Gul, S., & Zahra, S. (2018). Relations between Remembered Childhood Parental Acceptance-Rejection, Current Fear of Intimacy, and Psychological Adjustment among Pakistani Adults. *Psychology and Behavioral Science International Journal*, 10 (2), 2474-7688. doi: 10.19080/PBSIJ.2018.09.555784
- Khaleque, A., Hussain, S., Gul, S., & Zahra, S. (2018). Relations between Remembered Childhood Parental Acceptance-Rejection, Current Fear of Intimacy, and Psychological adjustment among Pakistani Adults. *Psychol Behav Sci Int J*; 10(2): 555784. doi: 10.19080/PBSIJ.2018.10.555784.
- Khan, A. (2005). *Development of Social Skills Scale for Children*. Unpublished M.Phil dissertation. Islamabad: National Institute of Psychology, Quaid-e-Azam University.
- Khan, E. A., Qurat-Ul-Ain, Riaz, M. A., Riaz, N. M., Batool, N. (2014). Demographic Differences on Parental Acceptance Rejection and Personality among Children with Intellectual Disabilities. *Journal of Applied Environmental and Biological Science*, 4(7S)364-372.
- Khatoon, A., & Muhammad, M. (2007). The Impact of Nuclear and Joint Family System on the Academic Achievement of Secondary School Students in Karachi. pr.hec.gov.pk/Chapters/2515-0.pdf
- Lakshami, A. R., & Arora, M. (2006). Perceived Parental Behaviour as Related to Student's Academic School Success and Competence. *Journal of the Indian Academy of Applied Psychology*, 32(1), 47-52.
- Lane, K. L., Pierson, M. R., & Givner, C. C. (2003). Teacher Expectations of Student Behavior: Which Skills Do Elementary and Secondary Teachers Deem Necessary for Success in the Classroom?. *Education and Treatment of Children*, 26(4), 413-430.
- Malik, F. (2010). Determinants of Child Abuse in Pakistani Families: Parental Acceptance Rejection and Demographic Variables. *International Journal of Business and Social Science*, 1(1), 67-80, R www.ijbssnet.com
- Marturano, E. M., & Pizato, E. C. G. (2015). Preditores do desempenho escolar no 5º ano do ensino fundamental [Predictors of academic achievement in the 5th grade of elementary school]. *Psico*, 46(1), 16-24. doi:10.15448/1980-8623.2015.1.14850
- Nawaz, S., Ali, W., Najmussaqqib, A., Ahmed, M., Rehna, T., (2019). The Relationship between Parental Rejection and Social Skills among Children of Single Parents. *European Online Journal of Natural and Social Sciences*. 8(2) <http://www.european-science.com>
- Nefise, E. & Mehmat, T. (2010). Child acceptance-rejection behaviors of lower and upper socioeconomic status mothers. *Social Behavior and Personality: an international journal*, 38 (3), 427-432. doi - 10.2224/sbp.2010.38.3.427
- Obayan, A. I., & Jimoh-Cook, K. (1992). Paternal acceptance/rejection and children's academic achievement- A study of selected secondary school children in and around Ilorin Metropolis. http://www.unilorin.edu.ng/journals/education/nijef/march_1992/Paternal_Acceptance_Rejection_and_Childrens_Academic_Achievement_Selected_Secondary_School_Ilorin.Pdf
- Olson, D. H., Sprenkle, D. H., & Russell, C. S. (1979). Circumplex model of marital and family systems: I. Cohesion and adaptability dimensions, family types, and clinical applications. *Family Process*, 18(1), 3-28. <https://doi.org/10.1111/j.1545-5300.1979.00003.x>
- Özbiler, Ş. (2016). Perceived Maternal Acceptance Rejection And Control On Primary School Children with Psychological And Social Maladjustment. *International Journal of Psychology and Educational Studies* , 3 (3) , 31-43 . doi: 10.17220/ijpes.2016.03.004
- Pérez Sánchez, C. N., Betancort Montesinos, M., and Cabrera Rodríguez, L. (2013). Family influences in academic achievement: a study of the Canary Islands. *Rev. Int. Sociol.* 71, 169-187. doi: 10.3989/ris.2011.04.11
- Raver, C.C. (2002). Emotions matter: Making the case for the role of young children's emotional development for early school readiness. *SRCD Social Policy Report*, 16, 1-20. <https://doi.org/10.1002/j.2379-3988.2002.tb00041.x>
- Rohner, E. C., Rohner, R. P., & Roll, S. (1980). Perceived Parental Acceptance-Rejection and Children's Reported Behavioral Dispositions: A Comparative and Intracultural Study of American and Mexican Children. *Journal of Cross-Cultural Psychology*, 11(2), 213-231, doi: 10.1177/0022022180112006.
- Rohner, R & Veneziano, R. (2001). The Importance of Father Love: History and Contemporary Evidence. *Review of General Psychology*. 5. 382-405. 10.1037/1089-2680.5.4.382.
- Rohner, R. P., & Rohner, E. C. (Eds.). (1980). Worldwide tests of parental acceptance-rejection theory [Special issue]. *Behavior Science Research*, 15 (1).
- Rohner, R. P. (1975). They love me, they love me not: A worldwide study of the effects of parental acceptance and rejection, New Haven, CT: Human Relations Area Files.
- Rohner, R., Khaleque, A., & Cournoyer, D. (2005). Parental Acceptance-Rejection: Theory, Methods, Cross-Cultural Evidence, and Implications. *Ethos*, 33(3), 299-334. Retrieved January 14, 2021, from <http://www.jstor.org/stable/4497896>
- Ruth, F., & Shafiq, M. (2010). Parent-child and triadic antecedents of children's social competence: Cultural specificity, shared process. *Developmental Psychology*, 46(2), 455-467. doi: 10.1037/a0017415
- Sahar, N., Muzaffar, N. (2017). Role of Family System, Positive Emotions and Resilience in Social Adjustment among Pakistani Adolescents. *Journal of Educational, Health and Community Psychology*, 6, 46-58. doi:10.12928/JEHCP.V6I2.6944

- Sevak, S., Ghildiyal, R., & Dasila P. (2016). Social skills among children with intellectual disability those belong tonuclear family verses joint family. *International Journal of Nursing and Medical Investigation*.
- Tárraga, V., García, B., and Reyes, J. (2017). Home-based family involvement and academic achievement: a case study in primary education. *Educ. Stud.* 44, 361–375. doi: 10.1080/03055698.2017.1373636
- Taylor, C. A., Liang, B., Tracy, A. J., Williams, L. M., & Seigle, P. (2002). Gender differences in Middle School Adjustment, Physical Fighting, and Social Skills: Evaluation of a Social Competency Program. *The Journal of Primary Prevention*, 23, 259-272.
- Veneziano, R. A. (2000). Perceived paternal and maternal acceptance and rural African, American and European American youths' psychological adjustment. *Journal of Marriage and the Family*, 62(1), 123-132.
- Viernstein, V. and Hogan, H. (1975). Parental Personality Factors and Achievement Motivation in Talented Adolescents. *Journal of Youth andAdolescence*.4 (2), 187-189.
- Walker, H.M. (1983). The Access program: Adolescent curriculum for communication and effective social skills: Student study guide. Austin, TX: Pro-Ed.

Received: December 18, 2019
Revisions Received: February 27, 2022