PARENTAL REJECTION AND RELATIONSHIP QUALITY OF UNIVERSITY STUDENTS: LOOKING THROUGH THE PRISM OF EMOTIONAL INTELLIGENCE

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Candidate of **Master of philosophy** at the National University of Modern Languages do hereby declare that the thesis **"Parental Rejection and Relationship Quality of University Students: Looking through the Prism of Emotional Intelligence"** submitted by me in partial fulfillment of MPhil degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it shall not, in future, be submitted by me for obtainingany other degree from this or any other university or institution.

I also understand that if evidence of plagiarism is found in my thesis/dissertation at any stage, even after the award of a degree, the work may be cancelled, and the degree revoked.

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ABSTRACT

Parental rejection can let individuals think themselves as unworthy of love, causing lifelong adverse consequences socially, psychologically, emotionally effecting relationships of individuals throughout life. Present study was conducted to see the impact of parental rejection on relationship quality and to explore the role of emotional intelligence and communication apprehension in university students. Research consisted of two phases, pilot study and main study. Pilot study was carried out to examine the psychometric properties, practicality and relevancy of instruments in local population. The pilot study was conducted using inclusion criteria on a sample of 100 university students (46% males, 54% females) with age range of 19-24 years by convenient sampling representing whole population. Main study sample consisted of 508 university students (girls = 245, boys = 263) aged 19 to 24 years (M = 21.62, SD = 1.74) were selected from Islamabad and Rawalpindi. English versions of Parental Acceptance Rejection Questionnaire (Rohner, 1991), Network of Relationships (Furman & Buhrmester, 1985), State-Trait Anxiety inventory (Spielberger, 1983) and Trait Meta-Mood scale (Salovey & Mayer, 1995) were used. Data was analyzed statistically through SPSS-25. Measures used in study depicted satisfactory and acceptable reliability. Results indicated that parental rejection is significantly negatively correlated with closeness in relationship with parents whereas significantly positively related with discord in relationship with parents (p > .05). Results indicated that communication apprehension is significantly negatively related with closeness and significantly positively related with discord in relationship with parents. Mediation analysis revealed that communication apprehension acts as mediator in parental rejection and closeness but did not mediate with discord in relationship with mother and father. Moderation analysis revealed that emotional intelligence partially moderated the relationship between parental rejection and relationship quality with parents, where emotional

intelligence mediated between mother rejection and closeness with mother, and between father rejection and discord with father. Results also revealed boys perceived parental rejection more as compared to girls. Study further showed that students living in joint family scored higher on remembrance of mother hostility, emotional intelligence whereas students living in nuclear family system scored higher on communication apprehension.

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ACKNOWLEDGEMENTS

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DEDICATED

TO

Ammi and Abbu

May Allah bless them always

CHAPTER 1

INTRODUCTION

All human beings have basic desire for positive response (approval, love and affection) from the people "significant" to them. This need for affection is basic for normal and healthy development of individuals. Lack of this positive response is adequate enough to produce negative outcomes for personality functioning. Parents are one of the basic and essential source for this positive behavior in an individual, especially children. The term "parent" refers to any individual with a short or extended responsibility for the care of a child (Rohner et al., 2015). This individual may be a biological relative, an older sibling, grandparents, adoptive parents, other family members, or someone related by kinship. Parents play a significant role in the growth and progress of children. They are pillars of love, support and guidance. Family is where life starts and love goes on forever till last breath. There is nothing more soothing and comforting than parent's arms for a child no matter how much older he gets. Family is the primary educational area, the most pertinent, and the first school of behavioral and emotional literacy for a child. Children learn in home by the actions and words of their parents and accessible role models, to express, respond, think and interpret about their fears, feelings and desires. A child should have positive role models to grow optimally emotionally and psychologically. Emotions and their regulation are learned since childhood and are shaped by the closer factors, with family and school assuming major roles. Thus, parents can play as a risk factor or protective factor.

It is very important for parents to be warm, close and non-hostile to their children to nurture quality parent-child relationship. Parents' behavior effect children socially, mentally, psychologically and physically (Khaleque & Rohner 2002; Lila et al., 2007). From the earliest years of childhood, children grow significant bonding with their family members.

Researchers investigated familial and extra familial relationships and their links to study how they impact psychosocial functioning in children (Rubin et al., 2004).

Denial of warmth, affection and approval of a child by both parents and even form one of the parent, sometimes concealed under the cover of overprotection or overindulgence. The frequent outcomes are erosion of the child's self-worth, self-esteem, tantrums, poor self-image, hostility, inability to form connections to others, and development of physical, emotional and psychological disturbances. The meaning of a parent as hostile cannot be made exclusively by observing parents' way of behaving, since rejection is characteristics of behavior. From this view, the effects of parents' behavior on their children depends not only from objective components but also from children's inferential and perceptual components. Parental acceptance and rejection is affective and emotional bonding between parents and their children (Kostic et al., 2014). Inferences of children about their relationships with parents in early years are significant on their development in adulthood and adolescence (Conger et al., 2000; Repetti et al., 2002).

Parent-child relationship where parental rejection is referred, is associated with psychological adjustment issues in adulthood (Rohner, 2007). Parental rejection correlates with the lack of parental warmth, comfort, support, concern, and the existence of both physically and psychologically harmful behaviors (Rohner 2006; Rohner & Khaleque 2005). If children are rejected by the parents, they are probably going to characterize themselves as unworthy of affection and regard of others leading them emotionally unstable and unable to maintain warm and close relations with others. Due to this emotional instability, the rejected person becomes hostile, anxious, insecure and debases his/her feelings of self-esteem. Rohner and Britner (2002) stated that parental rejection is positively related with externalizing and internalizing problems, and mental health. Those children were better adjusted psychologically and socially who perceived parental acceptance-rejection positively

(Khaleque & Rohner, 2002; Lila et al., 2007). Mental frameworks created by perceived parental rejection in early life effect the personality patterns, psychological adaptation both in childhood and adulthood and social relationships (Khaleque & Rohner, 2001; Rohner, 2004). In the areas of adolescent's psychological well-being and mental health, parental rejection has been categorized as a serious stressful life event that usually leads to aversive emotions and negative mental health outcomes, such as depression, anxiety and suicidal ideation leading to mental illness in adulthood. (Zhou at el., 2017). Childhood rejection yields adverse consequences on subsequent development leading to psychopathological symptoms in adulthood and internalizing difficulties in adolescence (Baumeister et al., 2007; Dodge et al., 2003; Pedersen et al., 2007), Parental rejection causes lifelong negative consequences in children which lead through adolescents and then adulthood (Arnett, 2000).

Family environment is important factor in building relationship patterns in children and how they perceive future relations with their closed ones. Relationship with parents is the root on which children build their perception of relationship quality with others throughout their life. Relationships fostering wellbeing are characterized by a high quality of relationships (Clark & Grote, 2003). High relationship quality is characterized by subjective experiences like affection, nurturance and intimacy, whereas low relationship quality is denoted antagonism, irritation and conflict (Dush & Amato, 2005). Relationship quality is closely related to many constructs of well-being, including physical and psychological health (Pieh et al., 2020; South & Krueger, 2013). Given the strong connection between relationship quality and parenting practices, partners that are able to flourish their own relationships are in a secure position to create a beneficial home environment for children.

Communication is a way of communicating opinions, ideas and thoughts between two or more people with the purpose of shaping an understanding. Ability to have effective communication with others is an important life skill and those who can communicate

effectively know how to respond to others skillfully, responsibly and flexibly without sacrificing own integrity. Effective written and oral communication skills are crucial for success in contemporary and diverse global business environment (Albrecht & Sack, 2000; International Federation of Accountants, 2003). Sometimes, individuals experience anxiety when forced to communicate so they avoid communication which is called apprehension (Kim, 2015). Communication apprehension is a vast term that refers to a person's "fear or anxiety 'related with real or anticipated communication with others" (McCroskey, 2001). Fear of judgment from others and self-image issues can fuel the anxiety. Communication apprehension can trigger a variety of involuntary responses like fight-or-flight responses, nausea, sweating, forgetting, shaking and many others. Communication apprehension is significantly related with interpersonal relationships, building trust, self-criticism which ultimately impacts on ones wellbeing and mental health. It may be due to environmental factors and family structures a child experienced in early life (McCroskey, 2007).

To counter negative responses and experiences in life, individuals uses different coping strategies and personality traits to overcome them. Emotional intelligence is one of the factor that helps person to bounce back despite from adversities. Emotionally intelligent person is evaluated to be more efficient in using personal and social skills. Emotional intelligence is very important in personal achievement, leadership, career success and life satisfaction (Nelson & Low, 2003). Emotional intelligence involves recognizing, comprehending, experiencing, and expressing emotions in a healthy and constructive manner (Bradberry, 2014). The adolescent phase marks a crucial period for emotional regulation development, making emotional intelligence a recognized protective factor that can come to the aid in this age despite of adversity and troubled childhood. People high on emotional intelligence are better in handling negative circumstances coming in their life and can cope

with them effectively as compared to the ones who are low on emotional intelligence (Dulewicz & Higgs, 2000).

1.1 Rationale of the Study

Parents act as a primary school of emotional and behavioral literacy for a child and play a significant role in the development of children as they are symbols of support, care and love. Failing to fulfill basic emotional and psychological needs of a child by parents leads to serious negative consequences in later life. Children whose parents are supportive and loving have sound personality, higher self-esteem, better adaptation skills, higher wellbeing and are more likely to be successful in life as compared to those children who had faced worst emotions in their life (Lila et al., 2007). Hence, parents can acts as a risk factor or protective factor. Studies showed the strong correlation of parental rejection and child's mental, physical and psychological health (Rohner, 2004; Pieh et al., 2020). Previously, many studies examined the importance of parental styles, attachment patterns and parental control but objective of the present study is to focus on parental rejection and relationship quality with parents and in later life with significant others. Many studies previously explored role of parental acceptance and its lifelong consequences but in this study factor of rejection is of pivot role along with its relationships with other variables.

Another worth noting point of the study present study is exploring the role of father rejection along with the mother. Father's role is as important as mother in healthy psychological development of child as father figure is important during the transition from childhood to adolescence for attachment during developmental changes in personality (Roh & Yang, 2013). So, this study will explore role of father rejection and its life lasting impact. Even though little research is present on father rejection but particularly with this age group (young adults) there is dearth of research especially in eastern cultures. This age group is

significant, as university age is a transition phase and comes with the crisis of forming romantic relationships to loneliness, previous research mostly focused on children, so examining the remembrance of rejection in this age group will tell the relationship quality they are going to make with their future partners.

Worth of present study can also be measured in terms of early detection of risk factors for adult life negative consequences and how those factors can be avoided early by conducting awareness programs for parents by guiding and teaching them the outcomes of their negative parenting on their children. As we are into expanding our generations biologically but we do not give importance to their healthy psychological and social functioning which is of equal importance. Similarly, this study also indicates the importance of managing and regulating emotions and how these emotions help us to bounce back despite of adversity (Bharvad, 2015). So students can be trained and guided to be aware, manage and handle their emotions according to social situation by awareness campaigns, seminars, clinically and in pedagogical settings. Managing and regulating emotions can help to succeed in life optimally despite of worst background and experiences (Petrides et al., 2016).

In Pakistan, physical health is given more importance neglecting psychological health which is of equal importance so this study will help to promote positive personality factors and how they can aid in fighting stressors and flourishing psychological health. Previously, studies explored protective factors and personality traits like humor, social support, coping strategies etc., but little evidence is present for emotional intelligence as a protective factor in local context. There are literature gaps in existing literature regarding parental rejection as in PARTheory, even though it thoroughly examines the impact of rejection and its consequences but it do not provide extensive data in regulation of emotions and its importance in individuals facing parental rejection, also previous studies mostly focused on negative variables, with emergence of positive psychology, it is necessary to study a positive

moderating variable to make it useful and purposeful for future for which this study will be helpful.

Another worth noting point of the present research is the study of communication apprehension in students which is manifestation of remembrance of parental rejection. When communicating with others including their significant ones (friends, teachers etc.) rejected children may develop a sense of fear and that fear exacerbates the negative impact of parental rejection by developing internalizing and externalizing problems as PART theory (Rohner, 2012) indicates the adverse outcomes of parental rejection and one of worst outcome can be the communication pattern in children. By developing effective interventions and communication skills training that address parental rejection and communication apprehension, we can assist children to overcome these challenges by developing healthy communication patterns that help them throughout their lives.

1.2 Statement of the problem

There is a significant impact of parental rejection on children which carry its influence throughout their life. A vast body of research suggest that parental rejection have lasting short and long term effects on an individual including physical, social, and psychological health (El-Nokali et al., 2010; Ruth & Shafiq, 2010). There is a motive to believe that parental rejection is a part of a vast number of factors that play its role in cycling problems through intergenerational transmission (Arnett, 2000; Conger et al., 2000; Khaleque & Rohner, 2001).

Parental rejection is leading factor behind poor emotional and behavioral problems of children and adolescents. Parental rejection is now considered to be the crucial point of intervention for at risk children and adolescents. The goal of the present study is to explore the results of parental rejection on relationship quality of university students and to study the

mediating role of communication apprehension. Furthermore, it attempts to investigate the moderating role of emotional intelligence between parental rejection and relationship quality of university students.

1.3   Research Objectives

Mentioned below are the objectives of the present study:

1. To explore the relationship among parental rejection and relationship quality with parents in university students.

2. To explore the mediating role of communication apprehension in relationship among parental rejection and relationship quality with parents.

3. To explore the moderating role of emotional intelligence in relationship between parental rejection and relationship quality with parents.

4. To explore the impact of demographic variables (family structure, gender,) on parental rejection and relationship quality with parents among university students.

1.4   Research Questions

Formulated research questions of the present study are mentioned below;

- What is the impact of parental rejection on relationship quality (Closeness and discord) with parents in university students?

- How communication apprehension with parents effect the relationship quality with parents in university students?

- What is the mediating role of communication apprehension between parental rejection and relationship quality with parents?

- What is the facilitating role of emotional intelligence of adolescents in reducing the remembrance of parental rejection in university students?

- What is the role of adolescent's gender in the perception of parental rejection?

- What is the role of adolescent's family system in the perception of parental rejection, communication apprehension and emotional intelligence?

On the basis of above referred questions, following hypothesis were generated;

1.5   Research Hypotheses

H1: Parental rejection (Coldness, neglect, hostility and undifferentiated rejection) is positively associated with discord and negatively associated with closeness domain of relationship quality with parents in university students.

H2: Communication apprehension is positively associated with discord and negatively associated with closeness domain of relationship quality with parents in university students.

H3: Communication apprehension mediates the relationship between parental rejection and relationship quality with parents in university students.

H4: Emotional intelligence moderates the relationship between parental rejection and relationship quality with parents in university students.

1.6   Proposed model of the study

In the light of literature and discussion following proposed model of the present study was suggested to explore the role of parental rejection on relationship quality in university students. According to literature it is suggested that parental rejection will negatively lead to relationship quality with parents despite of father or mother, rejection from both figures will have worst outcomes for children that will last long throughout their lives. Proposed model of the study suggests that communication apprehension will act as a mediator between relationship quality and parental rejection, and it will be explored to see how it further contributes to the effects of parental rejection. Emotional intelligence will be explored as a potential moderator. Rohner's PART theory (2012) and several attachment theories suggest

that parental rejection can have a negative impact on the quality of relationship between children and their parents directing the path for the present study. Adverse consequences of parental rejection leads to many negative outcomes such as having a fear to communicate with the parents and later on communicating with significant others including friends, teachers and intimate partners in adulthood. Emotional intelligence is one of the protective factors, which can aid individuals to cope with difficulties and stress by buffering against negative emotions (Jing et al., 2022; Folkman & Moskowitz, 2000). Emotional intelligence acts as a bouncing factor that can help individuals cope with the negative consequences of parental rejection enhancing the communications skills by managing emotions appropriately according to the environment and situation.
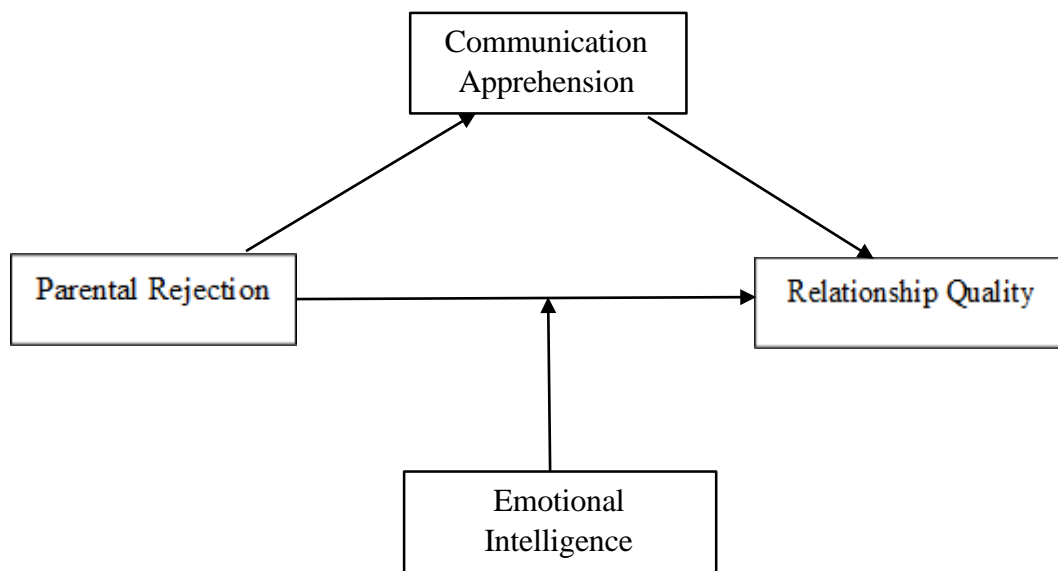
Figure 1.1: *Conceptual framework of the study*

1.7 Methodology

For the current study, data was gathered by convenient sampling and informed consent was obtained from each respondent. Following this, participants received a demographic sheet along with the questionnaires. They received guidance on completing the

questionnaires, emphasizing that there are no correct or incorrect responses. Assurances were given that their information would be treated with confidentiality, so that they can easily fill the questionnaires without any hesitation or concealing information, and were told that the information will be utilized solely for research purposes. Participants were thanked for cooperation.

1.8   Operational Definition of Variables

1.8.1. Parental Rejection. Parental rejection is the withdrawal and deficiency of support, warmth, affection and love towards children by caregivers or parents (Rohner et. al, 2005). It consists of these sub scales: (a) Aggression/ Hostility Scale, (b) Undifferentiated Rejection scale, (c) Indifference/ Neglect scale an (d) Warmth / Affection scale. Adult PARQ is used to assess parental rejection. Higher score depict higher rejection by parents on scale and each one of the subscale.

1.8.2. Relationship Quality. It is defined as how negatively or positively an individual feels about his/her relationships. It consists of conscious reflections and internal representations regarding specific relationship (Acitelli, 2008; Morry et al., 2010). Network of Relationships-(family relationship measure) is used to measure student's relationship quality with their parents (Furman & Buhrmester, 1985). This 30-item questionnaire assesses closeness and discord with parents. Operationally, it is defined as high scores on closeness indicate better relationships and closeness with parents whereas low scores indicate poor and low closeness. Whereas high scores on discord indicate high discord with parents, and low scores on discord indicate low discord with parents.

1.8.3. Communication Apprehension. Communication apprehension is anxiety associated with either expected or actual communication with other individual or group of individuals. (McCroskey, 2001). State-Trait Anxiety Inventory is used to evaluate communication

apprehension in university students (Spielberger, 1983). Higher scores on the scale indicate higher anxiety.

1.8.4. Emotional Intelligence. Emotional intelligence refers to the extent "to reason about emotions, comprises of capabilities to perceive emotions accurately, to generate and approach emotions, to recognize and regulate emotions to promote intellectual and emotional development" (Mayer et al., 2004). Trait Meta-Mood Scale is used to assess emotional intelligence among university students. It assess attention, clarity and repair of emotions (Salovey & Mayer, 1990). Higher scores on the scale indicate higher emotional intelligence.

CHAPTER 2

LITERATURE REVIEW

2.1   Parental Rejection

Parental rejection refers to the withdrawal, deficiency and absence of warmth, support encouragement, affection or love towards children by their parents. Destructive emotions and attitude play a substantial role in it (Rohner et al., 2005). Parental rejection can be accounted as emotional rejection or physical rejection and examples can be: neglect of the child's needs, shaming, scolding, cursing, lack of warmth, sarcastic, belittling, mocking, hitting, throwing things, beating, making child unworthy of love, unwanted favoring one child over the other and calling hurtful gestures to the child. Parental rejection can be perceived, evaluated and expressed in combination or any one of four ways which encompass (a) affection/warmth (or its contrary, absence of affection/coldness), (b) hostility/ aggression (c) indifference/ neglect and (d) undifferentiated rejection. Hostility is an internal (inside) feeling of outrage, resentment or noxiousness towards child by parents and it can be physical or verbal. Indifference is lack of concern or care of parents to child. Indifference and hostility are internal conditions of behavioral manifestation of parents. Undifferentiated rejection is a person's belief that his/her parents do not (did not) really want, care, appreciate or love him/her, without having any evident behavioral indicators of parents being unaffectionate, aggressive and neglecting towards them (Rohner, 2004).

Psychological, social and developmental adjustment of adults and children is greatly influenced by relationship quality with their parents whether assumed as rejected or accepted. Changes in social, psychological and behavioral adjustment stem from the disparities in the parent-child relationship a child has experienced in early life (Khaleque & Rohner, 2002). Outward behavior of children and their set of abilities are directly propelled by attitude of

Parents (Rohner, 1975; Rohner, 1980). Research developed links between adjustment during the elementary student life, adolescent student life and parent-child relationship (Rubin & Burgess, 2002). Rohner et al., (2005) collected evidence from approximately 2000 studies showing psychological maladjustment of children despite of age, ethnicity, culture, or gender if their acceptance needs are not met. Evidence reported from different research indicate the importance of both paternal and maternal acceptance rejection as they contribute significantly to development of behavioral and emotional development of children's wellbeing and physical health (Rohner & Veneziano, 2001; Veneziano, 2000) same as perceived rejection from mother hurdles in social and psychological adjustment of children (Özbi, 2016)

Number of longitudinal studies reported perceived rejection in childhood aids in progression of depressive patterns in adults and adolescents (Chen et al., 1995; Ge et al., 1996; Miranda et al. 2015; Robertson & Simons, 1989). Developmental trauma in childhood can be leading cause of posttraumatic stress disorder in later life (Van der Kolk, 2010) as it is a leading cause of nearly every type of behavioral issue, encompassing delinquency, conduct disorders, substance abuse and externalizing behavior across development (Daganzo et al., 2014; Magaro & Weisz, 2006; Nawaz et al., 2017; Putnick et al., 2015; Rafail & Haque, 1999; Rohner & Britner, 2002; Stogner & Gibson, 2016; Stover & Kiselica, 2015; Xiao et al., 2017). Studies supported the vital role of parental rejection and its association with emergence of adaptation problems in all course of development of children and in adulthood (Rising & Rohner 2020; Rohner & Khaleque 2005; Varan, 2005).

Adult emotional relationships are associated with perceived parental rejection experienced in early childhood (Ali et al., 2015). Attention required from primary guardian in early life is substituted with the attention required from romantic partners and friends in adolescence (Rohner, 2008) and reflecting those primary relationships with their significant ones in their adulthood (Downey & Feldman, 1996). Parental rejection is positively

correlated with faulty interpersonal relationships like loneliness (Rohner, 2016), problems in social relationships (Kandemir, 2019; Paley et al, 2000) and negative sense of identity (Bilen, 2013) in adolescents. If emotional needs of children are not met in their relationship with parents, they are more prone to develop low self-esteem, helplessness, anxiety inadequacy (Erdem, 1990; Feldman & Wentzel, 1990; Khaleque, 2002)

Meta-analysis by Khaleque and Rohner's (2002) on Parental rejection depicted the importance of cognitive and social development effected by rejection by parents. Individuals misinterpret social clues about others and themselves and then become sensitive to rejection due to distorted mental schemas (Rohner & Khaleque, 2010). Schemas created by perceived parental acceptance-rejection in early hood affect psychological adaptation, personality patterns and social relationships in child and adulthood which can lead to negative outlook in individuals during later life stages risking life lasting emotional and social problems (Khaleque & Rohner, 2001; Rohner, 2004). These mental schemas for father and mother are also the predictors of direction in romantic relationships and that rejection causes automatic cognitive expectations effecting close relationships (Levy et al., 2001) because rejected people do not see themselves as worth loving (Rohner, 2004).

Studies on demographics (such as family size, socioeconomic status, mother's employment, children's sex and age) with parental rejection have reported that children living in small families, higher socioeconomic families, and having non-working mothers perceive their parents to be less neglecting, more accepting and less rejecting as compared to other children (Abdel, 2012; Abou, 2017; Faried, 2013; Malik, 2012). In case of gender, conflicting studies are present in their differences on parental rejection as some previous reported no differences along gender (Sayed, 2000; Salama, 2012) whereas Argyle (2013) found male adolescents perceived their parents to be significantly less accepting and more neglecting, and study by Ahmed et al (2010) found the opposite.

There is scarcity of literature where roles of mothers and fathers are examined separately, instead, they are usually treated as a single entity which is referred as "parental figures" or "parents". This can make it little difficult to understand the exclusive contributions of each parent whether mother or father to their well-being and child's development. Shortage of research on mothers and fathers' contribution separately to their children's sense of security and attachment makes it difficult to figure out the children who experience it from both parents versus one parent. Though there is literature present where separate roles of fathers and mothers are explored in terms of their rejection and its consequences on children with different variables which are given as follows:

Study on mother's rejection by Polachek et al., (2023) revealed that rejecting maternal behaviors are directly proportional to children's maladaptive response evaluations and lower social self-perceptions. Children's perceptions of mother rejection are a profound predictor of anxiety and are prone to behavioral/emotional control issues ((Erdem 1990; Yazdkhasti & Harizuka, 2006). Other literature indicated that lack of maternal attachment with the child is related with social inhibition, leading towards peer neglect (Travillion & Snyder, 1993; Putnick et al., 2015). Quality of mother and child relationship has immense influence on social, emotional and cognitive, development of the child leading the same pattern in adulthood influencing future relationships (Ainsworth-Salter, 1969). In another study, it was concluded that students' social and psychological maladjustment is positively correlated with rejection by mother in early years of life (Özbiler, 2016). Infants who experience high levels of maternal rejection more are likely to show elevated levels of anxiety and aggression in later life (Maestripieri, et al., 2006; Kujawa et al., 2020). Rowell and Hinde (1962) observed similar pattern of exhibiting aggression and throwing tantrums by infants who are rejected by mothers.

Study on adjustment of adolescents and its relationship with father rejection revealed that father's rejection and hostility had significant positive relationship with emotional instability, depression, conduct problems and hostility in adolescents (Najam & Kausar, 2012). Hussain & Seema (2012) found that girls and boys are equally effected by the father rejection in childhood having problematic adjustment in adulthood. Veneziano (2000) proposed that high level of adolescent's wellbeing was associated with higher levels of father warmth and relationship quality in childhood. Another study revealed that father undifferentiated rejection and rejecting rearing practices are predictor of aggression in adolescents (Kuterovac & Kerestes, 1997). In Pakistani, research conducted by Imam and Shaik (2005) to explore the effect of absence of father's love on personality development indicates significant relationship between perceived paternal rejection and psychological adjustment of both genders. Study on differences in psychological adjustment of adults pointed out that adults who perceived their fathers as more rejecting in their childhood, their psychological adjustment was poorer as compared to the ones who were given acceptance (Kumar, 2016; Munaf & Sardar, 2010).

2.2   Theoretical Framework of Parental Rejection

There are many theories related to parent child relationships. Most prominent ones are Psychosexual theory (Freud, 1936), Ecological system theory (Bronfenbrenner, 1978), Attachment theory (Bowlby, 1958), Social cognitive theory (Bandura, 1986), Social relational theory (Kuczynski & Parkin, 2007), Vygotsky theory (1987) but we will discuss Parental acceptance rejection theory (PART) in detail here.

2.2.1 Parental acceptance-rejection theory (PARTheory)

Parental acceptance-rejection theory (PARTheory) given by Ronald P.Rohner, is a socialization theory which attempted to explain significant causes, correlations and consequences of parental acceptance and rejection (Rohner et al, 2012). One of supposition

of PARTheory is that experiences of parental acceptance and rejection are directly related to psychological adjustment of children (Khaleque & Rohner, 2002). PART is conceptualized at two limits as parental warmth and parental coldness. Parental warmth is considered as the component of parental acceptance and provides information about the nature and quality of emotional bond a child have with caregiver. On contrary, parental coldness at the other limit characterizes parental rejection and can show itself with negative ways of behaving or overlooking behaviors towards child by the parent. The meaning of parental coldness comprises the components of the parent's insensitivity, indifference, callousness and rejecting behaviors (Hughes et al., 2005; Rohner & Khaleque, 2005; Rohner et al., 2012). As per the PART, warmth and tenderness from significant figures in child's environment are crucial physiological needs, and their deprivation can lead to problematic personality progression in children (Rohner, 1986). Rejected child is hostile, anxious, emotionally unstable, insecure and devalues his feelings of self-worth and self-adequacy, and likely to generalize these feelings to the outer world as hostile person.

This theory endeavors to anticipate and elucidate significant consequences of parental rejection on personality functioning in adults and emotional development in children. (Rohner, 1984; Rohner, 2004). Additionally, it tries to explain the emotional abuse and bouncing capacity (resilience) of individuals exposed to parental rejection and to forecast major environmental, psychological, and support systems precursors to parental acceptance or rejection. The theory has an inclination to be universal and to make sense of the relationship between domain of parental way of behaving and expressive behaviors socially.

In PART, two perspectives of dimension are viewed: from observable behavior (objectively) and perception of a child or parents (subjective). Rejecting parents are the ones who disapprove, show resentment and disliking towards their children and rejection can be conceptualized in the form of hostility and indifference according to PART (Rohner, 1975).

Hostile parents tend to exhibit verbal or physical aggression, while indifferent parents are more prone to psychological or physical unavailability and passivity towards the child, inducing the feeling of being rejected and unloved in both perspectives of rejecting parents.

PART predicts that perception of rejection and acceptance effects personality and behavioral temperaments of children and personality functioning in adulthood. Such seven basic temperaments or dispositions given by Rohner are: dependence, self-adequacy, emotional responsiveness, self-esteem, hostility, emotional instability and overall worldview (Rohner, 2004; Rohner et al., 2007). Rohner and Khaleque (2002) suggested that if children's emotional needs are not met can predict dependency, hostility, impaired self-esteem, emotionally insensitivity, aggression, emotional instability, self-adequacy and negative outlook of world. Polat (1988) on first study on parental acceptance-rejection in Turkey indicated children's significant correlation of psychological adjustment with parents' coldness, hostility, neglect and undifferentiated rejection. According to IPARTheory, perceived parental rejection is likely to bring out a numerous socio emotional problems in childhood including shortcomings in mental representations and social cognitions (Rohner, 2004; Rohner et al., 2012).

2.3 Relationship Quality

Relationship quality refers to the extent how negatively or positively a person feels about his/her relationships (Morry et al., 2010). Relationship quality is the evaluation of a person's relationship, comprising of relational center of attention and relationship awareness, including centering attention on one's relationship, communication patterns, and recognizing variations between individuals within the relationship, and taking relationship as a cohesive unit. Likewise, conscious reflections, trust, satisfaction, internal representations, validation, feelings of security, understanding and expression of emotions about a particular relationship

are also included in Relationship quality (Acitelli, 2008; Clark et al., 2001). Thus spectrum of positive emotions and feelings that have vital effect on relationship are involved in relationship quality.

Goleman (2006) proposes that satisfying and fulfilling relations are a huge blessing to our wellbeing, prosperity and heath, while unpleasant and stressful relations are poisonous to our system. Relationships high in quality may include components such as forgiveness, meaning, sacrifice, personal growth, and an identity as a partner (Fincham & Beach, 2010; Fowers & Owenz, 2010; Stanley et al., 2006). Previous literature unambiguously revealed the reliable connection between relationship quality and self-reported personality traits (Robins et al., 2000, 2002; Watson et al., 2000). Low degrees of negative personality attributes like negative emotionality and neuroticism have been reliably connected with self-reporting of relationship quality (Caughlin et al., 2000; Watson et al., 2000). Robins et al. (2002) observed that positive emotionality was associated with more relationship quality and low degrees of negative relationship consequences, like abuse and self-detailed reported conflict.

Troubled spouses usually emerge as troubled parents (Cummings & Davies, 2010; Reynolds, 2008). Family background such as positive intimate relationships (marital satisfaction) are identified as key predictors for health and wellbeing in quality of life during adulthood influencing health habits, physiological processes and treatment adherence. Parents interact as accepting, positively and warmly with their children in a happy relationship whereas a poorer spousal relationship is related with negative parent-child relationships and permissive parenting (Carlson & McLanahan, 2005). Children are affected negatively by the conflict between parents and are more prone to poor psychological and physical health, poor academic performance in school, sleeping problems, externalizing behavior problems and experiencing difficulty in getting along with peers (Coleman & Glenn, 2009; Barrett et al., 2011; Garriga & Kiernan, 2013). Poor relationship quality is related with negative

consequences and better quality relationships are related to higher wellbeing and positive consequences for individuals, their families and children, and these results are reliable across different racial, ,economic, family and ethnic structures (Amato & Booth, 2001; Cunningham & Thorton, 2006; Moore, 2019; Valliant, 2012).

Relationship quality can be affected by adverse circumstances or events spouses encounter (Umberson et al., 2005) such as relationships where spouses had less stress in childhood are less prone to adulthood stress (Umberson et al., 2005). Correlation between relationship quality and depression is established in abundance of research (O'Mahen et al., 2001; Rehman et al., 2008; Whisman, 2001). In some other studies, researchers have revealed potential relation between relationship quality and emotional intelligence in couples (Fitness, 2001; Fletcher & Simpson, 2010; Mayer et al., 2004). PARTheory by Rohner et al (2009) conducted cross cultural research between individual's adaptation throughout life and parental acceptance rejection in childhood illustrating that high parental relationship quality influences child's emotional, social, behavioral and educational development.

Work stress, poverty and work family conflict can also be related to relationship quality (Allen et al., 2009). Work family conflict might because individuals who had pressures at home were impacting life at work (Burnett et al., 2011) and poverty is linked with number of stressors that fuel family instability and conflict (Conger et al., 2002; Fincham & Beach, 2010). Children coming from low income households are affected majorly by distressed parental relationships as compared to those who come from better financial background (Papp et al., 2009). Research illustrated effect of spousal relationship quality on behavioral outcomes of child is same irrespective of mother's ethnicity, her education, maternal encounter of parental divorce and child's gender (Bradbury & Karney, 2004; Kamp et al., 2008; Whitton et al., 2008).

The concept of parental rejection and its significant impact on a child's communication patterns and relationship quality is an important area of study. Deep-rooted fear anxiety of abandonment and rejection can occur when a child experiences parental rejection, which can manifest in several different ways. One of the ways this anxiety or fear can manifest is through communication apprehension. When communicating with others whether their friends, teachers and intimate partners in later life, rejected children by parents may develop a sense of anxiety or fear. This can lead to difficulties in developing and maintaining relationships, as they may struggle to express or open up to others due to the fear of being rejected. This fear ultimately leads to avoidance behaviors such as avoiding conflict and avoiding interactions leading towards loneliness and isolation exacerbating the negative effects of parental rejection (Hsu, 1998). By studying communication apprehension and its relationship to parental rejection, we can better understand the basic mechanisms that contribute to this process and develop effective interventions to support children overcome these challenges.

2.4 Communication Apprehension

Communication apprehension (CA) is "an individual's level of anxiety or fear whether anticipated or real, linked to engaging in communication with one or more people" (Aloia & Strutzenberg, 2019; McCroskey, 2009). Communication apprehension is a fear that blocks an individual's communication with others and effects his/her capability to succeed, acquire and satisfied in life. (McCroskey, 2005). In particular, the apprehension comes from starting and keeping up conversations with others (APA Dictionary of Psychology). Communication apprehension is fear suffered by a person in actual or anticipated communication, with a person or a group that can significantly effect their oral interactive abilities, communication, and self-esteem" (Horwitz, 2002). McCroskey (2009) asserts

communication apprehension bad for people because it "has adverse impact on their communication behavior and on other significant parts of their lives."

Communication apprehension is basically categorized into oral and written forms. Oral communication apprehension (OCA) is a person's level of anxiety or fear whether real or expected oral communication with a person or persons (McCroskey, 1978). Literature evaluated its impact on factors like recruitment decisions (Ayres 1998; Warnock & Curtis, 1997), occupational choice (Daly & McCroskey, 1975), job satisfaction (Falcione et al., 1977; Thomas et al., 1994) classroom seating positions, and academic achievement (Bourhis & Allen, 1992). Written communication apprehension (WCA) is narrated as fear of writing (Daly, 1978). Students with high WCA prefer to find the writing more punishing than pleasing and therefore they avoid the duty (Howell et al., 2016).

Prior research has indicated that students with high levels of written communication apprehension are less likely to enroll in workshops and courses requiring writing skills, tend to underperform in written assignments, are inclined towards careers with minimal writing demands, and are more likely to prioritize high oral communication apprehension (Daly, 1978). The literature illustrated that individuals exhibiting elevated apprehension levels are less able to communicate efficiently because this apprehension enhances the inclination to abstain communicating with others (Emory et al., 2017). This apprehension not only effects face to face daily interactions but also their online communications and interactions (Blume et al., 2013; Punyanunt et al., 2018). Communication apprehension reduces the communication ability of an individual leading others to regard them as a less attractive communication partner (Schultz et al., 2013). People with high levels of communication apprehension generally experience anxiety in speaking to authority figures, participating in meetings, public speaking, classrooms, organizations, or even in group interactions. Communication apprehension has been associated with locus of control, touch avoidance,

dogmatism, machiavellianism, tolerance for ambiguity, introversion, need for achievement, anomie, cultural divergence, low self-esteem deficient communication skills and other variables like intelligence and loneliness (Donovan & MacIntyre, 2005; Spitzberg, 1981).

Consequences of communication apprehension are numerous negatively influencing all aspects of an individual's personal and professional life that can be economic, social, academic, emotional and political (McCroskey, 2009). Emotional indications of communication apprehension may include sensations of restlessness, disquiet, fear or anxiety (Byrne et al., 2012; Shanahan, 2013). Physical indications may include shaking hands, sweating, increased heart rate, muscle tension, heart palpitations, nausea, drowsiness, speech disfluencies and confusion (Bodie, 2010; Hunter et al., 2014). High communication apprehension individuals can have interfering thoughts which can be excessively negative, and they might try not to ponder circumstances which trigger communication related fear. Furthermore, individuals with communication apprehension undergo false mental frameworks having high degree of pessimistic thoughts and harbor negative attitudes toward themselves and others that obstruct communication leading to proceeding negative consequences (Blume et al., 2013; Shi et al., 2015).

Highly apprehensive people are considered to be less skillful, more restless, less decisive, less responsive, less friendly and less inclined to emerge as a leader. Those with high communication apprehension are many a times not effective in the work environment and in friends circle, related with lower income, less education, and increased joblessness (Blume et al., 2010). They avoid nonverbal communication which can obstruct and disintegrate relationships reducing general quality of life (Hunter et al., 2014). Individuals with high communication apprehension mostly focus on self-inadequacies and self-weaknesses (Clark & Beck, 2010) and are related with various maladaptive behaviors including elevated levels of depression, self-criticism, social anxiety, all of which disturb

interpersonal relationships that's why it can be a predictor of divorce (Mc Croskey, 2007; Shahar et al., 2012).

Research explain heredity, environment and their combination as major causes of communication apprehension (McCroskey, 2008; Horwitz, 2002). Another cause can be lack of expertise in the target language, insecurity and lack of practice (Devi & Feroz, 2008). There can be many other causes that trigger communication apprehension, such as when an individual is encountered with new people, novel situation or unfamiliar surroundings. Subordinate status or formalistic circumstances or which is a distinction in status where one feels like the person is being assessed, may trigger communication apprehension. Being acutely aware of oneself while talking in public or feeling like one is being watched by others can likewise prompt apprehension. An individual put in a circumstance where the person knows nothing about others' values, beliefs and attitudes can also trigger communication apprehension. Similarly, if an individual expects adverse result of any situation, one can experience apprehension in communication (Pribyl et al., 2001).

In parent-child relationships, perception about oneself mediates levels of communication apprehension. Parent-child bonding give a great deal of framework into how communication apprehension and psychological wellness is manifested in relationships which are more private than professional. Communication apprehension in parent child relationships deters children to share information and looking for parental direction, leading towards poor relationship quality and relationship satisfaction. Communication apprehension between children and their parents is also correlated with lowered self-efficacy, increased distress and decreased self-esteem for a child (Aloia & Strutzenberg, 2019). Findings by Campero and colleagues (2020) found the negative relation between communication apprehension and self-esteem evaluating that communication apprehension is a significant predictor of self-esteem.

Previous literature provides link between communication apprehension and student outcomes, in which communication apprehension has been identified as a major flaw to student success as it is negatively related to psychological well-being of the student (Agrawal & Krishna, 2021). Communication apprehension is associated with stress when interacting with teachers and fellow class members and have negative correlation with cognitive learning, psychomotor skills, affective learning and communication competence. Results of these studies showed that high levels of communication apprehension were related to diminished academic achievement (Arquero et al. 2007; Gulnaz, 2011; Teven et al., 2010). Students with high communication apprehension are more likely to drop classes, avoid interactions in classroom and face challenges in making interpersonal relationships (Bodie, 2010; Brundage & Hancock, 2015; Bruss, 2012; Butler et al., 2004; Byrne et al., 2012; Hancock et al., 2010; Housley et al., 2016; Hunter et al., 2014). Of all the age groups, students, and adolescents are particularly affected by communication apprehension (Beardsley et al., 2012).

Students with high communication apprehension are often misunderstood to be lazy and disinterested because of their lack of participation in class, thus receiving less attention from instructor (Martin & Myers, 2006). Communication apprehension impacts how students interpret their classroom performance and students having high levels of communication apprehension tend to be extremely self-critical (Blume et al., 2013; Horwitz, 2002; Hunter et al., 2014; Shahar et al., 2012; Shepherd & Edelmann, 2007; Shi et al., 2015). Similar results were reported by Devi and Feroz (2008); Huwari and Hashima (2010); Ilias et al (2013); Rasakumaran & Devi (2017) and Taha & Rezeq (2018). Students with high CA feel reluctant and anxious to speak up in class (Amiri & Puteh, 2018; Hashemi & Hadavi, 2020; Maliha & Hossain, 2020). Communication apprehension among college students is negatively related to student's willingness to gain leadership roles, ability to adapt to novel situations and

appreciation for diverse cultures (Adeyemi et al., 2017; Byron, 2005; Ka-kan-dee, 2017; Mayer et al, 2004).

Studies regarding gender differences on oral communication apprehension has generated inconsistent results. Some studies evaluated that female students have higher communication apprehension than males, some reported higher communication apprehension in males, while others found no gender differences. Simons et al. (1995) found in his study that female students scored more on oral communication apprehension than their male counterparts. Several other studies have also recognized female students having significantly higher levels of oral communication apprehension particularly in the areas of meetings and public speaking (Arquero et al., 2007; Hassall et al., 2000; Gardner et al., 2005). Frantz et al. (2005) found that females follow perfection following society's standards also shaped by media, so when a female believes that she lacks these standards, she might go through communication apprehension. Female students had more levels of communication apprehension between the Kurdish-Iranian minority groups (Rahmani & Croucher, 2017. Many other studies reported the same results where females were more apprehensive (Aly & Islam, 2005; Rasakumaran & Devi, 2017; Allin, 2005). On the contrary, Borzi and Mills (2001) found that males have a higher level of communication apprehension than females. Similar results were found in other studies (Elias, 1999; Matsuda & Gobel, 2004; Riffe & Stacks, 1992). Several studies have found no differences between males and females in determining student's communication apprehension (Arquero et al., 2007; Cayton, 1990; Gardner et al., 2005; Taha & Rezeq, 2018).

Communication apprehension can change as a result of one's experience and environment with time; thus individual who suffers from communication apprehension in adolescence and adulthood may overcome the situation as a result of different academic training programs, public speaking courses, interventions such as exposure or positive

reinforcement. Classroom instruction can change students' levels of communication apprehension and communication competence (McCroskey, 2009). Many treatment methods to eliminate or reduce this fear have been applied with success which include cognitive restructuring, systematic desensitization, skills training, visualization or any combination of the preceding. Audio and text-only technologies like online social websites, text messaging, cell phones, voice mail, computer-mediated communications and electronic mail are present as alternatives to face to face interactions (Pierce, 2009; Thurlow et al., 2004). Such alternatives for communication can reduce the social anxiety of users (High & Caplan, 2009) and are mostly preferred by people with high communication apprehension. Nevertheless, such alternatives have eliminated the opportunities for eye contact, which has made communication vague and non-vivid (Borup et al., 2012; Oh et al., 2018).

2.5 Emotional Intelligence

Emotional intelligence is characterized by the capacity to monitor feelings, emotions of oneself and others, to distinguish between them and this information is employed to direct one's actions and thinking patterns" (Salovey & Mayer 1990). According to Goleman (1998) Emotional intelligence is the capacity of perceiving our feelings and of others successfully, managing emotions and motivating ourselves in our relationships. Emotional intelligence is a disposition of non-cognitive skills, abilities and skills that impact an individual's capacity to adapt to environmental pressures and needs" (Dulewicz & Higgs, 2000). Four branches of mental capability in emotional intelligence are explained, which are emotional recognition, perception and expression as well as facilitating comprehension and control of thoughts (Mayer et al., 2003; Mayer & Cobb, 2000). Emotional intelligence is categorized into two conceptual aspects: abilities and traits. Abilities emotional intelligence is the capability to process emotional information in an effective and precise way. Traits emotional intelligence

is comprised of different personality domains, for example, self-motivation, self-awareness, self-esteem, empathy, interpersonal skills, optimism and happiness (Mayer et al., 2008). Emotional intelligence has been categorized into three models: Ability model, given by John Mayer and Peter Salovey (Mayer et al, 2004), which focuses on one's ability to process emotional cues and use it to explore the social circumstances. Second, trait model was given by Petrides et al., (2004) covers behavioral makeup of the person and individual perception of his or her capabilities. Third and the final, mixed model is a mixture of both trait and ability models in assessing emotional intelligence.

Emotions exist in each person. Our personal, professional and social life is effected greatly by emotions. Emotions shape our way of behaving, response and our reactions in social environments. When emotions are combined with intelligence, they can strengthen and transform one's emotional exposure. It was contended that people high in emotional intelligence could precisely perceive specific emotions in themselves as well as other people (e.g., sadness, happiness, anger) and regulate emotions in themselves as well as in others to gain a number of adaptive emotional outcomes (e.g., creative thinking, novelty, motivation) (Zandel, 2008). Investigations have laid out that emotional intelligence assumes a higher part in life than level of intelligence quotient, in deciding victory through education and everyday life. Its foundations and applications has advanced into business, productivity at work places, motivation, innovation, medical care, discipline, education and sports psychology. Emotional intelligence has gained popularity in all fields where dealing with people takes place (Chechi, 2012).

Research findings revealed that emotional intelligence is important for teaching spaces (Petrides et al., 2004), work environments (Carmeli, 2003), performance in interviews (Fox, 2000), improves reasoning (Carmeli, 2003), and in significant performance to specific situations in determining achievement (Bharvad, 2015). Ability to develop and maintain

emotional intelligence of individuals is essential for the wellbeing and internal peace of individuals and their environment (Szczygiel & Mikolajczak, 2018). Emotional intelligence influences how individuals deal with their behavior, approach to social challenges, and the process of decision making aimed at achieving positive outcomes (Bradberry, 2014; Kotsou et al., 2019). Emotionally intelligent individuals are productive, healthier and happier (Petrides et al., 2016).

Physical and mental health is greatly affected by one's ability to master emotions in themselves and others as low cortisol levels in distressing conditions help to handle stressful conditions (Gardner & Qualter, 2010; Martins et al. 2017; Sanchez et al.,2021) and is also related with better job performance (Joseph & Newman 2010), enhanced quality of interpersonal connections (Schröder & Schütz 2011), having number of positive personality traits (Hall et al. 2009) and increased satisfaction in professions (Brackett et al. 2010). Emotional intelligence significantly influences romantic relationships, workplace relationships, friendships (Tamminen et al. 2019) and higher trust in relationships leading to higher quality of relationships (Lakey & Orehek, 2011; Niven et al. 2012) and higher subjective well-being in interaction allies (Diamond & Aspinwall 2003; Schröder & Schütz, 2011). Big five personality traits (openness, conscientiousness and extraversion) had a significant correlation with emotional intelligence and self-efficacy (Fino & Sun 2022; Van der et al. 2012). Emotional skills are related to promote resilience as it helps to decrease anxiety (Bermejo et al., 2021).

While connecting with individuals from the social circle, emotionally intelligent individuals produce win-win outcomes, and relationships for others and themselves too. On contrary, people having low emotional intelligence produce counterproductive emotional transactions around them, unknowingly, a field of repulsion which makes their social circles to become distanced and separated from them (López & Pacella 2021). Emotions are

important not only in personal but in interpersonal behaviors too. Findings predict that attachment security may be related to numerous effective emotion regulation strategies, as emotional relationship experienced by a child is internalized by him and those emotions are shown in all other contexts in later life suggesting its link with later well-being. High emotionally intelligent person is likely to have sentimentally attached to home and have positive home interactions, especially if scored high on emotional management domain (Mayer et al., 2004). Number of studies reported that patients suffering from psychological disorders exhibit notable challenges in managing their emotions effectively (Berking & Wupperman, 2012) and dysfunctional interpersonal intrapersonal emotion regulations have been found to be related with increase conflict. In accordance with these research, low emotional insight skills have been related with increasing somatic symptoms, higher levels of stress and depression (Robinson et al., 2012).

Emotional intelligence has been found as more reliable and authentic predictor of academic performance than intelligence quotient as its relevance in youth development influences performance, GPA, learning outcomes and related factors across various degrees of education (Dong et al., 2022). Academic success can be achieved by self-efficacy, regarded by authoritative parenting practices (Valehzaghard et al., 2013). It was established by Parker that students who scored better academically had higher emotional intelligence ability (Parker et al., 2005). Children are not going to succeed academically despite of being smart and higher intelligence until they possess emotional intelligent skills. Not with academics, adolescents who are highly emotionally intelligent are in good relations with their teachers, parents and their fellow class members (Plaster, 2007). Likewise, it promotes prosocial behavior in school children and academic performance. Emotional intelligence may be a significant facilitator for college students in flourishing the capacity to handle various

stressors of life, to combat day to day academic challenges and competitions (Jing et al., 2022).

Analysis of literature show that females tend to demonstrate heightened emotional awareness, greater empathy, and enhanced interpersonal skills. Women often exhibit greater degree of intimacy and emotional expression in relationships compared to men (Anuradha & Kalapriya, 2015). On contrary, Baker (2006) have reported that men on average had higher emotional intelligence than women. Other literature have reported that gender differences does not account in emotional intelligence (Kar, 2019; Srivastava, 2016). Bar-On (2010) has reported that with age, cognitive abilities increase that produce increased emotional and social intelligence. Bouma et.al. (2008) in their series of longitudinal studies also proved that individuals can change their emotional abilities over two to five years. However, no correlation between age and emotional intelligence was found (Nasir & Masrur, 2010).

2.6 Literature from Pakistani Context

Parental rejection and consequences of perceived rejection by parents have been studied in Pakistan in different studies. Rejection from parents in early years of life contributes to a number of internalizing and externalizing problems in later life (Saleem et al., 2015). Study on low grade primary school children suggested that students who received paternal and maternal rejection in childhood had less social skills, as compared to those who perceived acceptance from their parents (Waheed et al., 2021). Adult emotional relationships are associated with perceived parental rejection experienced in early childhood (Ali et al., 2015). In another study (Kausar & Kazmi, 2011) it was indicated that adolescents' psychological development depends on parental acceptance or rejection, and mother and father's neglect, hostility and undifferentiated rejection negatively correlates with self-efficacy of adolescents. Research conducted on 100 juvenile delinquents suggest that fathers'

expression of rejection has a substantial and major impact on children's psychological and emotional growth (Pakeeza & Sadiq, 2021). In another study, effects of parental rejection on mental health was studied where it was concluded that parental rejection indirectly impacts mental health through interpersonal difficulties (Saleem et al., 2019). Study on criminal adolescents indicated that these adolescents perceived their fathers and mothers to be notably more aggressive, more rejecting and neglecting as compared to the non-criminal adolescents (Rafail & Haque, 1999). Study on "relationship quality between parents and children in Pakistani families" concluded that parents' warmth and close relationship correlated with children's emotional well-being (Ahmed & Khan, 2015).

Study published in Journal of Communication and Research, showed that parental rejection was significantly correlated with increased communication apprehension (Rizvi & Khan, 2018). Findings of the study on "communication patterns between parents and children in Pakistani families" suggested that ineffective communication patterns between children and parents were directly related with increased communication apprehension (Arif & Hussain, 2020). Similar findings were found by Hussain & Khan (2019) where they explored that social skills development in Pakistani children is directly linked with parental rejection.

Parental acceptance and early attachment with parents increased emotional intelligence and rejection negatively leads to skill of managing emotions (Shah et al., 2024). Rehman & Tariq (2021) specified the positive correlation of emotional intelligence and academic achievement in their study indicating the importance of emotional intelligence in developing skills of self-management, adaptability and control of temperaments increasing the performance of students. Similar findings were found in other studies conducted in Pakistan (Ali et al., 2024; Munaf, 2015; Najam & Kausar, 2012; Naz & Kausar, 2013).

Even though research are present in Pakistan, but there are several gaps in the literature regarding the relationship between parental rejection, emotional intelligence, communication apprehension and relationship quality. Communication apprehension is of a greater concern in Pakistani culture, where direct communication is usually discouraged in the name of maintaining social peace and harmony. However, there is limited body of knowledge on communication apprehension and its impact on relationships, particularly in the context of parental rejection. Similarly, relationship quality is often overlooked in Pakistani research, despite its importance in understanding the effect of parental rejection on adolescent's relationships. So there is a need for more research specifically with this age group on how their relationships with their parents and others are affected by parental rejection. Coping factors that help in bouncing back a person from difficult times should also be considered significantly which is studied least in Pakistani context especially emotional intelligence. This study will help to address those gaps for better understanding of the complex relationships between parental rejection, communication apprehension, emotional intelligence and relationship quality, ultimately leading to more effective interventions and enhanced outcomes for adolescents and their families.

CHAPTER 3

RESEARCH METHODLOGY

3.1   Introduction

Current study was designed to study the impact of parental rejection on relationship quality in university students and to study the moderating role of emotional intelligence and mediating role of communication apprehension. To measure parental rejection, relationship quality, emotional intelligence and communication apprehension, already developed and translated scales were used after taking permission and consent from the authors of the questionnaires. The section of research methodology comprises of research design, scales which were utilized to measure the variables of study, validation of tools with sampling technique, details about collection of data, population and statistical plan.

3.2   Research Design

Present research consisted of two phases, pilot study and main study as first and second phase using cross-sectional method. English versions of Parental acceptance rejection questionnaire (Rohner, 1991), Network of relationships (Furman & Buhrmester, 1985), State trait anxiety inventory (Spielberger, 1983), Trait Meta-Mood scale (Salovey & Mayer, 1990) were used in present research. Using all the scales of the main study, a pilot study was carried out. After that, main study was carried out to examine the hypotheses of current study.

3.3 Phase I (Pilot Study)

3.3.1 Objectives:

Objectives of the pilot study were:

1. To check relevance and appropriateness of instruments in Pakistani context.

2. To establish psychometric properties of English version measures.

3. To check the ease of understanding for each questionnaire.

3.4   Instruments

The current study employed the following measures.

3.4.1   Demographic Sheet

Each participant received a demographic sheet besides all the questionnaires which included Adult Parental Acceptance-Rejection Questionnaire (Rohner, 1991), Network of Relationships Inventory (Furman & Buhrmester, 1985), Trait Meta-Mood Scale (Salovey & Mayer, 1990) and State-Trait Anxiety Inventory (Spielberger, 1983). A comprehensive demographic sheet was utilized which included birth order, number of siblings, parental education, parent's occupation, age, gender, education of the participant, family system, and monthly family income.

3.4.2   Parental Acceptance-Rejection Questionnaire (PARQ)

This short form of self-report measure consists of 24 items each for mother and father, is designed to measure one's remembrances of paternal and maternal acceptance or rejection was developed by Rohner (Rohner, 2004). Adults are asked to recall on their remembrances on their mother's or father's behaviors towards them when the participants were children growing up at their home. Items on PARQ are scored on a 4-point Likert scale with 1(*Never true*), 2 (*rarely true*), 3 (*sometimes true*), and 4(*always true*). Instrument comprised of four added up scales: (a) 6-items Aggression/ Hostility scale (e.g., "My father [mother] scolded or nagged me when I was bad"), (b) 4-items Undifferentiated Rejection scale (e.g., "My mother [father] did not really love me"), (c) 6-items Neglect/ Indifference scale (e.g., "My mother [father] paid no attention to me") and (d) 8-items Warmth/Affection scale (e.g., "My mother[father] said good things about me"). The last scale was reverse-scored to denote Coldness/Lack of Affection. Vast evidence in Rohner (2004), Khaleque and Rohner (2002), and Rohner and Ali (2016) revealed the Adult PARQ to be a valid and reliable measure with alpha reliability of .95. Score on PARQ ranges from 24 to 96 for both mother and father.

Permission to use this scale was allowed by the author and instructions were clearly mentioned in the questionnaire.

3.4.3 Relationship Quality with Parents

Network of Relationships-Relationship Quality Version was used to assess relationship quality of university students with their parents (Furman & Buhrmester, 1985). This 30-item survey consists of ten scales with 3 items each scale assessing 5 positive attributes, including emotional support, companionship, approval, satisfaction and disclosure and 5 negative relationship attributes including, pressure, conflict, criticism, dominance and exclusion. 15 items on total assess "Closeness" and 15 items assess "Discord" in relationship quality with parents. Two additional components were calculated: "Closeness'' which is mean of the emotional support, companionship, approval, satisfaction and disclosure scales and "Discord" which is mean of the criticism, dominance, pressure, conflict and exclusion scales. Score ranges from 30 to 150 for both mother and father and no items are reverse scored. It is 5 point Likert scale ranging from 1 (*Not agree or none)* to 5 (*Strongly agree or mostly*). It is a valid measure with reliabilities varying from .80 to .90. Author granted the permission to use the scale.

3.4.4 Communication Apprehension

State-Trait Anxiety Inventory (Spielberger, 1983) was used to assess communication apprehension. Shorter version of this scale STAI-6 was used in this study which assess trait and state anxiety. It has 6 items and is a 4- point Likert scale which ranges from 1(*Almost never*) to 4 (*almost always*). It is a valid measure with alpha reliability of .81-.86. Maximum score on scale can be 24 and minimum score can be 6. Higher scores depict higher levels of communication apprehension and item numbers 1, 4 and 5 are reversed score.

3.4.5   Emotional Intelligence

Trait Meta-Mood Scale (Salovey & Mayer, 1990) is used to measure emotional intelligence. It assess three cognitive components; (a) attention to feelings (b) clarity (c) repair. It is a self-report instrument consisting of 24 items having three subscales and is assessed on a 5 point-Likert scale varying from 1 (*strongly disagree*) to 5 (*strongly agree*). First 8 items assess attention, 9 to 16 items assess clarity and last 17 to 24 items assess repair in emotional intelligence. It is a valid measure with alpha reliability of .95. There is no reversed score item in this scale and the scores range from 24 to 120. Higher scores depict higher emotional intelligence in an individual. Original author granted the permission to use the scale for the present study.

3.5 Pilot Study

All five scales along their subscales were administered on a small scale representing full population. Main objective of first phase (pilot testing) is to build the psychometric properties, practicality and relevancy of instruments in local population.

3.5.1 Sample

The pilot study was conducted on a sample of 100 university students (46% males, 54% females) with age range of 19-24 years, from Rawalpindi and Islamabad. Informed consent was taken from every participant taking part in pilot study by informing them about the goal of the study, with the guarantee of their confidentiality of identity and information.

3.5.2 Inclusion/Exclusion criteria:

Following inclusion/ exclusion criteria was used for the sample:

1. There should be only undergraduate students.

2. No parental divorce, death and separation.

3. No history of psychopathology in person and family.

3.5.3 Procedure

Pilot study data was gathered through convenient sampling from different university students present in twin cities of Rawalpindi and Islamabad. A form was established which included little overview of the study and its purpose, consent form, a declaration of confidentiality, and guarantee of complete privacy while handling and interpreting data. With a detailed demographic form along with all five scales, it took 20-25 minutes to complete the questionnaire and the turnout rate with participants was 80 percent. Data was analyzed statistically through SPSS-25.

3.5.4 Results of Pilot Testing

Psychometric properties were checked by conducting descriptive statistics to check the reliability and feasibility of the scales along with their subscales. Results are given below:

Table 3.1

Psychometric properties of the scales along with their subscales (N=100)

Scales	No. of Items	α	M	SD	Range Actual	Potential	S	K
PARQ	24							
Father Rejection	24	.83	51.41	12.37	24-72	24-106	-.43	-.97
Coldness F	8	.70	16.10	4.78	8-29	8-32	.21	-.49
Hostility F	6	.72	13.64	4.43	6-24	6-24	.05	-.75
Indifference F	6	.61	12.82	3.98	6-23	6-24	.11	-.69
Undifferentiated F	4	.70	8.85	3.34	4-16	4-16	.08	-.98
Mother Rejection	24	.86	50.21	13.03	24-71	24-106	-.28	-.1.27
Coldness M	8	.70	15.54	4.74	8-26	8-32	.07	-.99
Hostility M	6	.70	13.28	4.18	6-20	6-24	-.18	-1.15
Indifference M	6	.65	12.89	4.14	6-21	6-24	-.03	-1.12
Undifferentiated M	4	.65	8.50	2.97	4-15	4-16	.13	-.97
Network of Relationships scale	30							
Closeness F	15	.81	50.10	11.90	19-75	15-75	-.02	-.26
Discord F	15	.80	40.58	11.50	21-74	15-75	.32	-.18
Closeness M	15	.80	53.67	11.28	16-75	15-75	-.22	-.03
Discord M	15	.80	43.84	12.08	18-74	15-75	-.18	-.43
Trait Meta-Mood scale	24	.82	83.97	16.43	52-119	24-120	.10	-1.09
Attention	8	.82	27.76	7.60	8-40	8-40	-.10	-.73
Clarity	8	.75	27.48	6.19	13-40	8-40	.13	-.84
Repair	8	.80	28.73	6.89	10-40	8-40	-.47	-.56
State-Trait Anxiety Inventory	6	.63	14.12	3.44	7-23	6-24	-.04	-.27

Note: F = Father; M = Mother; PARQ = Parental Acceptance Rejection Questionnaire, K = Kurtosis, S = Skewness.

Results present in table 3.1 depict the Cronbach alpha reliability coefficients of all scales and their subscales came out to be in acceptable range. Additionally, the values of skewness and kurtosis also came out to be in satisfactory range, i.e.; +2 to -2 (George & Mallery, 2010). Therefore, it was inferred that the all the measures were relevant and suitable to be used with Pakistani students.

Table 3.2

Correlation Matrix of the Study Variables (N=100)

	Variables	CF	DF	CM	DM	AT	CL	RP	EI	CA
I.	Father Rejection	-.35**	.47**	-.35**	.47**	-.13	-.40**	-.37**	-.37**	.28**
II.	Hostility Father	-.11	.50**	-.16	.45**	.00	-.28**	-.25*	-.21*	.17
III.	Neglect father	-.18	.54**	-.26**	.50**	-.06	-.31**	-.24*	-.25*	.23*
IV.	Undifferentiated Father	-.14	.38**	-.20*	.33**	-.07	-.31**	-.24*	-.25*	.21*
V.	Coldness father	-.55**	.05	-.40**	.13	-.24*	-.29**	-.35**	-.37**	.24*
VI.	Mother Rejection	-.34**	.52**	-.44**	.55**	-.19*	-.26**	-.34**	-.33**	.31**
VII.	Hostility Mother	-.21*	.51**	-.41**	.57**	-.07	-.22*	-.24*	-.22*	.28**
VIII.	Neglect Mother	-.28**	.58**	-.27**	.60**	-.20*	-.18	-.26**	-.27**	.24*
IX.	Undifferentiated Mother	-.16	.38**	-.19	.41**	-.18	-.13	-.25*	-.24*	.24*
IX.	Coldness Mother	-.40**	.23*	-.49**	.24*	-.18	-.28**	-.36**	-.34**	.24*

Note. CF= Closeness father, DF = Discord father, CM = Closeness mother, DM = Discord mother, AT = Attention, CL = Clarity, RP = Repair, EI = Emotional Intelligence, CA = Communication apprehension.

*p< .05, ** p<.01.

Table 3.2 depicts the correlation between study variables and the results indicate the positive relationship between parental rejection and discord with parents, similarly parental rejection is negatively related with closeness with parents. For emotional intelligence parental rejection is negatively related, and for communication apprehension parental rejection is positively related. Results of the table depict that they are in assumed direction of the hypothesis of the study**.**

Table 3.3

Item-Total Correlation for Parental Acceptance Rejection Questionnaire (Father) (N=100)

Items	M	SD	Item Total Correlation
PARQF1	1.87	1.12	.46**
PARQF2	2.04	1.10	.43**
PARQF3	1.96	.96	.27**
PARQF4	2.08	1.16	.54**
PARQF5	2.07	1.11	.56**
PARQF6	2.31	1.17	.56**
PARQF7	2.08	1.04	.58**
PARQF8	2.04	1.20	.65**
PARQF9	2.07	1.05	.26**
PARQF10	2.16	1.10	.55**
PARQF11	2.16	1.28	.59**
PARQF12	2.15	1.15	.22**
PARQF13	1.99	1.08	.42**
PARQF14	2.32	1.18	.59**
PARQF15	2.27	1.13	.41**
PARQF16	2.44	1.13	.48**
PARQF17	2.16	1.07	.37**
PARQF18	2.61	1.07	.43**
PARQF19	2.00	1.02	.31**

PARQF20	2.16	1.08	.49**
PARQF21	2.30	1.21	.56**
PARQF22	2.10	1.10	.42**
PARQF23	2.28	1.17	.43**
PARQF24	1.79	1.03	.40**

*Note. **p<.01.*

Table 3.4

Item-Total Correlation for Parental Acceptance Rejection Questionnaire (Mother) (N=100)

Items	M	SD	Item Total Correlation
PARQM1	1.71	1.04	.49**
PARQM2	2.00	1.13	.55**
PARQM3	1.91	1.00	.49**
PARQM4	2.19	1.20	.57**
PARQM5	2.18	1.14	.59**
PARQM6	2.19	1.03	.61**
PARQM7	2.09	1.15	.59**
PARQM8	1.78	1.11	.63**
PARQM9	1.85	.95	.43**
PARQM10	2.04	1.09	.55**
PARQM11	2.15	1.21	.61**
PARQM12	2.22	1.16	.34**
PARQM13	1.92	1.05	.39**
PARQM14	2.16	1.13	.63**
PARQM15	2.41	1.10	.45**
PARQM16	2.31	1.08	.40**
PARQM17	2.08	1.04	.59**
PARQM18	2.59	1.09	.27**
PARQM19	2.12	1.06	.50**
PARQM20	2.11	1.14	.58**

PARQM21	2.23	1.27	.31**
PARQM22	1.94	1.03	.41**
PARQM23	2.32	1.18	.51**
PARQM24	1.71	.94	.46**

*Note. **p<.01.*

Table 3.5

Item-Total Correlation for Closeness domain of Network of relationship Quality Inventory (N=100)

Items	M	SD	Item Total Correlation
RQF1	3.02	1.41	.70**
RQF2	2.82	1.27	.58**
RQF4	3.75	1.23	.52**
RQF6	3.36	1.33	.62**
RQF8	3.47	1.26	.51**
RQF11	3.11	1.34	.66**
RQF12	3.17	1.37	.59**
RQF14	3.48	1.28	.55**
RQF16	3.49	1.42	.67**
RQF18	3.60	1.24	.63**
RQF21	3.52	1.28	.57**
RQF22	3.22	1.44	.62**
RQF24	3.70	1.22	.64**
RQF26	3.18	1.39	.61**
RQF28	3.21	1.28	.43**

*Note. **p<.01.*

Table 3.6

Item-Total Correlation for Discord domain of Network of relationship Quality Inventory (N=100)

Items	M	SD	Item Total Correlation
RQF3	2.64	1.38	.55**
RQF5	2.63	1.43	.57**
RQF7	2.55	1.37	.57**
RQF9	2.78	1.27	.38**
RQF10	2.44	1.34	.62**
RQF13	2.74	1.36	.54**
RQF15	2.46	1.43	.64**
RQF17	2.62	1.45	.61**
RQF19	3.63	1.26	.30**
RQF20	2.36	1.37	.67**
RQF23	2.71	1.38	.59**
RQF25	2.82	1.40	.47**
RQF27	2.57	1.47	.59**
RQF29	3.03	1.37	.46**
RQF30	2.60	1.55	.60**

*Note. **p<.01.*

Table 3.7

Item-Total Correlation for State Trait Anxiety Inventory (STAI) (N=100)

Items	M	SD	Item Total Correlation
CA1	2.30	1.13	.58**
CA2	2.32	1.01	.54**
CA3	2.42	1.03	.56**
CA4	2.36	1.10	.67**
CA5	2.36	1.00	.29**
CA6	2.36	1.07	.65**

*Note. **p<.01.*

Table 3.8

Item-Total Correlation for Trait Meta Mood Scale (TMMS) (N=100)

Items	M	SD	Item Total Correlation
EI1	3.36	1.61	.71**
EI2	3.55	1.35	.68**
EI3	3.39	1.39	.66**
EI4	3.56	1.37	.44**
EI5	3.18	1.50	.35**
EI6	3.49	1.38	.57**
EI7	3.61	1.30	.58**
EI8	3.62	1.35	.40**
EI9	3.51	1.36	.32**
EI10	3.41	1.24	.26**
EI11	3.58	1.19	.40**
EI12	3.65	1.22	.37**
EI13	3.42	1.32	.46**
EI14	3.08	1.37	.54**
EI15	3.23	1.30	.49**
EI16	3.60	1.29	.64**
EI17	3.46	1.35	.55**
EI18	3.53	1.33	.41**
EI19	3.31	1.38	.53**
EI20	3.55	1.39	.54**
EI21	3.45	1.38	.51**
EI22	3.81	1.16	.58**
EI23	3.82	1.34	.65**
EI24		1.23	

*Note. **p<.01.*

Tables 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 show the item-total correlation of the items of

Parental Acceptance Rejection Questionnaire, Network of Relationship Inventory, State Trait

Anxiety Inventory and Trait Meta Mood Scale. Significant correlations suggest that all the

items correlated with overall score of the scale and donates to the measurement of relative construct.

3.6 Phase 2: Main Study

Second phase of the research was the main study, Main study was carried out to examine the current study's hypotheses. Hypothesis and objectives of the main study are mentioned in the chapter one.

3.6.1 Measures

Following measuring scales were administered in this phase (details of the measures are given in the pilot study, see page numbers 36, 37 and 38.

1. Parental Acceptance Rejection Questionnaire (Rohner, 1991)

2. Network of Relationships (Furman & Buhrmester, 1985)

3. State-Trait Anxiety Inventory (Spielberger, 1983)

4. Trait Meta-Mood scale (Salovey & Mayer, 1990)

3.6.2 Sample

Sample of present study consisted of 508 university students (boys=263, girls=245) with age range of 19 to 25 years. Sample was selected by convenient sampling technique through general population by visiting different universities of twin cities (Islamabad and Rawalpindi).

3.6.3 Inclusion/Exclusion criteria:

Following inclusion/ exclusion criteria was used for the sample:

1. No parental divorce, death and separation.

2. No history of psychopathology in person and family.

3. There should be only undergraduate students.

3.7 Data Collection

Data was gathered by convenient sampling and informed consent was obtained from each respondent. Following this, participants received a demographic sheet along with the questionnaires. They received guidance on completing the questionnaires, emphasizing that there are no correct or incorrect responses. Assurances were given that their information would be treated with confidentiality, so that they can easily fill the questionnaires without any hesitation or concealing information, and were told that the information will be utilized solely for research purposes. Participants were thanked for cooperation.

3.8 Data Analysis

To achieve hypothesis and objectives for the present study, data analysis was directed by SPSS-25 and Process macro 4.0. Normality assumptions and data cleaning were examined following data collection. Descriptive analysis on present study variables was carried out for psychometric properties, and then kurtosis, skewness, standard deviation and mean was reported. Cronbach alpha was used to examine the reliability and appropriateness of study measures. For categorical data in demographics, percentages and frequency was calculated whereas for continuous variables, standard deviation and mean were calculated. Pearson moment product correlation was calculated to explore the relationship among study variables. SPSS macro 4.0 was used for carrying out moderation and mediation analysis. Model 1 and model 4 were used for moderation and mediation respectively.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF THE DATA

Aim of present research was to study the impact of parental rejection on relationship quality with their parents of university students and exploring the role of emotional intelligence as moderator and role of communication apprehension as a mediator. Pilot study was conducted to check reliabilities and difficulty level of items in Pakistani population. Appropriate statistical procedures were used to analyze the data. All analysis were carried out through SPSS-25 software and process macro 4.0. Results of the present study were based on the analysis included descriptives, Independent sample t-test, Mediation, Moderation and Pearson product moment correlation. T-test was utilized to assess the mean differences on demographic variables. Correlation was carried out to see the relationship and impact of parenting practices on relationship quality. Moderation was calculated to check the moderating role of emotional intelligence and similarly mediation was computed to see the mediating role of communication apprehension. Only significant results are reported. All results are given one by one:

Table 4.1

Demographic Characteristics (N=508)

Variables	*f (%)*	Mean (SD)
Age (19-24 years)		21.62(1.74)
Gender		
Boys	263 (51.8)	
Girls	245 (48.2)	
Education		
BS 1	33 (21.5)	
BS 2	44 (19.4)	
BS 3	37 (20.7)	
BS 4	49 (9.6)	
BS 5	34 (6.7)	
BS 6	52 (10.2)	
BS 7	113 (22.2)	
BS 8	146 (28.7)	
Education Father		
Below matric	80 (15.7)	
Matric	70 (13.8)	
FA	103 (20.3)	
BA	103 (20.3)	
Masters	117 (23.0)	
Mphil and higher	35 (6.9)	
Education Mother		
Below matric	159 (31.3)	
Matric	99 (19.5)	
FA	88 (17.3)	
BA	88 (17.3)	
Masters	57 (11.2)	
Mphil and higher	17 (3.3)	
Working status of Mother		
Housewife	437 (86.0)	
Working lady	71 (14.0)	
Family type		
Nuclear	336 (66.1)	
Joint	172 (33.9)	

f = Frequency, %= percentage

Table 1 shows frequencies of demographic characteristics which included gender, education (student, father and mother), working status of mother and family type.

Table 4.2

Scales along their subscales with their Psychometric properties (N=508)

Scales	No. of Items	*A*	*M*	*SD*	Range Actual	Potential	Skew	Kurt
PARQ	24							
Father Rejection	24	.85	49.85	12.29	24-75	24-106	-.25	-1.03
Coldness F	8	.76	16.34	5.24	8-32	8-32	.38	.28
Hostility F	6	.75	12.67	4.39	6-24	6-24	.25	-.79
Neglect F	6	.66	12.54	4.00	6-23	6-24	.20	-.76
Undifferentiated F	4	.70	8.28	3.16	4-16	4-16	.37	-.79
Mother Rejection	24	.86	49.96	12.73	24-86	24-106	-.13	-.98
Coldness M	8	.75	15.76	5.03	8-32	8-32	.55	.09
Hostility M	6	.78	13.32	4.62	6-24	6-24	.17	-.87
Neglect M	6	.67	12.44	4.06	6-22	6-24	.17	-.95
Undifferentiated M	4	.69	8.49	3.22	4-16	4-16	.30	-.85
Network of Relationships	30							
Closeness F	15	.89	48.89	12.54	15-75	15-75	-.10	-.41
Discord F	15	.86	39.93	12.02	15-75	15-75	.25	-.47
Closeness M	15	.89	53.48	12.41	15-75	15-75	-.40	-.25
Discord M	15	.86	42.09	11.98	15-74	15-75	.01	-.56
Trait Meta-Mood scale	24	.90	84.17	17.21	31-120	24-120	-.21	-.17
Attention	8	.86	28.00	7.44	8-40	8-40	-.25	-.48
Clarity	8	.83	27.74	6.77	8-40	8-40	-.25	-.37
Repair	8	.83	28.42	6.86	8-40	8-40	-.33	-.40
State-Trait Anxiety Inventory	6	.67	14.19	3.66	6-24	6-24	.13	.01

Note: F = Father; M = Mother: PARQ = Parental Acceptance Rejection Questionnaire, Kurt = Kurtosis, Skew = Skewness.

Table 4.2 shows the descriptive details with reliability and normality scores of the scales. Table also shows the internal consistency from moderate to good rate that provides evidences about the relevance of these measures for the taken sample. The cronbach's alpha reliability of parental acceptance rejection questionnaire, network of relationships, trait meta-mood scale, state-trait anxiety inventory and all the subscales is above than a >.5 that shows

that reliability value of the scales is within the acceptable range. Range between -2 and +2 was observed for the skewness and kurtosis of all constructs which is considered acceptable to prove the normal distribution.

Table 4.3

Correlation Matrix of Study Variables (N=508)

No.	Variables	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.	XIII.	XIV	XV
I.	Father Rejection		.564**	.791**	.834**	.795**	.728**	.366**	.619**	.635**	.613**	-.321**	.493**	-.258**	.494**	.238**
II.	Coldness F			.083	.234**	.122**	.370**	.561**	.139**	.201**	.131**	-.508**	.077	-.379**	.098*	.233**
III.	Hostility F				.644**	.728**	.601**	.098*	.638**	.565**	.592**	-.071	.506**	-.089*	.480**	.122**
IV.	Neglect F					.692**	.632**	.202**	.561**	.650**	.556**	-.198**	.465**	-.149**	.483**	.171**
V.	Undifferentiated F						.580**	.102*	.579**	.525**	.639**	-.055	.497**	-.061	.478**	.152**
VI.	Mother Rejection							.563**	.828**	.856**	.801**	-.240**	.409**	-.369**	.574**	.269**
VII.	Coldness M								.140**	.271**	.117**	-.358**	.058	-.510**	.103*	.232**
VIII.	Hostility M									.684**	.754**	-.088*	.439**	-.178**	.602**	.180**
IX.	Neglect M										.713**	-.152**	.394**	-.231**	.557**	.209**
X.	Undifferentiated M											-.069	.397**	-.114**	.542**	.179**
XI.	Closeness F												.124**	.584**	.011	-.198**
XII.	Discord F													.021	.695**	.063
XIII.	Closeness M														-.015	-.253**
XIV	Discord M															.148**
XV	Communication apprehension															

*p< .05, **p<.01.
Note. M = Mother, F = Father

Table 4.3 represents correlation of parental rejection and its factors (coldness, neglect, undifferentiated and hostility), relationship quality and its factors (closeness, discord). Table shows that parental rejection is negatively related with closeness of relationship quality and positively related with discord with parents. Table also shows that communication apprehension is positively related with discord and negatively related with closeness in quality of relationship with parents and correlation results are same as assumed in hypothesis.

Table 4.4

Simple Mediation of the effect of Father Rejection on Father Closeness by

Communication Apprehension (N = 508)

Predictors	Father Closeness			
	Model 1	Model 2	*95% CL*	
	B	B	*LL*	*UL*
Constant	65.22***	69.91***	64.61	75.20
Father Rejection	-.32***	-.29***	-.38	-.21
Communication Apprehension		-.44**	-.72	-.15
Indirect effect-F.Rejection→CA→F.Closeness		-.03	-.05	-.01
R²	.10	.11		
ΔR²		.01		
F	58.03***	33.93***		
ΔF		24.1		

*p<.05, **p<.01, *** p<.001.
Note. B= Unstandardized coefficients; LL=Lower limit; UL=Upper Limit; CA=
Communication Apprehension; F=Father.

A mediation analysis was performed to examine the mediating impact of
communication apprehension on father rejection in parenting and closeness in
relationship. Overall impact of the model deemed significant. Statistically significant
direct effect is observed. Statistically noteworthy indirect impact is also identified. These
results suggest that communication apprehension mediate the relationship among father
rejection and closeness.

Figure 4.1: *Mediation of the effect of Remembrance of Father Rejection in Childhood on Father Closeness by Communication Apprehension.*

Through mediation, effect of father rejection on father closeness was more significantly increased.

Table 4.5

Simple Mediation of the effect of Mother Rejection on Mother Closeness by

Communication Apprehension (N = 508).

Predictors	Mother Closeness			
	Model 1	Model 2	*95% CL*	
	B	B	*LL*	*UL*
Constant	71.49***	77.26***	72.30	82.23
Mother Rejection	-.36***	-.31***		
Communication Apprehension		-.55***		
Indirect effect-M.Rejection→CA→M.Closeness		-.04	-.07	-.01
R²	.13	.16		
ΔR²		.03		
F	79.96***	48.73***		
ΔF		31.23		

*p<.05, **p<.01, *** p<.000
Note. B= Unstandardized coefficients; LL = Lower limit; UL = Upper Limit; CA = Communication Apprehension; M = Mother.

A mediation analysis for examining mediating effect of communication apprehension on mother rejection and closeness with mother was conducted. Absolute effect of model emerged to be significant as well as direct effect. Statistically notable indirect effect is also seen. These results proposed that communication apprehension mediate the relationship between mother rejection and closeness in relationship.

a = .077***

Communication apprehension

b = -.559***

Mother rejection

c = -.360***

Mother closeness

c' = -.317***

Figure 4.2: *Mediation of the effect of Remembrance of Mother Rejection in Childhood on Mother Closeness by Communication Apprehension.*

Through mediator (communication apprehension), effect of mother rejection on mother closeness is significantly increased.
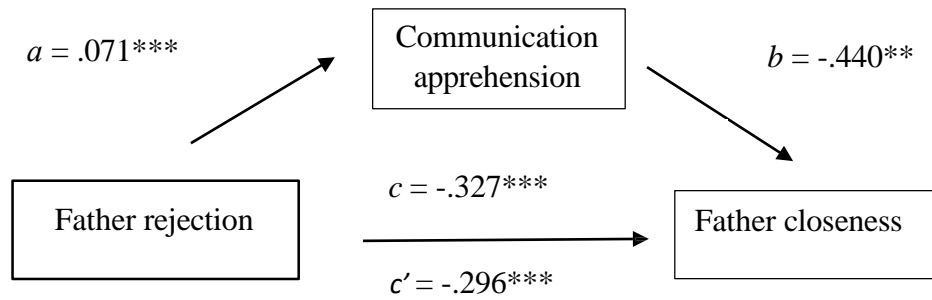
Table 4.6

Simple Mediation of the effect of Father Coldness on Father Closeness by

Communication Apprehension (N = 508).

Predictors	Father Closeness			
	Model 1	Model 2	*95% CL*	
	B	B	*LL*	*UL*
Constant	68.78***	72.07***	67.74	76.40
Father Coldness	-1.21***	-1.16***		
Communication Apprehension		-.28*		
Indirect effect-F.Coldness→CA→F.Closeness		-.04	-.09	-.00
R^2	.25	.26		
ΔR^2		-0.01		
F	176.23***	90.99***		
ΔF		85.24		

*$p<.05$, **$p<.01$, *** $p<.000$
Note. B= Unstandardized coefficients; LL = Lower limit; UL = Upper Limit; CA = Communication Apprehension; F = Father.

A mediation analysis was directed to examine the mediating influence of communication apprehension on father coldness in parenting and closeness in relationship. Significant total effect of the model is seen. Similarly, direct effect is also found significant. An empirically significant indirect effect is also observed. These results prompt the mediating role of communication apprehension between father coldness in parenting and closeness.

Figure 4.3: *Mediation of the effect of Remembrance of Father coldness in Childhood on Father Closeness by Communication Apprehension.*

Through mediation by communication apprehension, effect of father coldness on father closeness is increased.

Table 4.7

Simple Mediation of the effect of Father Hostility on Father Closeness by

Communication Apprehension (N = 508)

	Father Closeness		95% CL	
Predictors	Model 1	Model 2		
	B	B	*LL*	*UL*
Constant	51.45***	59.92***		
Father Hostility	-.20	-.13		
Communication Apprehension		-.65***	-.95	-.36
Indirect effect-F.Hostility →CA→F.Closeness		-.06	-.13	-.01
R²	.00	.04		
ΔR²		0.04		
F	2.53	10.86***		
ΔF		8.33		

*p<.05, *** p<.001.
Note. B= Unstandardized coefficients; LL=Lower limit; UL=Upper Limit; CA= Communication Apprehension; F=Father.

For examining the mediating effect of communication apprehension on father hostility and closeness with father in relationship, mediation analysis was conducted which concluded the non-significant total effect of the model and non-significant direct effect. Statistically substantial indirect effect is also found. These outcomes suggest that apprehension in communication mediate the relationship between father hostility in parenting and closeness in relationship.
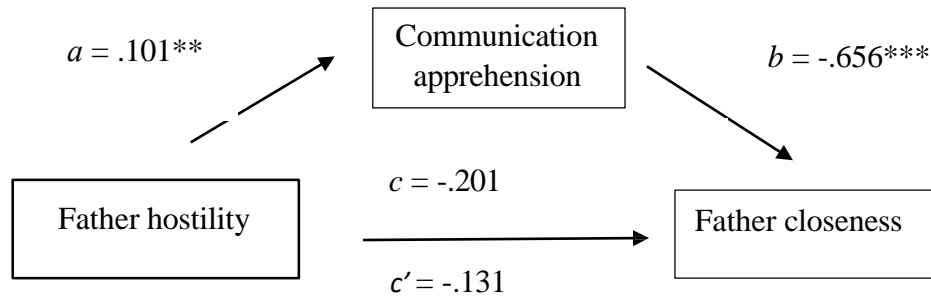
Figure 4.4:   *Mediation of the effect of Remembrance of Father Hostility in Childhood on Father Closeness by Communication Apprehension.*

Through communication apprehension (mediator), effect of father hostility is significantly increased on father closeness in relationship.
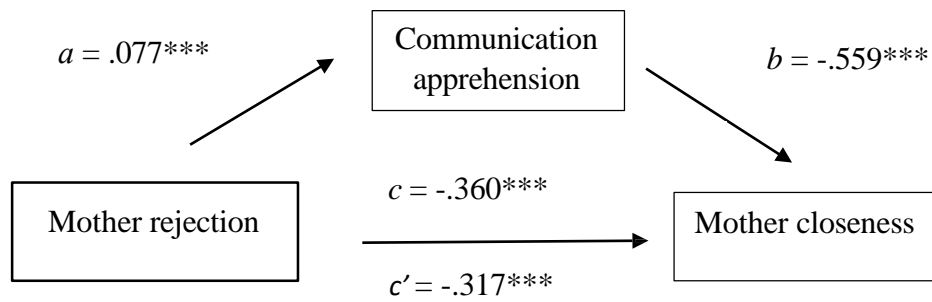
Table 4.8
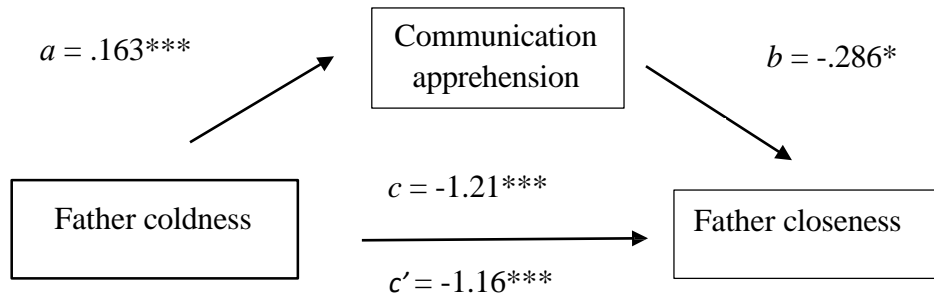
Simple Mediation of the effect of Father Neglect on Father Closeness by

Communication Apprehension (N = 508)

Predictors	Model 1	Model 2	95% CL	
	B	B	*LL*	*UL*
Constant	56.67***	63.74***	58.73	68.74
Father Neglect	-.62***	-.53***		
Communication Apprehension		-.57***		
Indirect effect-F. Neglect→CA→F.Closeness		-.09	-.16	-.03
R^2	.03	.06		
ΔR^2		0.03		
F	20.64***	18.08***		
ΔF		2.56		

p<.05, *** p<.001.
Note. B= Unstandardized coefficients; LL = Lower limit; UL = Upper Limit; CA = Communication Apprehension; F = Father.

Mediation analysis reveal the significant total effect of model between father neglect and closeness, and significant direct effect as well as significant indirect effect. Findings of mediation analysis suggest that communication apprehension act as a mediator between the relationship of father neglect in parenting and closeness in relationship.
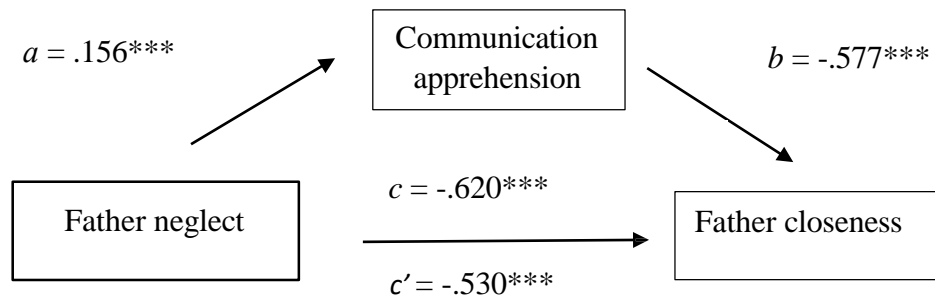
Figure 4.5: *Mediation of the effect of Remembrance of Father Neglect in Childhood on Father Closeness by Communication Apprehension.*

Through mediation by communication apprehension, effect of father neglect is more negatively significant on father closeness in relationship quality.

Table 4.9

Simple Mediation of the effect of Father Undifferentiated on Father Closeness by

Communication Apprehension (N = 508)

	Father Closeness			
Predictors	Model 1	Model 2	*95% CL*	
	B	B	*LL*	*UL*
Constant	50.69***	59.14***	54.31	63.97
Father Undifferentiated	-.21	-.10		
Communication Apprehension		-.66***		
Indirect effect-F.Undiff→ CA→ F.Closeness		-.09	-.16	-.03
R^2	.00	.03		
ΔR^2		0.03		
F	1.52	10.43***		
ΔF		8.91		

*p<.05, *** p<.001.
Note. B= Unstandardized coefficients; LL = Lower limit; UL = Upper Limit; CA = Communication Apprehension; F = Father, Undiff = Undifferentiated.

A mediation analysis was performed to check the mediating effect of CA on father undifferentiated parenting and closeness in relationship. The overall effect and direct effect are found non-significant, but indirect effect is found statistically significant. Conclusion suggest that communication apprehension acts as a mediator between father undifferentiated rejection and closeness.

Figure 4.6: *Mediation of the effect of Remembrance of Father Undifferentiated parenting in Childhood on Father Closeness by Communication Apprehension.*

Through communication apprehension (mediator), effect of father undifferentiated rejection is significantly increased on father closeness in relationship quality.

Table 4.10

Simple Mediation of the effect of Mother Coldness on Mother Closeness by

Communication Apprehension (N = 508).

	Mother Closeness			
Predictors	Model 1	Model 2	*95% CL*	
	B	B	*LL*	*UL*
Constant	73.24***	78.78***	74.54	83.02
Mother Coldness	-1.25***	-1.17***	-1.36	
Communication Apprehension		-.48***	-.73	
Indirect effect-M.coldness→ CA→M.Closeness		-.08	-.14	-.02
R^2	.26	.27		
ΔR^2		-0.01		
F	178.07***	97.89***		
ΔF		80.18		

*p<.05, *** p<.001*
Note. B= Unstandardized coefficients; LL = Lower limit; UL = Upper Limit; CA =
Communication Apprehension; M = Mother.

A mediation analysis was run to examine the effect of communication apprehension as a mediator on mother coldness in parenting and closeness in relationship. Total effect of the model for the mediation analysis is identified as significant and significant direct effect also exists. Significant indirect effect is noticed too. These results advocate that communication apprehension mediate the association between mother coldness and closeness of university students with mother.

Diagram:

- $a = .168$*** (Mother coldness → Communication apprehension)
- Communication apprehension
- $b = -.480$*** (Communication apprehension → Mother closeness)
- Mother coldness
- $c = -1.258$*** (Mother coldness → Mother closeness)
- $c' = -1.177$***
- Mother closeness

Figure 4.7: *Mediation of the effect of Remembrance of Mother coldness in Childhood on Mother Closeness by Communication Apprehension.*

Through mediation by communication apprehension, effect of mother coldness on mother closeness in relationship is increased.

Table 4.11

Simple Mediation of the effect of Mother Hostility on Mother Closeness by

Communication Apprehension (N = 508).

		Mother Closeness		
Predictors	Model 1	Model 2	*95% CL*	
	B	B	*LL*	*UL*
Constant	59.86***	69.34***	64.59	74.10
Mother Hostility	-.47***	-.36**	-.59	
Communication Apprehension		-.77***	-1.06	
Indirect effect-M.Hostility→CA→M.Closeness		.08	.03	.14
R^2	.03	.08		
ΔR^2		0.05		
F	16.60***	22.56***		
ΔF		5.96		

*p<.05, **p<.01, *** p<.001.
Note. B= Unstandardized coefficients; LL = Lower limit; UL = Upper Limit; CA =
Communication Apprehension; M = Mother.

Another mediation analysis to check the mediating effect of communication apprehension on mother hostility and closeness was conducted and concluded that the total effect of the mediation model is significant. Statistically eminent direct effect occurred too. Significant indirect effect is found too for this mediation model. It is concluded that communication apprehension mediate the relationship among mother hostility in parenting and closeness in relationship.

Figure 4.8: *Mediation of the effect of Remembrance of Mother Hostility in Childhood on Mother Closeness by Communication Apprehension.*

Effect of mother hostility on mother closeness with her child is increased through mediation by communication apprehension.
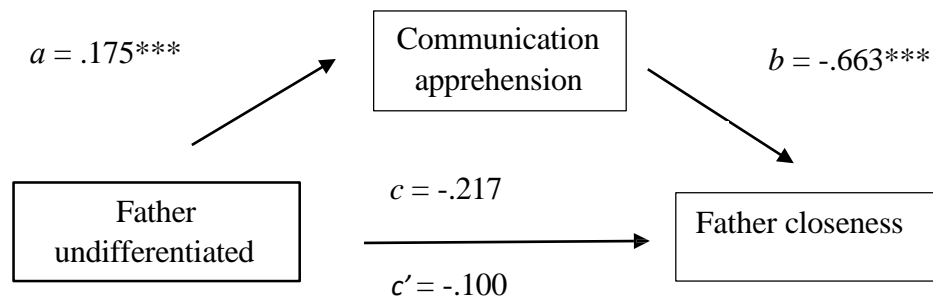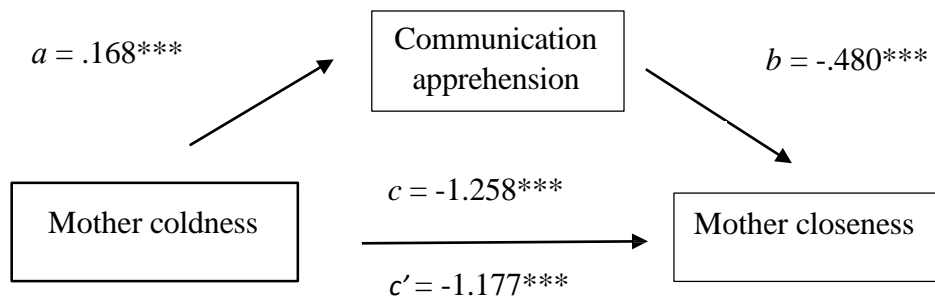
Table 4.12

Simple Mediation of the effect of Mother Neglect on Mother Closeness by

Communication Apprehension (N = 508)

Predictors	Mother Closeness			
	Model 1	Model 2	95% CL	
	B	B	LL	UL
Constant	62.27***	70.84***	66.08	75.60
Mother Neglect	-.70***	-.56***	-.82	
Communication Apprehension		-.72***	-1.01	
Indirect effect-M. Neglect→ CA → M.Closeness		-.13	-.23	-.06
R^2	.05	.09		
ΔR^2		0.04		
F	28.55***	27.15***		
ΔF		1.4		

*p<.05, *** p<.001.
Note. B= Unstandardized coefficients; LL = Lower limit; UL = Upper Limit; CA = Communication Apprehension; M = Mother.

Table 4.12 depicts the Mediation analysis on mother neglect and closeness with mediating effect of communication apprehension. Results posited the total effect and direct effect to be significant. Analytically significant indirect effect also exists according to the model. Results proposed that communication apprehension mediate the relationship of mother neglect and closeness.
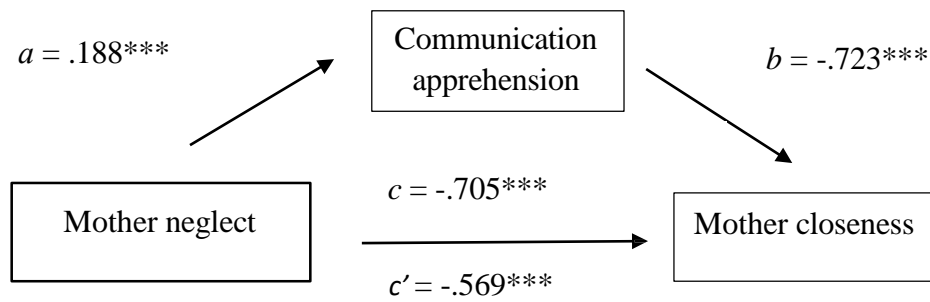
Figure 4.9:   *Mediation of the effect of Remembrance of Mother Neglect in Childhood on Mother Closeness by Communication Apprehension.*

Through mediation, effect of mother neglect is significantly increased on mother closeness with child in their relationship.

Table 4.13

Simple Mediation of the effect of Mother Undifferentiated on Mother Closeness by
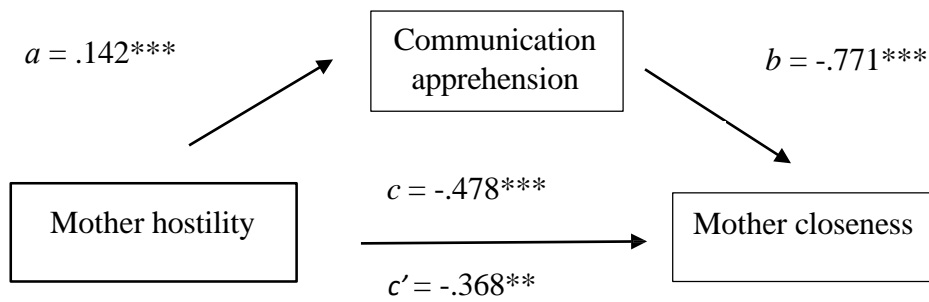
Communication Apprehension (N = 508)

	Mother Closeness			
Predictors	Model 1	Model 2	95% CL	
	B	B	LL	UL
Constant	57.22***	67.35***	62.68	72.02
Mother Undifferentiated	-.44**	-.27	-.60	.05
Communication Apprehension		-.81***	-1.10	-.52
Indirect effect-M.Undiff → CA → M.Closeness		-.16	-.27	-.07
R^2	.01	.09		
ΔR^2		.08		
F	6.70**	27.15***		
ΔF		20.45		

*p<.05, **p<.01, ***p<.001.
Note. B= Unstandardized coefficients; LL = Lower limit; UL = Upper Limit; CA = Communication Apprehension; M = Mother, Undiff = Undifferentiated.

A mediation analysis was carried out to examine the effect of communication apprehension as mediator between mothers' undifferentiated parenting and closeness in relationship. Overall effect of the model is posited significant, whereas non-significant direct effect is found. A statistically noteworthy indirect effect is found. Results conclude that communication apprehension mediate the association between mothers' undifferentiated parenting and closeness with mother.
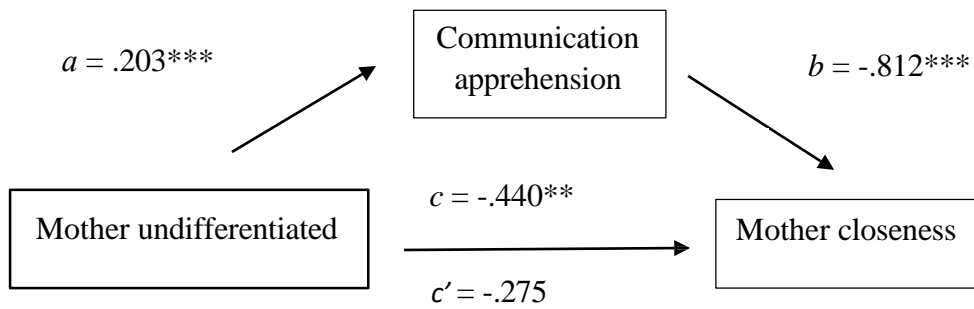
Figure 4.10: *Mediation of the effect of Remembrance of Mother undifferentiated parenting in Childhood on Mother Closeness by Communication Apprehension.*

Through mediation, effect of mother undifferentiated rejection is increased on mother closeness in relationship.

Table 4.14

Simple Mediation of the effect of Mother Coldness on Mother Discord by

Communication Apprehension (N = 508).

	Mother Discord			
Predictors	Model 1	Model 2	95% CL	
	B	B	LL	UL
Constant	38.26***	33.32***	28.57	38.08
Mother Coldness	.24*	.17	-.03	
Communication Apprehension		.42**	.13	
Indirect effect-M.Coldness→ CA→ M.Discord		.07	.02	.14
R^2	.01	.02		
ΔR^2		0.01		
F	5.37*	6.92**		
ΔF		1.55		

*p<.05, **p<.01, *** p<.001.
Note. B= Unstandardized coefficients; LL = Lower limit; UL = Upper Limit; CA = Communication Apprehension; M = Mother.

Results in table 4.14 demonstrate the mediation analysis on mother coldness in parenting and mother discord by communication apprehension. The total effect of the model deemed significant, whereas there exist a statistically non-significant direct effect. Indirect effect of the model deemed statistically significant impact. These results posit that communication apprehension mediate the relationship among mother coldness in parenting and mother discord.
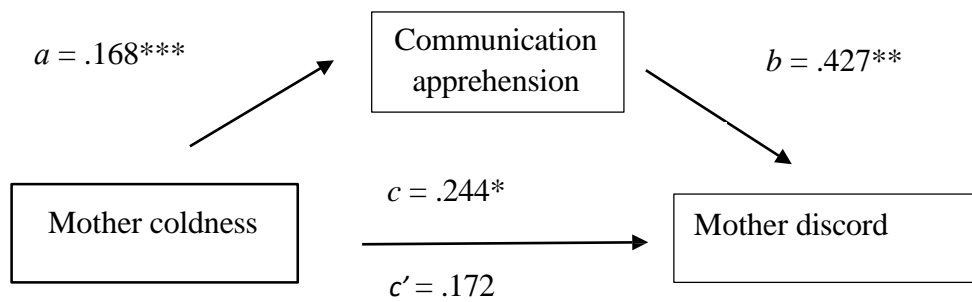
Figure.4.11: *Mediation of the effect of Remembrance of Mother Coldness in Childhood on Mother discord by Communication Apprehension.*

Through mediation by communication apprehension, effect of mother coldness is significantly increased on mother discord in relationship.

Table 4.15

Moderation of the effect of Father Rejection on Father Discord by Emotional Intelligence among University Students (N = 508).

Predictors	Father discord		95% CI	
	B	*T*	*LL*	*UL*
Constant	40.34	85.47***	39.42	41.27
Father Rejection	.50	12.86***	.42	.58
Emotional intelligence (Moderator)	.10	3.68***	.04	
Father Rejection x Emotional intelligence	.00	3.20**	.00	.01
R^2	.28			
ΔR^2	.01			
F	65.62***			
ΔF	10.24**			

*** p<.001, **p<.0
Note. B= Unstandardized coefficients; LL = Lower limit; UL = Upper Limit; CA = Communication Apprehension; M = Mother.

A moderation test was run, with father rejection as predictor, discord relationship with father as the dependent, and emotional intelligence of young adults as a moderator. There is a significant main effect found between father rejection and discord relationship, b = .50, Bca CI [.42, .58], t= 12.86, p <.001, and significant main effect of emotional intelligence on discord relationship with father, b= .10, Bca CI [.04, .15], t= 3.68, p <.001. There is a significant interaction found by in emotional intelligence on rejection and discord relationship with father, b= .006, Bca CI [.00, .01], t= 3.20, p <.01. From these results, it can be concluded that the effect of father rejection on discord relationship is moderated by emotional intelligence.
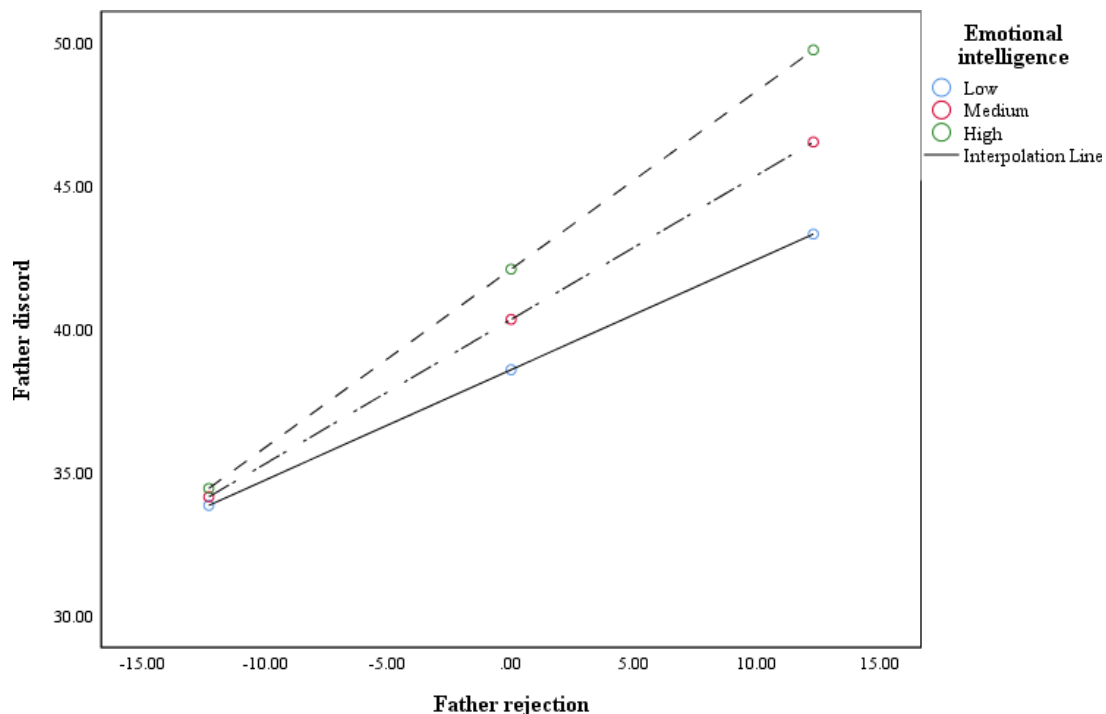
Note: Dotted slope (− − − −) represents high, ·−· ·−· ·−· −· represents medium and straight

line (———) represents low emotional intelligence.

Figure 4.12: *Moderation of the effect of Remembrance of Father Rejection in Childhood on*

Father Discord by Emotional intelligence among Young Adults.

In moderation graph, by comparing the slopes of the three lines**.** The steepest slope (the strongest positive association) occurs for students who reported high emotional intelligence. In contrast to that, the flattest slope (the weakest association) occurs for the students who reported low emotional intelligence. Graph shows that emotional intelligence moderates the relationship between father rejection and father discord which means effect of father rejection is reduced on discord with father due to emotional intelligence.

Table 4.16

Moderation of the effect of Father Coldness on Father Discord by Emotional Intelligence

among University Students (N = 508)

| Predictors | Father discord | | | |
| | | | 95% CI | |
	B	t	LL	UL
Constant	40.32	72.26***	39.22	41.41
Father coldness	.20	.1.91*	-.00	.42
Emotional intelligence (Moderator)	.01	.54	-.04	
Father coldness x Emotional intelligence	.01	2.25*	.02	.00
R^2	.01			
ΔR^2	.00			
F	2.92*			
ΔF	5.09*			

*** p<.001, *p<.05

A moderation test was run, with father coldness in parenting as the predictor, discord relationship with father as the dependant, and emotional intelligence of young adults as a moderator. There is a significant main effect observed between father cold parenting and discord relationship, b= .20, Bca CI [.42, .-00], t= 1.91, p <.001, and non significant main effect of emotional intelligence on discord relationship with father, b= .01, Bca CI [-.04, .08], t= .54, p >.05. There is a significant interaction found by emotional intelligence on coldness in parenting and discord relationship with father, b= .01, Bca CI [.00, .02], t= 2.25, p <. 05. It is found that participants who reported higher than average levels of emotional intelligenec experienced a greater effect of father coldness on discord relationship, and they experienced less discord with father when compared to average or lower levels of emotional intelligence.

From these results, it can be concluded that the effect of father coldness on discord relationship is moderated by emotional intelligence.
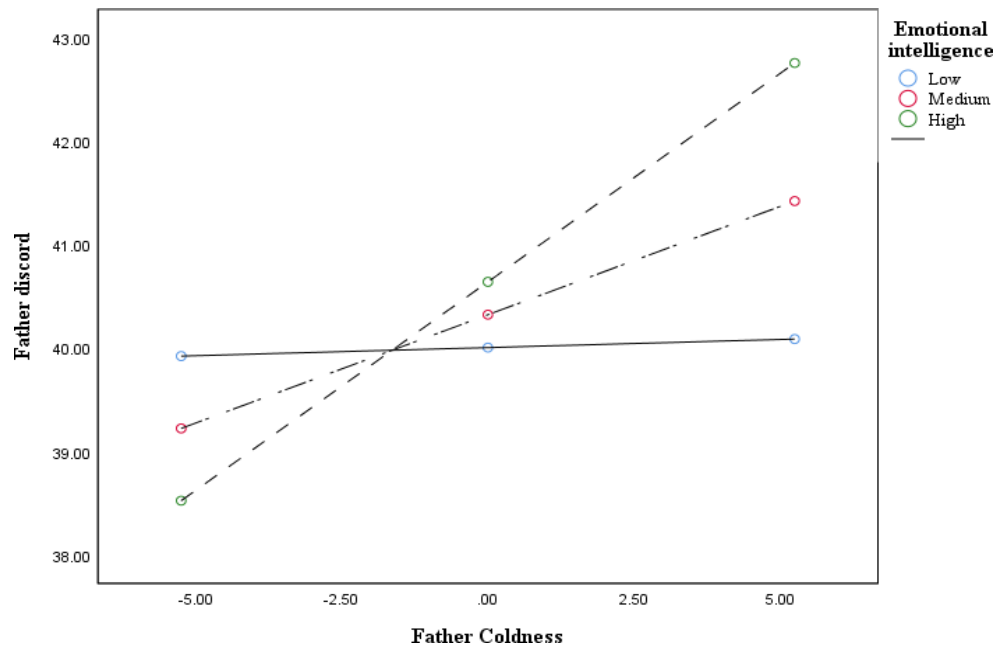
Note: Dotted slope (− − − −) represents high, ·−· ·−· ·−· −· represents medium and straight line (———) represents low emotional intelligence.

Figure 4.13: *Moderation of the effect of Remembrance of Father Coldness in Childhood on Father Discord by Emotional intelligence among Young Adults.*

Figure 4.13 shows the comparison of the slopes of three lines**.** The steepest slope (the strongest positive association) occurs for students who reported high emotional intelligence. In contrary, the flattest slope (the weakest association) took place for the students who reported low emotional intelligence. Moderation graph depicted that emotional intelligence moderates the relationship between father coldness and father discord which means effect of father coldness is lessened on discord with father if student possess higher levels of emotional intelligence.

Table 4.17

Moderation of the effect of Father Hostility on Father Discord by Emotional Intelligence among University Students (N = 508)

| Predictors | Father Discord | | | |
| | | | 95% CI | |
	B	*t*	*LL*	*UL*
Constant	40.11	87.83***	39.21	41.01
Father Hostility	1.37	13.11***	1.16	1.57
Emotional intelligence (Moderator)	.04	1.65*	-.00	
Father hostility x Emotional intelligence	.02	3.71***	.01	.03
R^2	.27			
ΔR^2	.01			
F	65.24***			
ΔF	13.77***			

*** p<.001, *p<.05

A moderation test was run, with father hostility parenting as the predictor, discord relationship with father as the dependant, and emotional intelligence of young adults as a moderator. There was a significant main effect noted between father hostility parenting and discord relationship, b= 1.37, Bca CI [1.16, 1.57], t= -13.11, p <.001, and significant main effect of emotional intelligence on discord relationship with father, b= .04, Bca CI [-.00, .09], t= 1.65, p =.098. There is a significant interaction found by emtotional intelligence on hostility parenting and discord relationship with father, b= .02, Bca CI [.01, .03], t= 3.71, p<.001. It is found that the effect of father hostility on discord relationship is moderated by emotional intelligence.
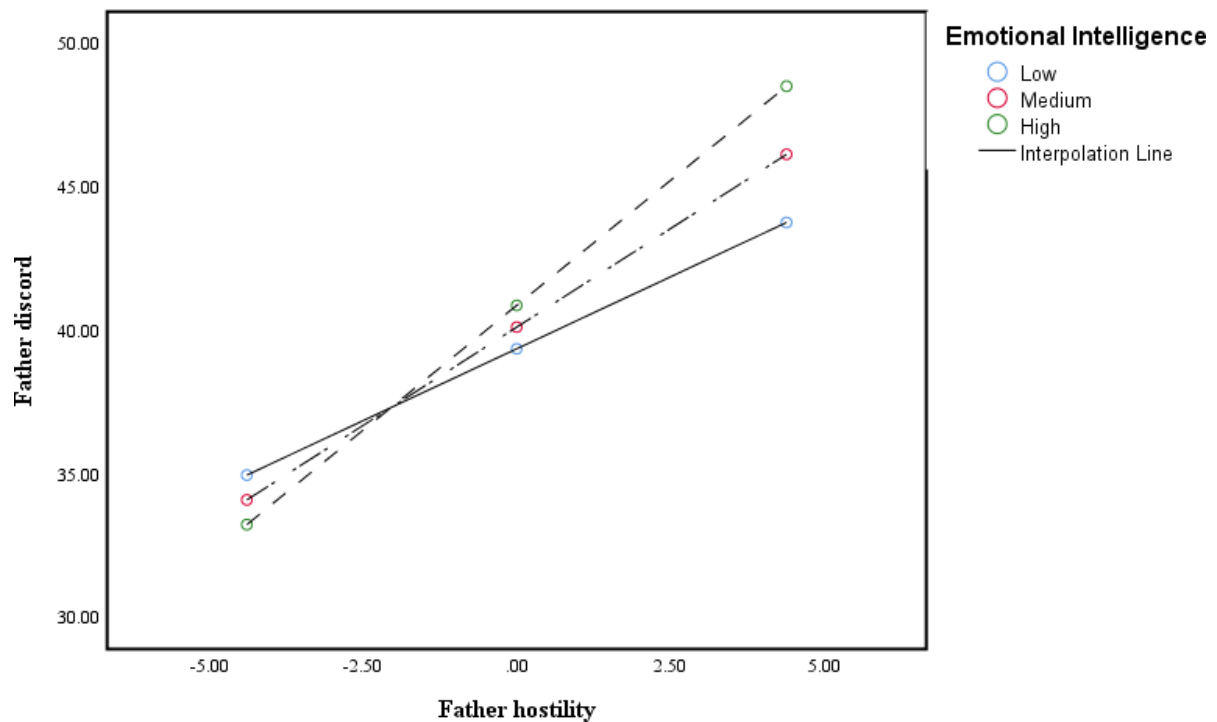
Note: Dotted slope (− − − −) represents high, ·−· ·−· ·−· −· represents medium and straight

line (———) represents low emotional intelligence.

Figure 4.14: *Moderation of the effect of Remembrance of Father Hostility in Childhood on*

Father Discord by Emotional intelligence among Young Adults.

Moderation graph showing the slopes and indicating that the steepest slope (the strongest positive relationship) came about for the students who reported high emotional intelligence. In comparison, the flattest slope (the weakest relationship) took place for the students who reported low emotional intelligence. Moderation graph in figure 4.14 indicate that emotional intelligence moderates the relationship between father hostility and father discord, reducing the impact of father hostility on father discord.

Table 4.18

Moderation of the effect of Father Neglect on Father Discord by Emotional Intelligence among University Students (N = 508)

| Predictors | Father Discord | | | |
| | | | 95% CI | |
	B	t	LL	UL
Constant	40.09	84.47***	39.15	41.02
Father Neglect	1.38	11.56***	1.15	1.62
Emotional intelligence (Moderator)	.05	1.96*	-.00	
Father Neglect x Emotional intelligence	.01	2.27*	.00	.02
R^2	.23			
ΔR^2	.00			
F	50.18***			
ΔF	5.19*			

*** *p<.001, *p<.05*

A moderation test was run, with father neglect in parenting as the predictor, discord relationship with father as the dependant, and emotional intelligence of young adults as a moderator. There is a significant main effect seen between father neglect in parenting and discord relationship, b= 1.38, Bca CI [1.15, 1.62], t= 11.56, p <.001, and significant main effect of emotional intelligence on discord relationship with father, b= .05, Bca CI [-.00, .10], t= 1.96, p =.05. There is a significant interaction found by emotional intelligence on neglect and discord relationship with father, b= .01, Bca CI [.00, .02], t= 2.27, p <.05. It is found that participants who reported higher levels of emotional intelligence experienced a greater effect of father neglect on discord relationship, and they experienced less discord with father when

compared to average or lower levels of emotional intelligence. Results conclude that the effect of father neglect on discord relationship is moderated by Emotional intelligence.
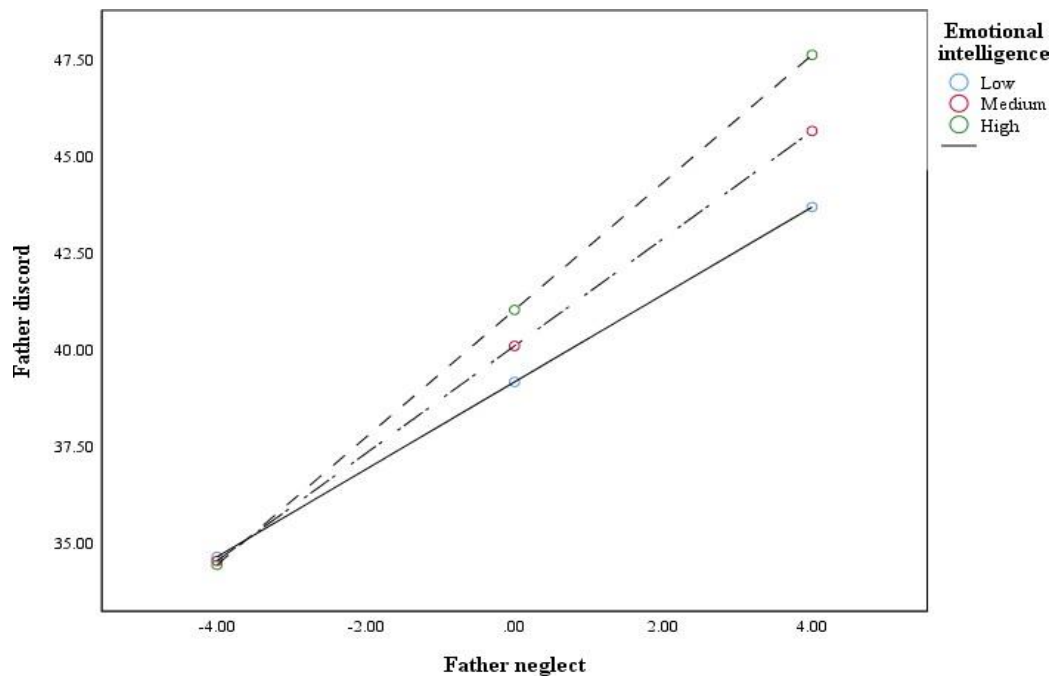
Note: *Dotted slope (− − − −) represents high, ·−· ·−· ·−· −· represents medium and straight*

line (———) represents low emotional intelligence.

Figure 4.15: *Moderation of the effect of Remembrance of Father Neglect in Childhood*

on Father Discord by Emotional intelligence among Young Adults.

Figure 4.15 depicts the comparison of three slopes**.** Slope is steepest for students who reported high emotional intelligence whereas slope is flattest slope for students who reported low emotional intelligence. Emotional intelligence moderates the relationship between father neglect and father discord which means effect of father neglect is decreased on discord with father if student possess higher levels of emotional intelligence.

Table 4.19

Moderation of the effect of Father Undifferentiated on Father Discord by Emotional Intelligence among University Students (N = 508)

Predictors	Father Discord			
			95% CI	
	B	t	LL	UL
Constant	40.05	86.37***	39.14	40.96
Father Undifferentiated	1.87	12.69***	1.58	2.16
Emotional intelligence (Moderator)	.04	1.68*	-.00	
Father Undifferentiated x Emotional intelligence	.01	2.28*	.00	.03
R^2	.25			
ΔR^2	.00			
F	58.64***			
ΔF	5.22*			

*** p<.001, *p<.05

A moderation test was run, with father undifferentiated in parenting as the predictor, discord relationship with father as the dependant, and emotional intelligence of young adults as a moderator. There is a significant main effect found between father undifferentiated in parenting and discord relationship, b= 1.87, Bca CI [1.58, 2.16], t= 12.69, p <.001, and significant main effect of emotional intelligence on discord relationship with father, b= .045, Bca CI [-.00, .09], t= 1.68, p =.093. There is a significant interaction found by emotional intelligence on undifferentiated and discord relationship with father, b= .01, Bca CI [.00, .03], t= 2.28, p <.05. It is found that participants who reported higher than average levels of emotional intelligence experienced a greater effect of father undifferentiated on discord

relationship, and they experienced less discord with father when compared to average or lower levels of emotional intellignce. From these results, it can be concluded that the effect of father undifferentiated on discord relationship is moderated by emotional intelligence.

Note: Dotted slope (− − − −) represents high, ·−· ·−· ·−· −· represents medium and straight line (———) represents low emotional intelligence.

Figure 4.16: *Moderation of the effect of Remembrance of Father Undifferentiated in Childhood on Father Discord by Emotional intelligence among Young Adults.*

Moderation in figure 4.16 compares the slopes of three lines**.** The steepest slope happened with the students who reported high emotional intelligence and the flattest slope happened for the students who reported low emotional intelligence. Figure show that the emotional intelligence moderates the father coldness and father discord relationship depicting the lessened effect of father coldness on father discord if emotional intelligence.

Table 4.20

Moderation of the effect of Mother Coldness on Mother Discord by Emotional Intelligence among University Students (N = 508)

| Predictors | Mother Discord | | 95% CI | |
	B	t	LL	UL
Constant	42.49	77.29***	41.41	43.57
Mother Coldness	.24	2.20*	.02	.46
Emotional intelligence (Moderator)	-.03	-.93	-.09	
Mother Coldness x Emotional intelligence	-.01	2.53*	.00	.02
R^2	.02			
ΔR^2	.01			
F	4.15**			
ΔF	6.44*			

*** *p<.001, *p<.05*

A moderation test was run, with mother coldness as the predictor, discord relationship with mother as the dependant, and emotional intelligence of young adults as a moderator. There is a significant main effect noticed between mother warmth parenting and discord relationship, b= .24, Bca CI [.46, .02], t= 2.20, p <.05, and non significant main effect of emotional intelligence on discord relationship with mother, b= -.03, Bca CI [-.09, .03], t= -.93, p >.05. There is a significant interaction found by in emotional intelligence on cold parenting and discord relationship with mother, b= .01, Bca CI [.00, .02], t = 2.53, p <.05. It is found that participants who reported higher than average levels of emotional intelligence experienced a greater effect of mother coldness on discord relationship, and they experienced less discord with mother when compared to average or lower levels of emotional intelligence.

From these results, it can be concluded that the effect of mother coldness on discord relationship is moderated by emotional intelligence.
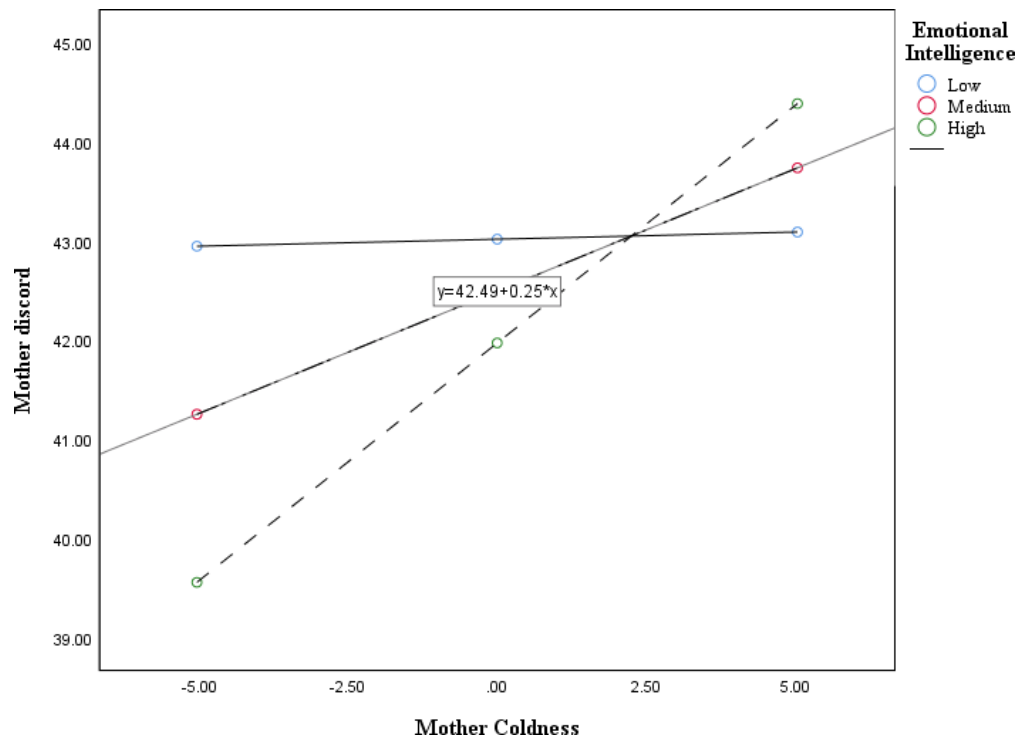
Note: Dotted slope (− − − −) represents high, ·−· ·−· ·−· −· represents medium and straight line (———) represents low emotional intelligence.

Figure 4.17: *Moderation of the effect of Remembrance of Mother Coldness in Childhood on Mother Discord by Emotional intelligence among Young Adults.*

Moderation graph depicted in figure 4.17, slopes of three lines are compared where steepest slope (strongest positive association) came out for students who reported high emotional intelligence as compared to the flattest slope (weakest association) came out for the students who reported low emotional intelligence. Results depict that emotional intelligence moderates the relationship between mother coldness and mother discord which means effect of mother coldness is decreased on discord with mother because of emotional intelligence.

Table 4.21

Moderation of the effect of Mother Hostility on Mother Closeness by Emotional Intelligence among University Students (N = 508)
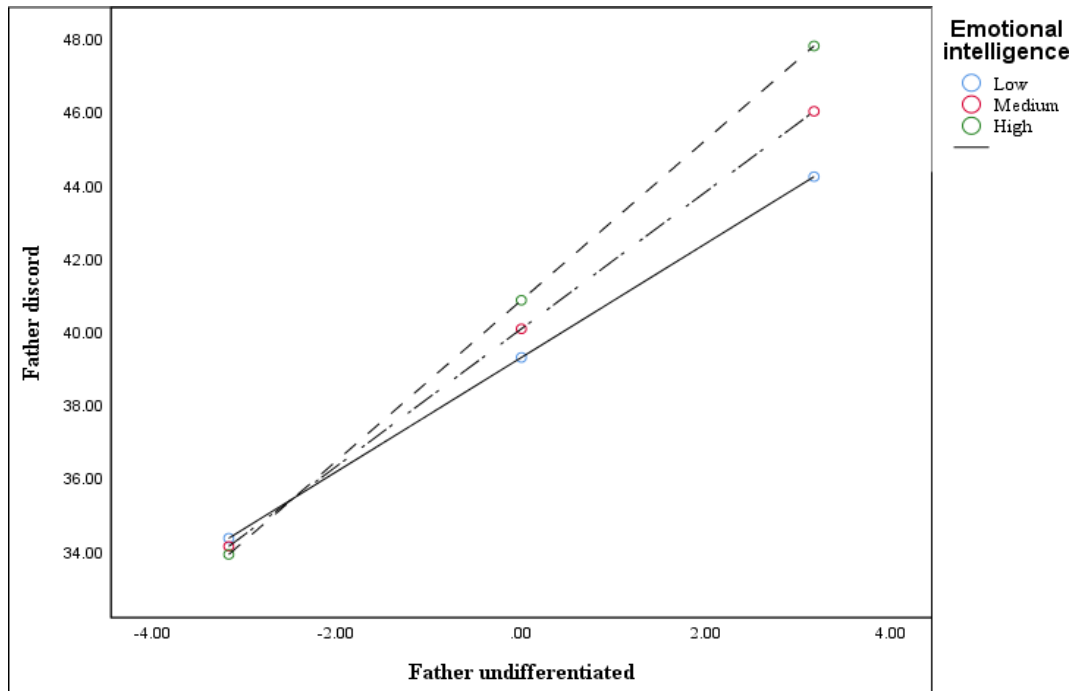
| Predictors | Mother Closeness | | | |
| | | | *95% CI* | |
	B	*t*	*LL*	*UL*
Constant	53.35	105.48***	52.35	54.34
Mother hostility	-.35	-3.21**	-.56	-.13
Emotional intelligence (Moderator)	.25	8.79***	.20	
Mother hostility x Emotional intelligence	-.01	-2.57 *	-.02	-.00
R^2	.17			
ΔR^2	.01			
F	34.72***			
ΔF	6.64*			

*** p<.001, **p<.01, *p<.05

A moderation test was run, with mother warmth hostility as the predictor, closeness in relationship with mother as the dependant, and emotional intelligence of young adults as a moderator. There is a significant main effect found between mother hostility parenting and closeness, b= -.35, Bca CI [-.56, -.13], t= -3.21, p <.01, and significant main effect of emotional intelligence on closeness with mother, b= .25, Bca CI [.20, .31], t= 8.79, p<.001. There is a significant interaction found by emotional intelligence on hostility parenting and close relationship with mother, b= -.01, Bca CI [-.02, -.00], t= -2.57, p <.05. It is found that participants who reported higher than average levels of emotional intelligence experienced a greater effect of mother hostility on closeness, and they experienced less closeness with mother when compared to average or lower levels of emotional intelligence. From these

results, it can be concluded that the effect of mother hostility on closeness in relationship is moderated by emotional intelligence.
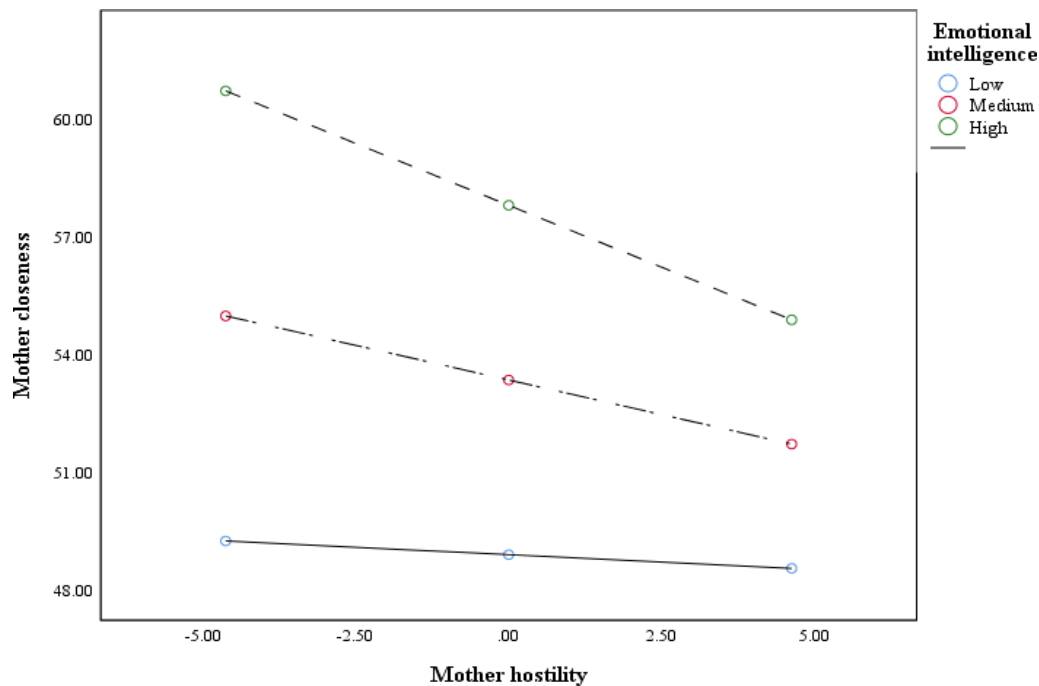
Note: Dotted slope (− − − −) represents high, ·−· ·−· ·−· −· represents medium and straight line (————) represents low emotional intelligence.

Figure 4.18: *Moderation of the effect of Remembrance of Mother Hostility in Childhood on Mother Closeness by Emotional intelligence among Young Adults*

By comparing the slopes of lines in moderation graph, it is inferred that emotional intelligence moderate the relationship between mother hostility and mother closeness where the flattest slope depicts low emotional intelligence as compared to the steepest slope where emotional intelligence is highest, indicating that emotional intelligence reduced the impact of mother hostility on closeness with mother.

Table 4.22

Moderation of the effect of Mother Neglect on Mother Closeness by Emotional Intelligence among University Students (N = 508)

| Predictors | Mother Closeness | | | |
| | | | 95% CI | |
	B	*t*	*LL*	*UL*
Constant	53.34	104.86***	52.34	54.34
Mother Neglect	-.51	-4.08***	-.76	-.26
Emotional intelligence (Moderator)	.25	8.48***	.19	
Mother Neglect x Emotional intelligence	-.01	-1.72 *	-.02	-.00
R^2	.17			
ΔR^2	.00			
F	35.62***			
ΔF	2.97*			

*** p<.001, *p<.05

A moderation test was run, with mother neglect in parenting as the predictor, closeness with mother as the dependant, and emotional intelligence of young adults as a moderator. There is a significant main effect found between mother neglect in parenting and closeness, b= -.51, Bca CI [-.76, -.26], t= -4.08, p<.001, and significant main effect of emotional intelligence on closeness in relationship with mother, b= .25, Bca CI [.19, .30], t= 8.48, p<.001 There is a significant interaction found by in emotional intelligence on neglect in parenting and close relationship with mother, b= -.01, Bca CI [-.02, .00], t= -1.72, p =.085. It is found that participants who reported higher than average levels of emotional intelligence experienced a greater effect of mother neglect on closeness, and they experienced less closeness with mother when compared to average or lower levels of EI. From these results, it

can be concluded that the effect of mother neglect on closeness is moderated by emotional intelligence.
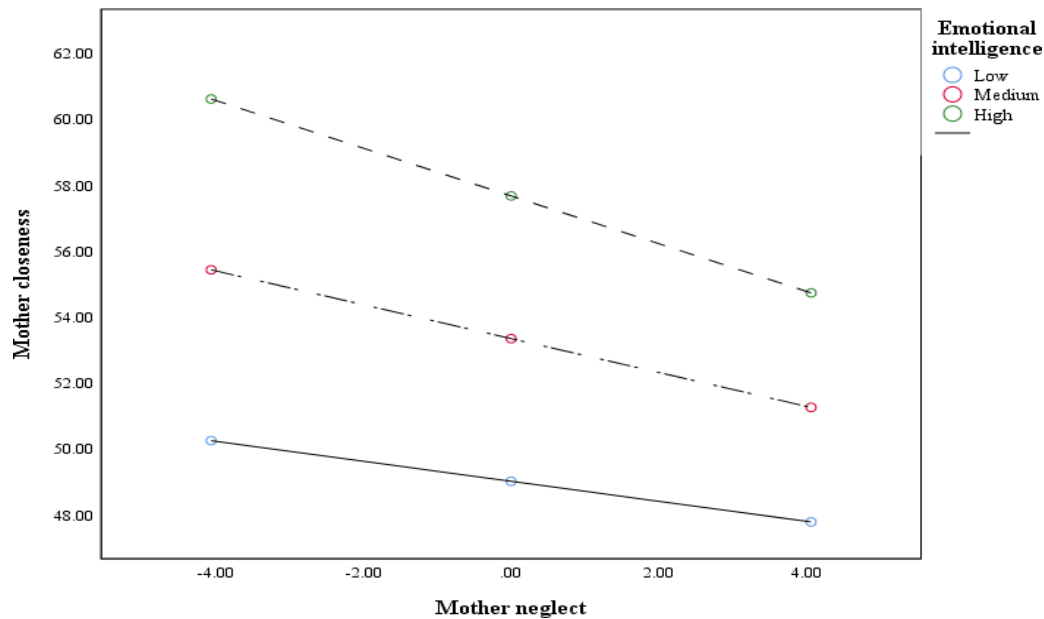
Note: *Dotted slope (− − − −) represents high, ·−· ·−· ·−· −· represents medium and straight*

  line (———) represents low emotional intelligence.

Figure 4.19: *Moderation of the effect of Remembrance of Mother Neglect in Childhood*

  on Mother Closeness by Emotional intelligence among Young Adults.

By comparing the slopes of lines in moderation graph, it is concluded that emotional intelligence moderate the relationship among mother neglect and mother closeness where the flattest slope indicate low emotional intelligence whereas the steepest slope indicate highest emotional intelligence, specifying that emotional intelligence lessened the impact of mother neglect on closeness with mother.

Table 4.23

Moderation of the effect of Mother Undifferentiated on Mother Closeness by Emotional

Intelligence among University Students (N = 508)

Predictors	Mother Closeness			
			95% CI	
	B	t	LL	UL
Constant	53.38	104.52***	52.38	54.38
Mother Undifferentiated	-.25	-1.62	-.57	.05
Emotional intelligence (Moderator)	.26	8.96***	.20	
Mother Undifferentiated x Emotional intelligence	-.01	-2.01 *	-.03	-.00
R^2	.15			
ΔR^2	.00			
F	30.52***			
ΔF	4.07*			

*** p<.001, *p<.05

A moderation test was run, with mother undifferentiated as the predictor, closeness with mother as the dependant, and emotional intelligence of young adults as a moderator. There is a non-significant main effect found between mother undifference in parenting and closeness, b= -.25, Bca CI [-.57, .05], t= -1.62, p >.05, and significant main effect of emotional intelligence on close relationship with mother, b= .26, Bca CI [.20, .32], t= -8.96, p <.001.There is a significant interaction found by emotional intelligence on undifferentiated in parenting and closeness with mother, b= -.01, Bca CI [-.03, -.00], t= -2.01, p <.05. It was found that participants who reported higher than average levels of EI experienced a greater effect of mother undifferentiated on closeness, and they experienced less closeness with

mother when compared to average or lower levels of EI. From these results, it can be concluded that the effect of mother undifference on closeness in relationship is moderated by emotional intelligence.
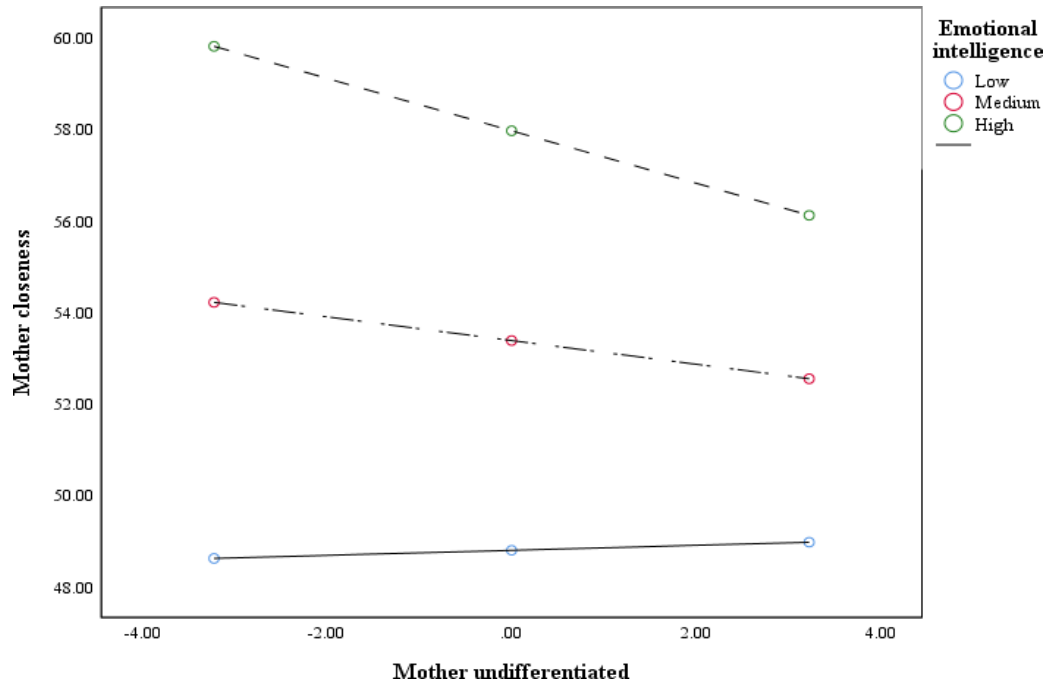
Note: Dotted slope (− − − −) represents high, ·−· ·−· ·−· −· represents medium and straight line (———) represents low emotional intelligence.

Figure 4.20: *Moderation of the effect of Remembrance of Mother Undifferentiated in Childhood on Mother Closeness by Emotional intelligence among Young Adults*

Moderation graph shows the comparison of the slopes of three lines, figure indicates that emotional intelligence moderate the relationship between mother undifferentiated rejection and mother closeness, where the flattest slope shows low emotional intelligence and steepest slope shows high emotional intelligence, indicating that emotional intelligence decreased the impact of mother undifferentiated rejection on closeness with mother.

Table 4.24

Mean, standard deviations and t-values for male and female university students on Study

Variables (N=508)

Variables	Male (n = 263) M	S.D	Female (n = 245) M	S.D	t(508)	P	95% C1 LL	UL	Cohen's d
Father Rejection	53.12	11.03	46.33	12.62	6.461	.000	4.72	8.85	0.57
Coldness F	16.50	4.77	16.18	5.70	.701	.48	-.58	1.24	
Hostility F	14.06	4.28	11.17	4.00	7.837	.000	2.16	3.61	0.69
Neglect F	13.35	4.04	11.66	3.77	4.864	.000	1.00	2.37	0.43
Undifferentiated F	9.19	3.20	7.31	2.83	6.973	.000	1.34	2.40	0.62
Mother Rejection	52.71	11.63	47.00	13.19	5.181	.000	3.54	7.88	0.45
Coldness M	15.83	5.13	15.56	4.92	.595	.55	-.61	1.14	
Hostility M	14.49	4.58	12.07	4.34	6.081	.000	1.63	3.19	0.54
Neglect M	13.22	4.08	11.60	3.88	4.587	.000	.92	2.31	0.40
Undifferentiated M	9.17	3.28	7.76	2.99	5.036	.000	.85	1.95	0.44
Closeness F	49.03	12.31	48.74	12.81	.261	.794	-1.90	2.48	
Discord F	43.54	11.78	36.05	11.04	7.378	.000	5.49	9.48	0.65
Closeness M	53.79	11.75	53.15	13.10	.587	.558	-1.51	2.81	
Discord M	45.19	11.65	38.77	11.45	6.249	.000	4.39	8.43	0.55
Attention	27.81	7.59	28.21	7.28	-.603	.547	-1.69	.90	
Clarity	27.57	6.83	27.92	6.70	-.586	.558	-1.53	.82	
Repair	28.42	6.98	28.42	6.73	.009	.993	-1.19	1.20	
Emotional Intelligence	83.81	17.86	84.55	16.51	-.487	.626	-3.75	2.26	
Communication Apprehension	13.98	3.33	14.41	3.98	-1.326	.185	-1.07	.20	

Note: CI=Confidence Interval; UL=Upper Limit; LL= Lower Limit; F= Father; M=Mother; M=Mean; SD=Standard deviation

Table 24 shows the difference among male and female students on parenting, relationship quality, emotional intelligence and its subscales (attention, clarity and repair),

and communication apprehension. The results show significant difference for mother and father rejection, hostility, neglect and undifferentiated in parenting for male and females where males scored higher than females. Significant differences were also found in father and mother discord where males scored higher than females. Non-significant results were found for all other variables.

Table 4.25

Mean, standard deviations and t-values for Nuclear and Joint family system on Study Variables (N=508).

Variables	Nuclear (n = 336)		Joint (n = 172)				95% C1		Cohen's d
	M	*S.D*	*M*	*S.D*	*t(508)*	*P*	*LL*	*UL*	
Father Rejection	49.68	12.37	50.17	12.15	-.422	.67	-2.75	1.77	
Coldness F	16.58	5.29	15.88	5.12	1.436	.15	-.25	1.66	
Hostility F	12.42	4.43	13.16	4.28	-1.816	.07	-1.55	.06	
Neglect F	12.58	4.06	12.46	3.89	.307	.75	-.62	.85	
Undifferentiated F	8.09	3.08	8.65	3.30	-1.895	.05	-1.14	.02	
Mother Rejection	49.76	12.91	50.36	12.38	-.506	.61	-2.95	1.74	
Coldness M	15.86	4.94	15.38	5.20	1.003	.31	-.45	1.40	
Hostility M	13.01	4.63	13.93	4.55	-2.132	.03	-1.77	-.07	0.20
Neglect M	12.41	4.08	12.51	4.02	-.265	.79	-.85	.64	
Undifferentiated M	8.47	3.29	8.52	3.08	-.185	.85	-.65	.53	
Closeness F	48.32	12.69	50.02	12.21	-1.448	.14	-4.01	.60	
Discord F	39.30	12.21	41.16	11.57	-1.655	.09	-4.07	.34	
Closeness M	52.81	12.57	54.80	12.02	-1.713	.08	-4.27	.29	
Discord M	41.63	12.35	43.00	11.20	-1.224	.22	-3.58	.83	
Attention	27.57	7.25	28.84	7.75	-1.817	.07	-2.63	.10	
Clarity	27.09	6.86	29.01	6.42	-3.058	.00	-3.16	-.68	0.28
Repair	28.18	6.86	28.88	6.84	-1.083	.28	-1.95	.56	
Emotional Intelligence	82.85	17.09	86.74	17.22	-2.420	.01	-7.04	-.73	0.22
Communication Apprehension	14.54	3.75	13.50	3.38	3.073	.00	.37	1.71	0.29

Note: CI=Confidence Interval, UL=Upper Limit, LL= Lower Limit, M=Mother, F= Father

Table shows the difference among nuclear and joint family system on parenting, relationship quality, emotional intelligence and its subscales (attention, clarity and repair) and communication apprehension. The results show significant difference in mother hostility, for nuclear and joint family system where joint family system scored higher than nuclear family system. Significant difference were also found in emotional intelligence, emotional clarity, and communication apprehension for nuclear and joint family system.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

This study was conducted to measure the relationship between parental rejection and relationship quality among university students. The present research aims to examine the impact of parental rejection on relationship quality with their parents in university students. Furthermore, another objective of the study was to find out the mediating role of communication apprehension and moderating role of emotional intelligence on relationship between parental rejection and relationship quality among university students.

5.2 Findings

The results show that remembrance of parental rejection have a significant negative relationship with closeness and positive relationship with discord in relationship with parents. Parental rejection have a significant positive relationship with communication apprehension and communication apprehension mediated the relationship of parental rejection on relationship quality. Findings also suggested the positive association among communication apprehension and discord with parents whereas, negative association of communication apprehension and closeness was seen. Emotional intelligence alleviated the effect of parental rejection on discord in relationship with parents. Current study also found the gender specific pathway in perception of parenting where males scored higher than females.

5.3 Discussion

This study was carried out with an aim to examine the impact of parental rejection on relationship quality in university students in the Pakistani context. For the current study, we focused on the remembrance of childhood memories and its impact on university student's present relationship quality with parents, communication apprehension and emotional

intelligence. The motive behind conducting this study originated from the literature suggesting that parental rejection has a negative impact on relationship quality with parents (Stimpson et al., 2005). The present study also aimed to explore the moderating role of emotional intelligence and mediating role of communication apprehension in university students and how it is related to remembrance of parental rejection and relationship quality. Additionally, study was also aimed to explore the impact of various demographics like gender, family type, working status of mother etc.

In present study, Parental acceptance rejection questionnaire (Rohner, 1991), Network of relationships (Furman & Buhrmester, 1985), State trait anxiety inventory (Spielberger, 1983), Trait meta mood scale (Salovey & Mayer, 1990) with a detailed demographic sheet were used. The cronbach alpha reliabilities of all the instruments used in the present study were found satisfactory and in acceptable range. Scores of scales and subscales were compared on the basis of transformed scores derived from mean differences and standard deviation. Descriptive statistics for the study variables including means and frequencies of demographic factors such as age, gender, family system, education of parents and participants, and working status of mother were attained to facilitate further data analyses. Several hypotheses were generated in order to study the impact of parental rejection on relationship quality with role of emotional intelligence as moderator and mediating communication apprehension.

5.3.1   Relationship between Parental Rejection and Relationship Quality with Parents

There was an objective to explore the relationship between parental rejection and relationship quality therefore it is hypothesized that there is significant positive correlation among parental rejection and relationship quality with parents (i.e., discord) in university students. This hypothesis was accepted as the significant positive relationship was shown between parental rejection and discord with parents. Parental rejection exerts life lasting impact on overall relationships of children throughout their life. Results illustrated the significant relationship where discord is positively related with father and mother rejection.

Results show that there is a positive correlation of parental hostility, coldness, neglect and undifferentiated rejection with discord in relationship with parents proving overall the first hypothesis. Remembrance of childhood's neglected, cold and hostile parenting where children needed parents the most and they were not available for them still haunts them in trusting and building relationships depicting the impact of parent's rejection till adult years. Particularly, the parent-child relationship is rightly linked with making and maintaining peer relationship quality in adulthood and adolescence (Giotsa et al., 2018; Pinquart et al., 2013). One justification for this association is that individuals build an internal working model of attachment in childhood that impact their insight and perception of social experiences and how they see relationships in adulthood (Lewis, et al., 2000). Meta-analysis involving 19,511 participants from 66 countries from five continents revealed that adult recollections of parental rejection predicted aggression and hostility in late adolescents (Khaleque & Rohner, 2012).

 Prior study (Nawaz et al., 2019) also indicated that parental rejection was a significant predictor of diminished relationship building ability in children. Similarly, Feldman and Masalha, (2010) and Rohner (2004) also suggested that parental rejection may lead to less stable and problematic relationships in later life. Number of other existing research also supported the findings of this study (Ali, Khaleque, & Rohner, 2015; Barrett et al., 2011; Carlson & McLanahan, 2005; Coleman & Glenn, 2009; Kandemir, 2019; Levy et al., 2001; Miranda et al., 2015; Paley et al., 2000; Rohner & Khaleque, 2010, Varan, 2005).

Next, it was hypothesized that there exists a significant negative association among parental rejection and relationship quality (i.e., closeness) in university students as the results of the study depicted that there is a significant negative relationship was present between parental rejection and closeness with parents. Results depict the negative association between parental rejection (coldness, hostility, neglect, undifferentiated) and closeness with parents proving the overall hypothesis. It means the parental rejection, is inversely related with quality of closeness not only with parents but also with friends, partners and other relationships in later life. Results further verified the literature in depicting the lasting impact parental rejection have on their

children and their ability to form close and secure relationships (Varan, 2005). Parental rejection predicts less stability and intimacy in relationships built later in life and predicts negative consequences in relationships, e.g., interpersonal anxiety, peer rejection and anger (Casselman & McKenzie, 2015; Giotsa et al., 2018; Rohner, et al., 2012). Parent child negative relationship exerts adverse influences on other connected interpersonal repercussions such as interpersonal communication, romantic interactions and interpersonal stress (Miller et al., 2011). Results of the study are in accordance with prior literature as children with insecure attachments are likely to show uncertain bonding and closeness in adolescence and adulthood (Chopik et al., 2013; Pinquart et al., 2013; Seltmann & Wright, 2013; Wright et al., 2009),

Among all paternal rejection, neglect is highly negatively significant with closeness with parents. Being neglected implies lack of parental adequate interest in the child's needs by emotionally and physically unreachable and unresponsive (Rohner, 2016), so child might feel that lack of presence of his parents when needed, as child is dependent on them so lack of availability disturbs them the most which is consistent with the present hypothesis and existing literature. Parental neglect and other negative early attachment experiences in childhood influence the ability to form close relationships throughout life whether friendships or romantic partners (Aunola & Nurmi, 2005; Giotsa et al., 2018; Lewis, et al., 2000; Pinquart et al., 2013).

The findings of the present study are consistent with the PART theory and literature, which specifies that parental rejection can have negative consequences for children and their relationships with parents lasting its impact on overall relationships with their significant others later in life. Specifically, present study found that the childhood remembrance of parental rejection effect the quality of relationships with parents and communication patterns, which is in line with the PART theory by Rohner (2012). Results of this study also align with the existing literature on this topic in Pakistan where past studies concluded a negative pattern of both father and mother rejection on children effecting the relationships of children with their parents. Remembrance of parental rejection and its outcomes are well established in previous research findings in Pakistani context (Ali et al., 2015; Kausar & Kazmi, 2011; Pakeeza &

Sadiq, 2021; Saleem et al., 2019; Waheed et al., 2021). The consistency of the results across different theoretical frameworks and studies adds to the credibility of the findings and supports the notion that parental rejection can have far-reaching and lasting effects on children's lives.

5.3.3   Relationship between Parental Rejection and Communication Apprehension

It was further hypothesized that exists a significant positive association among parental rejection and communication apprehension in university students. Results further illustrated the positive association between parental hostility, coldness, undifferentiated, neglect and communication apprehension. Rohner and Khaleque (2005) documented that paternal and maternal rejection accounts for a significant portion of all adults' maladjustment problems including anxiety in daily life communication. This notion supports current study's findings as parental rejection can produce loneliness, low self-esteem, learned helplessness, difficulty in emotional expression, which ultimately can lead to difficulty in initiating communications and a fear of judgment in social interactions. Research on college students on communication apprehension and their perceptions of attributes of their families 'origin predicted a positive relation of parental rejection, expressiveness, conflict, and communication patterns with communication apprehension (Emily et al., 2020).

Results of the present study suggested that there is connection between current feelings of apprehension during communication and remembrance of attachment with mother and father being hostile, neglect, indifference and cold towards their children. Student's reflecting memories of perceived paternal and maternal rejection may be directly linked to the development of stress symptoms in adolescence and later years (Rubin & Burgess, 2002). It could occur when individual perceive that they may navigate life without the care, support, and nurturing of parents, leading to a sense of crumbling, faltering, and difficulty in recovery in life (Bouma et al., 2008). Students might perceive the remembrance of childhood's loneliness and parents' coldness and generalize that behavior even in their later period of life because according to Erikson (1963) trust and mistrust stage was crucial in early child development and if needs of trust are not met that time by primary caregiver or parents then feelings of mistrust

develop and individuals tend to pursue and generalize that feeling in every setting they ever encounter later in life. They might think they will be scolded, judged or will face coldness again whenever they will communicate with someone like as they faced earlier in childhood so those memories trigger and become hurdle right through adolescents. In Pakistani context, where freedom of expression is not mostly encouraged and being in collectivistic culture, parenting style adds fuel to the problem and collectively contribute in building communication apprehension (Jibeen, et al., 2019). Findings of the study is in accordance with the evidence present in earlier research (Allen et al., 2009; Curran et al., 2021; Mordeno et al., 2023; Yang & Lu, 2022).

5.3.4 Relationship between Communication Apprehension and Relationship Quality with Parents

Study had a hypothesis that there is a positive association among communication apprehension and discord with parents in university students as the results indicated significant positive relationship between both variables and communication apprehension emerged as a positive predictor of conflict in university students. Baker (2006) evaluated that parental conflict in childhood showed positive correlation with parent child communication apprehension in adolescents. Parent's separation was negatively related with relationship quality and communication patterns (Cui et al., 2021). Positive relationship of communication apprehension and discord with caregiver is supported by earlier literature (Blume et al., 2013; Bodie, 2010; Emory et al., 2017). Results depicting no variance in father discord due to communication apprehension might be due to cultural context. As in collectivistic culture and in authoritarian parenting, communication gap is already there with father that might be due to respect or fear that expressing in front of father may be labelled as disobedience (Aly & Islam, 2005). Putting your opinion to authority figure is not much appreciated in Pakistani context, so communication gap is already there from very beginning so communication apprehension does not increase much to that in discord.

It was further hypothesized that there is a negative association between communication apprehension and relationship quality (i.e., closeness) in university students. It means when there is apprehension in communication or anticipation of judgment from others, students usually maintain to keep silence which ultimately is hurdle in starting any conversation. Without communicating, it is difficult to build relations or start any close interaction with social circle. Individuals having high communication apprehension have been seen as having low leadership qualities, competence, attractiveness, lower sociability and lower ability in forming and maintaining close relationships (Shahar et al., 2012). Findings of the study are in accordance with the preceding work (Aloia & Strutzenberg, 2019; Beardsley et al., 2012; Martin & Mayers, 2006; McCroskey, 1984; Richmond, 1984).

5.3.5 Role of Communication Apprehension

It was assumed in the study that communication apprehension mediates the relationship between parental rejection and relationship quality in university students and the results suggested that communication apprehension mediated the relationship between parental rejection and closeness with parents but did not mediate the relationship of rejection and discord with parents. It means even though direct relationship is present between rejection and closeness but communication apprehension adds to the existing relation means parental rejection lowers the quality in relationship but through communication apprehension its influence is more powerful. Hypothesis is in line with previous literature where communication apprehension acts as mediator where it adds more to negative outcomes (Elizabeth. et al., 2018; Kevin et al., 2019; Trisasanti et al, 2020). Part of the hypothesis where it is assumed that communication apprehension mediates the relationship between parental rejection and discord is not proved. It means communication apprehension did not add to the existing relationship between both the variables. As positive relationship is already there between discord and rejection so communication apprehension might not act as influencing factor to already adverse outcomes. As remembrance of rejection by father and mother is so powerful for a child than any other factor coming in his/her life. Another justification might be that parental rejection is

already leading cause of communication problems in children effecting the relationship quality, so adding another negative similar pattern doesn't adds much.

5.3.6   Moderating Role of Emotional Intelligence

Study assumed that emotional intelligence moderates the connection between parental rejection and relationship quality with parents in university students. Results showing emotional intelligence as moderator between mother rejection and closeness with mother, and between father rejection and discord with father depicts that emotional intelligence acts as a protective factor for university students despite remembrance of mother and father rejection. As emotional intelligence is the ability to manage and regulate emotions, and regulation of emotions effectively in despite of environmental pressures helps a person to succeed better in life (Dulewicz & Higgs, 2000). In Pakistan there is scarcity on work with emotional intelligence as a protective factor with negative variables, this study explored the role of emotional intelligence as protective factor and how it helped to overcome the circumstances in presence of life stressors. This study also explored the literature gaps present in PART where regulations of emotions were not thoroughly studied in case of parental acceptance rejection and how it helps to cope with rejection by parents. Results of the study evaluated that emotional intelligence reduced the effect of parental rejection with discord and closeness with parents and helped students to manage the conflict in relationships more effectively in current life. Those who are higher on emotional intelligence can manage their emotions more successfully when facing problems than those having lower emotional intelligence to explore external regulating sources like internet to eliminate negative emotions (Khoshakhlagh & Faramarzi, 2012, Kun & Demetrovics, 2010). Results proved that emotional intelligence helped to reduce intergenerational patterns of rejection as results revealed that emotional intelligence helps to minimize the effect of parental rejection which ultimately can lead to better adjustment with intimate partners despite of parental rejection.

When students have high emotional intelligence, they have a vast range of strategies for regulating the emotions and more likely to select adaptive plan for any situation as compared to

those having low emotional intelligence (Resurrección et al., 2014). Results indicate that emotional intelligence helps in catering conflicts in relationships resulting from father rejection. Adolescents who are high on emotional intelligence have better self-regulation, which in turn increase the development of resilience and decrease the occurrence of negative outcomes. As with growing age, despite the significance of parental rejection, Collins and Madsen (2006) suggested that in adolescence, assistance from friends in emotional situations, resilience and emotional intelligence are usually seen as being more important than familial rejection. As mother rejection decreases the closeness in relationships but emotional intelligence helps to bounce back despite of risk factor. Present study is supported by the literature where emotional intelligence act as a protective factor in despite of difficult situations in life (Ahmed & Al-Jarallah, 2021; Kokkinos & Vlavianou, 2021; Sultana & Rabeasani, 2022).

5.3.7 Effects of Demographics on study variables

Study tend to explore the mean differences between males and females on study variables. Results showed significant difference for mother and father rejection, hostility, indifference and undifferentiated rejection in parenting for male and females where males scored higher than females. Significant differences were also found in discord with parents where males scored higher than females. One justification can be that it might be due to males self-worth is more affected than females in home environment where father and mother are rejecting. Girls are more tolerant and can easily make friendships with their toys like dolls etc., and divert their attention of parents' coldness to these things but boys are shy and are more prone to be effected by harsh behavior of their parents. Results when males scored higher on remembrance of parental rejection and conflict with parents are supported by different studies (Ibrahim, 1991; Munaf & Sardar, 2010; Parveen 2000; Putnik et al., 2020). No gender differences were found for emotional intelligence, which is also supported by the different studies already done (Kar, 2019; Srivastava et al., 2016). On communication apprehension, no difference was found for females and males and is in line with the previous body of literature (Arquero et al., 2007; Cayton, 1990; Gardner et al., 2005; Taha & Rezeq, 2018).

Difference among nuclear and joint family system on study variables was also explored. The results showed significant difference in mother hostility, where students living in joint family system scored higher than the ones living in nuclear family system. Significant differences were also found in emotional intelligence and communication apprehension for nuclear and joint family system. Remembrance of mother hostility is higher in joint family in contrast to nuclear family system. Possible justification might be that in joint family system mothers have to obey or give time to all family members and sometimes without their own consent, just because they want conformity with their family. They sometimes don't raise voice for her child just because to avoid disobedience. Another justification might be in joint family system, grandparents pampered a child so much that mother's strictness for discipline or studies is viewed as hostile to a child. Another reason of mother hostility in joint system is that she herself is a victim having poor mental health due to family pressures and especially in collectivistic cultures, mothers are bound to serve without their freedom, which causes hostile behavior in her and she might display that hostile hostility towards her children (Cho et al., 2021).

It was also explored that emotional intelligence is higher in students living in joint family environment. It might be due to they are surrounded by many people and have more interaction chances which can build the capacity in them to better recognize and understand emotions of themselves and others in a better way. Adolescent's way of learning and responding to stimuli living in joint family is better because they are good in handling their emotions, empathy for others and having control on one self. Contrary to our study, Naghavi et al (2012) revealed in his study that emotional intelligence is greater if family size is small.

Similarly, it was explored that communication apprehension is higher in students which are living in nuclear family system. As in Pakistani context, people living in joint family are surrounded by number of relatives fostering open communication. Higher levels of communication apprehension in nuclear families might be due to the reason that individuals don't have the opportunity to interact with other family members and may develop social

anxiety unlike in joint family where emotional support is provided by many people surrounding you. Joint family is like fruit salad where each member is unique in appearance, taste and having different experiences, but when combined, they make a mouthwatering flavor that help everyone to forget their suffering and exhale with, confidence, relief, better communication skills and ability to recognize one's emotions (Thompson & Schrodt, 2015). A child is raised in a joint family develops stronger social skills as compared to the ones who live in nuclear family where child may suffer isolation and hence, creating problems in communication. Bandura (1986) in his social cognitive theory illustrated that individuals learn from observing others and by engaging themselves in social relations.

5.4   Conclusion

Present study aimed to see the impact of parental rejection on relationship quality in university students, and to explore the role of communication apprehension as a mediator and role of emotional intelligence as a moderator. Findings of the present study are in accordance with the previous literature and study further tried to fill the gaps present in existing literature in Pakistan. Correlation analysis showed that parental rejection is negatively related with closeness with parents in relationship quality whereas parental rejection is positively related with discord with parents in relationship quality. Mediation analysis showed that parental rejection is strong predictor of relationship quality with parents and found the role of communication apprehension as mediator between parental rejection and closeness with parents. Emotional intelligence act as a moderator between parental rejection and relationship quality with parents. It was also revealed in the study that males scored significantly higher than females in parental rejection and conflict with parents. Present study revealed that students living in joint family system show higher mother hostility, higher emotional intelligence and less communication apprehension.

5.5   Limitations and Suggestions

Following are the limitations of the present study:

1. Self-reported instruments were used which may possess social desirability so students might have hide information about negative parenting practices. Even though self-report measures are very helpful in reporting but qualitative research design is suggested or any procedure to double check the desirability so that results don't get contaminated.

2. Data for the present study is mostly taken from urban population and was bound to Islamabad and Rawalpindi, so it is suggested to explore diversity and for generalizability of results, the data should be included from rural part too.

3. Cross sectional method was used for the study whose results can't be applied and checked in the long haul. Longitudinal study can help better in deep understanding of the process and relevant factors. Results obtained from longitudinal study are more consistent and have reliable findings. It also helps to study various circumstances adolescents are living with and dealing with them in their life.

4. Study focused restricted age range, so variance is limited for age as study sample was limited to university students and thus cannot be implemented on other age groups. There can be chances that different age groups can have different results. Therefore, in future, diverse age sample should be used to observe the impact of age on study variables.

5. Present study has taken emotional intelligence as a protective factor which emerged as a significant moderator. There are many other variables or factors that can help university students to bounce back from negative outcomes, e.g., social support, coping strategies etc. Therefore, it is important to look deeper and control other confounding factors that can contaminate the results of the study.

6. There are some other factors which might be the cause of parental rejection e.g., marital dissatisfaction, intergenerational abuse, emotional uncertainty etc., so it is also necessary to look for those causes of rejection which were not explored in this study.

5.6   Future implications of present study

- Findings of the current study have numerous implications for society which may include beneficiaries like family, pedagogical settings, researchers and clinical settings. Positive psychology is emerging branch in psychology and is acquiring more attention of the clinical psychologists and researchers. Emotional intelligence is one of the trait that relates to positive psychology, this study will help future research and clinical psychologists to study in-depth positive personality traits that help a person bouncing back from negative consequences and difficult situations in life.

- Present study can be implied theoretically and practically. Clinical psychologists can use it in their counselling and therapy sessions to promote positivity and self-awareness of their emotions which can help them better in managing and handling any situation. Theoretically, it will help to fill in the gaps in existing body of literature.

- Results of the study will be helpful in developing strategies for managing emotions that can have practical consequences for adolescents' relational, social, psychological and subjective wellbeing.

- Study will help to promote other positive personality traits and protective factors like coping strategies, resilience, good sense of humor as well and incorporating their awareness in one's life through guidance and counselling. Such counselling and therapy centers for self-grooming are not present in Pakistan. So, the present study will help to understand the importance of these basic self-grooming support centers in local context.

- Study will also help to look for those factors which cause parental rejection such as marital conflict between spouses, parents' own mental health issues and financial background due to which rejection take place towards their children. So, the study will assist in studying the root cause of the incident, how to tackle that issue which causes the children and adolescents to suffer in the long run and to make interventions accordingly. Longitudinal parent training programs to diminish poor parenting, Psychoeducation and family therapy can help parents to understand their causes of

problematic behavior, their responsibilities and guide how they can manage and change their problematic behavior which is directly influencing their child's mental and emotional health. Positive affectivity assist learners to process language and communication effectively in their minds (Bu & Kou, 2021; Du, 2021).

- Findings of the study can also be beneficial for the teachers to understand the low grades of students in class, their behavioral problems, communication problems and their association with family environment and relation with their parents. Educational institution can consider family needs in adaptation to educational system to assure holistic approach to every student. Workshops on parental guidance and empowerment programs for students to minimize communication problems would also be beneficial.

- Finding would also help in understanding of potential influences of family structure in development of parent's behavior and their quality of building relationships. Policies can be made that offer access to protection and help reduce adversity exposure which in turn will promote wellbeing in adolescents.

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Informed Consent

I am a MPhil student of Applied Psychology, National University of modern Languages, Islamabad. I am conducting a research with relevance to my MPhil requirements. The purpose of this research is to study the impact of parental attachment on university student's relationship and wellbeing of university students. Your participation in this study is voluntary. Information obtained from you will remain confidential and will be used only for research purpose. You may quit anytime during the activity if you feel hesitant, uncomfortable or bored.

Thank you for your cooperation.

Demographic Sheet

Gender: 1) Male   2) Female

Age (in years):   _____

Education (currently in which semester): _____

Birth Order:
_____

No of Siblings (Including yourself):   _____

Father Education:

1) Below Matric	2) Matric
3) FA	4) BA
5) Masters	6) MPhil & higher

Mother Education:

1) Below Matric	2) Matric
3) FA	4) BA
5) Masters	6) MPhil & higher

Working Status of Mother: 1) Housewife   2) Working Lady

Family Type: 1) Nuclear   2) Joint

Total family members: _____

Family Income (monthly): _____

Parental Acceptance Rejection Questionnaire (Father)

The following page contain a number of statements describing the way parent sometimes act toward their children. Read each statement carefully and think how well it describes the way your father treated you when you were about 7-12 years old (describe your remembrance of father rejection). Work quickly. Give your first impression and move on to the next item. Do not dwell on any item.

Statements	Never True	Rarely True	Sometimes True	Always True
1. Said nice things about me.	1	2	3	4
2. Paid no attention to me.	1	2	3	4
3. Made it easy for me to tell him/her things that are important to me.	1	2	3	4
4. Hit me, when I did not deserve it.	1	2	3	4
5. Saw me as a big nuisance.	1	2	3	4
6. Punished me severely when he/she was angry.	1	2	3	4
7. Was too busy to answer my questions.	1	2	3	4
8. Seemed to dislike me.	1	2	3	4
9. Was really interested in what I do.	1	2	3	4
10. Said many unkind things to me.	1	2	3	4
11. Paid no attention when I asked for help.	1	2	3	4
12. Made me feel wanted and needed.	1	2	3	4
13. Paid a lot of attention to me.	1	2	3	4
14. Went out of his/her way to hurt my feelings.	1	2	3	4
15. Forgot important things I think he/she should remember.	1	2	3	4
16. Made me feel unloved when I misbehaved.	1	2	3	4

17. Made me feel what I do is important.	1	2	3	4
18. Frightened or threatened me when I did something wrong.	1	2	3	4
19. Cared about what I think, and liked me to talk about it.	1	2	3	4
20. Felt other children are better than I am no matter what I do.	1	2	3	4
21. Let me know I am not wanted.	1	2	3	4
22. Let me know he/she loved me.	1	2	3	4
23. Paid no attention to me as long as I do nothing to bother him/her.	1	2	3	4
24. Treated me gently and with kindness.	1	2	3	4

Parental Acceptance Rejection Questionnaire (Mother)

The following page contains a number of statements describing the way parent sometimes act toward their children. Read each statement carefully and think how well it describes the way your mother treated you when you were about 7-12 years (describe your remembrance of mother rejection). Work quickly. Give your first impression and move on to the next item. Do not dwell on any item.

Statements	Never True	Rarely True	Sometimes True	Always True
1. Said nice things about me.	1	2	3	4
2. Paid no attention to me.	1	2	3	4
3. Made it easy for me to tell him/her things that are important to me.	1	2	3	4
4. Hit me, when I did not deserve it.	1	2	3	4
5. Saw me as a big nuisance.	1	2	3	4
6. Punished me severely when he/she was angry.	1	2	3	4
7. Was too busy to answer my questions.	1	2	3	4
8. Seemed to dislike me.	1	2	3	4
9. Was really interested in what I do.	1	2	3	4
10. Said many unkind things to me.	1	2	3	4
11. Paid no attention when I asked for help.	1	2	3	4
12. Made me feel wanted and needed.	1	2	3	4
13. Paid a lot of attention to me.	1	2	3	4
14. Went out of his/her way to hurt my feelings.	1	2	3	4
15. Forgot important things I think he/she should remember.	1	2	3	4
16. Made me feel unloved when I misbehaved.	1	2	3	4

17. Made me feel what I do is important.	1	2	3	4
18. Frightened or threatened me when I did something wrong.	1	2	3	4
19. Cared about what I think, and liked me to talk about it.	1	2	3	4
20. Felt other children are better than I am no matter what I do.	1	2	3	4
21. Let me know I am not wanted.	1	2	3	4
22. Let me know he/she loved me.	1	2	3	4
23. Paid no attention to me as long as I do nothing to bother him/her.	1	2	3	4
24. Treated me gently and with kindness.	1	2	3	4

Network of Relationship Inventory (Father)

Instructions: The questions below ask about your relationships with your father. Tick one number from 1 to 5 for each of them having 1 as least or none to 5 as most of the times. Give your first impression and move on to the next item.

Statements	None	Some-what	Very Much	Extremely Much	Mostly
1. How often do you spend fun time with this person?	1	2	3	4	5
2. How often do you tell this person things that you don't want others to know?	1	2	3	4	5
3. How often does this person push you to do things that you don't want to do?	1	2	3	4	5
4. How happy are you with your relationship with this person?	1	2	3	4	5
5. How often do you and this person disagree and quarrel with each other?	1	2	3	4	5
6. How often do you turn to this person for support with personal problems?	1	2	3	4	5
7. How often does this person point out your faults or put you down?	1	2	3	4	5
8. How often does this person praise you for the kind of person you are?	1	2	3	4	5
9. How often does this person get their way when you two do not agree about what to do?	1	2	3	4	5
10. How often does this person not include you in activities?	1	2	3	4	5
11. How often do you and this person go places and do things together?	1	2	3	4	5
12. How often do you tell this person everything that you are going through?	1	2	3	4	5
13. How often does this person try to get you to do things that you don't like?	1	2	3	4	5
14. How much do you like the way things are between you and this person?	1	2	3	4	5
15. How often do you and this person get mad at or get in fights with each other?	1	2	3	4	5

Statements	None	Some-what	Very Much	Extremely Much	Mostly
16. How often do you depend on this person for help, advice, or sympathy?	1	2	3	4	5
17. How often does this person criticize you?	1	2	3	4	5
18. How often does this person seem really proud of you?	1	2	3	4	5
19. How often does this person end up being the one who makes the decisions for both of you?	1	2	3	4	5
20. How often does it seem like this person ignores you?	1	2	3	4	5
21. How often do you play around and have fun with this person?	1	2	3	4	5
22. How often do you share secrets and private feelings with this person?	1	2	3	4	5
23. How often does this person pressure you to do the things that he or she wants?	1	2	3	4	5
24. How satisfied are you with your relationship with this person?	1	2	3	4	5
25. How often do you and this person argue with each other?	1	2	3	4	5
26. When you are feeling down or upset, how often do you depend on this person to cheer things up?	1	2	3	4	5
27. How often does this person say mean or harsh things to you?	1	2	3	4	5
28. How much does this person like or approve of the things you do?	1	2	3	4	5
29. How often does this person get you to do things their way?	1	2	3	4	5
30- How often does it seem like this person do not give you the amount of attention that you want?	1	2	3	4	5

Network of Relationship Inventory (Mother)

Instructions: The questions below ask about your relationships with your mother. Tick one number from 1 to 5 for each of them having 1 as least or none to 5 as most of the times. Give your first impression and move on to the next item.

Statements	None	Some-what	Very Much	Extremely Much	Mostly
1. How often do you spend fun time with this person?	1	2	3	4	5
2. How often do you tell this person things that you don't want others to know?	1	2	3	4	5
3. How often does this person push you to do things that you don't want to do?	1	2	3	4	5
4. How happy are you with your relationship with this person?	1	2	3	4	5
5. How often do you and this person disagree and quarrel with each other?	1	2	3	4	5
6. How often do you turn to this person for support with personal problems?	1	2	3	4	5
7. How often does this person point out your faults or put you down?	1	2	3	4	5
8. How often does this person praise you for the kind of person you are?	1	2	3	4	5
9. How often does this person get their way when you two do not agree about what to do?	1	2	3	4	5
10. How often does this person not include you in activities?	1	2	3	4	5
11. How often do you and this person go places and do things together?	1	2	3	4	5
12. How often do you tell this person everything that you are going through?	1	2	3	4	5
13. How often does this person try to get you to do things that you don't like?	1	2	3	4	5
14. How much do you like the way things are between you and this person?	1	2	3	4	5
15. How often do you and this person get mad at or get in fights with each other?	1	2	3	4	5

Statements	None	Some-what	Very Much	Extremely Much	Mostly
16. How often do you depend on this person for help, advice, or sympathy?	1	2	3	4	5
17. How often does this person criticize you?	1	2	3	4	5
18. How often does this person seem really proud of you?	1	2	3	4	5
19. How often does this person end up being the one who makes the decisions for both of you?	1	2	3	4	5
20. How often does it seem like this person ignores you?	1	2	3	4	5
21. How often do you play around and have fun with this person?	1	2	3	4	5
22. How often do you share secrets and private feelings with this person?	1	2	3	4	5
23. How often does this person pressure you to do the things that he or she wants?	1	2	3	4	5
24. How satisfied are you with your relationship with this person?	1	2	3	4	5
25. How often do you and this person argue with each other?	1	2	3	4	5
26. When you are feeling down or upset, how often do you depend on this person to cheer things up?	1	2	3	4	5
27. How often does this person say mean or harsh things to you?	1	2	3	4	5
28. How much does this person like or approve of the things you do?	1	2	3	4	5
29. How often does this person get you to do things their way?	1	2	3	4	5
30- How often does it seem like this person do not give you the amount of attention that you want?	1	2	3	4	5

Trait Meta Mood Scale

This page contain a number of statements describing the way you think and feel about yourself. Read each statement carefully and think how well it describes yourself and mark the appropriate response. 1 describes the strong disagreement as contrast to 5 as strong agreement across each statement about yourself.

S#	Statements	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
1	I pay a lot of attention to my feelings.	1	2	3	4	5
2	I am usually very conscious of what I feel.	1	2	3	4	5
3	I usually spend time thinking about my emotions.	1	2	3	4	5
4	I think my emotions and state of mind deserve to be paid attention to.	1	2	3	4	5
5	I allow my feelings to affect my thoughts.	1	2	3	4	5
6	I constantly think about my state of mind.	1	2	3	4	5
7	I often think about my feelings.	1	2	3	4	5
8	I pay a lot of attention to the way I feel.	1	2	3	4	5
9	My feelings are clear to me.	1	2	3	4	5
10	I can usually define my feelings.	1	2	3	4	5
11	I nearly always know how I feel.	1	2	3	4	5
12	I usually know how I feel about people.	1	2	3	4	5
13	I often become aware of my feelings in different situations.	1	2	3	4	5
14	I can always say how I feel.	1	2	3	4	5
15	I can sometimes say which emotions I am experiencing.	1	2	3	4	5
16	I can manage to understand my feelings.	1	2	3	4	5
17	I usually have an optimistic look, although I sometimes feel sad.	1	2	3	4	5

18	Even when I feel sad, I try to think about pleasant things.	1	2	3	4	5
19	When I am sad, I think about all life's pleasures.	1	2	3	4	5
20	I try to have positive thoughts even when I feel bad.	1	2	3	4	5
21	If I think about things too much and end up complicating them, I try to calm myself down.	1	2	3	4	5
22	I am concerned about having a good state of mind.	1	2	3	4	5
23	I have a lot of energy when I feel happy.	1	2	3	4	5
24	When I am angry, I try to change my state of mind.	1	2	3	4	5

State Trait Anxiety Inventory

This page contain a number of statements describing the way you feel apprehension while communicating to your mother and father. Rate the items on the scale by keeping in mind the conversation with your parents particularly. Read each statement carefully and think how well it describes yourself and mark the appropriate response.

S#	Statements	Not at all	Somewhat moderately	Moderately	Very much
1	I feel calm.	1	2	3	4
2	I am tense.	1	2	3	4
3	I feel upset.	1	2	3	4
4	I am relaxed.	1	2	3	4
5	I feel content.	1	2	3	4
6	I am worried.	1	2	3	4

Maria Mukhtar <maria.mukhtar123@gmail.com>

FW: your request

Rohner, Ronald P. <r.rohner@uconn.edu>
To: "maria.mukhtar123@gmail.com" <maria.mukhtar123@gmail.com>

Fri, Mar 31, 2023 at 9:27 PM

Hello Areej, Sumaira, Gluelala, and Maria,

Please pardon this group email, but I received all four of your requests for measures on the same day from Pakistan and I would like to take advantage of writing all of you in one single email. Please read the attached letter and send payment as required. We are reduced the cost to $10 for Pakistan because of the drastic inflation in your country. Please do not ask for any further reduction. Please send payment to Bank of America through Zelle to Nancy Rohner at 8609220875, or if you have a friend or relative outside of Pakistan who can send by PayPal.com to nancy.rohner@gmail.com. Do not use this rohner@uconn.edu address.

Warm regards,

Nancy

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Permission for the Use of Trait Meta-Mood Scale

Salovey, Peter <peter.salovey@yale.edu>   Sat, Apr 1, 2023 at 4:07 AM
To: Maria Mukhtar <maria.mukhtar123@gmail.com>
Cc: "asmushtaq@numl.edu.pk" <asmushtaq@numl.edu.pk>

Dear Maria,

You are welcome to use and translate the TMMS for your research. I have attached an article that I hope you will find helpful.

Best of luck,
Peter

Peter Salovey

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