

Examining the Relationships Between Parental Acceptance-Rejection, Self-liking, and Self-Handicapping in University Students

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Abstract

In this study, the relationships between parental acceptance rejection, self-handicapping and self-liking in university students were investigated using structural equation modeling. The sample of the study consisted of 356 students who were volunteers attending Uludağ University Faculty of Education and Faculty of Arts and Sciences. The Mother and Father Forms of the Parental Acceptance Rejection Scale, the Self-handicapping Scale and the Self-liking Sub-Scale were applied to the students included in the study, and the results were analyzed using structural equation modeling. As a result of the research, it was determined that maternal acceptance had a statistically significant effect on self-handicapping ($\beta=.31, p<.05$) and father acceptance level had a statistically significant effect on self-liking ($\beta=-.29, p<.05$). A positive relationship ($\beta=.56, p<.05$) was found between maternal acceptance-rejection levels and fathers acceptance-rejection levels.

Keywords: Parental acceptance-rejection, Self-liking, Self-handicapping.

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Introduction

It is very important for the individual to be brought up with a positive attitude by his parents in terms of making the right decisions and showing healthy behaviors in life. According to the Parental Acceptance-Rejection theory developed by Rohner (1986) on this subject, the relationships established with an accepting parent in early childhood play an important role in the individual's relationships with other people and self-perception in the future (Act: Önder & Günay, 2007). While the parent's accepting behaviors are shown as showing interest, caring and loving, which fosters positive emotions, the parent's rejecting behaviors are shown as making them feel negative emotions. This causes the child to feel hurt emotionally and to feel inadequate in terms of behavior (Kaurkoutos & Erkmann, 2011). Behaviors that are described as accepting by the parents are expressed through physical behaviors such as hugging, kissing, showing affection or verbal praise, and making positive comments about their child. It is stated that parents who exhibit rejecting behavior do not like their children and do not approve of them, and they adopt harsh and rude behaviors as a discipline method (Rohner & Khalegue, 2012).

When we look at the consequences of parental rejection, those who were rejected as children face the negative consequences of rejection both in childhood and in adulthood. Studies have shown that individuals who experience parental rejection have communication problems, display delinquent behaviors (Simons et al. 1988), have a negative self-perception (Kitahara, 1987), worry (Hill & Bush, 2001), have depression and depressive affect. It has been determined that they show (Crockenberg & Leerkes, 2003). Imam (2001) also stated in his research that the feelings of negativity and inadequacy are dominant in the self-perception of individuals who experience parental rejection. Orbay also (1996) emphasized the destruction of parental rejection on the individual. When Rosenberg's (1965) definition of self-esteem was analyzed, it was emphasized that an individual's self-perception could be positive or negative. On the other hand, Coopersmith (1967), on the other hand, defines the concept from a more positive point of view; the individual's perception of himself as sufficient, valuable and important. In recent years, Tafarodi and Swann (1995) have defined self-esteem more concretely. With this concretization, self-esteem is explained as a two-dimensional structure in the form of self-liking and having a perception of competence (Cited by Taner, 2019).

Both the feedback received from others and the perception of oneself play a role in the formation of the self-liking dimension from these concepts. While younger children interpret others' evaluations with confidence, older children consider all possible meanings of the speaker's facial expression to understand the person's true intentions (Goffman, 1959). Self-evaluation is more effective in the development and maintenance of the feeling of self-liking compared to the evaluations made by others (Shrauger & Schoeneman, 1979). However, at every stage of this (self-liking) development, the evaluations of valued people are more important (Tafarodi & Swann, 1995). Charm, beauty, honesty, gentleness, or any other dimension of personal worth that represent a person's sense of worth is learned from others before they become the standard for self-acceptance. As the personal value judgment is internalized, the influence of others on the concept of self-liking decreases (Damon & Hart, 1988; Rosenberg, 1986).

When the self-liking dimension of self-esteem is examined, it means that an individual evaluates himself/herself unilaterally, considers himself/herself valuable in his/her relations with his/her environment and is approved by his/her environment. In other words, self-liking is defined as the attribution of value to oneself by the positive and negative characteristics of an individual (Tafarodi and Swann, 2001). High levels of loving one's self, to leave a positive impression in the presence of communication, acting alone and self-acceptance and create (Rogers, 1961) of self-liking if the level is low, the individual feelings of worthlessness and inadequacy about himself and no way to adapt to the environment (Blatt and Zuroff, 1992).

Psychological symptoms and maladaptive behaviors can sometimes turn into a secondary gain in the individual (Jones and Berglas, 1978). According to Adler (1913), these symptoms, although they cause distress to the individual, prevent him from losing his sense of superiority (Act: Smith, Snyder & Handelsman, 1982). Similarly, Horney (1950) states that self-protective mechanisms and Berne (1964) use barriers, including psychological problems, to maintain people's self-esteem.

The strategy of protecting one's own sense of self-efficacy in a polite way by finding or creating some obstacles that will reduce the possibility of an individual to exhibit good performance is called self-handicapping (Jones and Berglas 1978). In this way, the individual has the opportunity to alienate the failure from himself by externalizing it, and to make the success a part of himself by internalizing it. Self-handicapping can occur with both behavioral and verbal strategies. For example; Behavioral strategies are defined as postponing tasks and activities, setting unattainable goals, using drugs and alcohol, and not getting enough practice and exercises (Kaufman and Ervin 1989). Examples of verbal strategies include talking about the symptoms of psychological and physical discomfort, saying that he has experienced traumatic events, and experiencing test anxiety (Smith et al., 1982).

When the studies on self-handicapping were examined, it was seen that depressive symptoms were more adopted by individuals with high self-handicapping levels (Nurmi, 1993; Schouten and Handelsman 1987; Weary and Williams, 1990; Zuckerman et al. 1998). It has been determined that the attributions of individuals who adopt this strategy are mostly externally oriented (Migdley & Urdan, 1995), they have a fragile self-structure (Jones & Berglas), and they frequently resort to procrastination behavior (Harsch, 2008).

The basis of self-handicapping lies in the distorted cognitive structures that an individual develops regarding self and success starting from childhood (Arazzini et al. 2014; Kearns et al. 2004). The attitude of the early family towards the child and the interactions with the family can affect the development of the person in various ways. These effects can be positive or negative (Conlon et al. 2006). Instilling the feeling of being important and valuable, depending on the performance of the child in tasks such as academic success, causes the child to show his performance differently than it is. Thus, the child resorts to methods in which he can protect his self-worth. With this effort, he appears more successful towards his parents, gains their attention and appreciation, and maintains his self-esteem. This situation becomes chronic over time and reveals self-handicapping behaviors (Jones and Berglas 1978).

When the literature is reviewed, it is seen that there are many studies investigating the relationship between self-handicapping (Barutçu Yıldırım & Demir, 2017; Kalyon et al., 2016), self-liking (Aydemir & Bayram, 2016) and parental acceptance rejection (Aslan & Durak Batıgün, 2017) with various variables in our country. despite; No research has been found in which these three concepts are considered together. In this study, it is aimed to reveal the relations between parental acceptance-rejection, self-handicapping and self-liking, which have a significant impact on the life of the individual, by using structural equation modeling. It is thought that the study will make an important contribution to the field, since these three concepts are discussed together for the first time.

For this purpose, answers to the following questions are sought:

- 1-Does the level of maternal acceptance significantly affect the self-liking levels of university students?
- 2-Does the level of father acceptance significantly affect the self-liking levels of university students?
- 3-Does the level of maternal refusal significantly affect the self-handicapping levels of university students?
- 4-Does the level of father refusal significantly affect the self-handicapping levels of university students?
- 5-Is there a significant relationship between maternal acceptance-rejection levels and fathers acceptance-rejection levels?

Method

Sampling

The research was carried out on 256 students who volunteered to participate in the research, studying at Uludağ University Faculty of Education English, French, German, Psychological Counseling and Guidance, Physical Education and Sports Teaching, Computer Technologies Teaching and History Departments of the Faculty of Arts and Sciences in the 2018-2019 academic year.

Data Collection Tools

Parental Acceptance-Rejection Scale (PARQ) Adult Form: This scale was developed by Rohner et al. to evaluate parental acceptance rejection. (1978) and translated into Turkish by Anjel (1993). A 4-point Likert scale from 1 (Almost always true) to 4 (Never true) is used in the evaluation of the 60-item scale, which measures the perception of parents' acceptance and rejection of the child. The scale consists of four subtests: 1) Warmth/Love (20 items) 2) Aggression/Grace (15 items) 3) (Indifference/Neglect (15 items) and Undifferentiated rejection (10 items) Cronbach's alpha coefficients of the scale are Temperature It is .95 for the /Love subscale, .93 for Aggression/Resentment, .88 for Indifference/Neglect, and .86 for Undifferentiated rejection. The four subscales add up to give the total PARQ score.

This level gives information about the level of perception of acceptance or rejection by the individual's mother or father. The items in the PARQ are answered on a four-point Likert-type scale, with a minimum of 60 points and a maximum of 240 points. The low score of the individual gives information about the perception that he is accepted by his mother or father; Getting a high score gives information about the perception of rejection (Cited by Öztürk Can & Aksel, 2017).

Reliability and validity studies of adult PARQ in Turkey were conducted by Varan (2003) on clinical and normal samples in 2003. Approximately 2000 people aged between 17 and 78 participated in the study. It was observed that the Cronbach Alpha internal consistency coefficient of the individual subscales of the parents ranged between .86 and .96, and the consistency coefficient for the total scores was .97. The results of the factor analysis regarding the construct validity of the scale also supported the validity of the Adult PARQ.

Self-Handicapping Scale: Developed by Jones and Rhodewalt in 1982, the Self-Handicapping Scale (KSÖ) was adapted into Turkish by Akın, Abacı, and Akın (2010). A 6-point Likert scale from 1 (I totally disagree) to 6 (I totally agree) is used in the evaluation of the PSS items. The scores obtained from the scale vary between 25 and 150. The self-handicapping score is obtained with the total score obtained after the items 3, 5, 6, 10, 13, 20, 22, and 23 of the single-dimension scale are reverse-coded. A high score means that the individual has a high tendency to self-handicapping. Correlation coefficients between the items in the Turkish and original versions of the SDS. with 69. It was found among 98. Internal consistency reliability coefficient of the Turkish version of the scale. test-retest reliability coefficient of 90. It is 94. Coherence index values in CFA for construct validity: $\chi^2=50.23$, $p=.05787$, RMSEA=.037, NFI=.98, CFI=.99, IFI=.99, RFI=.97, GFI=.97, AGFI=.94 was found.

Self-liking Subscale: The Self-liking Sub-Scale constitutes the Self-liking dimension of the 16-item Two-Dimensional Self-Esteem Inventory developed by Tafarodi and Swann (2001). Tafarodi and Swann (2001), the internal consistency of the scale for the self-liking sub-dimension for women and men. It has been reported as 90. If the test-retest coefficient is. Reported as 75. Doğan (2011) adapted the scale into Turkish. Accordingly, the internal consistency coefficient for the self-liking sub-dimension. It was found to be 83. In terms of criterion-related validity, between the Rosenberg Self-Esteem Scale and the self-liking subscale. 75 ($p<.001$) correlations were obtained. A 4-point Likert scale was used from 1 (Not at all appropriate) to 4 (Completely appropriate).

Data Analysis:

Structural Equation Modeling (SEM) was used to test the model (Figure 1) developed to evaluate the effect of parental acceptance on self-liking and self-handicapping. In the developed model, parental acceptance was included in the model as two separate variables as perceived acceptance/rejection from the mother and perceived acceptance/rejection from the father. Descriptive statistics of the variables and multivariate normality and correlations were calculated. t-values for testing direct effects. Significance was interpreted at the 05 level. Chi-square/degree of freedom (χ^2 /sd) < 5, Comparative Fit Index (CFI) > .90, Unnormed Fit Index (NNFI) > .90, Approximate Errors Root Mean Squared (RMSEA) < .10 and Rooted Square Mean Squares of Standardized Errors (SRMR) < .80. The data collected within the scope of the research were analyzed with IBM SPSS Amos 21 and IBM SPSS Statistic 21.0 package programs.

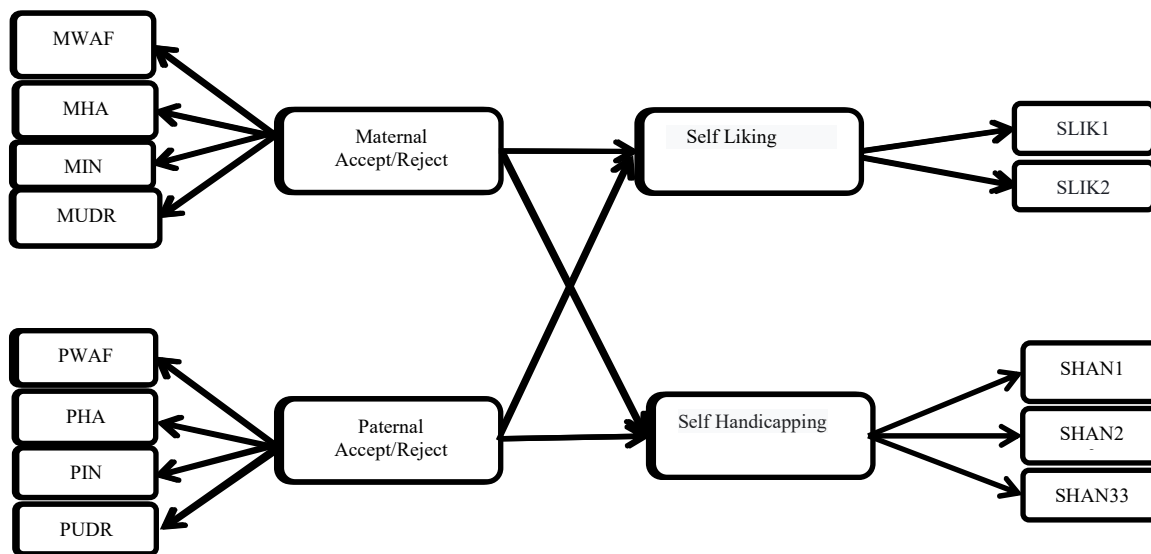


Figure 1. Conceptual Model

Findings

The correlation, standard deviation and mean values of the 13 observed variables in the model are given in Table 1. The skewness values of all observed variables are -.25 to -1.19, and the kurtosis values. It was observed that it varied between 0.2 and 2.77. The maximum likelihood estimation method is mainly used in the analysis of structural models. The reason for using this estimation method; There are criteria that there is no multicollinearity problem between the variables and that the variables in the model provide the multivariate normality assumption. Ensuring multivariate normality is possible if the skewness value is not greater than two and the kurtosis value is not greater than seven. Considering these calculated values, it is seen that there is no problem with the normal distribution (Cokluk, Şekercioğlu, & Büyüköztürk, 2012).

Table 1. Correlation, Mean and Standard Deviation Values Between Observed Variables

Variables	\bar{X}	Ss	1	2	3	4	5	6	7	8	9	10	11	12	13
1. MWAF	1.81	9.5	-												
2. MHA	52.67	4.9	-.51**	-											
3. MIN	53.04	5.6	-.73**	.55**	-										
4. MUDR	35.24	3.7	-.55**	.74**	.64**	-									
5. PWF	35.35	12.3	.44**	-.24**	-.37**	-.25**	-								
6. PHA	54.10	5.5	-.22**	.44**	.31**	.42**	-.37**	-							
7. PIN	50.51	6.8	-.45**	.25**	.46**	.29**	-.79**	.36**	-						
8. PUDR	36.52	3.3	-.24**	.38**	.34**	.48**	-.44**	.68**	.41**	-					
9. SLIK1	12.23	2.0	-.10	.18**	.10	.11	-.15*	.18**	.18**	.18**	-				
10. SLIK2	12.77	2.3	-.13*	.09	.15*	.07	-.14*	.07	.14*	.07	.41**	-			
11. SH1	29.57	4.8	.09	-.13*	-.14*	-.15*	.09	-.20**	-.09	-.15*	-.08	-.10	-		
12. SH2	23.74	5.2	.15*	-.20**	-.17**	-.16**	.06	-.23**	-.09	-.16**	-.16**	-.22**	.38**	-	
13. SH3	28.35	5.3	.08	-.14*	-.10	-.15*	.06	-.21**	-.06	-.17**	-.08	-.11	.41**	.35**	-

Note: N=256, MWAF=Mother Warmth/Compassion, MHA=Maternal Hostility/Aggression, MIN=Mother Indifference, MUDR=Mother Undifferentiated rejection, PWF= Father Warmth/Compassion, PHA= Father Hostility/Aggression, PIN= Father Indifference, PUDR Father Undifferentiated rejection, SLIK1= Self-liking Plot 1, SLIK2= Self-liking Plot 2, SH1= Self-Handicapping Plot 1, SH2= Self- Handicapping Plot 2, SH3= Self-Handicapping Plot 3, *p<.05, **p <.01

According to the two-stage approach in testing the structural equation modeling, first the measurement model for the model and then the structural model are tested (Şimşek, 2007). There are four latent variables in the study. Observed variables were also defined for each latent variable. In the latent variable of parental acceptance/rejection, the sub-dimensions of parental acceptance/rejection scale, warmth-compassion, hostility-aggression, neglect-indifference, and undifferentiated rejection were taken as the observed variable. Since the mother and father acceptance of the scale were handled separately, each observed variable was calculated separately for the mother and father forms. For the latent variables of self-handicapping and self-liking, plots were defined. The use of plots can be preferred by researchers as an alternative to the use of individual items, as it reduces the number of indicators in the model, reduces the probability of estimation error, and facilitates compliance with the multiple normality assumption (Sass & Smith, 2006).

The parcellation method is recommended for the use of one-dimensional scales in structural models (Kishton and Widamani, 1994; Kline, 1998). Two plots were defined for the latent variable of self-liking and

three plots for the latent variable of self-handicapping.

The measurement model related to the structural model determined within the scope of the research was tested and the goodness of fit values were $\chi^2(59, N = 256) = 510.11, p < .01; \chi^2/df = 8.65; RMSEA = .17$ (90% confidence interval for $RMSEA = .16-.19$); $GFI = .74; CFI = .80$ and IFI ; It is calculated as $.80$. When the fit values were examined, it was determined that the fit indices values were not within acceptable limits. For this reason, the modification suggestions that emerged as a result of the analysis were examined and it was observed that the fit values of the measurement model could be improved with two modifications on the model. According to the modification proposals, the error covariance to be added between “father-undifferentiated rejection” and “father-hostility/aggression” is 150.28 on the chi-square, and the error covariance to be added between “mother-undifferentiated rejection” and “mother-hostility/aggression” is k_i . It has been determined that it will cause a 55.04 decrease on the square. It is noteworthy that the decrease in chi-square values is quite high. After the error covariances were added to the measurement model, analyzes were repeated and the fit indices were $\chi^2(57, N = 256) = 156.74, p < .01; \chi^2/df = 2.75; RMSEA = .08$ (90% confidence interval for $RMSEA = .068-.098$); $GFI = .91; CFI = .96$ and IFI ; Calculated as $.96$. When the fit indices are examined, it can be stated that the measurement model fits well with the data. Factor loading values of observed variables of latent variables. It varied between $.60$ and $-.97$ and all of them were statistically significant.

Table 2: Factor Loads, t-Values and Standard Errors of the Measurement Model

Observed Variables	SEFY*	SE	T	SFY*
Mother Acceptance/reject				
MIN	-.35	.02	-15.39*	-.78
MUDR	-.67	.03	-21.57*	-.97
MHA	-.54	.04	-14.83*	-.75
MWAF	1	-	-	.88
Father Acceptance/rejection				
PUDR	-.27	.02	-13.14*	-.67
PIN	-.69	.03	-23.62*	-.96
PHA	-.41	.04	-11.66*	-.62
PWAF	1	-	-	.92
Self Liking				
SLIK2	.68	.15	4.54*	.68
SLIK1	1	-	-	.92
Self-Handicapping				
SH3	1.03	.18	5.89*	.59
SH2	1.06	.18	5.93*	.62
SH1	1	-	-	.64

Note: SEFY: Non-standardized Factor Loads, SFY: Standardized Factor Loads. $N=256$, MWAF=Mother Warmth/Compassion, MHA=Maternal Hostility/Aggression, MUDR=Mother Indifference, Aversion=Mother Undifferentiated rejection, PWAF= Father Warmth/Compassion, PHA= Father Hostility/Aggression, PIN= Father Indifference, PUDR= Father Undifferentiated rejection, SLIK1= Self-Liking Plot 1, SLIK2= Self-Liking Plot 2, SH1= Self-Handicapping Plot 1, SH2= Self-Handicapping Plot 2, SH3= Self-Handicapping Plot 3, $*p < .01$

In addition, it was determined that the correlation values between latent variables varied between $.19$ and $.56$ and all of them were statistically significant (Table 3).

Table 3. Correlations Between Implicit Variables in the Measurement Model

Implicit Variables	1	2	3	4
1. Mother Acceptance/Rejection	-			
2. Father Accept/Reject	.56**	-		
3. Self Liking	-.19**	-.21**	-	
4. Self-Handicapping	.24**	.19*	-.35**	-

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

When the structural model determined within the scope of the research was tested, the fit indices were $\chi^2(58, N = 256) = 99.84, p < .01; \chi^2/df = 1.72; RMSEA = .07$ (90% confidence interval for $RMSEA = .044-.088$); $GFI = .92; CFI = .94$ and IFI ; Calculated as $.95$. When the fit values of the model were examined, it was determined that the structural model had a good fit with the data.

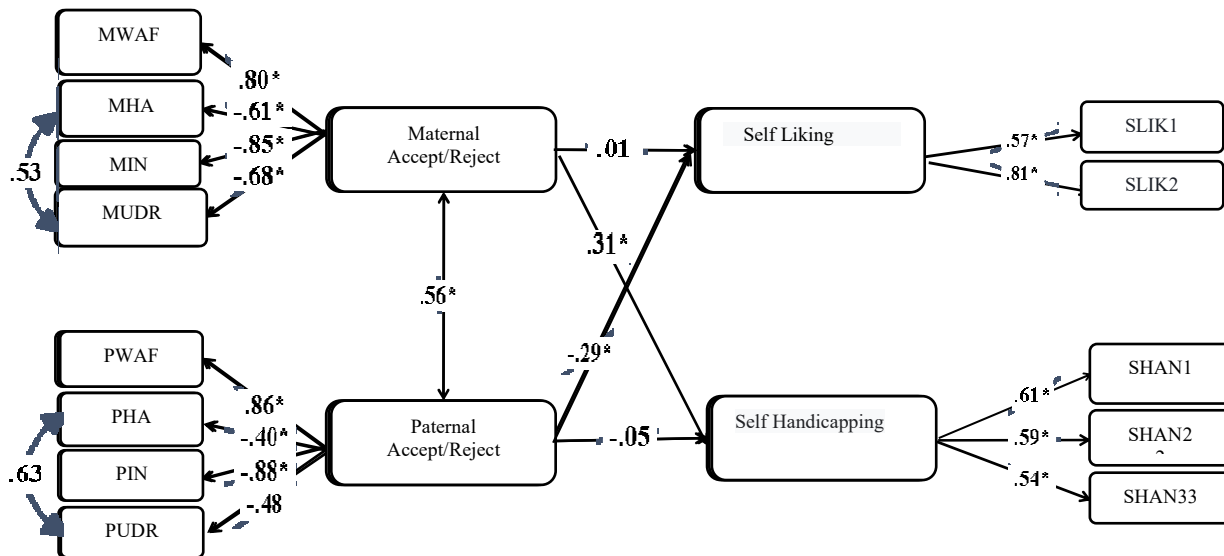


Figure 2. Path coefficients of the Structural Model, * $p < .05$

When the results of the analysis were examined, it was determined that the level of maternal acceptance had a statistically significant effect on self-handicapping ($\beta = .31, p < .05$) and the level of father acceptance on self-liking ($\beta = -.29, p < .05$). However, it was found that the path coefficients of maternal acceptance or rejection leading to self-liking ($\beta = .01, p > .05$) and paternal acceptance or rejection leading to self-handicapping ($\beta = -.05, p > .05$) were not statistically significant. Accordingly, it can be stated that as maternal acceptance increases, self-handicapping decreases and as father acceptance increases, self-liking increases.

Discussion

In this study, the effects of university students' parental acceptance rejection levels on self-handicapping and self-liking levels were investigated. Accordingly, it was found that the maternal acceptance levels of the participants had a significant effect on their self-handicapping levels. It was found that father acceptance levels also affected self-liking levels significantly. However, it was found that there is a similar relationship between maternal acceptance levels and father acceptance levels.

When the literature is examined, no study has been found that deals with these concepts together. However, when Amato's (1994) study is examined, it is seen that a healthy father-child relationship leads to very productive results. It has been determined that the positive ties of the child with the father pave the way for an increase in the level of happiness in both girls and boys, high life satisfaction and low negative emotions such as stress. Veneziano and Rohner's (1998) study also revealed results supporting that father's love positively affects the mental health of the child. He stated that fatherly love can lead to unique results on the personality of the child. Similarly, Lamb (2000) argued that the father's role is different in every culture, but it has similar characteristics in terms of its effect on children's mental health. Kavak (2013), on the other hand, stated that the acceptance of the father is more effective than the acceptance of the mother on the psychological adjustment levels of university students. With this study, it has been determined that perceived father acceptance in childhood increases self-liking.

Another finding is that there is a very strong relationship between the perception of mother and father acceptance/rejection. Studies observed in the literature also support this finding (Erkman & Rohner, 2006; Ünübol, 2011).

In this study, it was found that the mother's level of rejection increased self-handicapping. When the literature is examined, the rejection of the mother triggers the formation of destructive behaviors in individuals (Yalçın, 2014). An individual's anxiety about regulating both himself and other people's perceptions of him in order to prove his competence to others leads to self-handicapping (Migdley et al. 1996). Considering the mother's position as an evaluator, contributor and interpreter of the individual's experiences, the individual not only presents himself as a successful and resourceful person towards his mother, but also acts with the motive of protecting his self-esteem in order not to get an unwanted reaction from his mother (Moore, 2006). From this point of view, it can be said that the high level of acceptance of the mother prevents the individual from self-handicapping.

This study is important in terms of showing that perceived paternal acceptance directly affects the self-liking dimension of self-esteem, while maternal acceptance prevents the individual from self-handicapping. Therefore, it reveals the effects of relationships with parents in the early period in adulthood.

Parent education is thought to be important for the child's psychological development and social adaptation. In this context, studies can be conducted to inform parents about the importance of accepting the child and the damages that can be caused by a rejecting attitude. Parent education can be given in the early period in the school environment.

The limitations of this study are that the variables discussed were made by ignoring some demographic variables such as age, gender, income level. A study that includes demographic variables may reveal more enlightening results. Another limitation is that the research group consists of individuals with university education. Students studying at the university constitute a small part of the society. For this reason, conducting similar studies on individuals who do not have a university education will contribute to the literature.

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