

**Relationship between Parental Rejection and Social  
Adjustment Problems among School Children: Mediation by  
Inferiority Complex**



BY

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**By**

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## Certificate

This is to certify the M.sc research report "Relationship between parental rejection and Social Adjustment Problems among school children: Mediation by Inferiority Complex " prepared by Ms. Nosheela Tabassum has been approved for submission to the National Institute of Psychology, Quaid-i-Azam University, Islamabad.



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Dr. Jamil A. Malik

(Supervisor)

*Dedicated to*  
*My Adorable Parents,*  
*Who are symbol of pride for me*

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## LIST OF ABBRIVIATIONS

<b>IN</b>	:	Inferiority
<b>PARQ</b>	:	Parental Acceptance and Rejection Questionnaire
<b>PART</b>	:	Parental Acceptance-Rejection Theory
<b>PNF</b>	:	Parental Neglect Father
<b>PNM</b>	:	Parental Neglect Mother
<b>PURF</b>	:	Parental Undifferentiated Rejection for Father
<b>PURM</b>	:	Parental Undifferentiated Rejection for Mother
<b>SA</b>	:	Social Adjustment
<b>WSAS</b>	:	Work and Social Adjustment Scale



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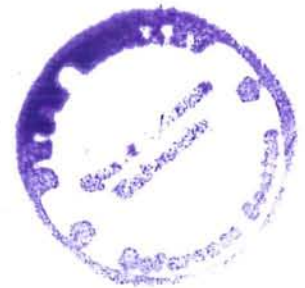
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**Nosheela Tabassum**

## ABSTRACT

*Present study was undertaken to assess relationship between Parental Rejection and Social Adjustment problems. Further the study tested mediating role of Inferiority Complex in adolescent. Research instruments in this study includes The Inferiority Scale (Yao, 1991), Work and Social Adjustment Scale (Marks, 2002) and Parental Acceptance and Rejection Questionnaire (Rohner, 1987). The research comprises of two phases. Phase I is pilot study (N = 50) and Phase II is main study (N = 440) Questionnaires distributed among adolescents age ranged from 13 to 16 years in four different schools of Islamabad and Rawalpindi from both public and private sectors. Before analysis, scales were tested for their psychometrics which showed that the alpha coefficient reliability for all scales were in acceptable range. Pearson correlation, Independent t-test, ANOVA, Mediation analysis was used for hypothesis testing. Pearson correlation showed that Inferiority Complex is positively correlated with Social Adjustment Problems, Parental Rejection is positively correlated with Social Adjustment Problems and Parental rejection is positively related to Inferiority Complex. Result indicated that Rejection from both parents is associated with an increase of Inferiority Complex in adolescents. Result also showed significant gender difference that Inferiority Complex is high among girls as compared to boys, whereas Social Adjustment Problems are high among boys. Mediation analysis also performed to check the mediating role of Inferiority Complex for the relationship between Father's Undifferentiated Rejection, Father's Negligence, Mother Negligence and Social Adjustment of children for controlling effect of age, gender, income and family system. Result showed that Parental Rejection and Negligence increases Inferiority Complex resulting in a substantial increase of Social Adjustment Problems in children and Social Adjustment Problems in children and adolescents.*

# INTRODUCTION



## INTRODUCTION

Adolescence is an important phase of development that involves continuous changes in psychological, mental and physical self. At this phase of development the adolescents obtained information from their parents. Children in this stage have to do struggle for adjustment within society. Youngsters would like the proper and complete attention from their parents that they fulfill the wishes of themselves. Adolescent's want sustain or arrangement commencing the blood relation. Although parenting is concerned with the education of their children and yet it can distress the individual or their social growth also affect their educational achievement (Vivona, 2000).

Family is the fundamental unit of the society and it is the most important informant of social contacts for the child. The Family is the main and important mediator of socialization because it is very first, and probably the most significant one, that affecting a life of an individual. Socialization is the process of mutual change and behavioural configuration. Moulton, Burnstein, Liberty and Altucher, (1966), explain that family offers children, a system of socialization in which they encounter disciplinary, emotional and affectional behavior. The Family is a well-organized social system that influences children. Family routines and their relationships and their setups are seen as the resource that influence and it has some effects on the growth and development of children. A healthy family will create a sound and healthy family structure and offers the advancement for growth and development of children. On the other hand, any problem in family relationships causes problem in the behaviors of family.

Parenting is a broad and generic term because it involves set of behaviours shared and spread across life in the relations among organisms. Parenting is also defined as the continuous process that includes, care, defense and instructions of the child during development. According to Borntien (1995), the goal of a child's family is to bring up the child as healthy as possible. Parenting is a description of a way of raise children, with love and care for them, to bring them to maturity and to cope with their daily behaviours (as cited in Dar, 2005).

Parenting is considered as complicated activity that involves certain behavior that act in personal and collectively to impact child's outcome behaviors. Construct of parenthood is to apprehend normal variation in parent's attempting to socialize and control their children. Parental supervision and discipline are the most important and prominent factors that controlled the behaviour of the child (Baumrind, 1991).

According to Singhal and Roa (2004), Adolescents are dependent for emotional support on their parents that also increase the trust they expect from their parents. When parents have a warm and trusting relationship, the adolescents develop a sense of connectedness. If parents have excessive control by accusing guilt induction and love withdrawal, then they impede emotional development by discouraging individuality (as quoted in Smrithi & Jefferin 2015).

During developmental phase, child develops his trust if his/her needs are fulfilled properly but if it's not then child develops mistrust. In adolescence identity vs. role confusion stage of development is present at this phase. Adolescence is a transitional phase where one already faces changes and in that period adolescent faces many problem of adjustment (Erickson, 1980).

Darling and Steinberg (1993), explained as parenting a plan of attitudes towards their child which communicates with the children and then took together, creates an emotional environment in which behaviour of the parents are showed. This is behaviors that include particular goal oriented behaviors from which parents complete their duties and non-goal oriented parents such as facial expressions, deed, changes in the tone of parent's sound or unprompted expression of the emotions.

### **Inferiority Complex**

Seeking of distance from all the problems (halting, hesitating, and deviation) at different stages of person's life that face many social problems, results in striving to achieve at exaggerated personal goals of personal superiority, to compensate for the perceived inferiority (Adler, 1927).

The construct of inferiority complex is also defined as an unrealistic, unaffectionate, and persistent belief that is always low in merit, value, and intellectual and or physical ability (Faure, 1987; Mohl & Weiner, 1996; Yao, Cottraux, Martin & Bouvard, 1996).

Adler (1996), claim that humans are socially prone at birth and the degree of human physical and emotional health is bound to how much social a person is? Again, as stated by Adler excessively neglected or spoiled during very early developmental years of a person caused human beings to have an experience of inferiority feelings and hence to have problems in their social relationships (Adler, 1998). Unhealthy and negative attitudes of caregivers during the very first years of growth will lead individual to develop an inferiority feelings and those feelings are constant throughout their life (Adler, 1927, 1996; Dreikurs, 1977).

The inferiority complex among youngsters became more and more alarming day by day. Teenagers, in the first years of their development have to bear the extreme load of inferiority feelings. The inferiority Complex is a like a psychological barrier that normally appear during teen age years, and the reasons are very arduous and have unhealthy and harmful effects (Jing, 2000).

**Theory of inferiority complex.** According to Adler (1927), who was the first person who coined terminology of inferiority complex, every child experiences some feelings of inferiority after being surrounded by more stronger and more adequate adults. As the child starts to grow he became obsessed by his own feelings of inferiority which he faces earlier and then he strives for more power and recognition. If a child failed to meet his life challenges during his act of compensation then surely he would develop an inferiority complex. As stated by Adler every child feels inferior but not every child develops inferiority complexes which only can affects those who failed to compensate accurately.

Inferiority feelings are basically related to minimum levels of social interest determined by an individual (Adler, 1927; Ansbacher, 1992; Brough, 1994), and it might be taken as dominant indicators of solitary and introvert personality. Inferiority feelings decrease as social interest grows (Akdoğan & Ceyhan, 2014). In this scenario, low social interest is also an indication of an individual's inferiority feelings (Adler, 1927). Individuals with high levels of inferiority feelings would try to overcome these by surpassing their follows, and after that they will engage in useless superiority attempts (Adler, 1998). In this scenario, people who are with high levels of inferiority feelings feels those people who are around them as serious threats, and prefect solution is to stay away from them (Adler, 1996).



Inferiority complex is one of the very important factor that influence child's growth and development. Children are very important part of our society, as they grew older they have to complete and perform different task in society and they have to become a part of society where the children belong. Sometimes it happens that children might not feel themselves enough competent to perform some social tasks and they feel not comfortable, in this case a child would definitely develop a sense of an inferiority complex (Adler, 1927).

The inferiority complex is the magnification in the common feelings of inferiority and in results when efforts to minimize inferiority feel greatly a burden. Something in the person who is below the average, who raise negative comments or gives a feeling of helplessness or incompetence will leads to an inferiority complex (Murray, 1938). Adolescents who face regularly failures are more prone to develop inferiority complex and negative attitude towards their social relationships (Esfandyari, Baharudin, & Nouzari, 2009).

Inferiority complex is an amplification of normal inferiority feelings, individuals who has inferiority complex shows likelihood to over compensation and over reaction (Heidbreder, 1927). Katz (1997), explains that inferiority feelings intensified by some external causes could lead to frustration, getting manifested through different symptoms of either withdrawal or aggression (as cited in Kenchappanavar, 2012).

According to Adler (1927), feelings of inferiority influence the adoption of safe and false solutions as survival strategies. The attitude of child towards the problems of life is regulated by his early life years.

Adler (1927), believed that most people became frustrated in their "inferiority". He explains that we all are born with a sense of inferiority. Children are smaller both intellectually and physically powerless and weaker than adults, which are regularly included by different "psychological inferiorities" later being told we are idiotic, ugly, awful at sports, and so on. For the most part youngsters deal with these inferiorities by longing for ending up effective grown-ups. The most punctual type of taking a stab at flawlessness and by either acing in what they are awful at or remunerating by winding up particularly skilled at something different, yet for a few

youngsters, the tough move toward creating confidence demonstrates inconceivable. These children build up a "feeling of inferiority", which demonstrates overpowering after some time.

To imagine how a feeling of inferiority can mount until the point that it winds up finished overwhelming, envision the way numerous children flop as with math. At first they fall somewhat behind, and get debilitated. More often than not, they battle forward, wading through secondary school with scarcely passing evaluations until the point that they get into analytics, whereupon the presence of integrals and differential conditions overpowers them to the point they at last abandon math inside and out.

Presently, apply that procedure to a children's life in general, Adler (1927), clarifies that a sentiment of general inferiority seeds question, which cultivates a psychological issues and the adolescents, ends up shy and meek, unreliable, hesitant, fainthearted, and so forth. Youngsters can't address his or her issues through direct, enabling activity however not having the certainty to start such, the individual regularly grows up to be aloof forceful and manipulative, depending unduly on the assertion of others to convey them along. This, obviously, just gives away a greater amount of their energy, makes their confidence less demanding to injure. Obviously, not all youngsters managing a solid feeling of inferiority wind up bashful and hesitant and self-destroying, some build up a superiority complex, in a sensational demonstration of overcompensation.

These youngsters frequently turn into the classic image of the sports ground bully, pursuing without end their own particular feeling of inferiority by influencing others to feel them little and weaker. In any case, they may likewise end up eager for consideration. Attracted to the excite of criminal movement or drug abuse, or vigorously one-sided in their perspectives getting to be intolerant towards others of a specific sex or race.

Adler was captivated by the phenomena inferiority and claimed that every person have a feeling of inferiority. In his views, humans who came into this world have equal inferior feelings. When a child observes his deficiencies in comparison with adults, they feel inferior (Adler, 1927).



This inferiority complex inspires the children to develop and to strive for big things in their life. As they achieve these things, their inferiority complex is enhanced, after that it is again triggered by other deficits and creates a new enthusiasm for achievement.

Adler's inferiority complex plays the role of motivator for self-growth, courage and achievement for a child, also it is something that makes some individual feel not comfortable with their own selves, which is why they will try to hide their feeling and even know how to repress it.

The inferiority complex creates strive for superiority. A very interesting phenomenon can occur from this domain. A person will try to reimburse their own deficits by achieving something remarkable in another area of their lives.

Like, a short man who has an inferiority complex because of his short height can be driven by this feeling to study hard, work hard and become a successful and respected lawyer. According to Adler, many of great people in our society have gotten to where they are by compensating for a feeling of inferiority.

Adler's inferiority complex was later deal by other psychoanalysts and further it developed. This way, it became one of the most well-known and used concepts in the field of human psychology.

**Primary and secondary inferiority complex.** When a man who used to feel inferior when he was a child because of his perceived weaknesses, faces challenge that he cannot meet during childhood, he develops a primary inferiority.

Secondary inferiority feelings are the feelings of inferiority which based on the primary inferiority feelings of the child experienced in his childhood. If the inferiority feelings were dormant until the secondary inferiority feelings happened and reminded the person develop his original inferiority.

Rejection, bullying, discrimination and physical deficits could be the important reason behind primary inferiority which leads to the secondary inferiority. Adler refers these inferiority feelings as stronger in any individual who has some physical disability because he believed that he is not as good as other people.

## Parental Rejection

Parenting is a continuous process of promoting and supporting physical, social, behavioral, emotional and intellectual development of a child starts from their infancy to adulthood. According to Brooks (1987), parenting is defined as “A continuous process that may include, love, care, hold, nourishment, protection, and guidance for the child during the time of development”.

As Nugent (2013), mentioned “Parental rejection is a continuous denial of love, warmth, affection, care and acceptance by one parent or both, at this scenario, hidden beneath a cover of over-protection or over-indulgent”.

As Kagan (1978, p. 61) says, "Parental rejection is not a specific set of parental behaviors but a strong belief held by the child which supported by his thoughts because much of acceptance and rejection of parents is usually symbolic.

Parental acceptance-rejection plays a most influential and primary role in regulating children's behavior over his life span (Khaleque & Rohner, 2012). Healthy personality and psychological development of children is possible when there is a constructive, positive and healthy parent-child relationship that begins to maintained when parents provide child unconditional love as a special individual (Brooks, 2004). However, parental acceptance is an important contributing factor for making their developmental procedure more effective and smooth (Hetherington & Parke, 1986).

There is not only mother's love, care and warmth, but also the quality time of father-child relationships, the amount of quality time that fathers spend with their children, the activities they share with each other, having importance for a healthy psychological development of children (Lamb, 2004). Many psychologists have confidence that negative relationship between parent and their child negatively affects child's life (Andrews & Bonta, 2010). Anger, drug-abuse, hostility, social withdrawal and low self-esteem are usually develop after negative effects of parental neglect on children (Davies & Beech, 2012). The literature shows that numerous researchers have studied the impact of parental involvement in the lives of children during the course of their growth period (Ainsworth, 1989; Baumrind, 1991; Andrews & Bonta 2010). Besides the parental love, warmth and affection, balanced parental control is also important for general children's development.

Hetherington and Parke (1986), suggested that permissive parents are more effective than authoritarian parents in controlling all the behavior of children. However, a pleasant application of permissive parenting combined with authoritativeness will produce more acceptable results, as an excessive implication of both parenting styles can lead to generate impulsiveness and uncontrolled behaviors in children.

In addition, Hagan (1988), postulates lack of parental check will also regulate the extent to which both boys and girls are disposed to deviate from societal norms. Loeber and Stouthamer-Loeber (1986), conducted a meta-analysis to investigate the possible relationship exist between family factors and children's involvement in antisocial activities. In this the findings showed that lack of parental supervision and control over children was one of the extensive cause factors responsible for the all behavioral, emotional, social and psychological difficulties in children including aggression which tends to linger and eventually leads to some violent acts of adolescents during the specific time span. Another similar study found that lack of disciplinary control of parents has a significant indicator of criminal activities among brutal offenders (McCord & Howard, as cited in Huesmann, 1994).

**Parental acceptance and rejection theory.** Parental Acceptance-Rejection theory (PAR Theory) proposed by Rohner (1986), theorized that children around the world, regardless of age, gender, variations of cultures, and socioeconomic position, need care, love and warmth of their parents, for a beneficial and desirable social and emotional growth. Parents use different behaviors like physical, verbal, and symbolic behaviors to show their warmth and negative feelings towards their child. The refusal assumption of parents is usually presented along with a continuum reflection of the negative quality for the emotional, affection bond between parent and child.

One end of the warmth continuum dimension is marked by acceptance of parent and the second extreme is explained as rejection of the parent. Acceptance of parents refers to love and care for children, further rejection by the parents indicate the neglect, separation, detachment, negative state of mind, and serious harsh/hostile treatment towards their children (Khaleque & Rohner, 2002).

Personality sub-theory of PAR theory endeavors to anticipate and clarify main personality and psychological concerns of perceived parental warmth and rejection. The sub theory is clarified in light of empirical authentications that a youngster's life would be emphatically affected from positive parenting and would be compromised if parents treat them negatively. Children who think that their parents rejected them are most probably having psychologically problematic behaviors as in compare to the accepted child. PAR theory categorizes all such individuals as problematic (Khaleque & Rohner, 2002).

In addition, the frequency, severity, and type of abandonment and rejection by the parents also determine the nature and the potency of harm to the mental health of children who suffer. But still, young people from loving families may also have psychological problems that typically occurred when they reject their children. The pessimistic personality or psychological consequences of parental rejection may include unmet dependence addiction, dependency, hostility, aggressiveness, self-sufficiency, weaken self-esteem, impaired self-adequacy, lack of emotional stability, and negative world view around themselves (Rohner, Khaleque, & Cournoyer, 2011).

Parental hostility and rejection have found to be significantly related with socially undesirable acts in children (Hoeve et al., 2009). Because the warmth of parents, connection with parents is an important factor to guide their children to accept and fulfill the requirements of societal norms and values, lack of concern by parents creates a greater barrier to become a desirable member of the society and also increases their chance to acquire likelihood of innovative behaviors (Brooks, 2004). In addition, early involvement in antisocial activities that resulting from loss of parental love and care transformed into future offensive behaviours (Smith, Hoeksema, Fredrickson, & Loftus, 2003).

Together, the acceptance and rejection of the parents, from the parental warmth dimension is a continuum dimension where all people could be counted, because all of us in our childhood have experienced love either less or more by the major caregivers. Therefore, this dimension has related to the quality of the emotional connection between children and parents with the physical, verbal, and symbolic behaviors of parents to show their feelings like caring, consolation, and comfort that child can feel with his or her parents or caregivers.



The next continuum is characterized as rejection by parents, which links to the absence of withdrawal of those behaviors or feelings. By the presence of physically and psychologically harmful behaviours and affects, extensive cross-cultural research more than the course of half a century in PAR Theory shows that parental rejection can be experienced through any combination of four principal expressions: (1) cold and unaffectionate, the opposite of being warm and affectionate, (2) hostile and aggression, (3) indifferent and neglect, and (4) undifferentiated rejecting. Undifferentiated rejection refers to beliefs of individual that their parents do not really care for them or love them, even though there are no clear behavioral indicators that the parents are unaffectionate, neglecting, or aggressive toward them (Rohner, 2005).

As interpreted in PAR Theory, aggression is a behaviour that is intended to hurt someone, something, or your own self either physically or emotionally. Parents can be physically aggressive (for example, punching, impel, throwing objects, and crush) and show verbal aggression (for example shouting, screaming) towards their child. In addition, parents can use harmful, nonverbal symbolic gestures towards children. This is true because parents may neglect or perceived as to neglect children for many reasons unrelated with any specific reason. Like parents might neglect children just try to overcome their frustration and anger against them.

However, neglect is not just disregarding to accord for the material that used for physical needs of children, this is pertaining to lack of parental attention appropriately to social and emotional needs of children. Negligence of parents often neglects to give attention to needs for comfort to children, solace, help, or childcare, they may also be physically also psychologically insensitive or even unavailable or inaccessible. All these behaviors, real or perceived, are likely to induce child to feel worthless or rejected. Even in loving families, some children have experience at least occasionally some of these harmful emotions and behaviors (Rohner, 1978).

Therefore, this is important to remember that rejection by the parents and acceptance can be seen and examined from two perspectives. That is, acceptance-rejection can be studied as subjectively perceived experienced by the individual (the phenomenological perspective), or it can be studied as reported by an external observer (the behavioral perspective). Both perspectives lead to similar results. The study of PAR Theory refers that if the individuals are very discordant and discrepant,

individual should generally trust the knowledge derived from the phenomenological perspective.

The link between indifference as a motivation and negligence as a behavioral response is not as seen as the link between aggression and hostility. However, abandonment is not a simple question of not meeting the physical and psychological needs of children, this is also related to parental lack of attention to the social and emotional needs of children. This is because of a child feel neglected unloved by their parents. Alternatively, researcher might report a child neglect and child abuse.

To understand why rejection has constant effects on children, it is necessary to understand its nature that is symbolic. Some interpretations of people about parental love and care behavior explain that if they want to understand fully the process of acceptance and rejection in specific environment. That is, even though parents all over the world can express, to certain extent, acceptance (concern affection,) and rejection (lack of love warmth, affection, coldness, indifference) is highly saturated with culture. For example, parents all over the world can praise, compliment and congratulate their children, but in socio cultural setting, when they do it might have no meaning (or have completely change meaning) in another environmental setting.

### **Social Adjustment**

Social adjustment defined as a specific response to the demands and the pressure of the social environment that imposed on the individual and achieving a balance between social relationships usually aided by the appropriate use of social skills (Das & Deb, 2013).

Social Adjustment is proper adaption of an individual to his social climate. Adjustment might have adapted to the self and the environment or by changing the environment. Social Adjustment is also defined as the interaction between the social environment and individual (Weismann & Paykel, 1974).

Vermaes, Gerris and Janssens (2007), explains that social adjustment is like the manner in which individuals fulfills their roles in their social relationships and their well-being within their social relationships (Lazarus & Folkman, 1984).

The term adjustment indicates the extent to which an individual can function effectively within the society. A good cooperative personality is well prepared to fulfill the expected roles which state assigned to him in the given environment. Individuals need would be completed according to the social needs. Adjustment is the relationship that is established between the environment and the person. If a person does not assume to play their role according to the standards and the home environment, then their needs will not be fulfilled and they will feel frustrated (Jose, 2010).

Dhingra, Manhas and Thakur (2005), argued that adjustment is a continual process by which one person adapts changes to settle in the proper adjustment within his environment, for others, and himself. The fundamental purpose to adjustment is to balance between one's social desires and his expectations that affect all areas of individual's life. As in result, individual can respond appropriately to environmental cues to acquire their favorable stimuli and supportive reinforcement.

Adjustment includes many aspects such as social, physical, emotional, organizational and educational dimensions, and main aspect is social adjustment which is the prerequisite to the other aspects of adjustment (Mazaheri, Baghiyan, & Fatehizadeh, 2006). The individual's emotional and social adjustment results from positive self-concept that can provide the individual with strong kind of ability to face and cope with the difficulties. And higher self-esteem improves their ability to deal effectively with the psychological pressures (Wilbum & Smith, 2005).

The emotional and social adaptation that results from a positive self-concept can give people some ability to cope with difficulties, and greater self-esteem improves the ability to deal effectively with mental pressure (Wilbum & Smith, 2005).

Carvel (1990), explained social adjustment as the extent in which an individual is achieving socially determined developmentally appropriate goals. Social adjustment according to Tinto involves the student "fitting in" to the social community of the informal environment to the institution. Tinto recognized that academic failure can be caused by unsuccessful social integration.





According to Tinto (1993), this "institutional isolation" is a result of students not connecting in the social environment and not gaining membership into the campus community (as cited in Jean, 2010). Unsuccessful social integration can lead to withdrawal and successful social communication indirectly contributes to a healthy adjustment. Social adjustment involves the student engaging in their classroom activities (Mayo, Murguia & Padilla, 1995).

Tinto (1975), borrowed from Spady (1971), in his conviction that the "normative" scholastic change incorporates students' impression of their mental development. Ruble and Flett (1998), proposed look into must incorporate student's individual appraisal of their own abilities. Tinto's (1993), overhauled demonstrate incorporated a more unequivocal dialog of students recognition and its significance to adapting more about joining inside the social and scholarly conditions. Tinto found that understudy discernment are fundamental to any investigation of students perseverance and that no investigation of the foundations of student's flight is finished without reference to their observations with an end goal to pick up a more exhaustive comprehension of the adjustment marvel.

Astin (1993), trusted that subjective reaction of the individual to the establishment ought to be estimated by rating student's adjustment to the circumstance inside the world. Most investigations to enhance the assessment of advanced education results neglected by student's observations and as Astin (1993), clarified that given the impressive venture of time and vitality that most students go to at the school, their view of the estimations of that experience ought to be given considerable weight. Addition to this, impression of individual give information from the individual's own experience that can fill in as an establishment for comprehension and addressing the requirements of chose population.

Pascarella and Terenzini's (1983), discovered significant relationship in student's impression of instructors and gave prove connecting students view of instructing staff to their choice to either re-select or rustication from the establishment. Sedlacek (2004), found a connection between student's higher score point normal, self-examination and student perseverance. The scholastic and social accomplishment of the understudy amid the main year is an impression of their encounters inside their organization, and its consolidation into the social and scholarly



group advances intellectual improvement and also self-conceived adjustment (Pascarella & Terenzini, 1991).

**Contributing factors in social adjustment.** Social adjustment is the satisfactory working of a man inside his social setting. Components that may contribute in social adjustment are as per the following.

**Age.** The connection amongst age and ethnicity was contemplated among young people and result revealed critical varieties and in addition the collaboration between the ages with the association of ethnicity (Basil, 2011). In this manner, it has been concluded that the age is the factor that contributes in social adjustment. Interaction between peers, acceptance by the peer, number of friends and friendship quality are somehow related to the dimensions of the experiences of early adolescents' with their peer, which make unique contributions to the social and psychological adjustment, both concurrently and during the transition.

**Gender.** It has been found that Social adjustment has significant gender differences. Men face problems in adjustment socially relative to women (Samson-Akpan, Uyanah & Osuchukwu, 2008). Barely any analysts discover that young men are more vulnerable to face problems because of awful home condition (Matheny & Phillips, 2011; Wachs, Gurkas, & Kontos, 2004). While others have proposed that young girls are firmly influenced by family environment and will not be adjusted in their social settings (Hambricks-Dixon, 1998). There is likewise prove that there is non-significant gender orientation contrasts in the home condition and later adjustment (Evans, 2003; Evans, Lepore, & Allen, 2000).

**Family system.** Youngsters raised in adaptive homes often discover some type of adjustment troubles further down the road than to those in organic homes. The best potential for creating adjustment challenges in these care focuses is the absence of help from these groups. The encounters of people living inside the versatile homes make them more inclined to psychopathology and thus remarkable wellbeing outcomes can be endured. The risky encounters may incorporate torment and mishandle, absence of supervision gave by guardians and obliviousness regarding sharing quality routine occurrences (Dhyani & Singh, 2013)

**Theories of social adjustment.** Theories that help in the explanation of social adjustment include the, cognitive behavioural, psychodynamic, behavioral and humanistic perspectives.

*Cognitive behavioral perspective.* As indicated by cognitive behaviorism a great adjustment is the ability to surmise occasions in a sensible and positive way, with the goal that the subsequent conduct can act naturally satisfying as opposed to foolish/ruinous. Endeavors have been made to comprehend rising reasoning or the improvement of operational social knowledge. As per psychological behavioral point of view, socially composed young people are the individuals who occupied with behavioral and subjective practices that engaged with constructive and gainful, productive social exercises (as cited in Mushtaq, 2005).

*Psycho-dynamic model.* As per this point of view, a balanced adjusted individual is one who can frame and keep up hint associations with other individuals. Then again the mal-adjustment is the failure to shape such adoring connections. As per this perspective, a great adjustment would be related with a beneficial identity. In this manner, improvement of a solid and flawlessly stable identity in old ages is controlled by the character of the concern society. Natural needs and their fulfillment are viewed as less imperative. As indicated by the psychodynamic approach, the world of a man on the either hand is given more significance. Generation of passive personalities will have employed by the authoritarian societies, which are unequipped for review of others or even themselves as much else besides sealable items' similarly as optimistic social orders will cultivate, what they called productive identities having the ability to love and acknowledge others to satisfying their potential (as cited in Mushtaq, 2005).

*Behavioural perspective.* Behaviorists believed all behaviors are learned, also, social adjustment can be learned through perception. Those people who are accepted to have constrained capacities and aptitudes and regularly don't communicate their information properly, or delicately. This does not prompt legitimate adjustment, but rather if appraisal is appropriately conveyed than the adjustment in the behavior can be accomplished and enhanced further in adjustment. Family environment with the school conditions additionally assumes a critical part in child's life (Dhyani & Singh, 2013). Family cooperation and school encounter determine the effectiveness of an

individual who at last decides the level of social change in the public arena overall and in these specific areas (as cited in Mushtaq, 2005).

*Humanistic perspective.* As per the humanistic point of view, the supreme adjustment involves much more than just controlling the state of things in life. The adjustment was classified according to biological needs. Finding friends and learning to respect each other is of massive significance. The ideal adjustment can just happen when all the lower needs of the continuous order are satisfied, which ultimately leads to personal growth needs in which all skills, talents and abilities can be expressed (Tay & Diener, 2011). In adolescents, social adjustment is often measured by taking into account social life and the individual's interactions with the friends around them (Brendgen et al., 2000).

*Theory of social adjustment by Weissman and Paykel.* Social adjustment is explained as the interaction between the man and his social environment. Social roles allude to particular methods for carrying a behavior on in an extensive variety of practices in the everyday setting, for example, communicating with associates, loved ones, companion, and youngsters. In general, All in all, individuals must regard the structures considered worthy for a specific part. As per Weissman and Paykel (1974), social adjustment alludes to the adaptive capacity of an individual and the satisfaction derived from social roles. Problems of social adjustment can occur in a variety of ways, for example, the failure to carry a behavior as a specialist or a student in school, expanded clash in social and individual relationships, and diminished contact with companions.

Therefore, it is essential to perform properly in the endorsed social parts, however fulfillment through these parts is similarly equal. The social parts are, along these lines, of two sorts: instrumental and expensive roles. The instrumental parts allude to the adjustment of a person to society as a whole and to its relation to external objectives. It refers to what we do in this world. On the other hand, the expressive roles of external objectives refer to the maintenance of love relationships between members of social groups. This component refers to the way we relate to others in the social world. The idea of social adjustment exhibited by Weissman and Paykel (1974), covers these two roles in five principle regions: social and recreation, work (as an student, laborer or housewife), broadened connections, spouse and family roles

and paternal roles. In addition, observable behaviors can be role-specific or shared between roles (Weissman & Paykel, 1974).

*Self-determinant theory.* Self-determinants theory explains parenting style as a socialization organization assumes a discriminating part in maintaining the relationship between the perceived supports to young people, prosperity. Ryan and Decan, (2000), focused on the way that the fulfillment of three mental needs that are self-rule, skill and relatedness supported and added to the teenagers is more important. Ability is the specific need to accomplish dominance in managing nature (Grolnick et al., 1997). The requirement for self-sufficiency is the more essential human success to be the starting point or play role as operators for activity. Relatedness is the need to experience interpersonal contacts and adoration. As basic formative stage young people need their parent's support to be socially adjust in their environment.

### **Relationships between variables**

**Social adjustment and inferiority complex.** Social adjustment is an essential sign of psychological wellbeing. Health is a point that draws in the consideration of numerous therapists. Social development is the most essential part of advancement of a person and it is increased through the association with others, particularly with guardians, peers, and the instructors, and it is the surveying criteria of social development identified with the adjustment of a man with him/herself as well as other people (Hartup & Rubin, 2013). On the other hand, living in a human culture has been gotten from an arrangement of standards of qualities, desires, and sufficient adjustment is needed to meet a person's expectations and values. Without adjustments, the person cannot meet many of their basic needs. If someone is not adjusted within society, he will feel isolated.

Aggressive conditions center around individuals in the focused idea of their social relationships (Lasch, 1979), which can actuate a rank-loped social mindset in relation to more noteworthy social encounter, inferiority and consequent dismissal (Gilbert, 1989, 1992, 2005b). These can invigorate fears that revive "the effort" to discover a place in the any field of a society, to dodge rejection, feedback and be disregarded by others.

Aronson and Akert (2007), explains that accompanied by living in social situations, the need to feel dignified in a healthy and stable way would be despicable and aroused in humans. This sense of self-worth and self-esteem is critical for the maintaining of mental and physical health of a person as well as for existential developmental processes. In case where the need to feel worthy is impaired in any way, the inferiority feeling would be evoked. The feeling of inferiority is an indication of the fact that in the event of an interruption of the sense of value, the person would not be able to understand the reality and reactions of others to themselves.

**Parental rejection and social adjustment.** It has been very much archived that the family is the principal social gathering of children to shape their social and psychological improvement. Youngsters require friendship, warmth, positive criticism and acknowledgement by their guardians to meet their social needs. Failure to respect these rules leads to increased hostility among children and negatively affects their socio-emotional stability and self-esteem. Parental acceptance has been shown to be positively correlated with the emotional, social and intellectual development of the child (Santrock, 2002).

The acceptance and Rejection of guardians influences the social existence of the child. On the off chance that a child sees the acknowledgement of the guardians, it will be more fitting in the social existence of a child who already perceived the rejection (Walter & Stinnet, 1971).

A house is a position of acceptance where physical and psychological necessities of a person are met so socialization starts for the world, if those requirements are not accommodated psychological development than relational connections are adversely influenced. Nature of individual associations with guardians for youngsters' improvement is imperative for children (Kuczynski, 1984).

Rohner (1980), distinguished the importance of the child-parent relationship and the outcomes of the relationship as rejection and acceptance. Accordingly, acceptance (warmth) and rejection of guardians (coldness/absence of affection) impact social and passionate advancement over the course of life.



The parenting practices studied have shown that certain behavioral problems are not solely due to the characteristics of the child but also to parental practices (Akhter, Hanif, Tariq & Atta, 2011). Social adjustment has been studied with perceived parenting styles among school students, punctuality and high performance and social adjustment (Tahira, 2010).

The children who are accepted by their parents are socially and psychologically well-adjusted and the children who face the rejection of their parents are poorly adjusted in their society and also in their psychological and emotional climate (Rohner, Kean & Counyer, 1991).

In Parental Acceptance-Rejection Theory (PART), acceptance is the glow, love, comfort, concern, sustenance, care, bolster, or simply cherish that child encounter from their parents and other guardians. Rejection in PAR Theory is nonattendance or withdrawal of acceptance and warmth. Rejection is communicated or showed in three distinctive ways: Hostility-Aggression, Undifferentiated Rejection and Indifference-Neglect. Hostility alludes to the internal sentiments of hatred and outrage towards the children. Hostility can be shown behaviorally in verbal and physical hostility. Aggression alludes to the practices that physically or psychologically hurtful for others. Detachment is the absence of enthusiasm for the children, which may appear as obliviousness as behavior (Rohner, 1997).

Undifferentiated dismissal distinguish to the general feeling of child of rejected and of being disliked, without separation amongst disregard and animosity. It's additionally suggested that the acceptance appearance of parents is all around identified with the behavioral and identity characters of children. In the event that the children perceive acceptance and warmth by their guardians, this prompts development of ordinary sound and balanced personality (Rohner, Khalique, & Cournoyer, 2006).

People who are rejected are predicted rejected by society in acceptance-rejection by their parents. Theory of personality which deals with the development of feeling of inferiority explains that children face problems in social settings (Cooley, 1902; Mead, 1934).

People who are rejected are likely to be insecure and anxious. From a psychological point of view, it is very imperative that the individual feel loved, needed, and acknowledged by the guardians, because this is main source of their safety and security. Rejection by parents advances misshaped and devaluated self-idea and psychological self-view for an individual. They may feel vulnerable, substandard, tricky and shaky in his relationships both inside and outside from the home (Anthony, 1970; Biller & Davids, 1973), and also fearful or on anxious (Kessen & Mandley, 1967; Siegelman, 1965).

Children who are rejected by the parents find that his or her interests and wants have a tendency to be disregarded and may be viewed as immaterial. To the degree that it endeavors to champion himself, he experiences self-assertive disavowals, pressure and physical punishment (Baldwin, et al., 1945, Baldwin, 1967, Bossard & Boll, 1966). Rejection by mother tended to build the recurrence of negative issues in children (Seilburn & Orr, 1966; Rosenberg, 1963).

Children rejected by their parents feel abandoned, isolated and alone. They often seek for acceptance and positive social connections through numerous considerations looking for practices. They regularly go to extremes to accomplish these goals (Conway, 1966; Coopersmith, 1976; Mussen et al., 1963).

Larose and Boivin (1998), found that the secure attachments with parents predict socio-emotional adjustment and social support in adolescent. But insecure attachments will predict social adjustment problems.

**Parental rejection and inferiority complex.** It has been suggested that the rate of rejection increased focused behavior, with the strain to make an effort to awe others, the worry for appearances and self-introductions, and the fear of rejection in the event that others consider as inferior (Gilbert, 1989, 1992, 1995, 2005a, Leary, 1995, 2001a, Wilkinson, 1996).

In spite of the fact that people contend uniquely in contrast to different primates (Gilbert & McGuire, 1998), feeling "underestimated", disgrace and evaluative dangers (feeling contrarily contrasted or judged with others) are among the most intense stimulants of reaction to cortisol stress (Dickerson & Kemeny, 2004).

Several authors have explained that early criticism of parents, siblings, peers are sensitivity to the competitive environment of social life through group competition or media exposure can raise sensitivity of fears of inferiority (Dykman, 1998, Gilbert, 1992; McKinley, 1999).

There are important factors that contribute to creating and maintaining feelings of inferiority, such as family, school or university, society and available facilities, as well as other important factors out of reach and which govern them (Toutounchi, Fakhari & Kolahi, 2006). The high proportion of demands and expectations by the parents can lead to feelings of inferiority (Jones, 1988).

### **Rationale**

Today a normal human being cannot adjust fully within many situations of life. The problem is very important when there is inferiority complex and parental rejection infer especially with adolescent. Fundamental needs like individual care, consideration, adore, warmth, feeling of security, and so on are not satisfactorily met in an educational set up. Thus they grow up with poor emotional well-being and adjustment issues (Peretti, Clark, & Johnson, 1983).

Adolescence, or the time span between childhood and adulthood, usually encompassing the teenage years. During adolescence, people go through many changes like physical, social, emotional that can bring on stress. They grow up physically, emotionally, socially and intellectually. That adolescent's deal with the changes the teen years bring social adjustment and behaviors.

Parents play very important role in child's development. Disregard or the rejection isn't just a question of neglecting to accommodate the material and physical needs of youngsters, be that as it may; it likewise relates to guardians' inability to go to suitably to children's social and passionate needs.

The child after facing rejection having problems in his/her social life thus sound adjustment is essential for ordinary development of a person in the life and instruction. Education trains people for solid alteration in different life circumstances of the present and future. This rationale infers that instruction and modification are interlinked and reciprocal to each other (Rohner, 1986, 2004; Rohner & Rohner, 1980).



All the more particularly this investigation intends to check the relationship in adolescents in light of the fact that the age is said to be particularly time of "crises". In this era of life, changes in his /her life are very continuous. As he enters in the era of adolescence, his/her social life, responsibilities, and relationships changes and he needs support. Rigid attitudes and rejection from guardians towards their children causes passionate and face social problems. The reason for the exploration is to investigate the connection between these three constructs.

There is a lot of work being done on parental rejection with other variables while this study aims to explore indigenous understanding of these constructs to determine the existing pattern of relationship within Pakistan. The empirical literature is scarce on the relationship between social adjustment and inferiority complex with the relationship with parental rejection, the research will try to full fill the gap particularly in Pakistan because there is limited literature available on these constructs.

## **METHOD**

## METHOD

In the following section objectives, hypotheses, instruments are discussed. And operational definitions of the variables, sample, and standard measure of constructs and procedure of study are examined in detail. The study comprises on two phases.

### Phase I. Pilot study

#### Objectives

Objectives of the pilot study are as follows:

- 1- Pilot study was aimed at the adaption of instruments to be used in the main study also to check the validity and reliability of the scales.
- 2- To check the cultural appropriateness of the scales.
- 3- The check the language difficulty levels of the scale.

#### Sample

Convenient sampling technique has been used in current study. The data were taken from four different private and government school from Islamabad and Rawalpindi. Adolescents who are in 8<sup>th</sup> grade to 10<sup>th</sup> grade, age ranged from 13 to 16 years were the respondents. Only volunteered students were participated in the study. Total 50 students were participated in including both male and female adolescents.

**Table 1***Descriptive and Alpha coefficient for all study variables (N = 50)*

Measures	Items	$\alpha$	$M$	$SD$	Range		Skewness	Kurtosis
					<i>Actual</i>	<i>Potential</i>		
IN	34	.90	101.70	26.31	47-152	34-170	-0.12	-0.66
SA	5	.83	13.82	11.41	00-40	00-40	0.54	-0.55
PUR(F)	14	.69	21.98	5.82	15-38	14-56	0.83	0.37
PN(F)	10	.69	17.62	5.29	10-36	10-40	1.06	2.14
PUR(M)	14	.65	19.82	5.11	14-35	14-56	1.06	0.53
PN(M)	10	.71	17.28	5.19	10-31	10-40	1.13	0.95

*Note.* IN = Inferiority; SA = Social Adjustment; PUR (F) = Parental Undifferentiated Rejection for Father; PN(F) = Parental Neglect for Father; PUR(M) = Parental Undifferentiated Rejection for Mother; PN(M) = Parental Neglect for Mother;  $\alpha$  = Reliability.

Table 1 illustrate Mean, Standard Deviation, Alpha coefficient, Kurtosis and Skewness of the study variables which includes Inferiority complex scale, Work and Social Adjustment scale ,Parental Undifferentiated Rejection for Father, Parental Neglect for Father, Parental Undifferentiated Rejection for Mother, Parental Neglect for Mother on the sample of 50 adolescents. The reliability analysis indicates that the alpha score of the Inferiority Scale is .90 and the mean is 101.70. The alpha coefficient of the work and social adjustment scale is .83 and mean is 13.82. The alpha coefficient of Parental Undifferentiated Rejection for Father is .69 and mean is 21.98. The alpha coefficient of Parental Neglect for Father is .69 and mean is 17.62. The alpha coefficient of Parental Undifferentiated Rejection for Mother is .65 and mean is 19.82. The alpha coefficient of Parental Neglect for Mother is .71 and mean is 17.28. The minimum and maximum score are also given in actual range. On the other hand skewness value indicates how much the

distribution of score for a variable deviate from normal distribution. It is observed that all the scales have it skewness and kurtosis within the desired range of +2 to -2.

### **Operational definitions**

**Inferiority Complex.** Inferiority Complex can be defined as an unrealistic, intimate, and persistent conviction of being always low-ranking in merit, value, and intellectual and or physical capacities (Yao, Cottraux, Martin, Mollard, Bouvard, Guerin, & Hanauer, 1997).

**Parental Rejection.** Undifferentiated Rejection refers to the feelings of individuals that parents do not really like, want, appreciate, or care for them in any other way, without necessarily having an objective indicator that the father is cold, aggressive, or Negligence. In total, the four scales constitute an overall measure of perceived or withheld parental acceptance-rejecting in childhood. The whole scale of warmth/affection is to create a specific measure of perceived coldness and lack of affection (a form of rejection) and after the reverse score called-for elements on the scale of in differentiate rejection /neglect (Rohner, 1987).

**Work and Social Adjustment.** Adjustment of the person to the social environment is called social adjustment operationally defined as the source on the work and social adjustment scale. Higher the scores will indicate low work and social adjustment and vice versa (Marks, 2002).

### **Instruments**

**The Inferiority Scale.** The inferiority Scale developed by Yao, Cottraux, Martin, et al. 1997. The scale has 34 items which reflects negative thoughts, inferior feelings about themselves. The scale is a self-report measured inferiority feeling. The scale has five points Likert option in the response options. 1 is for does not fit at all, 2 for fits slightly, 3 for fits moderately, 4 for fits strongly enough and 5 for fits strongly. All the responses would sum up at the end. Higher the score indicates that higher the inferiority, less the scores indicate that the individual has less inferiority feelings.

The alpha reliability of the scale is .85 to .90.

**Parental acceptance and rejection questionnaire.** Parental Acceptance and Rejection Questionnaire (PARQ) has developed by Rohner (1987), and translated by Malik (2014) would use in the current research. The Parental Acceptance-Rejection Questionnaire (PARQ) is a self-report questionnaire designed to assess children's current perceptions and retrospective remembrances of the degree to which they experienced parental (maternal and paternal) acceptance or rejection in childhood.

The scale consists of 120 items. It has two parts. First part measures the attitude of father towards the child that has 60 items and the second part of the scale will measure the attitudes of mother towards her child also has 60 items. It has four subscales namely: parental Acceptance/Warmth, Parental aggression, Parental neglect, and undifferentiated parental Rejection. Parental Acceptance/Warmth including items includes (1,5,8,12,15,19,22,26,29,33,36,40,43,47,50,54,55,57,58, and 60). Parental Aggression items include 2,6,9,13,16,20,23,27,30,34,37,41,44,48, and 51. Parental Neglect items are 3,7,10,14,17,21,24,28,31,35,42,45,49,52 and Undifferentiated Parental Rejection include 4,11,18,25,32,39,46,53,56,69. In the current research only parental Neglect and Undifferentiated Parental Rejection items are used. Reverse items in these scales are 7, 14, 21, 28, 35, 42, and 49. Scores range for the Parental Acceptance and rejection Questionnaire was 62-248. Score at 62 show low parental rejection and scores at 268 shows high parental rejection and low acceptance.

The reliability of PAQR-F and PARQ-M is .72 to .92

**Work and Social Adjustment Scale (WSAS).** The WSAS is a simple, reliable and valid measure of impaired functioning. It is developed by Marks (2002). It is a sensitive and useful outcome measure offering the potential for readily interpretable comparisons across studies and disorders. It has five items having 8 point likert scale. Scoring options are 0 for never and 8 for strongly agree. The maximum score of the scale is 40, lower scores are better. A WSAS score above 20 appears to suggest moderately severe or worse social adjustment. Scores between 10 and 20 are associated with significant functional impairment but less severe clinical symptomatology. Scores below 10 appear to be associated with subclinical populations. The alpha reliability of the scale is .75 to .85 (Cortina, 1993).

**Procedure.** In first step permissions from the authors has been taken to use the scales. One of the scales that is Work and Social Adjustment Scale has modified with the permission of author to use in the research. After getting the permission from the authors, permissions from institutions had been taken and consent from the participant was signed, after getting consent they were assured of confidentiality of all the information and data provided by them, which used only for research purpose. In the start the adolescents from all the grades gets a brief introduction about the research and their purpose and ask them to give their genuine opinion to the given questionnaires. There was no time limit each participant took 10-15 minutes to complete the whole questionnaire. Participants were encouraged to share their maximum and genuine opinion. After data collection for the pilot study. Data was entered and analysis by SPSS 21.

### Results of pilot study

**Table 2**

*Correlation between Inferiority Complex, work and social adjustment, Parental undifferentiated rejection for father, parental neglect for father, Parental undifferentiated rejection for mother, parental neglect for mother (N = 50).*

S.No	Variables	1	2	3	4	5	6
1	IN	-	.52**	.86	.15	-.14	.01
2	SA		-	.23	.41**	.11	.22
3	PUR(F)			-	.77	.53**	.16
4	PN(F)				-	.13	.54**
5	PUR(M)					-	.43**
6	PN(M)						-



*Note.* IN = Inferiority; SA = Social Adjustment PUR (F) = Parental Undifferentiated Rejection for Father; PN (F) = Parental Neglect for Father; PUR (M) = Parental Undifferentiated Rejection for Mother; PN (M) = Parental Neglect for Mother.

\*\* $p < .01$ ,

Table 2 display the correlation matrix for the study variable of pilot sample. Inferiority complex positively correlates with Social Adjustment (.52\*\*). Parental neglect father and social adjustment positive correlate (.41\*\*) Parental undifferentiated rejection for father and parental undifferentiated Rejection for Mother positive correlated (.53\*\*) shows that they are highly correlated with each other. Parental neglect for father and parental neglect for mother, both are positive correlated (.54\*\*). Parental Undifferentiated Rejection for mother and Parental neglect father shows correlation of significant positive correlation relationship (.43\*\*).

## **Phase II. Main study**

### **Objectives**

Objectives of the recent study are as follows:

1. To study the relationship between Parental rejection and Social adjustment problems among adolescents.
2. To study the mediating role of Inferiority Complex for the relationship between Social Adjustment Problems and Parental Rejection.
3. To assess differences in Parental Rejection, Inferiority Complex and Social Adjustment Problems across demographics (age, gender, SES, Education)

### **Hypotheses**

Hypotheses related to the major constructs and demographic variables are as follows:

1. Inferiority Complex will be positively related with Social Adjustment Problems.



2. There will be positive relationship between Parental Rejection and Social Adjustment problems.
3. Parental rejection will be positively related to Inferiority Complex.
4. Inferiority Complex will mediate the relationship between Parental Rejection and Social Adjustment problems.
5. Inferiority Complex will be high in girls.
6. Social Adjustment Problems will be high among boys.
7. Children from joint family system are more rejected as compare with nuclear family system.

### **Sample**

Convenient sampling technique has been used in current study. The data were taken from four different private and government school from Islamabad and Rawalpindi from the same school from where the pilot data was collected. Adolescents were of 8<sup>th</sup> grade to 10<sup>th</sup> grade students and of 13 to 16 years in age from the other section of the classes to make sure that there is no repetition. Only volunteered students were participated in the study. Total 440 students were participated in which 220 girl's adolescence and 220 boys were the informants.

**Table 3***Percentage and Frequencies of demographics*

Variables	Categories	<i>f</i>	%	<i>M</i>	<i>SD</i>
Age	13 years	100	22.7		
	14 years	125	28.4		
	15 years	126	28.6		
	16 years	89	20.2		
Gender	Male	220	50.0		
	Female	220	50.0		
Grade	8 <sup>th</sup> Grade	147	33.4		
	9 <sup>th</sup> Grade	144	32.7		
	10 <sup>th</sup> Grade	149	33.9		
Father's Education	Primary to Matric	75	17		
	Matric	133	30.2		
	Intermediate	83	18.9		
	Graduation	74	16.8		
	Masters and above	75	17.1		
Mother's Education	Under Primary	127	28.9		
	Under Matric	40	9.1		
	Matric	136	30.9		

	Intermediate	60	13.6	
	Graduation and above	77	17.5	
Family monthly Income(in 1000)				46.86 30.55
Socio Economic Status	Lower	55	12.5	
	Middle	368	83.6	
	Upper	17	3.9	
Family System	Joint	150	34.1	
	Nuclear	290	65.9	
Parent working	Only Mother	9	2.0	
	Only Father	346	78.6	
	Both	85	19.3	

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Table 3 represents the distribution of total sample on the basic information collected from demographic sheet provided to adolescents. It inquired demographic information such as age, gender, education, father's education, mother's education, monthly income, SES, number of siblings, birth order, family system, and parent working. Total sample is 440. In this table mean and standard deviation are also given.

### **Instruments**

Following instruments were used in the study

- 1- The inferiority Scale
- 2- Parental Acceptance and Rejection Questionnaire (PARQ)
- 3- Work and Social Adjustment Scale

( please see the instrument details on page no 25.)

**Procedure.** After getting the permission from the institutions consent from the participant was signed, after getting consent they were assured of confidentiality of all the information and data provided by them, which used only for research purpose. In the start the students from all the grades get a brief introduction about the research and its purpose and ask them to give their genuine opinion to the given questionnaires. The participants were encouraged to share their maximum and genuine opinion Also give them information about the scoring option that how would they respond on the likert scales. There was no time limit but each participant took 10-15 minutes to complete the whole questionnaire. If the participants asked about something related to the questions they were provided by the appropriate answers, this way data collection were done. Later data was entered and analysis through SPSS-21.



## RESULTS

## RESULTS

The current study aimed to explore the mediating role of inferiority complex in relationship between parental rejection and social adjustment problems among adolescents. Investigation of the variables alongside the variety of demographic information, for example, gender, age, grade, family system, SES was additionally aimed. The outcomes revealed after statistical analysis are introduced in the form of tables with the required elaboration. Total sample of the current study is 440 that are from children of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> grade admitted in private and government schools, in which 220 girls and 220 boys have participated. At the end of the data collection, the 440 selected cases were entered in the Social Science Statistical Package (SPSS 21) for quantitative analysis. Taking into account the objectives of the study, number of results through statistical analyses has been obtained. The selected analyses included reliability analyses used in the Pearson Correlation study to verify the correlation to determine the hypothesis, the t-test, and the ANOVA to find the group differences and mediation analysis to check mediation role of the constructs.

Descriptive, alpha coefficient and skewness for inferiority complex, social adjustment problems, and parental rejection also examined in current study. To present the results of the study, summarized the means and calculated the standard deviations for each variable of the study results. Furthermore, an asymmetry was observed to verify the hypothesis of normality for the distribution of the sample.

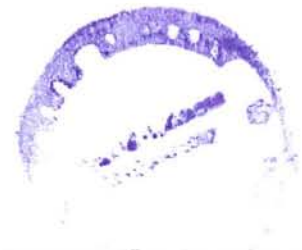


**Table 04***Descriptive and Alpha coefficient for all study variables (N = 440)*

Measures	Items	$\alpha$	<i>M</i>	<i>SD</i>	Range		Skewness	Kurtosis
					<i>Actual</i>	<i>Potential</i>		
IN	34	.87	96.19	22.13	34-162	34-170	0.30	0.57
SA	5	.78	13.59	10.81	00-40	00-40	.532	-.592
PUR(F)	14	.79	22.94	6.73	14-52	14-56	1.09	1.07
PN(F)	10	.75	17.88	5.52	10-40	10-40	0.89	0.91
PUR(M)	14	.76	21.53	6.37	14-50	14-56	1.19	1.09
PN(M)	10	.74	18.43	5.57	10-39	10-40	0.83	0.57

*Note.* IN = Inferiority; SA = Social Adjustment; PUR (F) = Parental Undifferentiated Rejection for Father; PN(F) = Parental Neglect for Father; PUR(M) = Parental Undifferentiated Rejection for Mother; PN(M) = Parental Neglect for Mother;  $\alpha$  = Reliability.

Table 4 illustrate Mean, Standard Deviation, Alpha coefficient, Kurtosis and Skewness of the study variables which includes Inferiority complex scale, Work and Social Adjustment scale ,Parental Undifferentiated Rejection for Father, Parental Neglect for Father, Parental Undifferentiated Rejection for Mother, Parental Neglect for Mother. The reliability analysis indicates that the alpha score of the Inferiority Scale is .87 and the mean is 96.18. The alpha coefficient of the work and social adjustment scale is .78 and mean is 13.59. The alpha coefficient of Parental Undifferentiated Rejection for Father is .79 and mean is 23.58. The alpha coefficient of Parental Neglect for Father is .76 and mean is 17.88. The alpha coefficient of Parental Undifferentiated Rejection for Mother is .76 and mean is 21.53. The alpha coefficient of Parental Neglect for Mother is .74 and mean is 18.43. The minimum and maximum score are also given in actual range. On the other hand skewness value indicates how much the distribution of score for a variable deviate from normal distribution. It is observed that all the scales have it skewness and



kurtosis within the desired range of +2 to -2. Through the figure show their normal distributions.

**Table 5**

*Correlation between Inferiority Complex, work and social adjustment, Parental undifferentiated rejection for father, parental neglect for father, Parental undifferentiated rejection for mother, parental neglect for mother (N = 440).*

S.No	Variables	1	2	3	4	5	6
1	IN	-	.46**	.11*	.25**	.08	.20**
2	SA		-	.23**	.31**	.24**	.34**
3	PUR(F)			-	.57**	.53**	.39**
4	PN(F)				-	.35**	.62**
5	PUR(M)					-	.49**
6	PN(M)						-

*Note.* IN = The Inferiority; SA = Social Adjustment; PUR (F) = Parental Undifferentiated Rejection for Father; PN (F) = Parental Neglect for Father; PUR(M) = Parental Undifferentiated Rejection for Mother; PN(M) = Parental Neglect for Mother.

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

Table 5 display the correlation matrix for the study variables. There is a significant positive relationship in all the variable expects inferiority and Parental Undifferentiated rejection for mother. Results indicate that there is significant positive relationship between variables. In results it shows that inferiority complex has positively related with social adjustment of adolescents ( $r = .46^{**}$ ,  $p < .01$ ) Inferiority complex is also positively related with Parental undifferentiated rejection from father ( $r = .11^{**}$ ,  $p < .01$ ) that indicates that parental rejection can lead to inferiority complex in adolescents. Inferiority complex is also positively related to parental neglect from father to adolescents ( $r = .25^{**}$ ,  $p < .01$ ) that indicates that more negligence from father can lead

to inferiority complex in adolescents. There is also positive correlation between inferiority complex and Parental neglect from *mother* ( $r = .20^{**}, p < .01$ ). There is also positive correlation between social Adjustment problems and Parental Undifferentiated rejection from father ( $r = .23^{**}, p < .01$ ) that explains that rejection from father can lead to face social adjustment problems among adolescents. It's been found that father is the more rejecting parent. It's also indicated the positively correlation between social Adjustment problems and Parental neglect father ( $r = .31^{**}, p < .01$ ) that indicates that negligence from father to adolescents can lead to social adjustment problems and they will face many trouble in adjusting in the society.

Table 5 (page, 36) also shows positive correlation in social adjustment problems and parental undifferentiated rejection from mother ( $r = .24^{**}, p < .01$ ), that explains that rejection from mother is leading to social adjustment problems of adolescents. There are positive correlation between parental neglect mother and social adjustment problems ( $r = .34^{**}, p < .01$ ) that indicates that negligence from mother is also contributes in adolescents social adjustment problems. There is positive correlation between parental rejection father and parental neglect father ( $r = .57^{**}, p < .01$ ) that explains parental who rejected their children show more negligence for their children. There is positive correlation between parental rejection father and parental rejection mother ( $r = .53^{**}, p < .01$ ). There is positive correlation between parental rejection father and parental neglect mother ( $r = .39^{**}, p < .01$ ) that shows parental father who rejected their children, than mother of children show more negligence for their children. There is positive correlation between parental rejection mother and parental neglect mother ( $r = .49^{**}, p < .01$ ) that shows parental mother who rejected their children, show more negligence for their children as well.

**Table 6***Mean, Standard deviation and t value for gender differences.*

Variables	Male		Female		<i>t</i>	<i>p</i>	95%CI		Cohen's <i>d</i>
	(n = 220)		(n = 220)				<i>LL</i>	<i>UL</i>	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>					
IN	94.37	21.87	98.00	22.29	-1.73	.08	-7.78	.50	0.16
SA	14.20	10.75	12.98	10.88	1.18	.24	-.81	3.24	0.11
PUR(F)	24.72	7.07	21.17	6.16	5.61	.00**	2.31	4.79	0.54
PN(F)	19.60	5.30	16.16	5.21	6.86	.00**	2.46	4.42	0.65
PUR(M)	22.03	6.56	21.04	6.15	1.64	.10	-1.97	2.19	0.16
PN(M)	19.23	5.73	17.64	5.32	3.02	.00**	.56	2.62	0.29

*Note.* IN = The Inferiority; SA = Social Adjustment; PUR (F) = Parental Undifferentiated Rejection for Father; PN (F) = Parental Neglect for Father; PUR(M) = Parental Undifferentiated Rejection for Mother; PN(M) = Parental Neglect for Mother.

\*\* $p < .01$

The result from table 6 reveals that there are significant gender differences on all the variables. Mean value on Social adjustment shows that female adolescents are well adjusted than male. Male adolescents have more problems in adjustments ( $M = 14.20$ ). Also it shows that the parental undifferentiated rejection from father exists in boys ( $M = 24.72$ ) in both cases boys were revealed to be more rejected than girls from their mothers ( $M = 22.03$ ). In Parental neglect mother ( $M = 19.23$ ) and father boys feel more negligence in their parents as compare to girls. The parental neglect from father exists in boys ( $M = 19.60$ ) in both cases boys were revealed to be more rejected than girls.

**Table 7***Mean, Standard deviation and t value for family system*

variables	Joint		Nuclear		<i>t</i>	<i>p</i>	95% CI		Cohen's d
	(n = 150)		(n = 290)				<i>LL</i>	<i>UL</i>	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>					
IN	95.30	23.84	96.64	21.22	-.60	.18	-5.72	3.03	0.05
SA	14.36	11.45	13.19	10.47	1.07	.16	-.97	3.30	0.10
PUR (F)	23.37	7.18	22.72	6.69	.93	.29	-.71	1.99	0.09
PN(F)	18.67	5.81	17.48	5.33	2.15	.22	.10	2.27	0.21
PUR(M)	22.58	7.11	20.99	5.90	2.49	.00**	.33	2.83	0.24
PN(M)	18.41	5.83	18.44	5.45	-.05	.87	-1.13	1.10	0.00

*Note.* IN = Inferiority; SA = Social Adjustment; PUR (F) = Parental Undifferentiated Rejection for Father; PN(F) = Parental Neglect for Father; PUR(M) = Parental Undifferentiated Rejection for Mother; PN(M) = Parental Neglect for Mother.

\*\* $p < .01$

The comparison between nuclear family system and joint family system on all study variables. The results from table 7 reveals that there are significant family system differences on the parental undifferentiated rejection from mother exists in joint family system in all sample. There are significant family system differences on the parental undifferentiated rejection from mother ( $M = 22.58, p < .01$ ) exists in joint family system in all sample that explains that rejection from mother exist in joint family systems.

**Table 8**

*Analysis of variance on three different groups of education variables of the study (N = 440)*

Variable	G1		G2		G3		F	p	$\eta^2$	groups	MD(i-j)	95% CI	
	(n = 147)		(n = 144)		(n = 149)							LL	UL
	M	SD	M	SD	M	SD							
IN	94.98	22.86	99.31	21.26	94.36	22.05	2.17	.11	0.01				
SA	11.39	10.58	14.32	11.59	15.05	9.97	4.80	.00	0.02	3>1	3.66*	.66	6.66
PUR(F)	21.77	6.80	24.09	6.97	22.99	6.66	4.24	.01	0.01	2>1	2.32*	.40	4.24
PN(F)	17.24	4.80	18.90	5.82	17.54	5.78	3.76	.02	0.01	2>1	1.66*	.11	3.20
PUR(M)	21.71	6.14	21.87	7.40	21.03	5.48	0.72	.49	0.00				
PN(M)	17.98	4.73	18.94	6.40	18.38	5.50	1.10	.33	0.01				

*Note.* IN = The Inferiority; SA = Social Adjustment; PUR (F) = Parental Undifferentiated Rejection for Father; PN (F) = Parental Neglect for Father; PUR(M) = Parental Undifferentiated Rejection for Mother; PN(M) = Parental Neglect for Mother; G1 = 8<sup>th</sup> grade adolescents, G2 = 9<sup>th</sup> grade adolescents, G3 = 10<sup>th</sup> grade adolescents.

\* $p < .05$

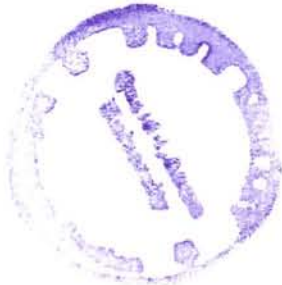


**Table 9***Analysis of variance on four different groups of ages variables of the study (N = 440)*

variables	G1		G2		G3		G4		F	p	$\eta^2$	Groups	MD(i-j)	95% CI	
	(n = 100)		(n = 125)		(n = 126)		(n = 89)							LL	UL
	M	SD	M	SD	M	SD	M	SD							
IN	94.48	24.44	94.45	19.56	99.45	24.54	95.92	18.80	1.37	.24	0.01				
SA	11.22	11.41	12.20	10.14	15.25	10.92	15.87	10.22	4.70	.00	0.03	4>1	4.64**	.52	8.77
PUR(F)	21.48	7.16	23.64	7.02	22.82	6.49	23.79	6.60	2.43	.06	0.01				
PN(F)	16.61	5.07	18.21	5.76	17.43	5.21	19.49	5.74	4.84	.00	0.32	4>1	2.88**	.78	4.99
PUR(M)	21.68	6.54	22.15	6.84	20.67	5.50	21.73	6.61	1.21	.30	0.01				
PN(M)	17.43	4.65	18.86	6.44	17.82	4.88	19.82	5.89	3.74	.01	0.03	4>1	2.39*	.26	4.52

Note. IN = The Inferiority; SA = Social Adjustment; PUR (F) = Parental Undifferentiated Rejection for Father; PN(F) = Parental Neglect for Father; PUR(M) = Parental Undifferentiated Rejection for Mother; PN(M) = Parental Neglect for Mother;  $\eta^2$  = Eta Square. G1 = 13 years adolescents, G2 = 14 year adolescents, G3 = 15 years adolescents, G4 = 16 years of adolescents.

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



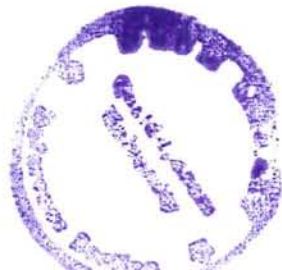
**Table 10**

*Analysis of variance on four different groups of father Education variable of the study (N = 440)*

Variable	G1		G2		G3		G4		G5		F	p	$\eta^2$	G	MD (i-j)	95% CI	
	n = 75		n = 133		n = 83		n = 74		n = 75							LL	UL
	M	SD	M	SD	M	SD	M	SD	M	SD							
IN	97.72	19.24	99.04	20.92	93.20	21.54	95.74	25.39	93.33	23.83	1.34	.25	0.01				
SA	13.96	8.92	14.33	11.59	12.94	9.82	13.54	11.86	12.68	11.21	.38	.82	0.00				
PUR(F)	25.67	7.66	22.34	6.39	22.53	6.11	22.41	6.78	22.28	7.19	3.66	.00	0.32	1>5	3.38***	.26	6.51
PN(F)	19.76	5.08	17.77	4.79	17.69	5.89	16.69	5.68	17.59	6.20	3.18	.01	0.02	1>4	3.07*	.54	5.60
PUR(M)	23.08	6.53	20.30	5.00	21.45	5.94	22.82	7.49	21.00	7.20	3.31	.01	0.02	1>2	2.79*	.21	5.35
PN(M)	19.19	5.00	18.09	4.84	18.29	5.63	18.31	5.96	18.56	6.57	.49	.73	0.00				

*Note.* IN = The Inferiority; SA = Social Adjustment; PUR (F) = Parental Undifferentiated Rejection for Father; PN(F) = Parental Neglect for Father; PUR(M) = Parental Undifferentiated Rejection for Mother; PN(M) = Parental Neglect for Mother;  $\eta^2$  = Eta Square; G = Groups, G1 = primary to matric education, G2 = matric, G3 = intermediate, G4 = Graduation, G5 = masters and above

\*\*\* $p < .001$ , \* $p < .05$



**Table 11**

*Analysis of variance on four different groups of mother Education variable of the study (N = 440)*

Variables	G1		G2		G3		G4		G5		F	p	$\eta^2$	Group	MD (i-j)	95% CI	
	n = 127		n = 40		n = 136		n = 60		n = 77							LL	UL
	M	SD	M	SD	M	SD	M	SD	M	SD							
IN	99.39	20.89	98.43	18.59	91.53	23.36	98.50	24.06	96.16	21.11	2.47	.04	0.02	1>3	7.86*	.21	15.5 2
SA	15.71	10.27	13.50	9.80	12.41	11.39	13.67	11.41	12.17	10.42	1.97	.09	0.01				
PUR(F)	24.57	7.44	24.10	6.04	21.58	5.86	21.72	6.64	23.01	7.33	4.01	.00	0.03	1>3	2.99***	.64	5.35
PN(F)	19.39	5.48	18.93	4.81	16.24	5.03	17.68	5.71	17.91	5.48	5.98	.00	0.05	1>3	3.14***	1.26	5.02
PUR(M)	21.71	6.04	21.13	4.97	20.71	5.71	21.60	6.89	22.86	7.96	1.46	.21	0.01				
PN(M)	19.12	4.94	18.08	4.92	17.30	5.41	18.93	6.02	19.09	6.54	2.33	.05	0.02				

*Note.* IN = The Inferiority; SA = Social Adjustment; PUR (F) = Parental Undifferentiated Rejection for Father; PN(F) = Parental Neglect for Father; PUR(M) = Parental Undifferentiated Rejection for Mother; PN(M) = Parental Neglect for Mother;  $\eta^2$  = Eta Square; G = Groups, G1 = under primary education, G2 = under matric, G3 = matric, G4 = intermediate, G5 = graduation and above

\*\*\* $p < .001$ , \* $p < .05$

Table 8 (page, 39) indicates the result of one-way analysis of variance among 8<sup>th</sup> grade, 9<sup>th</sup> grade and 10<sup>th</sup> grade students for all variables. The results from table 8 reveal that there is significant relationship between social adjustment exists in 8<sup>th</sup> grade students ( $M = 15.05$ ), parental neglect father exists in 9<sup>th</sup> grade students ( $M = 24.09$ ) parental undifferentiated rejection from father exists in 9<sup>th</sup> grade student ( $M = 18.90$ ).

Table 9 (page, 40) indicates the result of one-way analysis of variance among 13, 14, 15, 16 years of ages for Inferiority, Social Adjustment and Parental Undifferentiated Rejection for Father, Parental Neglect for Father, Parental Undifferentiated Rejection for Mother, Parental Neglect for Mother. The results from table 9 shows that there is significant relationship between social adjustment exists in exists in 16 years of age ( $M = 15.87$ ). It also shows significant difference on Parental Neglect from mother at age of 16 years ( $M = 19.82$ ) also on Parental neglect from father in age of 16 years ( $M = 19.49$ ).

Table 10 (page, 41) shows the result of one-way analysis of variance among education of father for Inferiority, Social Adjustment and Parental Undifferentiated Rejection for Father, Parental Neglect for Father, Parental Undifferentiated Rejection for Mother, Parental Neglect for Mother. The results from table 10 shows that there is significant relationship between educations of father if education is under matric ( $M = 25.67$ ). Adolescents reported their father's negligence reported their father's education under matric ( $M = 19.76$ ). That means less education of father will increase inferiority and social adjustment in adolescence. Also it shows parental neglect mother if father's education is under primary ( $M = 19.19$ ).

Table 11 (page, 42) shows the result of one-way analysis of variance among education of mother for Inferiority, Social Adjustment and Parental Undifferentiated Rejection for Father, Parental Neglect for Father, Parental Undifferentiated Rejection for Mother, Parental Neglect for Mother. The results from table 11 shows that there is significant relationship between educations of father with inferiority if mother's education is under primary ( $M = 99.39$ ). Adolescents who have Parental rejection father problems reported their mother's education at under primary level ( $M = 25.57$ ). Also on inferiority mother's education of adolescents is reported on under primary

that means less education of mother will increase inferiority in adolescence ( $M = 19.39$ ).

**Table 12**

*Mediation of the Inferiority on Parental undifferentiated rejection for father by social adjustment within total sample (N = 440)*

Variable	Social Adjustment			
	Model 1 <i>B</i>	Model 2		
		<i>B</i>	95% <i>CI</i>	
		<i>LL</i>	<i>UL</i>	
Constant	-16.08*	-29.34**	-42.69	-16.00
Age	1.59**	1.36**	.51	2.19
Gender	.40	-.76	-2.61	1.09
Family Monthly Income	.00	.00	.00	.00
Family System	-1.18	-1.42	-3.28	.45
Parental Undifferentiated Rejection (Father)	.35**	.25**	.12	.39
Inferiority		.22**	.18	.26
$R^2$	.08		.27	
$F$	7.38****		26.81***	
$\Delta R^2$			.19	

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

Table 12 shows the analysis to test mediating role of inferiority for the relationship between father's undifferentiated rejection and Social Adjustment of children for controlling the effect of age, gender, income and family system. The results indicates that father's undifferentiated rejection positively predicted ( $B = .35$ ,  $p < .001$ ) and explain 8% variance in Social Adjustment. Inclusion of mediator inferiority in regression model showed that Inferiority positively predicted ( $B = .22$ ,  $p < .001$ ) social adjustment. Further the inferiority mediated the relationship between father's undifferentiated rejection and Social Adjustment ( $B$  indirect = .09, 95%  $CI$  [.02, .17] and explained 19% additional variance in Social Adjustment.

**Table 13**

*Mediation of the Inferiority on Parental neglect for father by social adjustment within total sample (N = 440)*

Variable	Social Adjustment			
	Model 1 B	Model 2		
		B	95% CI	
		LL	UL	
Constant	51.37**	-28.03**	-41.24	-14.82
Age	.53	1.28**	.43	2.12
Gender	7.93**	-.44	-2.33	1.45
Family Monthly Income	.00	.00	.00	.00
Family System	2.19	-1.15	-3.01	.72
Parental Neglect Father	1.24**	.34**	.17	.52
Inferiority		.20**	.16	.24
R <sup>2</sup>	.09		.27	
F	9.11***		26.99**	
ΔR <sup>2</sup>			.18	

\*\*\* $p < .001$ , \*\* $p < .01$ .

Table 13 shows the analysis to test mediating role of inferiority for the relationship between father's negligence and Social Adjustment of children for controlling the effect of age, gender, income and family system. The results indicates that father's negligence positively predicted (B = .34,  $p < .001$ ) and explain 9% variance in Social Adjustment. Inclusion of mediator inferiority in regression model showed that Inferiority positively predicted (B = .20,  $p < .001$ ) social adjustment. Further the inferiority mediated the relationship between Father's negligence and Social Adjustment (B indirect = .25, 95% CI [.14, .37] and explained 18% additional variance in Social Adjustment.



**Table 14**

*Mediation of the Inferiority on Parental neglect from mother by social adjustment within total sample (N = 440)*

Variable	Social Adjustment			
	Model 1 B	Model 2		
		B	95% CI	
		LL	UL	
Constant	-16.76*	-28.90**	-41.82	-15.97
Age	1.45**	1.27**	.44	2.08
Gender	.21	-.84	-2.61	.94
Family Monthly Income	.00	.00	.00	.00
Family System	-1.34	-1.52	-3.34	.30
Parental Neglect Mother	.63**	.46**	.30	.62
IN		.20**	.16	.24
R <sup>2</sup>	.13		.29	
F	13.48***		30.80***	
ΔR <sup>2</sup>			.16	

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

Table 14 shows the analysis to test mediating role of inferiority for the relationship between Mother's Negligence and Social Adjustment of children for controlling the effect of age, gender, family monthly income and family system. The results indicates that mother's negligence positively predicted (B = .63,  $p < .001$ ) and explain 13% variance in Social Adjustment. Inclusion of mediator inferiority in regression model showed that Inferiority positively predicted (B = .20,  $p < .001$ ) social adjustment. Further the inferiority mediated the relationship between mother's negligence and Social Adjustment (B indirect = .16, 95% CI [.08, .27] and explained 16% additional variance in Social Adjustment.

## **DISCUSSION**

## DISCUSSION

The purpose of the present study was to explore that how parental rejection influence social adjustment problems and develop inferiority complex among adolescents. The study also looked into the role of different demographic variable like age, education, gender, SES, family system, family monthly income, father's education and mother's education. The research aimed to get in depth and take comprehensive information about the social adjustment and parental rejection by comparing adolescents who are in 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> grade. For this purpose self-reported measured were selected to obtain information by using The inferiority scale, Parental Acceptance and Rejection Questionnaire urdu version and Work and Social Adjustment Scale which is little modified for students have been used.

In present study four age groups of adolescents are the participants of the study in which 13 years ( $n = 100$ ), 14 years ( $n = 125$ ), 15 years ( $n = 126$ ) and 16 years ( $n = 89$ ) were the participants. To test gender differences equal number of male and females included. The sample taken from 8<sup>th</sup> grade ( $n = 147$ ), 9<sup>th</sup> grade ( $n = 144$ ) and 10<sup>th</sup> grade ( $n = 149$ ) which is little bit close to each other. Adolescents from joint family system were 150 and nuclear family system was 290. Mean, standard deviation and percentages, kurtosis and skewness were discussed in table 3. That shows the desired range of +2 to -2 (See table 3).

Our first study hypothesis was "inferiority complex will be positively related with social adjustment problems". In results it shows that inferiority complex has positively related with social adjustment of adolescents, the more the inferior complex in adolescents, adolescents face more problems in adjustment in their social life because in this age adolescent face changes and fear to being evaluate negatively they also want to be appreciated by other people and they are more concerned about being embarrassed or negatively evaluated (Nelson & Israel, 2003). Socially rejected children appear at risk for life failure hence it is important that to the extent possible parents, teachers ,supervisors and others strive to maximize self-enhancing experiences and minimize self-denigrating experiences to avoid to feel inferior (Baron, Robert & Donn, 2008) that shows first hypothesis of the study is accepted.

Our second study hypothesis was “there will be positive relationship between parental rejection and social adjustment problems”. There is also positive correlation between social Adjustment problems and Parental Undifferentiated rejection from father that explains that rejection from father can lead to face social adjustment problems among adolescents. It’s been found that father is the more rejecting parent. This may be due to the traditional role of the father as the dominant parent, potential punisher of wrong-doing, and source of household laws. In any of these instances, the possibility of rejection or punishment is increased. In households where the father is also seen as "boss" and/or head of the family, even when the rejection is given by the mother, it might be thought of by the child as having been "ordered" by father (Peretti, Clark & Johnson, 1983). Rejection from mother is leading to social adjustment problems of adolescents. A child who doesn’t experience the warmth of love and sympathy of parents, always see their rejection tends to develop certain adjustment problems. Such a child behaves indifferently and develops isolation, adjustment problems, anger and fear (Rajalekshmi, 2017).

Our third study hypothesis was” parental rejection will be positively related to inferiority complex” results indicates Inferiority complex is also positively related with Parental undifferentiated rejection from father that indicates that parental rejection can lead to inferiority complex in adolescents. Children with inferiority complex and insecure attachments with their parents come to believe that others will treat them badly because of their parent’s rejection. These beliefs and feelings help to develop dispositions to initiate conflicts, oppose actions of others and behave aggressively (Perry & Kennedy, 1995). Our third hypothesis is also accepted.

Inferiority complex is also positively related to parental neglect from father to adolescents ( $r = .25^{**}, p < .01$ ) that indicates that more negligence from father can lead to inferiority complex in adolescents. But interestingly there is no correlation between Parental undifferentiated rejected from mother with inferiority complex. There is also positive correlation between inferiority complex and Parental neglect from *mother* ( $r = .20^{**}, p < .01$ ).

Our fourth study hypothesis was “inferiority complex will mediate the relationship between parental rejection and social adjustment problems”. Results show (see table 12, 13, 14) the analysis to test mediating role of inferiority for the relationship between father’s undifferentiated rejection and Social Adjustment which is highly significant. Students with inferiority complex tend to possess undesirable attributes such as passive dependency, poor social skills, defeatist attitudes and general incompetency (Aronson, Akert, & Wilson, 2007). Due to inferiority feelings person will have less social contact and feel that he is not a good person will not feel confident in social gathering (Katz, 1997). So our 4<sup>th</sup> hypothesis is also accepted that inferiority complex has played a mediators role in social adjustment and parental rejection.

Our fifth study hypothesis was “inferiority complex will be higher among girls” The result (see table 6) reveals that there are significant gender differences on all the variables. Mean value of females on inferiority scale shows that females feel more inferior as compare to male adolescents. As Kalaivani (2017), proves in her research that girls feel more inferiority than boys.

Our sixth study hypothesis was “social adjustment problems will be high among boys” Gender differences checked on Social Adjustment shows that female adolescents are well adjusted than male. Male adolescents have more problems in adjustments. . These findings also support that girls are well adjusted than boys (Grinder, 1975). So our 6<sup>th</sup> hypothesis is accepted that boys have more social adjustment problems.

Our seventh study hypothesis was “children from joint family system feel more rejection as compare with nuclear family system”. The comparison between nuclear family system and joint family system has run for all study variables. The results (see table 7) reveals that there are significant family system differences on the parental undifferentiated rejection from mother exists in joint family system in all sample. Jalaya and Darul (2000), led an examination to analyzed relationship between the nature of family systems and adolescent’s social adjustment in joint and nuclear system and he explains that in multi individual system rejection and negligence is more as compare to nuclear family system.



## **Limitations and suggestions of the present study**

No matter how well study is conducted every research has some limitations. The present study has several limitations as there was shortage of time as well as the shortage of some resources. The data is collected as convenient basis from boys and girls school. Limited number of schools agreed to give data and related information regarding the study but adolescents are from many areas only in Islamabad and Rawalpindi. Future researcher should take sample more diverse to apply the results on general population. Data collection from only two cities will not be fully representative of the whole population. Age range of the data collection is 13 years to 16 years that's why these results will only be applicable to the same age range and results cannot be generalized to other population as well. Mostly students reported from middle class of the economy, limited students are from upper and lower so we cannot generalize these results on upper and lower classes of the economy. Lack of literature available on these constructs, it is important that in future students should focus on these constructs. For further study it is suggested to take parents and teacher's information as well to gather appropriate information regarding the constructs.

## **Conclusion**

The research assesses the mediating role of inferiority complex on social adjustment problems and parental rejection which is significant. The research reveals that Inferiority complex is positively related with social adjustment problems. The research also shows that there is Neglect and rejection from father are more often observed in the present study which explains that in our culture we think about that only mother's behavior has a strong effect on the child's development that is very wrong concept. There is significant positive relationship between parental rejection and social adjustment problems. Rejection from parents will lead adolescence to have inferiority complex and face social adjustment problems. Parental rejection is positively related to inferiority complex.

Inferiority complex is playing the mediators role in the relationship between parental rejection and Social Adjustment problems. It also explains that Inferiority complex will be high in girls as compare to boys. Girl's adolescence feels more inferior it is because of their family system. Social adjustment problems is high

among boys, in adolescence this is the age of change and new experiences, where the parents role is more important but some parents neglect their children and not full fill their basic needs and give them quality time. In this age children needs more guideline from their parents but their parents have no time to give them any guidance that's the main reason that they are not socially intractable and socially adjusted in many situations.

### **Implication of the present study**

After the whole research findings, the present study provides evidence to a well-known phenomenon but us has practical implication in our country where not many studies have been done to explain inferiority complex. The present study helps in raising the awareness to parents and teachers as well about inferiority complex. By considering the findings of the current study facing adolescents and parental related issues has been identified. Parental counseling would be planned to prevent the problem. Social support and parenting styles in adolescence appeared to be more important factors in the development as well as social adjustment of adolescents.

Present study highlights the role of parents in the development of inferiority feelings among children. Parents should understand their role and they must setup some quality time for their children to avoid these problems. Findings also suggest that the parents neglect is more problematic for adolescents especially in boys, and especially from their father. Parent father must give some time to his children and try to make a healthy relationship with them.

Present study also helps teachers as well to understand the problematic nature of children. Teachers need to be more vigilant about students and make them relaxed in their surroundings. The social adjustment of the adolescence appears to have a very strong influence to feel inferior as compare to other, but social adjustment is highly effected by the parent's acceptance and rejection. So parents must understand the need of children.



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## APPENDICES

### The Inferiority Scale

Listed below are a number of statements to which I would like your response. Please read carefully the list of statements and rate each of them from 1 to 5 according to the following scales.

	1- Does not fit at all	2- Fits Slightly	3 Fits moderately	4 Fits Strongly enough	5 Fits exactly				
	Statements				1	2	3	4	5
1	I often fear being worse than others								
2	When I am doing things in a wrong way, I fear people will believe that I am less competent than others								
3	I always feel that no one sees my qualities								
4	I must always be able to cope with the situation, if I don't, I feel inferior to anybody.								
5	I often fear that people may have a bad image of me.								
6	Even if I have many qualities, I always feel as if I had none.								
7	I cannot stand to be tired, this depreciates me.								
8	If others compliment me, they will discover that I did not deserve it.								
9	I Fear to look foolish , this diminish me.								
10	Even though I can succeed in certain difficult things, I always feels less competent than others.								
11	If I look clumsy, others will disregard me.								
12	I always should do better than others ,If I don't everybody will underestimate me								
13	If others criticized me , I feel they put me down								
14	If others see my weakness, they will believe that I am incompetent.								
15	I always want things to be done properly, If they are not, I am inferior.								
16	If I am criticized, this means that others judge me harshly.								
17	I have to be at least as knowledgeable as others in order to be appreciated by them								

	Statements	Doesnot fit at all 1	Fits Slightly 2	Fits Moderately 3	Fits Strongly enough-4	Fits Exactly 5
18	I feel depreciated when I ask for help					
19	I feel not being able to cope with the situation, because this means I will not be appreciated by everybody.					
20	I fear to make the least mistake, because I take risk to give others a bad image of myself.					
21	If I show the least sign of anxiety, than I am going to be taken as strong than others					
22	I have the feeling that my faults or weakness are often notices by others to decrease my own value					
23	I must always do more things than others , if I don't, I am worthless					
24	I only see my weakness, so I feel depreciated.					
25	If, for some reason, I cannot do what I am asked to, than people will believe I am inefficient.					
26	If I do not know how to answer all the questions people ask me, than I find myself less intelligent than others.					
27	If I admit my weakness, than the risk of decreasing my qualities.					
28	I often feel inferior because people judge me negatively.					
29	Even though someone compliments me, I still have the feeling that I have not done well enough					
30	If I make only one mistake, than I will be looked down by others.					
31	I never feel satisfied with my success , because others find that is not remarkable					
32	If I do not succeed in something I wanted to do, than I see myself as weak in all fields					
33	I always compare myself with others who are better, so I always feel inferior.					
34	If I do not succeed in doing everything that others expect from me, than I will be judged as an incompetent person					

## Child PARQ : Father

## (Long Form)

نام یا شناختی نمبر..... تاریخ.....

اس سوالنامے میں کچھ ایسے بیانات ہیں جو اس رویہ پر مبنی ہیں جو عام طور پر والد یا سرپرست اپنے بچوں کے ساتھ رکھتے ہیں۔ آپ سے گزارش ہے کہ آپ ہر متعلق سوچیں کہ آپ کے ابو/والد/سرپرست آپ کے ساتھ کیسا برتاؤ کرتے ہیں اور ان کے رویے کے متعلق کونسا جملہ بالکل درست ہے۔ اگر بیان بالکل ہی ہے جیسا کہ آپ کے ابو/والد/سرپرست آپ کے ساتھ برتاؤ کرتے ہیں تو اپنے آپ سے پوچھیں؟

کیا یہ ہمیشہ صحیح ہوتا ہے؟ یا یہ کبھی کبھار صحیح ہوتا ہے؟

اگر آپ سوچیں کہ آپ کے ابو/والد/سرپرست ہمیشہ آپ کے ساتھ ایسا ہی برتاؤ کرتے ہیں تو ”تقریباً ہمیشہ صحیح“ والے خانے میں (X) لگا دیں۔ اگر بیان کبھار صحیح ہے تو ”بعض اوقات صحیح“ والے خانے میں (X) لگا دیں۔ اگر آپ محسوس کریں کہ بیان بنیادی طور پر آپ کے بارے میں صحیح نہیں ہے تو اپنے آپ سے پوچھیں کیا یہ بیان بہت کم صحیح ہے؟ یا یہ کبھی صحیح نہیں ہے؟

اگر یہ بیان کبھی کبھار صحیح ہے تو ”بہت کم صحیح“ والے خانے میں (X) لگائیں۔ اگر یہ تقریباً کبھی صحیح نہیں ہے تو ”تقریباً کبھی نہیں“ والے خانے میں (X) لگائیں۔ یاد رکھیں کسی بھی بیان کا جواب صحیح یا غلط نہیں ہے۔ مہربانی سے سچا جواب دیں۔ ہر بیان کا جواب سوچ سمجھ کر دیں اور یہ واضح کرنے کی کوشش کریں کہ اصل میں کونسا صحیح ہے۔ مثلاً اگر آپ کے ابو/والد تقریباً ہمیشہ آپ کو گلے لگاتے اور چومتے ہیں جب بھی آپ کچھ اچھا کرتے ہیں تو آپ اس طرح نشان لگائیں۔

میرے ابو/والد		میرے والد کے متعلق صحیح ہے		میرے والد کے متعلق صحیح نہیں ہے	
تقریباً ہمیشہ صحیح	بعض اوقات صحیح	بہت کم صحیح	تقریباً کبھی نہیں	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	جب میں اچھا کام کرتا / کرتی ہوں تو مجھے گلے لگاتے اور چومتے ہیں۔	

دستخط شامل کنندہ.....





نمبر شمار	میرے ابو/والد	بیانات	تقریباً بیشد صحیح	بعض اوقات صحیح	بہت کم صحیح	تقریباً کبھی
24	اتنے مصروف رہتے ہیں کہ میری بات کا جواب تک نہیں دیتے۔		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	مجھے محسوس ہوتا ہے کہ وہ مجھے پسند نہیں کرتے۔		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	اتجھے کاموں پر میری تعریف کرتے ہیں۔		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	بہت جلد غصے میں آ کر مجھے مارنے لگتے ہیں۔		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	اس بات کا خیال رکھتے ہیں کہ میرے دوست کیسے ہیں۔		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	میرے ہر کام میں دلچسپی لیتے ہیں۔		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	مجھے بہت سی تکلیف دہ باتیں کہتے ہیں۔		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	جب میں انہیں مدد کرنے کے لیے کہوں تو کوئی توجہ نہیں دیتے۔		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	جب میں کسی وجہ سے پریشان ہوں تو سمجھتے ہیں اس میں میری غلطی ہے۔		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	مجھے اس بات کا احساس دلاتے ہیں کہ وہ مجھ سے پیار کرتے ہیں اور انہیں میری ضرورت ہے۔		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34	مجھے بتاتے رہتے ہیں کہ میں نے انہیں پریشان کر رکھا ہے۔		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35	مجھے بھرپور توجہ دیتے ہیں۔		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36	میرے اتجھے کاموں پر مجھے سراہتے ہیں۔		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37	ہر وقت میرے احساسات کو ٹھیس پہنچاتے ہیں۔		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38	تمام اہم باتیں بھول جاتے ہیں جو میرے خیال میں انہیں یاد رکھنی چاہئیں۔		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39	میرے بدتمیزی کرنے پر ناراضگی کا اظہار کرتے ہیں۔		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40	مجھے احساس دلاتے ہیں کہ میرا ہر کام ان کے لیے اہم ہے۔		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41	میں جب کوئی غلطی کرتا کرتی ہوں تو مجھے ڈراتے دھمکاتے ہیں۔		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42	میرے ساتھ وقت گزارنا پسند کرتے ہیں۔		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43	میں جب خوف زدہ اور پریشان ہوں تو میری مدد کرنے کی کوشش کرتے ہیں۔		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44	اگر میں بدتمیزی کروں تو میرے دوستوں کے سامنے مجھے شرمندہ کرتے ہیں۔		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45	مجھ سے دور رہنے کی کوشش کرتے ہیں۔		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46	دوسروں سے میری شکایتیں کرتے ہیں۔		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47	میری سوچ کی پرواہ کرتے ہیں اور چاہتے ہیں کہ میں اس کے بارے میں ان سے بات کروں۔		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48	دوسرے بچوں کو ہمیشہ مجھ سے بہتر سمجھتے ہیں چاہے میں کچھ بھی کر لوں۔		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

نمبر شمار	بیانات	تقریباً بیشد صحیح	بعض اوقات صحیح	بہت کم صحیح	تقریباً کبھی نہ
49	میرے ابو/والد				
49	جب پروگرام بناتے ہیں تو میری پسند کا خیال رکھتے ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50	مجھے ہر وہ کام کرنے دیتے ہیں جو میرے لیے اہم ہو۔ چاہے ایسا کرنا ان کے لیے کتنا مشکل ہو۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51	سمجھتے ہیں کہ دوسرے بچوں کا طرز عمل مجھ سے بہتر ہے۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52	چاہتے ہیں کہ ان کی بجائے دوسرے لوگ (مثلاً رشتے دار یا ہمسائے) میرا خیال رکھیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53	مجھے بتاتے ہیں کہ انہیں میری ضرورت نہیں ہے۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54	میرے کاموں میں دلچسپی لیتے ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55	جب میں اداس/پریشان یا بیمار ہوتا/ہوتی ہوں تو مجھے خوش رکھنے کی کوشش کرتے ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56	مجھے بتاتے ہیں کہ میرے بدتمیزی کرنے پر انہیں کتنی شرمندگی محسوس ہوتی ہے۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57	مجھے بتاتے رہتے ہیں کہ وہ مجھ سے پیار کرتے ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58	مجھ سے محبت بھر اسلوک کرتے ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59	میرے بدتمیزی کرنے پر مجھے اس کا احساس دلاتے اور شرمندہ کرتے ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60	مجھے خوش رکھنے کی کوشش کرتے ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Child PARQ: Mother (Long Form)

..... نام یا شناختی نمبر..... تاریخ.....

اس سوالنامے میں کچھ ایسے بیانات ہیں جو اس رویہ پر مبنی ہیں جو عام طور پر امی یا والدہ اپنے بچوں کے ساتھ رکھتے ہیں۔ آپ سے گزارش ہے کہ آپ ہر جملے متعلق سوچیں کہ آپ کی امی یا والدہ آپ کے ساتھ کیسا برتاؤ کرتی ہیں اور ان کے رویے کے متعلق کونسا جملہ بالکل درست ہے۔ اگر بیان بالکل ویسا ہی ہے کہ آپ کی امی یا والدہ آپ کے ساتھ برتاؤ کرتے ہیں تو اپنے آپ سے پوچھیں؟

کیا یہ ہمیشہ صحیح ہوتا ہے؟ یا یہ کبھی کبھار صحیح ہوتا ہے؟

اگر آپ سوچیں کہ آپ امی یا والدہ / سرپرست ہمیشہ آپ کے ساتھ ایسا ہی برتاؤ کرتی ہیں تو ”تقریباً ہمیشہ صحیح“ والے خانے میں (X) لگادیں۔ اگر بیان کبھی صحیح ہے تو ”بعض اوقات صحیح“ والے خانے میں (X) لگادیں۔ اگر آپ محسوس کریں کہ بیان بنیادی طور پر آپ کے بارے میں صحیح نہیں ہے تو اپنے آپ سے پوچھیں کیا یہ بیان کبھی کبھار صحیح ہے؟ یا یہ کبھی صحیح نہیں ہے؟

اگر یہ بیان کبھی کبھار صحیح ہے تو ”بہت کم صحیح“ والے خانے میں (X) لگائیں۔ اگر یہ تقریباً کبھی صحیح نہیں ہے تو ”تقریباً کبھی نہیں“ والے خانے میں (X) لگائیں۔

یاد رکھیں کسی بھی بیان کا جواب صحیح یا غلط نہیں ہے۔ مہربانی سے سچا جواب دیں۔ ہر بیان کا جواب سوچ سمجھ کر دیں اور یہ واضح کرنے کی کوشش کریں کہ اصل میں کیا ہے۔ مثلاً اگر آپ کی امی یا والدہ تقریباً ہمیشہ آپ کو گلے لگاتی اور چومتی ہیں جب بھی آپ کچھ اچھا کرتے ہیں تو آپ اس طرح نشان لگائیں۔

میری امی / والدہ			
میری امی / والدہ کے متعلق صحیح ہے	میری امی / والدہ کے متعلق صحیح ہے	میری امی / والدہ کے متعلق صحیح نہیں ہے	میری امی / والدہ کے متعلق صحیح نہیں ہے
تقریباً ہمیشہ صحیح	بعض اوقات صحیح	بہت کم صحیح	تقریباً کبھی نہیں
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
جب میں اچھا کام کرتا کرتی ہوں تو مجھے گلے لگاتی اور چومتی ہیں۔			

..... دستخط شامل کنندہ.....

نمبر شمار	بیانات	تقریباً بیشد صحیح	بعض اوقات صحیح	بہت کم صحیح	تقریباً بیشد صحیح
1	میرے بارے میں اچھی باتیں کرتی ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	جب میں بدتمیزی کرتا/کرتی ہوں تو مجھے ڈانٹتی ڈپٹی ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	مجھے بالکل توجہ نہیں دیتیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	دراصل مجھے پیار نہیں کرتیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	میرے ساتھ مل کر پروگرام/منصوبے بناتی ہیں اور میری رائے کو اہمیت دیتی ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	جب میں ان کی بات نہیں مانتا/مانتی تو دوسروں سے میری شکایت کرتی ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	مجھ میں بھرپور دلچسپی لیتی ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	چاہتی ہیں کہ میں دوستوں کو گھر بلاؤں اور میرے دوستوں کی موجودگی میں گھر کا ماحول خوشگوار بناتی ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	میرا مذاق اڑاتی ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	جب تک میں انہیں تنگ نہ کروں مجھ پر دھیان نہیں دیتیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	جب انہیں غصہ آتا ہے تو مجھ پر چیختی چلاتی ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	جو باتیں میرے لیے اہم ہوتی ہیں میں وہ انہیں آسانی سے بتا سکتا / سکتی ہوں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	میرے ساتھ سختی سے پیش آتی ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	میرے ساتھ خوش رہتی ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	اچھا کام کرنے پر میری حوصلہ افزائی کرتی ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	مجھے بلاوجہ مارتی ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	جو کچھ انہیں میرے لیے کرنا ہوتا ہے وہ بھول جاتی ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	مجھے ایک مصیبت سمجھتی ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	دوسروں کے سامنے میری تعریف کرتی ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	جب انہیں غصہ آتا ہے تو مجھے سخت مزادیتی ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	میرے کھانے پینے کا خاص خیال رکھتی ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	مجھ سے محبت اور شفقت سے پیش آتی ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	نہیں مجھ پر بہت جلد غصہ آجاتا ہے۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

47	کروں۔ سب سے زیادہ سے زیادہ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46	دوسروں سے تفریق کرنا ہے۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45	بھڑکنا اور بھڑکانا ہے۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44	اگر میں بدلتا ہوں تو سب سے بدلتا ہوں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43	جس وقت میں کسی کو کھانا کھاتا ہوں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42	میرے پاس وقت اور مکان ہے۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41	جس وقت میں کسی کو کھانا کھاتا ہوں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40	بچہ کھانا کھاتا ہے۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39	میرے پاس کھانا ہے۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38	وہ کھانا کھاتا ہے جس میں کھانا ہے۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37	میرے پاس کھانا ہے۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36	میرے پاس کھانا ہے۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35	بچہ کھانا کھاتا ہے۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34	بچہ کھانا کھاتا ہے۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	بچہ کھانا کھاتا ہے۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	جس میں کھانا ہے۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	جس میں کھانا ہے۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	بچہ کھانا کھاتا ہے۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	میرے پاس کھانا ہے۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	اس میں کھانا ہے۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	میرے پاس کھانا ہے۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	میرے پاس کھانا ہے۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	بچہ کھانا کھاتا ہے۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	اس میں کھانا ہے۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	سب سے زیادہ سے زیادہ						
نمبر شمار							

60	بچہ فوٹو رکھنے کو پیش کرتی ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59	بچہ کو پیش کرنے پر تیار نہیں ہوتی ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58	بچہ کو پیش کرنے پر تیار نہیں ہوتی ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57	بچہ کو پیش کرنے پر تیار نہیں ہوتی ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56	بچہ کو پیش کرنے پر تیار نہیں ہوتی ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55	بچہ کو پیش کرنے پر تیار نہیں ہوتی ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54	بچہ کو پیش کرنے پر تیار نہیں ہوتی ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53	بچہ کو پیش کرنے پر تیار نہیں ہوتی ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52	بچہ کو پیش کرنے پر تیار نہیں ہوتی ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51	بچہ کو پیش کرنے پر تیار نہیں ہوتی ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50	بچہ کو پیش کرنے پر تیار نہیں ہوتی ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49	بچہ کو پیش کرنے پر تیار نہیں ہوتی ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48	بچہ کو پیش کرنے پر تیار نہیں ہوتی ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
نمبر شمار	بچہ کو پیش کرنے پر تیار نہیں ہوتی ہیں۔	بچہ کو پیش کرنے پر تیار نہیں ہوتی ہیں۔	بچہ کو پیش کرنے پر تیار نہیں ہوتی ہیں۔	بچہ کو پیش کرنے پر تیار نہیں ہوتی ہیں۔	بچہ کو پیش کرنے پر تیار نہیں ہوتی ہیں۔





Demographic Information Form

Age: \_\_\_\_\_

Gender: Male  Female

Education: 8<sup>th</sup> Grade  9<sup>th</sup> Grade  10<sup>th</sup> Grade

Father's Education \_\_\_\_\_

Mothers Education \_\_\_\_\_

Number of Siblings \_\_\_\_\_

Birth Order \_\_\_\_\_

Family's Monthly income \_\_\_\_\_

Social Economic Status Lower  Middle  Upper

Family System: Joint  Nuclear

Parent working Only Mother  Only Father  Both



**Ronald and Nancy Rohner Center  
for the Study of Interpersonal Acceptance and Rejection**

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**Human Development & Family Studies, Box U-1058, University of Connecticut,  
Storrs, CT 06269-1058 USA**

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December 15, 2017

Permission is granted to **Nosheela Tabassum** to reproduce and use any measures provided by Rohner Research Publications (hereinafter, "RRP") for use in a research project. In addition, in exchange for the permission granted above, Nosheela agrees to supply RRP with completed results, in whatever form, and hereby grants a license to RRP to use such research results for interpretation, citation, and archiving.

Scoring and data storage is available at no cost by registering this project. Please use the HELP video for guidance. Refer to Prof. Dr. Md. Mussaffa Butt for further help with scoring.

Warm regards,

A handwritten signature in black ink, appearing to read "Ronald P. Rohner".

Ronald P. Rohner, Ph.D., CEO  
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[rohner@uconn.edu](mailto:rohner@uconn.edu)

## Appendix E-2

**From:** NosheelaChaudhry<nosheela\_91@hotmail.com>  
**Sent:** 06 November 2017 07:34:27  
**To:** Marks, Isaac  
**Subject:** Permission for the WSAS

Respected sir,

Hope you are doing well. My name is NosheelaTabassum and I am a student of M.Sc. Psychology at National Institute of Psychology, Quaid-i-Azam University, Islamabad, Pakistan. I am going to conduct a research titled "Relationship between Parental Rejection and Social Adjustment Problems among school children :Mediation by Inferiority Complex " under the supervision of Dr. Jamil A. Malik

In connection with this research, I want to use Work and Social Adjustment Scale developed by you. Therefore, I request your permission to use your well-established scale for my research. I would appreciate your kind support if you permit to use above mentioned scale at the earliest possible convenience enabling me complete my research in a timely manner. Also please permit me for modification of the scale

Considering your significant contributions to this construct, if you could share some information, suggestions or guidance relevant to my research topic, I would be very grateful. I am looking forward for favorable response from your side. Thank you.

Kind regards  
Nosheela.

Reply|  
Yesterday, 11:04 AM  
You

Permission granted to use and modify the WSAS. I can't comment on your research - good luck with it. Best Wishes, Isaac Marks  
Marks, Isaac <isaac.marks@kcl.ac.uk>



Dr. Muhammad Ajmal

# National Institute of Psychology

Centre of Excellence

QUAID-I-AZAM UNIVERSITY, ISLAMABAD

F. No. D-107-1(24)/M.Sc/Spring/2016-Admin

Dated: 18-12-2017

## TO WHOM IT MAY CONCERN

National Institute of Psychology, Quaid-i-Azam University, Islamabad, is a research Institute. It offers a two-year M.Sc degree program in Psychology. As a requirement for the degree, present research work has been designed to complete the research during fourth semester.

**Ms. Nosheela Tabassum** (M.Sc Student Session Spring-2016-2017) registration no. 01211611021 is carrying out research "**Relationship between Parental Rejection and Social Adjustment Problems among School Children: Mediation by Inferiority Complex**". She needs to collect data from your school in order to complete her research. Your cooperation can be of great help in the completion of her task, and will certainly serve a big academic cause. We assure you that data will remain confidential and will be used for research purpose only.

Thanks.

*Permission granted*

**MUHAMMAD AHSEN**  
Principal  
Islamabad Model College for Boys  
Islamabad

(Prof. Dr. Anita Kamal)  
Director



*Dr. Muhammad Ajmal*

# National Institute of Psychology

*Centre of Excellence*

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Thanks.

(Prof. Dr. Anita Kamal)  
**Director**

*Permission granted*  
*[Signature]*  
**Principal**  
**The REAL School**  
**Islamabad**



*Dr. Muhammad Ajmal*

# National Institute of Psychology

*Centre of Excellence*

QUAID-I-AZAM UNIVERSITY, ISLAMABAD

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Thanks.

*Permission granted*

(Prof. Dr. Anita Kamal)  
Director

*Principal*  
Allama Iqbal Model School  
Tariq Khan Islamabad



*Dr. Muhammad Ajmal*

# National Institute of Psychology

*Centre of Excellence*

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Thanks.

*Permission Granted*  
*Z. 19*

(Prof. Dr. Anila Kamal)  
Director