

## Perceived Parental Acceptance-Rejection, Academic Expectation Stress and Academic Achievement of Male and Female Students

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### ABSTRACT

The present study was intended to find out the status of perceive parental acceptance-rejection, academic expectation stress and academic achievement of male and female students. For this purpose, Bengali version of Parental Acceptance Rejection Questionnaire (Adult PARQ), Academic Expectation Stress Inventory (AESI) was administered on 200 respondents including 100 males and 100 females. Result revealed that there was a significant ( $P < 0.05$ ) negative correlation between parental acceptance rejection and academic expectation stress of male and female students. A significant ( $P < 0.05$ ) negative correlation was also exist between parental acceptance-rejection and academic achievement of male and female students. However, academic achievement was found to be higher in female students than that of the male students.

**Keywords:** *Parental acceptance rejection, Academic expectation, Stress, Achievement, Students*

Parents are the most important person in everyone's life. Generally, parents are the person who give birth and take care of the offspring. When a child born it remain very helpless and with the help of parents it become a complete human and a healthy parent offspring relationship is very helpful or necessary for an adult to be a complete human. The term parents are defined in PAR theory (Rohner et.al., 2005) as any person who has a major or less long term care giving responsibility for a child. Such person may be biological or adoptive parents, older sibling's grandparents, other relatives or even non-kinspersons. A great deal of research has concentrated on the quality of parent child relationship characterized by parental acceptance (love) and rejection (lack of love). The conducted researches reported that parental acceptance rejection is one of the major predictors of psychological sanctioning and different aspects of personality development for both children and adults universally (Rohner

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and Khaleque, 2005, Rohner, 1975, Khaleque and Rohner, 2002). According to PAR theory, parental acceptance rejection refers to warmth dimension of parenting with parental acceptance at the positive end of the continuum and parental rejection at the negative end (Rohner and Britner, 2002). Parental acceptance refers to the love, affection, care, comfort, support, nurturance and other such behaviors that parents can feel or expressed towards their child. On the other hand, parental rejection is the absence or withdrawal of warmth, love, support or affection by parents from their child. Freeman (1965) defined academic achievement as the quantity and quality learning attended in a subject of study or group of subjects after a period of instructions. Academic achievement is considered as a key criterion to judge one's total potentialities and capabilities. It refers to the degree or the level of success attained in some specific departmental tasks, especially scholastic performance. In this sense academic achievement means the attained ability to perform departmental tasks which can be general or specific to a given subject matter. Academic stress is the unpleasant psychological situations that occur due to the educational expectations from parents, teachers, peers and family members, pressure of parents for academic achievement, present educational and examination system, burden of homework etc. (Hossain et al., 2018). It is a mental distress with respect to some anticipated frustration associated with academic failure or even an awareness of possibility of such failure (Hossain et al., 2018; Gupta and Khan, 1987). Academic stress among students have long been researched on, and researchers have identified stressors as too many assignments, competitions with other students, failures and poor relationships with other students or lecturers (Hossain et al., 2018). Academic problems have been reported to be most common source of stress for students. Stress in family like divorce, intrapersonal conflicts and maternal depression leads to stress in the adolescents, which deteriorates functioning (Hossain et al., 2017 & 2018; Hossain Rex Forehand et al, 1991). According to student's point of view, usually the most irritating daily hassles are university related stressors such as constant pressure of studying, too little time, writing term papers, taking tests, future plans and boring instructor. Students experienced academic stress arising from both their own expectations to excel as well as expectations arising from their parents and teachers (Ang and Huan, 2006). There are various coping strategies used by students when experiencing academic stress. Some resort to avoidant coping, alcohol/drug abuse, denial and behavioral disengagement; while others cope actively through acceptance, planning, and positive reframing and taking the necessary steps to overcome the academic stress (Reddy et al., 2007). Sapru (2006) found that majority of adolescents in the stressed and unstressed groups were in the age group of 14–16 years. Stressed adolescents perceived academics as burdensome. Parental acceptance rejection is one of the main affecting element of academic achievement and academic expectation stress of a student. Both of them are usually either positively or negatively affected. So it can be said that the more the parents involve in the process of imparting education to their offspring the more the offspring might excel in their academic career and to become the productive and responsible member of society (Rafiq et al., 2013). Based on the above information, the main objective of the study was to assess the perceive parental acceptance rejection, academic expectation stress and academic achievement of male and female student's.

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### OBJECTIVES

Some specific objectives of the present study were as follows:

- i) To determine if there is any significant difference of parental acceptance rejection between male and female student's.
- ii) To determine if there is any significant difference of academic expectation stress between male and female student's.
- iii) To determine if there is any significant difference of academic achievement between male and female student's.
- iv) To see the relationship, if any between the parental acceptance rejection, academic expectation stress and academic achievement of male.
- v) To see the relationship if any between the parental acceptance rejection, academic expectation stress and academic achievement of female student's.

### METHODOLOGY

#### *Participants*

Two hundred (200) students including 100 males and 100 females were selected purposively from several department of university of Rajshahi. The age ranges of the respondents were 21-25 years and their educational level was varied from undergraduate second year to graduate (masters).

#### *Instruments used*

The following tools were used in this study:

##### **1. Personal Information Form (PIF):**

The PIF elicited demographic, personal and social information that included respondent's age, gender, educational qualification and GPA.

##### **2. Parental Acceptance Rejection Questionnaire (Adult PARQ):**

The Bengali version of parental acceptance rejection questionnaire adapted by Jesmine et al. (2007). was used in the current study. It's a self-report and four point likert-type measures consisting of 60 items designed to assess individual's perceptions of parental and maternal acceptance or rejection and control. In the questionnaire, respondents are asked to reflect on their father or mother's behaviour toward them when they were about 7 through 12 years old, means when they were growing up at home. Each version consists of four sub-scales e.g. Warmth/Affection, Hostility/Aggression, Indifference/Neglect and Undifferentiated rejection. Respondents were given marks as 4 for almost always true, 3 for sometimes true, 2 for rarely true and 1 for almost never true in case of positive items and the reverse scoring was made in case of negative items. The ideal form of adult PARQ is designed conceptually in such a way that express at or above 150 reveals the experience of significantly more rejection than acceptance, scores between 140 and 149 reveal that respondents experienced high level rejection but not overall rejection than acceptance. The intermediate scores of 121 to 139 reveal the feeling of increasing but not get serious love-withdrawal (rejection). On the other hand, scores between 60 and 120 reveal individuals parental love. The total PARQ score extracted out from the following formula: [Total PARQ = (100-W/A) +H/A+I/N+U/R]. The reliability coefficient as measured by split half, Cronbach Alpha and composite reliability

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methods were 0.94, 0.95 and 0.95 for PARQ (father) and 0.89, 0.92 and 0.92 for PARQ (Mother).

### 3. Academic Expectation Stress Inventory (AESI):

The Bengali version of this scale was used to measure the academic expectation stress based on five point likert-type measures consisting of 9 items. The 9 item scale has two subscales e.g. expectation of parents/teachers (five items) such as I feel that I have disappointed my parents when my test/exam results are poor and expectation of self (four items) such as I feel stressed when I don not study up to my own standard. Respondents rated each statement on a 5-point likert scale ranging from 1 (never true) to 5 (Almost always true). The possible total score ranges between 9 to 45, with higher scores indicating greater stress and vice versa. Test-retest reliability of Bengali version of the scale on 140 adult sample from Rajshahi University student was 0.913 and the parallel form reliability was 0.743.

### 4. Academic Achievement (AA):

The academic achievement was measured from the grade point average of the respondent's previous year. Here the higher GPA indicated better academic achievement.

### *Data Collection Procedure*

Standard data collection procedure was followed in this study to collect data from the respondents. The data were collected randomly from 200 students of Rajshahi University. After establishing proper rapport, questionnaires were administered to each of the 200 respondents individually. The respondents were properly instructed to read the items of the scale attentively and to respond carefully. They were also requested not to omit any item in the questionnaire and told that there was no right and wrong answer and no time limit for answering. They were assured that the data would be kept confidential and would be used only for research purpose. After completion of their task, the questionnaires were collected and they were given a lot of thanks for their sincere cooperation.

### *Statistical Analysis*

After collection of each questionnaire, data were assembled and analyzed conferring to the purposes of the study. Obtained data were analyzed using Statistical Package for Social Science (SPSS, version 20) software.

## **RESULTS**

Results reported in Table 1 revealed a non-significant difference ( $df = 198, t = 1.22, P > 0.05$ ) in perceived parental acceptance-rejection of adult male ( $M = 112.22, SD = 20.81$ ) and female ( $m = 107.42, SD = 18.46$ ). Again, the results revealed a significant difference ( $df = 198, t = 7.13, P < 0.05$ ) in academic expectation stress of male ( $M = 27.86, SD = 4.31$ ) and female ( $M = 34.34, SD = 4.75$ ). The result also showed a significant difference ( $df = 198, t = 2.81, P < 0.05$ ) in academic achievement of male ( $M = 3.35, SD = 0.234$ ) and female ( $m = 3.49, SD = 0.239$ ).

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**Table 1. Differences in Parental Acceptance-Rejection, Academic Expectation Stress and Academic Achievement of Male and Female Student's.**

	Gender	Mean	SD	Df	t	P
PARQ	Male	112.22	20.81	198	1.22	0.05
	Female	107.42	18.46			
AESI	Male	27.86	4.31	198	7.13	0.05
	Female	34.34	4.75			
GPA	Male	3.35	0.234	198	2.81	0.05
	Female	3.49	0.239			

Table 2 indicates a significant negative correlation between parental acceptance rejection and academic expectation stress of adult male ( $r = -0.622$ ,  $P < 0.01$ ) and female student's ( $r = -0.881$ ,  $P < 0.01$ ). Again, it specified a significant negative correlation between parental acceptance rejection and grade point average or academic achievement of male ( $r = -0.411$ ,  $P < 0.01$ ). The result also signposted a significant negative correlation between parental acceptance rejection and grade point average of adult female ( $r = -.892$ ,  $P < 0.01$ ). However, a significant positive correlation was observed between grade point average or academic achievement and academic expectation stress male ( $r = 0.773$ ,  $p < 0.01$ ) and female students ( $r = 0.523$ ,  $p < 0.01$ ).

**Table 2. Correlation among parental acceptance- rejection, academic expectation stress and academic achievement of male and female student's.**

	PARQ	AESI	GPA
PARQ		-0.881**	-0.892**
AESI	-0.622**		0.823**
GPA	-0.411*	0.773**	

\*\*Significant ( $P < 0.01$ )

Correlation above the diagonal are for female student's and below the diagonal are for male student's.

## **DISCUSSION**

The main objective of the present study was to evaluate status of perceive parental acceptance rejection, academic expectation stress and academic achievement of male and female student's. In Table 1 the result indicated that mean score for perceived parental acceptance rejection among both males and female student's indicated that they perceived their mothers and fathers to be loved and accepted. Because, it had described in the ideal form of adult PARQ that scores between 60 and 120 reveal individuals parental love since the mean score found was 112.22 for male and 107.42 for female that reveals both of them were perceived loving and accepting. Though the mean score of female is lower (e.g. lower score means higher acceptance), however, there was no statistically significant difference in perceived parental acceptance and rejection between the male and female students. It might be the fact that every parents loves their offspring and when a child born it remain very helpless and

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gradually it become a complete human from the care of parents. So, both male and female perceived loved and accepted by their parents. The present result also supported by the existing literature (Aktar and Nahar, 2014) showed that both men and women perceived their mothers as well as fathers to be fairly accepted. No significant gender difference was found in perceived maternal and paternal acceptance. Takalic and Cicmanovic (2014) administrated a study on the sample consisted of 269 high school students and indicated the same result. Similar findings were also reported by Glavak-Tkalic et al. (2012).

Again, in the field of academic expectation stress, result indicated a significant difference between male and female student's regarding expectations as source of academic stress. Although it must be noted that the male respondents were also affected by expectation, stress but not as much as female respondents. This might be because of, females are more like to compete and win to be noticed and love by all, worry a lot about everything and everybody, worry and get anxious about taking test. Previous literature also supported the present situation observed in this study. Busari (2012) reported a significant difference in the perceptions of self-expectations related stressors between the male and female respondents. The study of Gentry et al. (2007) and Calaguas (2013) also indicated the same results. In addition, academic achievement was found to be differed significantly ( $P < 0.05$ ) between male and female student's, which indicated that female had higher GPA than their male counterpart. This might be due to the fact that female students are always encouraged to spend their free time studying at home or in the university library. However, male students are usually free to leave the home at any time and spend less time in studying. Coley (2001) observed that female scored higher than males in reading and writing across all ethnic and age groups. Educational statistics have indicated that females are outperforming males at all levels of the school system, attaining more school and post school qualifications and attending university in higher number (Alton-Lee & Praat 2001, Mullis et. al. 2003). Relatively similar findings were also reported by previous literatures (Jabor et al., 2011; De Baz, 1994; Blosser, 1990).

In Table 2 the results indicated a significant negative correlation between parental acceptance rejection and academic expectation stress of male students. That is, the lower parental acceptance rejection scores (e.g. lower scores indicate more parental acceptance) will be the higher academic expectation stress (e.g. higher scores indicate high academic expectation stress) of male students. Again, it indicated there was a significant negative correlation between parental acceptance rejection and academic achievement of male students. Besides, it indicated a significant positive correlation between academic achievement and academic expectation stress. That is, the higher the academic expectation stress will be the higher academic achievement of male student. Naturally, parental acceptance has a significant correlation with male academic expectation stress. When a parent will love, care and support their male offspring then the offspring would also have tried their best to fulfill their parental expectation and this trying would create academic expectation stress among them. However, this is not always true, because, sometimes the male become careless and they join various

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university activities (like politics, playing sports, etc) among their higher priorities than preparing for academic work. As a result, they had no highly significant correlation between parental acceptance rejection and male's student academic achievement. Moreover, every student has a tendency to feel stress about their academic achievement and this academic expectation stress help the male student's to get a better academic achievement.

The present study revealed that a significant negative correlation between parental acceptance rejection and academic expectation stress of female students. That is the lower the parental acceptance rejection scores (e.g. lower scores indicates more parental acceptance) will be the higher the academic expectation stress (e.g. higher scores indicate high academic expectation stress) of female student's. Again, it also indicates a significant negative correlation between parental acceptance rejection and academic achievement of female student's. That is the lower the parental acceptance rejection scores (e.g. lower scores indicate more parental acceptance) will be the higher the academic achievement (e.g. higher scores indicate high academic achievement). On the other hand, a significant positive correlation between academic expectation stress and academic achievement of adult female was observed in this study, which indicated that if the academic expectation stresses higher, there will be a higher academic achievement. Females are always very emotional and thought that their parents are hopeful about their better academic achievement and if they would be unable to fulfill their hope then they will be sad. This emotional thought brings academic expectation stress among female. Consequently, this stress makes them able to get better academic achievement. On the other hand, female also have a tendency to get other's care and consciousness. This tendency is also creating higher academic expectation stress among them and it is related to their high academic achievement.

### CONCLUSION

The present study highlighted important areas of research in the field of psychology. However, this study administrated only to a limited numbers of students (200) from University of Rajshahi, Bangladesh. So, it cannot be claimed as representative of all the students of Bangladesh. In this research, only parental acceptance rejection, broadly parents and/ teacher's expectation and self-expectation were described as source of academic expectation stress and determiner of academic achievement but many other important factor had ignored. So, further researcher should be designed with more variables like teacher acceptance-rejection, partner acceptance rejection, socio economic condition etc. to evaluate their effect on academic expectation stress and academic achievement of male and female student's. It can be argued that the problem of researching parental acceptance rejection, academic expectation stress and academic achievement is too vast to be dealt with in such a short study. However, it throws light into this area, which needs further studies and exploration.

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### **Conflict of Interest**

There is no conflict of interest.

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