

# **Interpersonal Acceptance-Rejection and Adolescents' Positive Outcomes**

Summary

[主論文の要約]

AKTAR Rumana

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## **Abstract**

This dissertation presented the role of acceptance-rejection from parental and non-parental attachment figures on adolescents' academic, psychological, and social outcomes in light of interpersonal acceptance-rejection theory (IPARTheory, Rohner, 1975; Rohner & Lansford, 2017). The primary purposes were to examine the basic tenets of IPARTheory in the context of Japan to test the applicability of IPARTheory in the distinct cultural context of Japan. and to probe the roles of acceptance-rejection from multiple attachment figures (mother, father, best friend, and teacher) on adolescents' positive outcomes (academic achievement, a sense of authenticity, mental well-being, & prosocial behavior).

As human beings, we seek for satisfaction of emotional need, the need for positive response (or acceptance) from significant others or attachment figures throughout our life (Bowlby, 1969; Rohner & Lansford, 2017). The evidence-based theory of socialization and life-span development, the interpersonal acceptance-rejection theory (IPARTheory, Rohner, 1975; Rohner & Lansford, 2017) broadly explains the consequences of satisfaction or failure of having acceptance need from attachment figures. IPARTheory delineates interpersonal acceptance-rejection as two poles of warmth/love dimension of interpersonal relationships, and claims that individuals realize themselves to be accepted or rejected by the attachment figures in four principal ways, namely warmth and affection or coldness and lack of affection, hostility and aggression, indifference and neglect, and undifferentiated rejection— regardless of the variations in ethnicity, culture, gender, social class (Rohner & Lansford, 2017). However, there is no evidence to support this claim in the context of Japan. Although this theory has been validated in several cultural context and nations, has not been utilized and tested in the context of Japan. This study tended to examine the basic postulates of IPARTheory in the context of Japan.

Adolescence is a crucial developmental period characterized by significant changes in physiology, including the endocrine system, cognition, emotions, behavior, and interpersonal relationships (Žukauskienė, 2014). Although in adolescence, the need for acceptance becomes differentiated toward multiple attachment figures (parental and non-parental), majority of the studies related to adolescents focused either parental or non-parental relation with adolescents' outcomes. Furthermore, studies investigated parental role on adolescents' outcomes predominantly focused on maternal contributions, mostly overlooked the paternal importance (Cabrera, Brenda, Volling, & Barr, 2018). While adolescents' problem-oriented outcomes and psychopathology earned the greatest research attention, thankfully a recent growing research trend has been started to consider the promotion of positive functioning and outcomes among adolescents is more important than preventing psychopathy and negative outcomes (Allen, Kirschman, Seegan, & Johnson, 2017; Larson, 2006). However, how parental and non-parental acceptance-rejection contributes to adolescents' positive outcomes are little known. Therefore, this dissertation intended to address this gap.

Study 1 investigated the association between parental (maternal and paternal) acceptance-rejection and adolescents' academic achievement with regards to PARTheory (Chapter 2). Study 2a aimed to test the basic tenets of IPARTheory (i.e., whether individuals perceive acceptance-rejection from mothers and fathers in integrating four specific ways; and perceived acceptance-rejection from parents has a constant influence on individuals' psychological adjustment and functioning) within the Japanese context. This was done by adapting, validating, and developing a shortened version of the central measures (Child PARQ: mother & father) of IPARTheory, and through investigating the associations between parental acceptance-rejection, adolescents' sense of authenticity and mental well-being (Chapter 3). IPARTheory asserts that individuals in non-

parental relationships tend to perceive acceptance-rejection in the same specific four ways through which they perceive parental relations, and this perception of acceptance-rejection has a strong influence on the adolescents' psychological functioning. To test these suppositions, Study 2b aimed to adapt, validate, and develop a shorthand version of another central measure (Child TARQ) of the IPARTheory, as well as investigate the associations between teacher acceptance-rejection and adolescents' sense of authenticity (Chapter 4). In Study 3, shortened Japanese versions of Child PARQ and Child TARQ (derived from study 2) were applied, and the roles of perceived acceptance-rejection from multiple attachment figures (mothers, fathers, best friends, and teachers) on the adolescents' sense of authenticity and their prosocial behavior toward different targets were concurrently investigated (Chapter 5).

## **CHAPTER 1**

### **General Introduction**

Chapter 1 explains the construct of the interpersonal acceptance-rejection of IPARTheory, and the basic tenets and major measures. In the next part of this chapter discusses the role of adolescents' interpersonal acceptance-rejection on positive outcomes. Therefore, firstly, the relevant literature on parental acceptance-rejection and academic achievement are presented. Secondly, existing studies on parental acceptance-rejection and sense of authenticity and mental well-being are reported. Furthermore, past studies on teacher acceptance-rejection and sense of authenticity in adolescents are explained here. Thirdly, previous literature related to parental, best friend, and teacher acceptance-rejection and prosocial behavior are presented. Finally, the specific purposes and the outline of the dissertation explained.

## **CHAPTER 2**

### **Parental Acceptance-Rejection and Adolescents' Academic Achievement**

Chapter 2 shows the association between parental acceptance-rejection and adolescents' academic achievement (study 1). Although past literature has continued to point to the importance of parental acceptance in promoting adolescents' academic achievement, the majority of the studies addressed only mothers' role (e.g., Lai & Vadeboncoeur, 2012; Sheng, 2012). Few studies have examined the contribution of both father and mother acceptance on the adolescents' academic achievement but demonstrated mixed findings (Khan, Haynes, Armstrong & Rohner, 2010; Uddin, 2011). This study aimed to investigate the relationship between maternal and paternal acceptance and adolescents' academic achievement. The sample of the study consisted of 104 adolescent students

of 6th and 9th grades of schools in Bangladesh. The results demonstrated that maternal and paternal acceptance-rejection both are significantly associated with adolescents' academic achievement.

### **CHAPTER 3**

#### **Validation and Development of a Shortened Version of Child PARQ and Associations between Parental Acceptance-Rejection and Adolescents' Sense of Authenticity and Mental Well-being**

Chapter 3 presents the validation of Parental Acceptance-Rejection Questionnaire (Child PARQ) in the context of Japan and the association between parental acceptance-rejection and adolescents' sense of authenticity and mental well-being (study 2a). The Child PARQ, the central measure of IPARTheory, was validated to examine one of the basic tenets of this theory (i.e., individuals perceive acceptance-rejection from mother and father in a association of four specific ways). A challenge still prevails for Child PARQ (short form) is the length of measure if the mother (24 items) and father version (24 items) are administered together, which can lead to participants' response burden and boredom. Besides, researchers studying children in Japan have been confronting challenges in field data collection when the length of the questionnaires matter. This study aimed to adapt mother and father version of Child PARQ (short form) in Japanese culture and to examine their construct validity. This study also aimed at developing a shortened version of mother and father version with having similar properties as the original version. A mediational role of adolescents' sense of authenticity in the relationships between parental (maternal and paternal) acceptance-rejection and adolescents' mental well-being was investigated. The sample was comprised of 603 adolescents. CFA analysis confirmed a slightly modified version of the theoretically proposed four-factor model. The IRT approach resulted in an identical 18-item

shortened version for both in mother and father version. The SEM analysis demonstrated that adolescents' sense of authenticity significantly mediates the relation between perceived parental acceptance-rejection and mental well-being in adolescents. The multigroup SEM analysis revealed that the impact of parental acceptance-rejection on Japanese adolescents' sense of authenticity and mental health is invariant across boys and girls.

## **CHAPTER 4**

### **Validation and Development of a Shortened Version of Child TARQ and Association between Teacher Acceptance-Rejection and adolescents' Sense of Authenticity**

Chapter 4 demonstrates the validation of Teacher Acceptance-Rejection Questionnaire (Child TARQ) and association between teacher acceptance-rejection and adolescents' sense of authenticity (study 2b). To test a posit of IPARTheory that individuals in non-parental relationships tend to perceive acceptance-rejection in the same four ways that they perceive in parental relations, the purposes of this investigation were to adapt and evaluate the construct validity of Child TARQ in Japanese culture and to develop a shorten version that gives similar precision as the original one. This study further examined the relationship between teacher acceptance-rejection and a sense of authenticity in adolescent students, mediated by peer acceptance. Six hundred and three Japanese junior high school students responded in this study. CFA supported a somewhat revised version of the theoretically proposed four-factor model of the Child TARQ. The IRT approach resulted in the 18-item shortened version. The SEM analyses showed that teacher acceptance contributed to students' sense of authenticity directly, and peer acceptance partially mediated the relationship, and these associations were invariant across gender.

## CHAPTER 5

### **Associations between Acceptance-Rejection from Multiple Attachment Figures and**

#### **Adolescents' Prosocial Behavior: The Mediating role of Sense of Authenticity**

Chapter 5 describes the association between adolescents' acceptance-rejection from multiple attachment figures and prosocial behaviors toward multiple targets (study 3). Although the construct of prosocial acts has been considered as unidimensional, recently the features of prosocial acts are considered as multidimensional (Padilla-Walker & Carlo, 2014), especially when the prosocial development of adolescents is the interest of study. Few studies have explored the predictors of adolescents' prosocial behavior, mostly focusing on parental factors (particularly maternal), although it has been claimed that relationships with non-parental attachment figures (friend, teacher) were potential predictors of youth's benevolent actions (Eisenberg, Spinrad, & Knafo-Noam, 2015). Besides, findings of predictors are scattered across individual studies. Therefore, it is difficult to formulate a cohesive understanding of the nature of prosocial development and its predictors. This study investigated the association between adolescents' representation of acceptance-rejection from multiple attachment figures (father, mother, best friend, teacher) and prosocial behavior toward multiple targets (stranger, friends, & family). This study further examined whether adolescents' sense of authenticity mediates these associations. The sample of the present study was comprised of 784 Japanese adolescents. The SEM analysis suggested that paternal acceptance-rejection was significantly directly associated with three targets, maternal acceptance-rejection was indirectly associated with a stranger, and best friend and teacher acceptance-rejection was associated with prosocial acts to friends and family. Sense of authenticity mediated the relationship between maternal and best friend acceptance-rejection and prosocial behavior toward strangers.

## **CHAPTER 6**

### **General Discussion**

By supporting the basic tenets of the IPARTheory and providing evidence in the context of Japan, this dissertation contributes to the theoretical expansion of IPARTheory in a new context. The dissertation's findings verify the similar etic tendency of Japanese adolescents, i.e., they organize interpersonal acceptance-rejection by attachment figures into the theoretical four clusters of warmth, hostility, aggression, and undifferentiated rejection that was also found in other societies and cultures. Furthermore, the findings corroborate the significant role of both parental and non-parental acceptance-rejection on adolescents' outcomes. This study suggests the importance of father love for the development of Japanese adolescents, particularly in developing prosocial behavior among adolescents. The findings also show the mechanism of how adolescents' sense of authenticity (generative force of positive youth development) is influenced by parental and non-parental acceptance-rejection, which in turn not only feeds self well-being but also promotes social welfare.