Parental Acceptance-Rejection as Predictor of Pro-Social Behavior among Adolescents: Moderating role of Personality Types

By

Zeeshan Ahmad Khakh

Registration No. 126- FSS/MSCP/F-14

Supervised By
Dr. Asghar Ali Shah

A Dissertation Submitted to

DEPARTMENT OF PSYCHOLOGY

Faculty of social sciences

International Islamic university Islamabad

2017

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Clinical psychology
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Personality   "
Social   "

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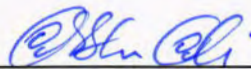In partial fulfillment of the requirements of the
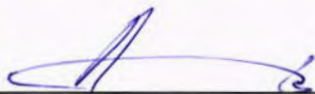
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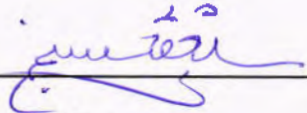**Zeeshan Ahmad Khakh**

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Supervisor

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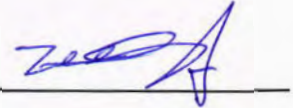Faculty of Social Sciences, IIUI

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Dean Faculty of Social Sciences

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DECLARATION

I solemnly declare that the research "Parental acceptance-rejection as predictor of pro-social behavior among adolescents: moderating role of personality types" is my personal work. It is neither plagiarized nor copied from any other source. I am submitting this research to Department of Psychology, International Islamic University.Islamabad for the award of the degree of M.S in Psychology. In future, I will not submit this research to any other institution for the award of any other degree.

Zeeshan Ahmad Khakh
February 21, 2017

CERTIFICATE

It is certified that M.S dissertation entitled "Parental acceptance-rejection as predictor of pro-social behaviors among adolescents: moderating role of personality types" prepared by Mr. zeeshan Ahmad Khakh is approved for submission to the Department of Psychology, International Islamic University Islamabad.

Dr. Asghar Ali Shah
(Supervisor)

DEDICATION

This dissertation is dedicated to my beloved father

ABDUL SATTAR KHAKH late

For his endless love, support and encouragement

PARENTAL ACCEPTANCE-REJECTION AS PREDICTOR OF PRO-SOCIAL BEHAVIOR AMONG ADOLESCENTS: MODERATING ROLE OF PERSONALITY TYPES

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Abstract

The present study aims to examine moderating effect of personality types and the relationship between parental acceptance rejection and pro-social Behaviors among adolescents. Parental Acceptance Rejection Questionnaire, Helping Attitude scale (HAS) and Mini-Marker Personality Inventory use for data collection from 300 adolescents.

Hierarchical regression analysis confirmed that personality types significantly moderated the relationship between parental acceptance and pro-social Behaviors. Findings also confirmed that personality types significantly moderated the relationship between parental rejection and pro-social Behaviors. The study has practice importance in the fields of clinical psychology, family psychology, personality psychology, social psychology and educational psychology.

INTRODUCTION

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Acknowledgement

All praise is due to Allah for His countless blessings, and His Last Prophet Muhammad (SAW), who enlightened the whole world with the light of knowledge, wisdom and truthfulness.

I sincerely acknowledge to my supervisor Dr. Asghar Ali Shah, Department of Psychology, International Islamic University Islamabad, for his unconditional support, proficient guidance and positive attitude. I am thankful to my best teacher Dr. Muhammad Naveed Riaz, University of Sargodha, Sargodha, who always support me in all fields of studies. I found him best career counsellor in my life and I can never forget his unconditional support and guideline. I am also thankful to my elder brother Muhammad Sufyan Shaheen who always support me in every task of my life especially in my studies and always, inspiring me to take advantage of the opportunities given to me in higher education

In the end, I am thankful to my family and friends for sharing the burdens of study and worries of life and for always being there. I am also thankful to all those who directly and indirectly helped me during my studies.

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Zeeshan Ahmad Khakh

21-02-2017

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The present study aims to examine moderating effect of personality types and the relationship between parental acceptance rejection and pro-social Behaviors among adolescents. Parental Acceptance Rejection Questionnaire, Helping Attitude scale (HAS) and Mini-Marker Personality Inventory use for data collection from 300 adolescents.

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Introduction

Literature shows that the feature of parent-child relationships characterized by parental acceptance and rejection characterized by love and lack of love respectively are major predictor of psychological functioning and development for both children and adolescents universally (Khaleque & Rohner, 2002; Rohner, 2002). A major part of the research on parent-child interactions' quality is based on Parental Acceptance-Rejection Theory (PAR Theory). Empirical work on PAR Theory was initiated in 1930 and till 2007, 2000 studies were conducted on this theory (Rohner, 2007). The PAR Theory is an empirically supported theory of socialization and lifespan development that predicts major causes, consequences, and other correlates of parental acceptance and rejection worldwide. PAR Theory predicts that parental rejection has consistent negative effects on the behavioural functioning of both children and adults worldwide (Rohner, 2004). The present study has also focused on the consequences of parental acceptance and rejection in terms of pro-social behaviours among adolescent.

The concept of parental-acceptance-rejection PAR theory was given by Rohner (2007). This PAR theory is based on two bipolar dimension acceptance is (presence of acceptance) and rejection (is absence of warmth) perceived by the child of parent behaviour. According to PAR theory every child has psychological need for love, endorsement, warmth and affection form people such as parents and close family members (Rohner, Khaleque, & Cournoyer, 2010). According to theory of PAR that children experiencing rejection experience more hostility, aggressive issues, dependent in social settings, with impaired self-esteem/ self-image, experience more self–adequacy as compare to children with more parental acceptance (Rohner, 2007).

Socialization theory of parental-acceptance-rejection theory identifies the parent acceptance and rejection of the child negatively effects the overall personality formation and personality development. Different researches and psychologist have highlighted that parental warmth expectations in childhood have major negative impact on emotional and is one of major reason behind the development of emotional disorders. Numerous western and indigenous researches have supported the same idea (Rohner, 2006; Riaz, 2005; Khaleque & Rohner, 2002; Kausar & Tabassum, 1990). Other researchers have indicated that the effect of parental rejection have mental well as physical consequence (Chyung & Lee, 2006; Khaleque, Laukala, & Rohner, 2006; Varan, Rohner, & Eryuksel, 2006; Ruan & Rohner, 2004).

According to parental acceptance rejection theory of socialization and life span development children belonging to accepting family have optimistic views about themselves, have more competency and adequate for themselves, feel freedom, develop proper relationships and have optimistic view about the world as compare to children belonging to rejection families (Kim &Rohner, 2003; Rohner, 2004). The significant development of empathy in adult due to parental relation has been sparse in literature review. The present study attempted to highlighted the role of parental acceptance rejection in relation to sympathy (South & Jarnecke, 2015). The results of the study highlighted that the positive parental acceptance is significant predictor of developing empathy in the children. Western as well as indigenous reserches have highlighted the significant relation between parent's acceptance rejection and psychological issues (Kourkoutas & Erkman, 2011; Erkman, Caner, Sart, Borkan, & Sahan, 2010; Ahmed, Gielen, & Al-Sabah, 2008). Parental acceptance enhances ego-strength (Ahmed, Al-Otaibi, & Gielen, 2008), social adjustment (Gulay, 2011), healthy relations with sibling

(Kanyas, 2008), emotional aptitude (Alegre & Benson, 2008) and help to reduce the psychological distress (Gulay, 2011; Majeed, 2009; Salahur, 2010).

Warmth Dimension of Parenting

The first dimension of parental acceptance theory is warmth dimension. The warmth dimension refers to feeling of warmth experienced by everyone from the parental figures. The warmth dimension includes loving verbal, emotional and nonverbal symbolic response by the parental figure (Rohner, 2010). Parental acceptance also involves parental care, love, nurturance, social support, and nurturance provided by the caregiver (Rohner, 2010). Parental acceptance has different medium of expression nonverbally in form of hugging, kissing, and cheering) and in verbal mechanism as praising, admiration, and appreciation of the child acts with loving responses (Kim &Rohner, 2003).

Rejection dimension of Parenting

The second dimension of the parental acceptance is parental rejection which refers to absence of affectionate feelings by the caregiver including hostile/hurting physical and verbal response by the parents. Multiple cross-cultural reserches have highlighted that parental rejection can be expressed in different manners such as (1) cold emotional response (2) hostile response (3) neglecting behaviour and (4) undifferentiated rejection (Kourkoutas & Tsiampoura, 2011). Different researches have defined undifferentiated rejection as individual perception of being rejected on contrary to clear existing evidence. Sometime the parents perceive their parental styles to be filled with warmth and affection in contrary to realistic responses. In rejection the parents mostly give hostile responses such as aggressive, resentment, hateful attitude, mocking child, shouting, immature comments, humiliating, responses which have bad impact on emotional and physical health of the child and which is cause of gap in

relation between child and the parent (Moore, 2011). According to Kagan (1978, p. 61) "parental rejection are the belief held by the children on contrary to realistic behaviour by the parents". A vast impact of parental-acceptance is symbolic presentation f each culture (Rohner & Rohner, 1980).

Parental Acceptance and Rejection Socio-Cultural Systems Model

According to PAR Theory's socio-cultural model the parental rejection acceptance is affected by the family, communal and socio-cultural background. This model focuses on consequences of the ecological background of the family and society as whole. The work of parental acceptance theory is rooted in historical work of Kardiner (1945) and (Whiting & Child, 1953). The present theory historical background could be found in research work of (Bronfenbrenner, 1994) ecological model, and (Berry, 2006) eco-cultural model. Socio-cultural model of parental acceptance rejection focuses on functional structure of family, manner of household organization, economic organization that is related with the survival of the population in social environment (Thiele, 2007). As these socio cultural factors have significant impact on the personality development and abnormal behaviour of the children's (Batool & Najam, 2009; Bierman, 2005).

Parental acceptance and rejection (PAR) have showed that parent child relation in childhood bave significant impact on personal enhancement of each child. Researches have linked parental acceptance has been linked with artistic abilities, artistic preferences, recreational and occupational choices in adults (Rohner & Khaleque, 2010). Other researchers have highlighted the link between parental acceptance rejection with enhanced social, expressive, and social-cognitive development of children (Caprara, Barbaranelli, Pastorelli, Bandura, & Zimbardo, 2000).

The feeling of parental acceptance has different consequences on emotional health of the child the feeling of being rejected in childhood become source of painful stimuli. Number of previous researches in previous decades have highlighted that parental acceptance rejection had negative impact on the personality development and personality functioning (Rohner & Rohner, 1975). Abusive and neglecting parent specially mother if have problematic interpersonal relation blame children for current condition despite working on interpersonal issues show critical behaviour, physical assault to child (Mavis & Parke, 2003).

Another research conducted by Matejcek and Kadubcova (1983), on parental warmth and affection had lower score on parental hostility, neglect and undifferentiated rejection, vice versa. The children belonging to less affectionate family styles had negative impact on un-favourable personality traits. Siblings with same parenting style have similar pattren of personality characteristics they were found to be happier, had more confidence and capability to handle life stresses (Ahmed, Rohner, & Carrasco, 2012).

Other researches attempted to highlight the relation between perceived parental acceptance-rejection and juvenile delinquency among adolescents. The results of the study highlighted that children belonging to less aggressive, neglecting parents, and less rejecting mother and father were less on delinquent behaviour as compare to delinquent adolescents. Whereas parental rejection led to more delinquent behaviour among the adolescents (Rafail & Haque, 1999). Another study by Solangi (2012) explored the effect of parental acceptance-rejection on personality development between home and status offender's children. Results showed that home children have more interactive relation with parents and experience less neglect and have better personality development as compare status offender's children.

Number of previous researches have highlighted strong link between neglecting parents and emotional instability, poor personality maturity and personality functioning (Hoffman, 2000). As the children learn acceptable behaviour by observing the parents the bad impact of children have negative consequences of negative emotional development of the children (Supple, 2001). Similarly, the parent accepting behaviour have significant positive impact on enhanced peer relation in children as children learn better social skills by interacting appropriately with the parents (Varan, Rohner, & Eryuksel, 2006).

Pro-Social Behaviours

Pro-social behaviours are newly recognized concept of social psychology (Myers, 2010). Pro-social behaviour is described as helping behaviour in social setting (Baumeister & Bushman, 2011). Recently pro-social behaviour is recognized in different fields as part of positive behaviour that increase feeling of altruism among the people (Hogg & Vaughan, 2010). Pro-social behaviour involves helping other in time of need, easing other need and giving other comfort in time of need that help to enhance the emotional state of other person (Veenstra, 2006).

Pro-social behaviour has different forms and refers to altruism or helping behaviour with different motivation based on different needs and egoism needs (Carlo & Randall, 2002). The altruistic pro-social are social psychology concepts based on motivation of empathy. The pro-social behaviour of altruism is more concerned with the helping behaviour for personal satisfaction and gratification as compare to form of social exhibition (Eberly-Lewis & Coetzee, 2015).

Previous researches have highlighted that the childhood experiences are better forecaster of pro-social behaviours in adult and early adolescent (Hawley, 2003; Hawley, Little, & Pasupathi, 2002; Krueger, Hicks, & McGue, 2001). Other researchers

have highlighted that in adolescents is age in which the anti-social and pro-social behaviour start emerging in the social expansion (Hawley et al., 2002; Pakaslahti & Keltikangas-Jarvinen, 2001).

Pro-social behaviour attempts to benefit the individual in surroundings (Carlo & Randall, 2002). Most of adolescents try to involve in pro-social behaviour but these helping behaviour are more centred toward peers as compare to helping family members, in this differences gender play significant role as girls are found to be more involved in pro-social helping behaviour as compare to boys throughout life (Padilla-Walker, Dyer, Yorgason, Fraser, & Coyne, 2015). Different personal characteristics such as narcissistic features, feeling of grandiosity are linked with less pro-social behaviour. As research by (Lannin & Colleagues, 2014) have highlighted that as grandiosity is linked with feeling of entitlement and when they come chances of helping other these adolescents become resentful. As in situation of social pressure these grandiose adolescents become centred toward maintaining entitlement as compare to be concerned about helping others, less forgiving and malicious. Such individual tends to provide help to others in personal favour as compare to helping other in time of need (Czarna, Czerniak, & Szmajke, 2014). Narcissistic individual engage in pro-social behaviour when it involves fulfilment of the person owns individualistic goals.

Number of researches have highlighted the narcissistic features are linked with different type of pro-social behaviour. Study by (Kauten & Barry, 2014) also highlighted that narcissistic individual with grandiose beliefs, such as self-scarifying and self-enhancement narcissism are associated with self-reported pro-social behaviour that tend to increase social image in comparison to peer pro-social behaviour. Maner and Gailliot (2007) attempted to explore the effect of personal relations on empathic concern. The children from the distant relationship are less helping in social situations.

Feeling of empathy in pro-social behaviour is very important that enable the person to accept the emotional perspective of the person in need and thus increase the chances of pro-social behaviour and social welfare (Batson, Eklund, Chermok, Hoyt, & Ortiz, 2007). Different pro-social behaviour is dependent on different expression of helping behaviour in different condition as sometime the pro-social behaviour is motivated by internal desires. But somctime these helping behaviour are dcsired due to personal gain, approval and social exhibition that involve huge audience (Maner & Gailliot, 2007; Carlo & Randall, 2002). Eberly-Lewis and Coetzee (2015) attempted to explore the effect of pro-socials behaviour due to exhibition or social pressure. The results of the study showed that helping behaviour is encouraged when the person is feeling higher distress and increase as manner of social approval. Another study by Carlo and Randall (2002), revcaled that public pro-social bchaviour dccrease in different ages of adolescents due to personal motivation (Kauten & Barry, 2014).

Number of vast researches are attempting to highlight the comprehensive understanding and mechanism involved in development of pro-social, similarly the researches are also attempting to highlight the link of morality and pro-social behaviour. Given that pro-social behaviours are defined as protective behaviours that are intended to help or bcnefit othcrs in need society as a whole should take an intercst in behaviours that positively impact the members of the society. Studies have demonstrated that those who engage in more pro-social behaviours also engage in fewer aggressive and antisocial behaviours, succeed in academics, participate in positive extracurricular activities, and experience more acceptance by their peers (McGinley & Carlo, 2007; Chen et al., 2002). Pro-social behaviour not only intended to focus on the emotional and social state of the person but on future outcome of the person as well. Pro-social behaviour and understanding the emotional needs of the othcr (compassion) hclps the

individual to decrease distress as these feelings give feeling of contentment to the individual. These feeling of compassion work as source of motivation for the individual that increase probability of pro-social behaviour in the society which aims at increasing the personal satisfaction of the person as well (Carlo & Randall, 2002; Eisenberg, 2005; Hill, 2004). For that multiple researches have highlighted that aggressive and distressing feeling in the person decrease the probability of helping behaviour in society.

These researches also have highlighted that in these behaviour the temperament of the person is major factor as the person with high temperamental fear lead the individual to be less involved in helping situation, higher emotional distress (Spinrad & Stifter, 2006). Les fear temperament is linked with higher pro-social behaviours of unfamiliar others (van der Mark, van Ijzendoorn, & Bakermans-Kranenburg, 2002). Other personality features such as shyness, anger, social frustration and higher negative evaluation of situation make the individual vulnerable toward less pro-social behaviour (Eisenberg, Liew, & Pidada, 2004; Kiang, Moreno, & Robinson, 2004; Russell, Hart, & Olsen, 2003).

Types of Pro-Social Behaviour

According to Eisenberg and Fabes (1998) pro-social behaviour often have different theoretical definition and related to different social constructs. But historically four construct of pro-social behaviour are recognized concepts (Eisenberg & Fabes, 1998; Hoffman, 1982). Which are highlighted below;

Altruistic Pro-Social Behaviours.

Altruistic behaviours refer to recognized sympathetic voluntary behaviour that aims at helping other internally with different needs with intension of welfare with personalized norms and regulation (Eisenberg & Fabes, 1998). This behaviour also

involves personal need sacrifice for welfare of another well-being (Hastings et al., 2007). The altruistic behaviour develops as result of classical, operant, and social learning theory (Lam, 2012).

Compliant Pro-Social Behaviours.

This behaviour refers to behavioural response after verbal and non-verbal helping behaviour request have been plead (Eisenberg & Fabes, 1998). Often at other places recognized as concept of sympathy (Carlo & Randall, 2002). This behaviour often appears in social setting frequently.

Emotional Pro-Social Behaviours.

Refers to helping behavioural response that appear in emotionally reminiscent conditions (Eisenberg et al., 1998). Such behaviour is shown mostly in tragic and emergency conditions. But these helping behaviour is majorly influenced by the external stimuli and help in provided when observer characteristics require help e.g., bomb blast, car accidents, and injurious behaviours.

Public Pro-Social Behaviours.

This behaviour is shown the response behaviour involves huge audience create feeling of motivation and lead to helping behaviour. This behaviour is also aimed at gaining the social respect and social approvals (e.g., peers and parents, neabour) as reward. For that reason, this behaviour is also termed as public pro- social behaviour (Eisenberg et al., 1998).

After comprehensive understanding of pro-social behaviour (Carlo & Rondall, 2002) have proposed additional two pro-social behaviours after factor analysis namely anonymous pro-social behaviour (this behaviour is carried out the person whom identity is never recognized (Carlo & Rondall, 2002). Dire pro-social behaviour (refers

to helping behaviour that are often provide in emergency situations (Carlo & Rondall, 2002).

Personality Traits

Personality traits are basic characteristics of individual differences, behavioural differences, emotional and thinking differences. Often defined as a pattern of enduring individual characteristics, exhibited in different patterns according to fluctuating situations (Magnavita, 2012). Personality traits are different patterns of differentiating characteristics, habitual patterns, different temperamental states of emotions and behaviour (McCrae & Costa, 2003). The five broad recognized patterns of personality traits are extraversion, neuroticism, agreeableness, conscientiousness and openness (Nye, Orel, & Kochergina, 2013). Soldz and Vaillant (2013) often defined as endurable pattern that is consistent throughout life but its display depends on appropriate conditions. Personality patterns are combination of attitude, emotional and behavioural differences (Engler, 2009). For that historically the word personality is derived from Latin word persona (referred to mask), that include individual appearance, behaviour display (Feist & Feist, 2006). According to McCrae and Costa (2003) personality traits are stable characteristics of individual that are stable and remain unmovable.

Individual differences and uniqueness of individual have been highlighted in trait theory. Other perspective has identified that personality develop as result of combination of heredity and environment (Schultz & Schultz, 2001). According to trait theory five recognized personality dimension are result of combination of different traits and different characteristics (Diener & Lucas, 1995). After extensive literature review Costa and McCrae, (1992) developed big five model highlighting the role of five recognized core traits extraversion, neuroticism, and openness to experience, agreeableness, and conscientiousness.

Costa and McCrae (1992) highlighted that personality traits are shared genetically so similar patterns are seen in parents and children sometime the personality characteristics are displayed according to environmental condition such as different though patterns, ideas, values that confirm the display of different behaviours. There are majorly two types of traits internal and external traits according to researchers the display of external trait is dependent on the internal traits show original personality of the person (Gray, 1999).

Historically psychodynamics attempted to highlight the role of unconscious motives and role of early childhood experiences are basic source of motives behind individual personality. Biological psychologists highlighted different perspective of personality and defined personality as inherited personal characteristics which are persistent throughout life. According to behaviourists personality is result of external stimuli, qualitative experiences depending on internal qualities, the behaviourist experiences changes through-out life (Wade & Tavris, 1998). Other contemporary psychologists viewed personality as result of recent environmental situation, as Extraversion is result of social situation (McCrae & Costa, 2003; Wade & Tavris, 1998).

Big Five Factor Personality Theory

The big five factor theory was introduced by (Costa & McCrae, 1992). According to this model the traits are relatively stable trait emerging after the age of 30 and alerting through-out life (McCrae & Costa, 2003). After extensive literature review (Costa & McCrae, 1992) highlighted five major personality dimensions e.g., extraversion, neuroticism, agreeableness, conscientiousness, and openness to experience covering every aspects of life. Sometime these dimensions are perceiving to be combination of two domains positive e.g., Extraversion and negative facts e.g.,

neuroticism (Matthews, Deary, & Whiteman, 2003). The big five traits are highlighted below;

Extraversion. Extraversion refers to being social and has external motivation. Extraverts are more talkative, involved more in social gatherings, enjoy being outwardly, and experience more positive emotions. Extroverts are action-oriented, have sensation-seeking behaviour and have daring attitude for life threats. In group activity they are found to be more assertive, prefer to be centre of attention, more involved in altruistic activities, and have commanding abilities in social settings (Naz, 2008; Matthews, 2003). Extroverts have feeling of warmth toward other, open toward new and novel things, can make friends easily, can easily make friends and intimate relations (Costa & McCrae, 1992). Extrovert's feel pleasant feel motivation for other company, have energetic responses, and feel excited about external stimuli (McCrae & Costa, 2003).

Neuroticism. Neuroticism also refers to emotional unsteadiness (Costa & McCrae, 1992). Neurotic individual experience more negative emotions easily with feelings of anger, hostility, nervousness and hopelessness. Often having intense responses, sometime perceive normal situations as threatening. Lack of emotional regulation lead to neurotic feelings that decrease one ability to be clear, positive and lack decision making ability that decrease coping strategies of person in stressful situations (Naz, 2008). Neuroticism is often experienced with feeling of annoyance, antagonism, embarrassment, and make person vulnerable toward stressful stimuli (Matthews, 2003). The neurotic anxious people are easily nervous, tensed, whereas, individual higher on depression experience more feeling of sadness, aloneness, culpability, and reliance. These experience distress and prefer to be more involved in solitary activities and get stressful at minor issues (McCrae & Costa, 2003).

Agreeableness. Agreeableness refers to overwhelming feeling of cooperation and social harmony. Agreeable individual is optimistic, accept others belief, and having supportive attitude toward other's (Costa & McCrae, 1998). Agreeable individuals are humble, friendly, trust other loyalty and have compromising attitude when needs of other individual could be thwarted (Naz, 2008). These individuals are trustworthy, modest in nature, tender-mindedness, and compliance for higher authorities (Matthews et al, 2003). Individual scoring high on neuroticism are frank, down to earth, frank consider reality testing that is result of low self-assurance and self-worth (McCrae & Costa, 2003).

   Conscientiousness. Conscientiousness refers to individual impulses, need of achievement and regulation mechanism that require a swift verdict (Naz, 2008; Costa & McCrae, 1988). Individual of conscientiousness are competence, follow orders, dutifulness, self-discipline, and consideration (Matthews, 2003). Conscientiousness individuals are personally organized in form of neatness, obsessive, and well-organized. These individuals follow ethical principles, moral obligations, rules/regulation in tasks, competent in completing tasks, hard-working and goal determined without distraction and delay (McCrae & Costa, 2003).

   Openness to experience. Openness to experience defined as a domain of personality in which the individual are imaginative, original, down-to-earth, and conformist people. Open to experience people are curiosity about world, more involved in novel activities, and find art more enthusiastic (Naz, 2008). These ideas are more expressed in form of likeness for fantasy, aesthetic, opinion, actions, facts, and principles (Matthews et al., 2003). Open to experience people experiences positive emotions easily, to make whole world interesting, and for creating world of fantasy (McCrae & Costa, 2003).

Different researches in previous decades attempted to highlight the relation between personality traits and career decidedness (Smith, 2011). The study revealed that all personality traits in spite neuroticism helps to enhances feeling of career decidedness. (Nye, Orel, & Kochegina,2013) explored the relationship between personality traits and academic performance. All personality dimensions specifically e.g., conscientiousness, Extraversion, in spite neuroticism help to enhance overall academic performance of students and interrelated educational variable. Agreeableness is majorly higher in math and social sciences students. Another study by (Sanza, 2010) explored the moderating role of personality traits in the relationship between work stress and psychological distress. Neuroticism decreased overall work performance and increased psychological distress in employees. Personality traits such as Extraversion, conscientiousness and openness decreased enhanced psychological distress and increased work environment. Recent research by (Cubel, Nuevochiquuero, Sanchez, & Vidal, 2014) explored the effect of personality traits on productivity among employees. The results of the study highlighted that study higher neuroticism is linked with less productivity and conscientiousness help to enhance the productivity in employees. Awadh and Ismail (2011) explored the effect of personality traits and employee attitude on employee performance and moderating role of organizational culture in relation to study variables. The study highlighted that personality traits helps to an enhance the employee performance and employee attitude in work setting. The personality traits are strong determinant of overall adjustment of the employees. These objectives were followed in study by (Huang, Cheng Chi, & Lawler, 2005) which attempted to explore the possible link between personality traits and overall adjustment of refugees. The result of study highlighted that variables of Extraversion and openness helped to improve the overall adjustment of the refugees.

In recent time the role of social communication has gained recognition. The present study by (Lonnqvist & Itkonrelationen, 2016) explored the link between personality traits and face-book affiliations among university students. Openness was found to be linked with higher inclination toward face book friendship. Individual personality characteristics are major determinants of healthy behaviour (Allen, Vella, & Laborde, 2015). The result of the study highlighted that openness, agreeableness and conscientiousness helped to maintain the healthy stable behaviour in patients. Personality traits help to determine the physical activity of the individual (Sutin, Stephan, Luchetti, Artese, Oshio, & Terracciano, 2016). Result showed that personality traits such as conscientiousness, neuroticism increased physical inactivity while Extraversion and openness helped to increase the physical activity in person.

Parental Acceptance Rejection, Pro-Social Behaviour, and Personality Traits

Western researches have highlighted possible linkage between parental acceptance rejection and other researchers have showed possible relationship between pro-social behaviour and personality traits.

Researchers have highlighted that parenting styles and relationship with parents have significant influence of development of adolescents' pro-social behaviours. Parents having hostile and harsh parenting behaviour has negative relation with pro-social behaviours (Cornell & Frick, 2007; Romano, Tremblay, Boulerice, & Swisher, 2005; Deater-Deckard et al., 2001). Previous researchers attempted to highlight that positive parental e.g., feeling of warmth, protected attachment, and sensitivity to distress have been positively linked to pro-social outcomes (Kiang et al., 2004; Strayer & Roberts, 2004; McGrath, Zook, & Weber-Roehl, 2003; Zhou et al., 2002; Markiewicz, Doyle, & Brendgen, 2001; Laible, Carlo, & Raffaelli, 2000).

Personality traits of individual determine different thought patterns, emotions and feelings (McCrae & Costa, 1990). For that different traits have different impact of individual being interested in different task in life with different opportunities for helping different individual in social life (Coté, DeCelles, McCarthy, Van Kleef, & Hideg, 2011). Researches highlighted that in these situations feeling of compassion, for benefiting others help to increase pro-sociality in individual whereas, egocentric feelings help to reduce pro-social behaviour (Oveis, Horberg, & Keltner, 2010).

The behaviour of pro-social is linked with behaviour of responsibility and helping behaviour which is linked with variable of agreeableness. Pro-social also requires ability of self-regulation and self-control which is closely related to construct of conscientiousness (Caspi, Roberts, & Shiner, 2005). For that traits of agreeableness and conscientiousness are involved in enhancing pro-social behaviour among adolescents (Pursell, Laursen, Rubin, Booth-LaForce, & Rose-Krasnor, 2008).

Study by (Carlo, Okun, Knight, & de Guzman, 2005) highlighted the role of personality traits in pro-social behaviour among volunteers. As revealed by study pro-social motivation act as mediator in relation between agreeableness, extraversion and volunteering. In dimension of personality traits, the trait of extraversion increased the pro-social motivation as compare to agreeableness trait.

Different researches have highlighted that personals disposition is cause of alteration pattern behaviour in Pro-social behaviours. For that specifically agreeableness is linked with different patterns of partiality to proceed pro-socially (Graziano & Eisenberg, 1997). Characteristics closely related to agreeableness highly correlate with traits of pro-social actions (King, George, & Hebi, 2005). The result of study highlighted conscientiousness, agreeableness, extraversion and emotional stability were found to be positively related with helping behaviour in individual.

Freud (1961) theory of personality it is oldest theory in explanation of pro-social behaviour in young adolescents. According to Freud (1961) out of personality structures (i.e., id, ego and superego), the superego is a major factor that play key role in development of pro-social behaviour as the battle between right and wrong lead to diverse emotional expression of behaviour. The superego reflects the social standard and personal moral standard and ideas. As much the superego is internalized which leads to pro-social acts. Different researches have highlighted that parental acceptance helped to improve the positive social and emotional adjustment among the adolescents (Khaleque, Rohner, &Rahman, 2011; Khaleque & Rohner, 2011; Akkus, 2010; Rohner, Varan, & Koberstein, 2010; Alegre, & Benson, 2008; Chyung & Lee, 2008).

Other research by (Brown & Taylor, 2015) attempted to explore the link between personality traits and charitable behaviour. Individuals with higher traits of conscientiousness and neuroticism well less inclined to donating their personal time and money, whereas openness to experience has positive link with charitable behaviour and outcome. Qasemi and Behroozi (2015) explored the effect of personality traits in ethical development of professionals. Findings show that, there is a negative relationship between personality traits and professional ethics. Caliendo, Fossen, and Kritikos, (2011) explored the link between personality traits and decision regarding self-employment. Individual with high openness to experience and extraversion were more involved in self-employment and into consumerist activities. Different personality dimensions have different implications on internet addiction habits among population (Young & Rodgers, 1998). Results of the study highlighted that personality dimensions such as self-reliance, reactivity, vigilance, and low self-disclosure is positively related with internet addiction.

The longer implications of emphatic behaviour are longer observed a result of family environment such as parent-child interaction (Kim & Rohner, 2003). For that empathic feelings are referred as experiencing positive feelings for other (Mehrabian, 1996). Two major parental relationship domain well recognized are parental warmth and parental rejection. For that parents enable to foster feelings of social development and positive feelings in children's (Rohner, 2007).

Social learning theory is linked with pro-social development. According to this theory most of pro-social behaviours are learned/ shaped by ecological measures. Reward of social learning theory is major reason behind pro-social behaviour. As children involved in pro-social behaviour need reinforcement form family, friends, and peers so they can perform more pro-social behaviour in future (Hastings et al., 2007). The social learning theory is embedded in work of (Bandura, 1986), according to which the social learning theory focuses on self-evaluation process for setting up internal standards regulation mechanism. In this perspective the students set up goal for their behaviour, see the resulting outcome and act in desired manner having positive outcomes. Interaction between social outcomes and individual's cognition result in enhancement of moral development, and pro-social behaviour.

The pro-social behaviour aims at benefiting others in need (Eisenberg, Fabes, & Spinrad, 2006), which boost up the individual's moral identity. Parents, teacher and psychologist were found to encouraging source that enhances the pro-social development (Knight, Carlo, Basilio, & Jacobson, 2015; Zuffianò et al., 2014). Number of researches have highlighted that there are multiple factors involved in development of pro-social (Padilla-Walker & Carlo, 2014; Carlo & Randall, 2002), pro-social behaviour develops from different sources (Jaureguizar, Ibabe, & Straus, 2013; Yoo, Feng, & Day, 2013; Padilla-Walker, Carlo, Christensen, & Yorgason, 2012; Yorgason,

Padilla-Walker, & Jackson, 2011; Zimmer-Gembeck, 2005), the resulting outcome of pro-social behaviour changes behavioural outcome (Padilla-Walker, Dyer, Yorgason, Fraser, & Coyne, 2015; Padilla-Walker & Christensen, 2011), the outcome of behaviour results from behavioural motivation one get after helping from other (Kiviniemi, Snyder, & Omoto, 2002).

Different methods have been highlighted to study the pro-social behaviour (Nielsen, Gigante, & Collier-Baker, 2014; Svetlova, Nichols, & Brownell, 2010), self-reported inventories and focus group (Padilla-Walker et al., 2015; Bergin, Talley, & Hamer, 2003), have highlighted the role of different factors in enhancement of pro-social behaviour. Such methods have highlighted that pro-social thinking patterns help to reduce aggression and externalizing issues among adolescents (Caprara, Barbaranelli, & Pastorelli, 2001), enhances moral thinking and judgment (Eisenberg et al., 2006), sympathy and empathy (Roberts, Strayer, & Denham, 2014).

Pakistani Researches on Parental Acceptance Rejection

Research by Arzeen, Hassan and Riaz (2012) explored the effect of parental acceptance-rejection among empathy feelings among empathic and non-empathic adolescents of government school's children's. The results showed that empathic adolescents scored high on parental acceptance rejection and maternal warmth. Empathic children also perceive their both parents mother and father less aggressive, less neglectful and less rejection as compare to non-empathic adolescents.

The relationship between child abuse and parental acceptance rejection has been studied in Pakistani families. The demographic implications were also explored in current study. The result of the study supported the previous literature that parental rejection feeling by parents led to more child abuse. The demographic implications showed that gender, father's education and socioeconomic status had non-significant

impact on parental acceptance rejection and child abuse. Mothers with higher education and less family size had less child abuse (Malik, 2012).

Perceived parental acceptance rejection were explored in clinical e.g., depression, anxiety patients and non-clinical adult's cases. The patients of depression anxiety perceived their parents to be higher on rejection dimension as compare to acceptance. Gender differences also showed significant differences in parental acceptance rejection (Hussain, Alvi, Zeeshan, & Nadeem, 2013).

Another study explored the effect of parental acceptance rejection on personality organization among children of middle and lower middle class children. Study highlighted that father belonging to middle class had more parental acceptance as compare to lower class father. Similarly, mother form middle class were found to be higher on parental acceptance as compare to mother from lower class.

Previous researches explored the effect of normal school system on relationship between pro-social and anti-social behaviours among adolescents. Whereas study by Bashir, Riaz, Saqib, and Shujaat, (2013) focused on exploring the relationship between pro-social and anti-social behaviours among physically handicapped children from different special schools. Research results highlighted those children with less severe physical handicap less pro-social behaviour and anti-social behaviours.

Pakistani Researches on Personality Traits

Number of researches are being carried out in western population but number of recent researches have been carried out in indigenous culture. These researches attempted to highlight different variables interacting with personality traits and leading to diverse expression of behavioural patterns. Similarly, indigenous researches by (Ahmed, 2015) attempted to explore the relation that exists in personality traits and communication style. Results showed diverse results as extraversion was found to be

positively related with expressiveness communication style. Individual with neuroticism reported higher emotionally style in communication and impression manipulatives is negatively linked with communication style. Individual higher on openness to experience used more questionings communicating style. Individual with conscientiousness were utilizing more preciseness communication style. Finally, the agreeableness domain was found to be linked with less level of verbal aggressiveness communication style.

Akhtar (2015) attempted to evaluate the personality domains of smokers and non-smokers. The personality dimension of neuroticism was seen to be most reasonable factor behind smoking behaviour. Another study by Tesdimir, Asghar and Saeed, (2015) highlighted that domain of extraversion, agreeableness, conscientiousness and openness significantly improve the job performance in employees. Whereas, domain of neuroticism decreases job performance.

Arif, Rashid, Tahira and Akhtar (2012) highlighted the personality differences of potential teachers in different educational institutes. Results revealed that majority of prospective teachers were found to be higher on personality traits such as e.g., (extraversion, agreeableness, conscientiousness, and neuroticism) but the openness to experience was found to be predominant in prospective teachers. The study revealed that openness to experience is strong determinants of enhancing the teaching skills of teachers.

Another indigenous research explored the impact of personality traits on cheating behaviour/ academic dishonesty among the students. Result highlighted that students higher on conscientiousness and openness reported less cheating behaviour as conscientiousness and openness personality dimensions help the students to think good and positive about the educational task (Nazir & Aslam, 2010). These students look for

alternative solution for better understanding of behaviour. Study by (Naqvi & Kamal, 2013) was intended to explore the different personality traits differences leading to delinquent behaviour among labourer adolescents. The results revealed that Extraversion is major personality domains leading to self-reported delinquency. Hussain, Abbas, Shahzad, and Bukahari (2012) explored that personality traits helped to enhance the carried goals in employees. Another study by (Tayarani & Torabi, 2003) attempted to explore the effect of personality traits on academic performance among the students. As highlighted in literature review that students higher on openness experience and conscientiousness were higher on academic performance as compare to students higher on other personality traits.

Rationale of the Study

Different individuals share different genetic makeup and different personality characteristics that lead to diverse behavioural patterns in different settings. Different personality traits change our behaviour patterns of thinking, reaction, as well it also determines our interaction patterns in social settings. From childhood the pattern of parental relation has strong impact on shaping different patterns of personality characteristics. Parental pattern of relation is process of lifespan development that attempt to highlight the different patterns of positive and negative behaviour in late (Rohner, 1992).

For that present study attempted to highlight the effect of parental acceptance rejection on pro-social behaviour with moderating role of personality traits. Parental acceptance refers to feeling of kindness experienced by the parental figure. Parental acceptance includes loving verbal gestures, emotional love and gestures experienced by the parent whereas, children with parental rejection experience cold emotional response, hostile response and hostile response experienced by parents (Rohner, 2010).

Parental acceptance also involves parental care, love, nurturance, social support, and nurturance provided by the caregiver (Kourkoutas & Tsiampoura, 2011; Moore, 2011; Rohner, 2010). Pro-social behaviour is defined as helping behaviour that aimed at assisting others in need in social setting (Baumeister & Bushman, 2011). As previous literature has highlighted that parental acceptance helped to increase pro-social behaviour. Whereas, parental rejection decreases the probability of pro-social behaviour in students (Christodoulides, 2011; Khaleque, Rohner, &Rahman, 2011; Khaleque & Rohner, 2011; Akkus, 2010; Demetriou &; Dwairy, 2010; Rohner, Varan, & Koberstein, 2010; Alegre, & Benson, 2008; Chyung & Lee, 2008).

Personality traits are defined as internal personal characteristics of behavioural patterns that are linked with different patterns of pro-social behaviour (Brown & Taylor, 2015). Previously parental acceptance-rejection have been explored with other variables such as emotional adjustment and social adjustment (Christodoulides, 2011; Khaleque et al., 2011; Khaleque & Rohner, 2011; Akkus, 2010; Demetriou &; Dwairy, 2010; Rohner et al., 2010; Alegre, & Benson, 2008; Chyung & Lee, 2008). Similarly, western researches have highlighted that pro-social behaviour is linked with other adjustment, externalizing and internalizing issues (Padilla-Walker et al., 2015; Nielsen, Gigante, & Collier-Baker, 2014; Svetlova, Nichols, & Brownell, 2010; Bergin, Talley, & Hamer, 2003). Personality traits have also been linked with healthy behaviour (Cauchi & DeGiovanni, 2015), emotional intelligence (Kant, 2014), work engagement (Wajid & Zaidi, 2012) and emotional stress (Fundo & Brazil, 2015).

Similarly, indigenous researches have explore the parental acceptance rejection with empathetic feelings, (Hussain et al., 2013; Arzeen et al., 2012), job performance (Tesdimir et al., 2015), personality traits of delinquent behaviour (Naqvi & Kamal, 2013), carrier goals (Hussain et al., 2011), cheating behaviour (Nazir &

Aslam, 2010). But according to indigenous researches none of the study have explored the moderating role of personality traits in relation between parental acceptance rejection and pro-social behaviour. For that the present study attempt to highlighted the interactive patterns between the parental acceptance and pro-social behaviour and moderation effect in the relation between parental acceptance rejection and pro-social behaviour.

As most of the parental acceptance-rejection studies were carried out in individualistic culture in different populations. But none of the research was explored on collectivistic culture of adolescents. The present study will attempt to highlight the existing pattern of gap exiting in literature regarding the parental acceptance rejection and pro-social behaviour (Abbasi, 2016). The present study attempted to highlight the pattern of parental acceptance rejection on enhancing helping behaviour in the adolescents. As from literature review it was assumed that different parental relation patterns exercise and interaction styles have different impact on pro-social behaviour among adolescents (Padilla-Walker & Fraser, 2014; Eisenberg et al., 2006).

The present study attempted to fill up the gap exiting in the interactive relations between parental acceptance rejection and pro-social behaviour and moderating role of personality traits that help to determine the direction of relation existing between the parental acceptance rejection and pro-social behaviour. The present study also attempted to highlight the interactive role of personality traits and parental acceptance rejection and personality traits and pro-social behaviour. Secondly the present study helped to guide the educational psychologist working in differential educational setting to identify the role parental interaction on betterment of pro-social behaviour among the adolescents. Lastly the present study highlighted how to guide the family therapist

to develop intervention for the adolescents having poor parental relation and shaping the personality of the adolescents in positive manner.

Conceptual framework
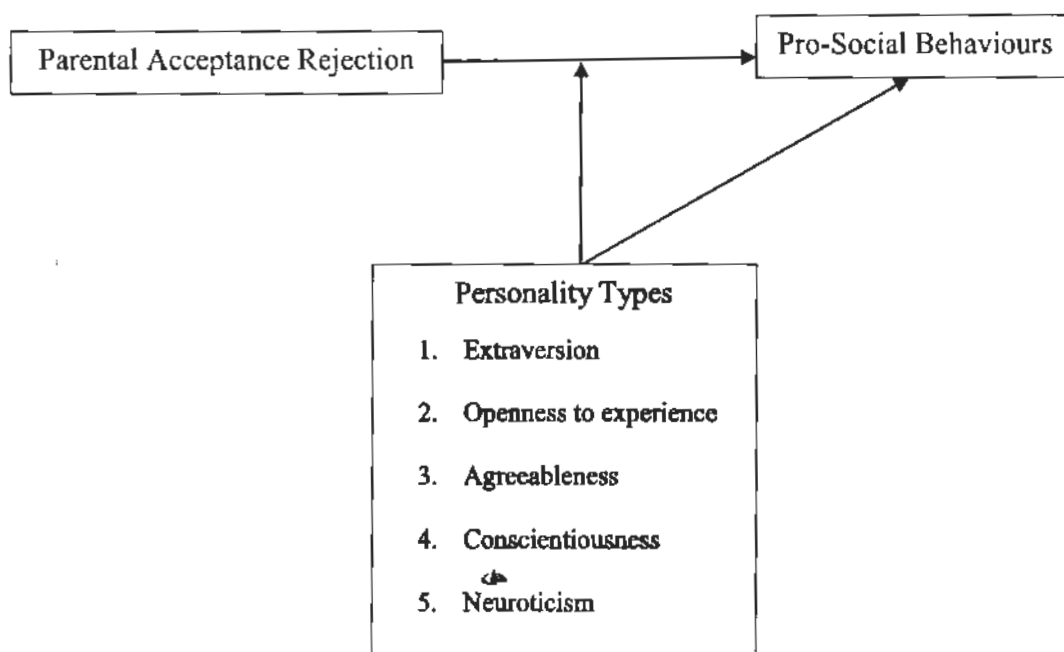
Figure 1. Schematic representation of predictors parental acceptance rejection, outcomes pro-social behaviour moderator and personality types.

Objectives

1. To examine the effect of parental acceptance on the prediction of pro-social behaviours among adolescence.

2. To examine moderating effect of personality types in the relationship between parental acceptance rejection and pro-social behaviours.

Hypotheses

1. Parental acceptance positively predicted pro-social behaviours among adolescence.

2. Parental rejection negatively predicted pro-social behaviours among adolescence.

3. Extraversion personality moderated in the relationship between parental acceptance and pro-social behaviours.

4. Openness to experience personality trait moderated in the relationship between parental acceptance and pro-social behaviours.

5. Agreeableness personality trait moderated in the relationship between parental acceptance and pro-social behaviours.

6. Conscientiousness personality traits moderated in the relationship between parental acceptance and pro-social behaviours.

7. Neuroticism personality trait moderated the relationship between parental acceptance and pro-social behaviours.

METHOD

<div align="right">**Chapter-II**</div>

METHOD

The present study has focused that the parental acceptance and rejection as predicting variables, personality types as moderating variables whereas the outcomes are pro-social behaviours.

Research Design

The study was based on cross sectional survey research design in which data was collected from adolescents by using purposive sampling technique.

Operational Definitions

Parental Acceptance Rejection

Parental acceptance rejection is recognized as need for love, support, warmth and affection form people such as parents and close family members (Rohner, Khaleque, & Cournoyer, 2010). Parental rejection refers to feelings of hostility, aggressive issues, dependent in social settings, with impaired self-esteem/ self-image, experience more self–adequacy as compare to children with more parental acceptance (Rohner, 2007). Scores obtained on the distinct parental acceptance rejection are interpreted as inclination towards this perceived parental style in terms of low and high scores indicating low and high parental acceptance rejection.

Pro-Social Behaviour

Pro-social behaviour is described as positive behaviour that increase feeling of altruism and helping behaviour in social setting (Baumeister & Bushman, 2011). Scores obtained on the distinct pro-social behaviour are interpreted as inclination towards this helping behaviour in terms of low and high scores indicating low and high Pro-social behaviour.

Personality Traits

Extraversion.   Extraversion refers to emotional state of concern for external world. Extrovert individual have passion, energy, more talkative, always looking for stimulation and enjoy company of many people (Costa & McCrae, 1989). High score on this dimension in present state highlight the person to be extrovert.

Openness to Experience. Openness to experience was operationally measured by Big Factor Personality Inventory (Costa & McCrae, 1989). Scores obtained on the distinct openness to experience dimension of the inventory are interpreted as inclination towards this personality type which is interpreted in terms of low and high scores indicating low and high openness to experience.

Agreeableness. Agreeableness was operationally measured by Big Factor Personality Inventory (Costa & McCrae, 1989). Scores obtained on the distinct openness to agreeableness dimension of the inventory are interpreted as inclination towards this personality type which is interpreted in terms of low and high scores indicating low and high agreeableness.

Conscientiousness. Conscientiousness was operationally measured by Big Factor Personality Inventory (Costa & McCrae, 1989). Scores obtained on the distinct openness to conscientiousness dimension of the inventory are interpreted as inclination towards this personality type which is interpreted in terms of low and high scores indicating low and high conscientiousness.

Neuroticism. Neuroticism was operationally measured by Big Factor Personality Inventory (Costa & McCrae, 1989). Scores obtained on the distinct openness to neuroticism dimension of the inventory are interpreted as inclination towards this personality type which is interpreted in terms of low and high scores indicating low and high neuroticism.

dimension is comprised of 4 subscales namely parental acceptance/warmth (20 items) which is feeling of affection experienced by the child. The second subscale is parental aggression (1 items) focuses on the parental aggression, bitterness, verbal aggression and physical aggression displayed by the parent. Parental neglect (1 items) focuses on child perception to see their parent unconcerned and lastly undifferentiated parental rejection (10 items) where the children perceive their parents to be rejecting but the expression of being rejected, neglected are not clear. Child scoring high on any dimension shows parental acceptance or rejection and vice versa. The scale is point Likert scale ranging from responses of *strongly agree = 5 to strongly disagree= 1.*

Helping Attitude Scale

Nickell (1998) developed the helping attitude scale which comprise of 20 items. The scale basically intended to explore the helping behaviour in adolescents. The scale is 5 point Likert scale with ranges including *1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree and 5 = strongly agree.* The scale comprises of no cut of scores but high scare indicating higher feeling of pro-social behaviour and vice versa. Previous researches have indicated that (HAS) is a reliable instrument to measure pro-social behaviour among adolescents.

Five Factor Personality Inventory

The third scale used in present study was big five personality inventory developed by (John & Srivastava's, 1999). The scale comprised of 44-item self-report items assessing different dimension of the personality in participants. This scale is shorter version of NEO Personality Inventory (240 items) and the NEO-Five Factor Inventory (0 items). The reliability and validity of five factor personality inventory (44 items) despite being the shorter version has been highlighted in different studies that

this scale is reliable instrument for assessing the personality features in adolescents (Gosling, Rentfrow, & Swann, 2003).

Procedure

First of all, the researcher having authority letter personally visited different universities of Islamabad with the aim of data collection. Then the researcher met the head of departments in order to obtain formal written permission for data collection from classes. After getting the approval of heads, the researchers visited targeted classes and convinced the class teachers for cooperation. After obtaining permission from teachers concerned, date was collected in the working hours in order to ensure high response rate. The researcher informed the class about research and gave them instructions regarding the completion of scales. Written informed consent was taken from the participants. Participants were encouraged to ask questions in case of any difficulty. There was no time limit for providing the information on scales. After the form completion, the researchers took a bird eye view of all scales in order to ensure that all questions are responded in right way. In the end the researcher thanked the participants for taking participation in the study on voluntary basis without taking any tangible or intangible incentive.

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In order to conduct the research, following ethical considerations were kept in mind.

➢ Permission was taken from the authors of the scales that were used in the present study.

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Agreeableness. Agreeableness was operationally measured by Big Factor Personality Inventory (Costa & McCrae, 1989). Scores obtained on the distinct openness to agreeableness dimension of the inventory are interpreted as inclination towards this personality type which is interpreted in terms of low and high scores indicating low and high agreeableness.

Conscientiousness. Conscientiousness was operationally measured by Big Factor Personality Inventory (Costa & McCrae, 1989). Scores obtained on the distinct openness to conscientiousness dimension of the inventory are interpreted as inclination towards this personality type which is interpreted in terms of low and high scores indicating low and high conscientiousness.

Neuroticism. Neuroticism was operationally measured by Big Factor Personality Inventory (Costa & McCrae, 1989). Scores obtained on the distinct openness to neuroticism dimension of the inventory are interpreted as inclination towards this personality type which is interpreted in terms of low and high scores indicating low and high neuroticism.

Sample

Sample of the present study comprised of adolescents ($N = 300$). Data was collected through purposive sampling technique from different public and private sector universities of Islamabad. Adolescents was selected on the basis of a pre-defined inclusion criteria related to specific age range (18-23) years old defined by life-span researches. Similarly, only adolescent university students were included in the sample.

Statistical analyses of gathered data were conducted via Statistical Package for the Social Sciences (SPSS). After data cleaning, descriptive analyses of study variables were conducted. While psychometric properties of variables in which alpha coefficient indicate that the internal consistency of variables is satisfactory and reliable for present the study. Later on, a Pearson correlation analysis was conducted in order to evaluate the relationship among measures of the study. Lastly, in order to investigate personality types moderation role in the relationship between parental acceptance rejection and pro-social behaviours, Hierarchical regression analysis via SPSS were employed.

Instruments

Parental Acceptance Rejection Questionnaire

Rohner, Saaverda, and Granum (1980) developed the Parental Acceptance-Rejection Questionnaire (PARQ). The Urdu version of the scale developed by Haque (1981). The psychometric properties of Urdu Version Parental Acceptance-Rejection Questionnaire (PARQ) have been found to be satisfactory in different indigenous studies (Riaz, 2005; Shah, Malik, & Jaffari, 1994; Sheikh & Haque, 1994). The alpha reliability of PARQ individual scale was found to be in range of .71 to .89 and overall scale was .94. The scale explores two dimension of Parental Acceptance-Rejection (father) and second is (mother) in children between the age of 7-11 year olds. Each

dimension is comprised of 4 subscales namely parental acceptance/warmth (20 items) which is feeling of affection experienced by the child. The second subscale is parental aggression (1 items) focuses on the parental aggression, bitterness, verbal aggression and physical aggression displayed by the parent. Parental neglect (1 items) focuses on child perception to see their parent unconcerned and lastly undifferentiated parental rejection (10 items) where the children perceive their parents to be rejecting but the expression of being rejected, neglected are not clear. Child scoring high on any dimension shows parental acceptance or rejection and vice versa. The scale is point Likert scale ranging from responses of *strongly agree = 5 to strongly disagree= 1.*

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➢ This is assured that the identity of participants will never be disclosed to anyone.

> ➤ This was also assured to the participants that the information taken from them would be confidential and would never be used for any other research or other purpose instead of this.

> ➤ This was told to the participants that they have the right to know the findings of research.

> ➤ Results were reported accurately.

RESULTS

RESULTS

Table 1

Descriptive statistics and alpha reliability of study variables (N=300).

Variables	M	SD	A	Skewness	Kurtosis
1. Parental acceptance	108.78	18.76	.90	.32	.26
2. Parental rejection	79.67	10.21	.87	.20	.25
3. Extraversion	17.10	4.10	.81	.27	.87
4. Openness to experience	19.19	3.80	.80	.33	.67
5. Agreeableness	17.76	3.80	.77	.16	.77
6. Conscientiousness	18.09	4.10	.79	.21	.82
7. Neuroticism	16.32	3.10	.74	.33	.67
8. Pro-social behaviours	67.62	11.05	.88	.16	.77

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

Table 1 shows alpha significantly coefficient of all variables are greater than .70 which indicates that all variables have satisfactory internal consistency and therefore reliable for use in the present study. The values of skewness and kurtosis for personality types for all variables are less than 1 which indicated that univariate normality is not problematic.

Table 2

Pearson correlation among study variables (N=300)

Variables	1	2	3	4	5	6	7	8
1. Parental acceptance	-	-.65**	.45***	.55***	.45***	.65***	-.66***	.56***
2. Parental rejection		-	-.44***	-.45***	-.69***	-.32**	.45***	-.34**
3. Extraversion			-	.21**	.32**	-.26**	-.27**	.87***
4. Openness to experience				-	.20**	.25**	-.33**	.67***
5. Agreeableness					-	.21**	-.16*	.77***
6. Conscientiousness						-	-.21**	.82***
7. Neuroticism							-	-.64***
8. Pro-social behaviours								-

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

Table 2 shows that Pearson correlation among study variables. Findings indicate that parental acceptance is significantly positively correlated with extraversion, openness to experience, agreeableness, conscientiousness and pro-social behaviours. Parental acceptance is significantly negatively correlated with neuroticism and parental rejection. Parental rejection has significant negative correlation with extraversion, openness to experience, agreeableness, conscientiousness and pro-social behaviours. Parental rejection has significant positive correlation with neuroticism. Extraversion, openness to experience, agreeableness, and conscientiousness is significantly positively correlated with pro-social behaviours. Neuroticism has significant negative correlation with pro-social behaviour

Table 3

Hierarchical regression analysis showing the moderating effect of Extraversion between parental acceptance and pro-social behaviours (N=300).

	Outcome: Prosocial behaviours	
		95%CI
Predictors	Model 1 *B*	*LL, UL*
(constant)	54.76***	[7.98, 3.47]
Parental acceptance	.98***	[.98, 1.87]
Extraversion	.65***	[.67, .78]
Parental acceptance x Extraversion	.56***	[.76, ,94]
R^2	.43	
F	112.87***	

***$p < .001$.

Table 3 shows hierarchical regression analysis the moderating effect of extraversion between parental acceptance and pro-social behaviours. The (ΔR^2) value of moderation interaction ($\Delta R^2 = .43$) explains 43% variance in pro-social behaviours with $F (3. 297) = 112.87$, ($p < .001$) brought by moderating role of extraversion with the parental acceptance. The findings indicate that parental acceptance, extraversion and parental acceptance x extraversion are significant predictors of pro-social behaviours.

Table 4

Hierarchical shows *regression analysis showing the moderating effect of openness to experience between parental acceptance and pro-social behaviours (N=300).*

| Predictors | Outcome: Prosocial bebaviours | |
	Model 1 *B*	95%CI *LL, UL*
(constant)	57.22***	[11.07, 2.25]
Parental acceptance	2.o6***	[1.76, 2.01]
openness to experience	.43***	[.32, 1.49]
Parental acceptance x openness to experience	.22***	[2.777, 1,99]
R^2	.33	
F	110.55***	

***$p< .001$.

Table 4 shows hierarchical regression analysis showing the moderating effect of openness to experience between parental acceptance and pro-social behaviours. The (ΔR^2) value of moderation interaction $(\Delta R^2=.33)$ explains 33% variance in pro-social behaviours with $F(3. 297) = 110.55$, $(p < .001)$ brought by moderating role of openness to experience with the parental acceptance. The findings indicate that parental acceptance, openness to experience and parental acceptance x openness to experience are significant predictors of pro-social behaviours.

Table 5

Hierarchical regression analysis showing the moderating effect of agreeableness between parental acceptance and pro-social behaviours (N=300).

	Outcome: Prosocial behaviours	
		95%CI
Predictors	Model 1 *B*	*LL, UL*
(constant)	- 52.98***	[12.41, 5.69]
Parental acceptance	.78***	[2.64, 4.18]
Agreeableness	2.02***	[.94, 1.38]
Parental acceptance x Agreeableness	1.21***	[.82, 2,47]
R^2	.51	
F	210.43***	

***$p < .001$.

Table 5 shows hierarchical regression analysis showing the moderating effect of agreeableness between parental acceptance and pro-social behaviours. The *(ΔR^2)* value of moderation interaction ($\Delta R^2 = .51$) explains 51% variance in pro-social behaviours with $F(3, 297) = 210.43$, ($p < .001$) brought by the moderating role of agreeableness and parental acceptance into the pro-social behaviour. The findings indicate that parental acceptance, agreeableness and parental acceptance x agreeableness are significant predictors of pro-social behaviours.

Table 6

Hierarchical regression analysis showing the moderating effect of conscientiousness between parental acceptance and pro-social behaviours (N=300).

| | Outcome: Prosocial behaviours | |
| | | 95%CI |
Predictors	Model 1 *B*	*LL, UL*
(constant)	47.37***	[11.63, 2,25]
Parental acceptance	2.78***	[.65, 4.84]
Conscientiousness	.43***	[1.46, .84]
Parental acceptance x Conscientiousness	1.62***	[1.12, 1,77]
R^2	.34	
F	98.02***	

***$p< .001$.

Table 6 shows hierarchical regression analysis showing the moderating effect of conscientiousness between parental acceptance and pro-social behaviours. The (ΔR^2) value of moderation interaction $(\Delta R^2=.34)$ explains 34% variance in pro-social behaviours with $F (3, 297) = 98.02$, $(p < .001)$ brought by the moderating role of conscientiousness between parental acceptance and pro-social behaviour. The findings indicate that parental acceptance, conscientiousness and parental acceptance x conscientiousness are significant predictors of pro-social behaviours.

Table 7

Hierarchical regression analysis showing the moderating effect of neuroticism between
parental acceptance and pro-social behaviours (N=300).

	Outcome: Prosocial behaviours	
		95%CI
Predictors	Model 1 *B*	*LL, UL*
(constant)	61.53***	[6.09, 6.41]
Parental acceptance	.88***	[3.91, 2.87]
Neuroticism	1.65***	[.32, .82]
Parental acceptance x Neuroticism	-.89***	[-1.06, .1-44]
R^2	.19	
F	76.54***	

***$p< .001$.

Table 7 shows hierarchical regression analysis showing the moderating effect
of neuroticism between parental acceptance and pro-social behaviours. The (ΔR^2) value
of moderation interaction ($\Delta R^2=.19$) explains 19% variance in pro-social behaviours
with $F (3, 297) = 76.54$, ($p < .001$) brought by the moderating role of Neuroticism
between parental acceptance and pro-social behaviour. The findings indicate that
parental acceptance, neuroticism and parental acceptance x neuroticism are significant
predictors of pro-social behaviours.

Table 8

Hierarchical regression analysis showing the moderating effect of Extraversion between parental rejection and pro-social behaviours (N=300).

Predictors	Outcome: Prosocial behaviours	
	Model 1 *B*	95%CI *LL, UL*
(constant)	74.35***	[5.45, 1.92]
Parental rejection	-3.52***	[-1.69, 2.56]
Extraversion	.62***	[.78, .82]
Parental rejection x Extraversion	.53***	[.17, 1.19]
R^2	.22	
F	63.25***	

***p< .001.

Table 8 shows hierarchical regression analysis showing the moderating effect of extraversion between parental rejection and pro-social behaviours. The (ΔR^2) value of moderation interaction $(\Delta R^2 = .22)$ explains 22% variance in pro-social behaviours with $F(3, 297) = 63.25$, $(p < .001)$ brought by the moderating role of extraversion between Parental rejection and pro-social behaviour. The findings indicate that parental acceptance, extraversion and parental rejection x extraversion are significant predictors of pro-social behaviours.

Table 9

Hierarchical regression analysis showing the moderating effect of openness to experience between parental rejection and pro-social behaviours (N=300).

	Outcome: Prosocial behaviours	
		95%CI
Predictors	Model 1 B	LL, UL
(constant)	66.46***	[10.10, 1.25]
Parental rejection	-.29***	[-.56, -.84]
Openness to experience	1.34***	[3.32, 1.11]
Parental rejection openness x experience	.85***	[.87, 1,15]
R^2	.50	
F	156.12***	

***p< .001.

Table 9 shows hierarchical regression analysis showing the moderating effect of openness to experience between parental rejection and pro-social behaviours. The (ΔR^2) value of moderation interaction $(\Delta R^2=.50)$ explains 50% variance in pro-social behaviours with F (3, 297) = 156.12, (p < .001) brought by the moderating role of openness to experience between parental rejection and pro-social behaviour. The findings indicate that parental acceptance, openness to experience and parental rejection x openness to experience are significant predictors of pro-social behaviours.

Table 10

Hierarchical regression analysis showing the moderating effect of agreeableness between parental rejection and pro-social behaviours (N=300).

| Predictors | Outcome: Prosocial bebaviours | |
	Model 1 B	95%CI LL, UL
(constant)	76.77***	[4.33, .64]
Parental rejection	-1.46***	[-1.57, -1.65]
Agreeableness	.23***	[.61, .41]
Parental rejection x Agreeableness	.95***	[.93, ,69]
R^2	.23	
F	87.44***	

***p< .001.

Table 10 shows hierarchical regression analysis showing the moderating effect of agreeableness between parental rejection and pro-social behaviours. The (ΔR^2) value of moderation interaction $(\Delta R^2=.23)$ explains 23% variance in pro-social behaviours with F (3. 297) = 87.44, (p < .001) brought by the moderating role of agreeableness between parental rejection and pro-social behaviour. The findings indicate that parental acceptance, agreeableness and parental rejection x agreeableness are significant predictors of pro-social behaviours.

Table 11

Hierarchical regression analysis showing the moderating effect of conscientiousness between parental rejection and pro-social behaviours (N=300).

| Predictors | Outcome: Prosocial behaviours | |
	Model 1 B	95%CI LL, UL
(constant)	98.48***	[11.16, 4.68]
Parental rejection	-4.36***	[-2.54, -.47]
Conscientiousness	.24***	[.15, 1.28]
Parental rejection x Conscientiousness	3.48***	[2.31, 1.47]
R^2 :	.38	
F	87.43***	

***$p< .001$.

Table 11 shows hierarchical regression analysis showing the moderating effect of conscientiousness between parental rejection and pro-social behaviours. The (ΔR^2) value of moderation interaction $(\Delta R^2=.38)$ explains 38% variance in pro-social behaviours with F (3, 297) = 87.43, $(p < .001)$ brought by the moderating role of conscientiousness between parental rejection and pro-social behaviour. The findings indicate that parental acceptance, conscientiousness and parental rejection x conscientiousness are significant predictors of pro-social behaviours.

Table 12

Hierarchical regression analysis showing the moderating effect of neuroticism between parental rejection and pro-social behaviours (N=300).

Predictors	Outcome: Prosocial behaviours	
	Model 1 B	95%CI LL, UL
(constant)	87.13***	[13.67, 1.43]
Parental rejection	-2.31***	[-1.85, -2.83]
Neuroticism	-.83***	[-.65, -.58]
Parental rejection x Neuroticism	-.94***	[-2.46, .1-68]
R^2	.76	
F	243.76***	

***$p < .001$.

Table 12 shows hierarchical regression analysis showing the moderating effect of neuroticism between parental rejection and pro-social behaviours. The (ΔR^2) value of moderation interaction $(\Delta R^2 = .76)$ explains 76% variance in pro-social behaviours with $F (3, 297) = 243.76$, $(p < .001)$ brought by the moderating role of neuroticism between parental rejection and pro-social behaviour. The findings indicate that parental acceptance, neuroticism and parental rejection x neuroticism are significant predictors of pro-social behaviours.

DISCUSSION

DISCUSSION

The present study aimed to examine the moderating effect of personality types between the relationship between parental acceptance rejection and pro-social behaviours. For this purpose, three self-report measure were used for data collection. Alpha reliability analysis confirms that all scales have satisfactory internal consistency (Table 1). Correlations among variables are also theoretically desirable directions. Results in Table 2 showed that parental acceptance is significantly positively correlated with extraversion, openness to experience, agreeableness, conscientiousness and pro-social behaviours. Parental acceptance is significantly negatively correlated with neuroticism and parental rejection. Parental rejection has significant negative correlation with extraversion, openness to experience, agreeableness, conscientiousness and pro-social behaviours. Parental rejection has significant positive correlation with neuroticism. Extraversion, openness to experience, agreeableness, and conscientiousness is significantly positively correlated with pro-social behaviours. Neuroticism has significant negative correlation with pro-social behaviours. All the hypotheses were supported in the present study.

The results of the moderation in (Table 3-12) in the present study indicated that personality traits moderated in the relationship between parental acceptance and rejection and pro-social behaviour. The results of the present study are supported by the literature review in which showed that the quality of parent-child relationships characterized by parental acceptance and rejection—characterized by love and lack of love respectively—is a major predictor of psychological functioning and development for both children, adolescents and adults universally (Khaleque & Rohner, 2002; Rohner, 2002). A major part of the research on parent-child interactions' quality is based on Parental Acceptance-Rejection Theory (PAR Theory). Empirical work on

PAR Theory was initiated in 1930 and till 2007, 2000 studies were conducted on this theory (Rohner, 2007). The PAR Theory is an empirically supported theory of socialization and lifespan development that predicts major causes, consequences, and other correlates of parental acceptance and rejection worldwide. PAR Theory predicts that parental rejection has consistent negative effects on the behavioursal functioning of both children and adults worldwide (Rohner, 2004). The present study has also focused on the consequences of parental acceptance and rejection in terms of pro-social and anti-social behaviours among adolescent.

PARTheory is a two dimensional theory in which parental acceptance splits from parental rejection. The proceeding stands on the positive pole whereas the exceeding lies on the negative pole of a parent-child relationship continuum. Parents' expression of support, love, attention, comfort, livelihood, friendliness for their children during rearing is labelled as parental acceptance. On the other hand, absence of parental love, concern, care and affection is characterized by parental rejection (Rohner & Khaleque, 2002). PAR Theory comprised of three sub theories including personality subtheory, coping subtheory, and sociocultural systems subtheory. All theories address unique features of parental acceptance and rejection. Personality sub theory focuses on the split between the children who are love (accepted) from their counterparts who are not loved (rejected) by their parents. It also focuses on the extended direct effects of early childhood rejection on later ages in the lifespan more specifically adolescence, adulthood and old age (Rohner & Khaleque, 2011). The present study has focused on personality sub theory and attempts to explain the pro-social behaviours as possible outcomes of parental acceptance and rejection among adolescents.

Pro-social behaviours and anti-social behaviours are two broader classifications of social behaviours given by social psychologist (Baumeister & Bushman, 2011; Myers, 2009; 2010). Different terminologies are used to describe these behaviours. Social psychologists have also described these behaviours in terms of helping behaviours. Besides these terminological differences, pro-social behaviours are positive behaviours aimed at helping others whereas anti-social behaviours (Hogg & Vaughan, 2010). Besides social psychology, pro-social behaviours have sought the attention of experts from diverse fields. Therefore, research on the development of pro-social behaviours and research on the development of antisocial behaviours have been rather independent of each other. Whereas pro-social behaviours have been studied mainly by social-developmental psychologists, antisocial behaviours have been studied by criminologists and developmental psychopathologists (Veenstra, 2006). The present study has focused on the role of parental acceptance-rejection and personality types in the prediction of pro-social behaviours.

Research on pro-social and anti-social behaviours has focused on early childhood, late childhood, early adolescence and adulthood (Hawley, 2003a; Hawley, 2003b; Hawley, Little, & Pasupathi, 2002; Krueger, Hicks, & McGue, 2001; Rodkin et al., 2000). However, the majority of the research has focused on adolescents (Hawley et al., 2002; Pakaslahti & Keltikangas-Jarvinen, 2001). Besides this, past research has investigated pro-social and anti-social behaviours among adolescents of mainstream schools of normal students. However, the present study has focused on adolescents of universities with the aim of pro-social behaviours. Indigenous research in special schools confirmed that even anti-social behaviours differ across the level of hearing impairment (Bashir, Riaz, Saqib, & Shuja'at, 2013). Thus the present study has focused

on the investigation of pro-social behaviours among university adolescents. Numerous lists of behaviours are compiled by researchers to describe pro-social behaviours.

Pro-social behaviours are helping behaviours in which individual offers services and support to the person in need. That comprises actions of reassuring showing concern and empathy, consoling verbally and providing tangible aid (Eisenberg & Fabes,1998). When the 2003 was closing the pro-social appeared as a keyword 1,600 archives (Veenstra, 2006). Parental acceptance, warmth and guidance directly contribute towards the development of pro-social behaviours (Eisenberg & Fabes, 1998). However, little attention is given to the factors developing pro-social behaviours. Besides enhancing pro-social behaviours, family related factors fostering pro-social behaviours inversely affect anti-social behaviours (Veenstra, 2006). Thus, parental acceptance performs dual functions by promoting pro-social behaviours and reducing anti-social behaviours among adolescents. Parental acceptance and rejection is found to be related with wide variety pro-social behaviours. Emotional empathy is one of the most important pro-social behaviours among adolescents. The efforts to identify antecedents to the development of emotional empathy have primarily focused on the parent-child interactions in general and parental acceptance rejection in particular (Arzeen, Hassan, & Riaz, 2012; Kim & Rohner, 2003). Effects of parental acceptance rejection are not limited to pro-social behaviours instead they also effect anti-social behaviours of adolescents.

Behaviours causing harms either psychological or physical to others, losses to property, other damages and criminal activities are considered as anti-social behaviours (Coie & Dodge, 1998; Rutter, Giller, & Hagell, 1998). However, a little fringe of society and usually males involve in anti-social behaviours throughout the lifespan (Moffitt, Caspi, Dickson, Silva, & Stanton, 1996). Due to the verse consequences of

criminology, delinquency and aggression, anti-social behaviours have taken the attention of scientists more than pro-social behaviours (Fergusson, Horwood, & Nagin, 2000). This is the most salient reason that the development of antisocial and criminal behaviours has long been the subject of investigation whereas the empirical work on pro-social behaviours is initiated in the 1970s. It is worth mentioning that the anti-social keywords are 3,850 as compared to 1,600 pro-social records (Veenstra, 2006). This all proves that fact that social scientists have spent more time and energies investigating anti-social behaviours instead of pro-social behaviours. Researchers have specifically focused to identify the root causes of anti-social behaviours (Fergusson et al., 2000).

Personality traits of individual determine different thought patterns, emotions and feelings (McCrae & Costa, 1990). For that different traits have different impact of individual being interested in different task in life with different opportunities for helping different individual in social life (Coté et al., 2011). Researches highlighted that in these situations feeling of compassion, for benefiting others help to increase pro-sociality in individual whereas, egocentric feelings help to reduce pro-social behaviour (Oveis et al., 2010).

The behaviour of pro-social is linked with behaviour of responsibility and helping behaviour which is linked with variable of agreeableness. Pro-social also requires ability of self-regulation and self-control which is closely related to construct of conscientiousness (Caspi et al., 2005). For that traits of agreeableness and conscientiousness are involved in enhancing pro-social behaviour among adolescents (Pursell et al., 2008).

Study by (Carlo et al., 2005) highlighted the role of personality traits in pro-social behaviour among volunteers. As revealed by study pro-social motivation act as mediator in relation between agreeableness, extraversion and volunteering. In

dimension of personality traits, the trait of extraversion increased the pro-social motivation as compare to agreeableness trait.

Different researches have highlighted that personals disposition is cause of alteration pattern behaviour in Pro-social behaviours. For that specifically agreeableness is linked with different patterns of partiality to proceed pro-socially (Graziano & Eisenberg, 1997). Characteristics closely related to agreeableness highly correlate with traits of pro-social actions (King et al., 2005). The result of study highlighted conscientiousness, agreeableness, extraversion and emotional stability were found to be positively related with helping behaviour in individual.

Anti-social behaviours start among children in early years of their life when they fail to avail the opportunity of learning pro-social behaviours due to many factors (Moffitt et al., 1996). In this regard, parental acceptance and rejection are directly linked with the development of anti-social and pro-social behaviours among children and adolescents. Broken homes, family discord, large family size, teenage parenting and more specifically ineffective parenting are important predictors of anti-social behaviours (Rutter et al., 1998). Although different social disadvantages lead towards anti-social behaviours but still family conflict and parental depression mediates the link between these two variables (Veenstra, 2006). Poor parenting practices turn children into offenders because of they fail to develop internal inhibitory mechanisms inhibitions against socially disapproved behaviours. The predictors of adolescents' pro-social behaviours are not limited to parenting, instead at later ages their personality also plays a vital role in determining their behaviours in society. Thus the present study has also focused on the moderating role of personality types in the relationship between parental acceptance rejection and only just pro-social behaviours.

Conclusion

The present study aims to examine the moderating effect of personality types and the relationship between parental acceptance rejection and pro-social behaviours among university students. Hierarchical regression analysis showed that personality types significantly moderated the relationship between parental acceptance and pro-social behaviours. The study has practical importance in the fields of clinical psychology, family psychology, personality psychology, social psychology and educational psychology.

Limitations and Suggestions

Although the present study is helpful in understanding the parenting in the life of students, but still the study carries some limitations. The present study was based on cross-sectional survey design which is reported to have low internal validity. In present study survey based research design was used, self-reported measures were used in the present research for future research longitudinal research method with interview technique can be used. The participants rated themselves on all variables of perceived parental acceptance-rejection and its effect on pro-social behaviours along with moderating effect of personality types. This may result in common method variance. Such single source biasness can be reduced by the cross-ratings in the future research. Beside all these limitations, the present study shares valuable insights.

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ANNEXURES

Informed Consent

I am Zeeshan Ahmad Khakh, student of MS in clinical Psychology (2014-2016). I am conducting a research in order to full fill my course requirement. This is non-funded research and I need your co-operation for the completion of this research. The topic of this research is "**Parental Acceptance-Rejection as predictor of Pro-Social Behaviour among adolescents: Moderating role of Personality Types**". For this purpose, you are requested to complete the following questionnaires. I assure you that it will only be used for Research purposes.

Your cooperation is highly valuable and will assist to advance scientific knowledge.

Thank you!

Consent

I am willing to participate in this study and I have no objection to above mentioned process of publication of information obtained from me.

Signature _____

Demographic Variables

Age _____   Gender _____

Education _____

City _____

Parental Acceptance Rejection Questionnaire (PARQ)
Adapted and used with permission from Dr. Rohner

The following pages contain a number of statements describing the way fathers sometimes act toward their children. I want you to think about how each one of these fits the way your father treats you.

Four boxes are drawn after each sentence. If the statement is basically true about the way your father treats you then ask yourself, "Is it almost always true?" or "Is it only sometimes true?" If you think your father almost always treats you that way, put an X in the box ALMOST ALWAYS TRUE; if the statement is sometimes true about the way your father treats you then mark SOMETIMES TRUE. If you feel the statement is basically untrue about the way your father treats you then ask yourself, "Is it rarely true?" or "Is it almost never true?" If it is rarely true about the way your father treats you put an X in the box RARELY TRUE; if you feel the statement is almost never true, then mark ALMOST NEVER TRUE.

Remember, there is no right or wrong answer to any statement, so be as honest as you can. Respond to each statement the way you feel your father really is rather than the way you might like him to be. For example, if he almost always hugs and kisses you when you are good, you should mark the item as follows:

		TRUE OF MY FATHER		NOT TRUE OF MY FATHER	
		Almost Always True	Sometimes True	Rarely True	Almost Never True
1	Says nice things about me	1	2	3	4
2	Nags or scolds me when I am bad	1	2	3	4
3	Pays no attention to me	1	2	3	4
4	Does not really love me	1	2	3	4

#	Item	1	2	3	4
5	Talks to me about our plans and listens to what I have to say	1	2	3	4
6	Complains about me to others when I do not listen to her	1	2	3	4
7	Takes a real interest in me	1	2	3	4
8	Wants me to bring my friends home, and tries to make things pleasant for them	1	2	3	4
9	Ridicules and makes fun of me	1	2	3	4
10	Pays no attention to me as long as I do nothing to bother her	1	2	3	4
11	Yells at me when she is angry	1	2	3	4
12	Makes it easy for me to tell her things that are important to me	1	2	3	4
13	Treats me harshly	1	2	3	4
14	Enjoys having me around her	1	2	3	4
15	Makes me feel proud when I do well	1	2	3	4
16	Hits me, even when I do not deserve it	1	2	3	4
17	Forgets things she is supposed to do for me	1	2	3	4
18	Sees me as a big nuisance	1	2	3	4
19	Praises me to others	1	2	3	4
20	Punishes me severely when she is angry	1	2	3	4
21	Makes sure I have the right kind of food to eat	1	2	3	4
22	Talks to me in a warm and loving way	1	2	3	4
23	Gets angry at me easily	1	2	3	4
24	Is too busy to answer my questions	1	2	3	4
25	Seems to dislike me	1	2	3	4
26	Says nice things to me when I deserve them	1	2	3	4
27	Gets mad quickly and picks on me	1	2	3	4
28	Cares about who my friends are	1	2	3	4
29	Is really interested in what I do	1	2	3	4
30	Says many unkind things to me	1	2	3	4
31	Pays no attention when I ask for help	1	2	3	4
32	Thinks it is my own fault when I am having trouble	1	2	3	4
33	Makes me feel wanted and needed	1	2	3	4
34	Tells me I get on her nerves	1	2	3	4
35	Pays a lot of attention to me	1	2	3	4
36	Tells me how proud she is of me when I am good	1	2	3	4
37	Goes out of her way to hurt my feelings	1	2	3	4

	Forgets important things I think she should remember	1	2	3	4
	Makes me feel unloved if misbehave	1	2	3	4
	Makes me feel what I do is important	1	2	3	4
	Frightens or threatens me when I do something wrong	1	2	3	4
	Likes to spend time with me	1	2	3	4
	Tries to help me when I am scared or upset,	1	2	3	4
	Shames me in front of my friends when T misbehave	1	2	3	4
	Tries to stay away from me	1	2	3	4
	Complains about me	1	2	3	4
	Cares about what I think, and likes me to talk about it	1	2	3	4
48	Feels other children are better than I am no matter what I do	1	2	3	4
49	Cares about what I would like when she makes plans	1	2	3	4
50	Let's me do things I think are important, even if it is hard for her	1	2	3	4
51	Thinks other children behave better than I do	1	2	3	4
52	Wants other people to take care of me (for example, a neighbour or relative)	1	2	3	4
53	Let's me know I am not wanted	1	2	3	4
54	Is interested in the things I do	1	2	3	4
55	Tries to make me feel better when I am hurt or sick	1	2	3	4
56	Tells me how ashamed she is when I misbehave	1	2	3	4
57	Let's me know she loves me	1	2	3	4
58	Treats me gently and with kindness	1	2	3	4
59	Makes me feel ashamed or guilty when I misbehave	1	2	3	4
60	Tries to make me happy	1	2	3	4

THANK YOU FOR YOUR TIME

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Helping Attitude Scale(HBS)

This is a scale of 20-item and designed to measure your respondents' beliefs, feelings, and behaviours associated with helping. It is not a test, so there is no right or wrong answer. Please answer the statements as honestly as possible. Each item is answered on a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree).

	Statements	Strongly Disagree	Disagree	Undecided	Agree	Strongly Disagree Agree
1	Helping others is usually a waste of time.	1	2	3	4	5
2	When given the opportunity, I enjoy aiding others who are in need.	1	2	3	4	5
3	If possible, I would return lost money to the rightful owner.	1	2	3	4	5
4	Helping friends and family is one of the great joys in life.	1	2	3	4	5
5	I would avoid aiding someone in a medical emergency if I could.	1	2	3	4	5
6	It feels wonderful to assist others in need.	1	2	3	4	5
7	Volunteering to help someone is very rewarding.	1	2	3	4	5
8	I dislike giving directions to strangers who are lost.	1	2	3	4	5
9	Doing volunteer work makes me feel happy.	1	2	3	4	5
10	I donate time or money to charities every month.	1	2	3	4	5

5	Talks to me about our plans and listens to what I have to say	1	2	3	4
6	Complains about me to others when I do not listen to her	1	2	3	4
7	Takes a real interest in me	1	2	3	4
8	Wants me to bring my friends home, and tries to make things pleasant for them	1	2	3	4
9	Ridicules and makes fun of me	1	2	3	4
10	Pays no attention to me as long as I do nothing to bother her	1	2	3	4
11	Yells at me when she is angry	1	2	3	4
12	Makes it easy for me to tell her things that are important to me	1	2	3	4
13	Treats me harshly	1	2	3	4
14	Enjoys having me around her	1	2	3	4
15	Makes me feel proud when I do well	1	2	3	4
16	Hits me, even when I do not deserve it	1	2	3	4
17	Forgets things she is supposed to do for me	1	2	3	4
18	Sees me as a big nuisance	1	2	3	4
19	Praises me to others	1	2	3	4
20	Punishes me severely when she is angry	1	2	3	4
21	Makes sure I have the right kind of food to eat	1	2	3	4
22	Talks to me in a warm and loving way	1	2	3	4
23	Gets angry at me easily	1	2	3	4
24	Is too busy to answer my questions	1	2	3	4
25	Seems to dislike me	1	2	3	4
26	Says nice things to me when I deserve them	1	2	3	4
27	Gets mad quickly and picks on me	1	2	3	4
28	Cares about who my friends are	1	2	3	4
29	Is really interested in what I do	1	2	3	4
30	Says many unkind things to me	1	2	3	4
31	Pays no attention when I ask for help	1	2	3	4
32	Thinks it is my own fault when I am having trouble	1	2	3	4
33	Makes me feel wanted and needed	1	2	3	4
34	Tells me I get on her nerves	1	2	3	4
35	Pays a lot of attention to me	1	2	3	4
36	Tells me how proud she is of me when I am good	1	2	3	4
37	Goes out of her way to hurt my feelings	1	2	3	4

38	Forgets important things I think she should remember	1	2	3	4
39	Makes me feel unloved if misbehave	1	2	3	4
40	Makes me feel what I do is important	1	2	3	4
41	Frightens or threatens me when I do something wrong	1	2	3	4
42	Likes to spend time with me	1	2	3	4
43	Tries to help me when I am scared or upset,	1	2	3	4
44	Shames me in front of my friends when T misbehave	1	2	3	4
45	Tries to stay away from me	1	2	3	4
46	Complains about me	1	2	3	4
47	Cares about what I think, and likes me to talk about it	1	2	3	4
48	Feels other children are better than I am no matter what I do	1	2	3	4
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8	I dislike giving directions to strangers who are lost.	1	2	3	4	5
9	Doing volunteer work makes me feel happy.	1	2	3	4	5
10	I donate time or money to charities every month.	1	2	3	4	5

11	Unless they are part of my family, helping the elderly isn't my responsibility.	1	2	3	4	5
12	Children should be taught about the importance of helping others.	1	2	3	4	5
13	I plan to donate my organs when I die with the hope that they will help someone else live.	1	2	3	4	5
14	I try to offer my help with any activities my community or school groups are carrying out.	1	2	3	4	5
15	I feel at peace with myself when I have helped others.	1	2	3	4	5
16	If the person in front of me in the check-out line at a store was a few cents short, I would pay the difference.	1	2	3	4	5
17	I feel proud when I know that my generosity has benefited a needy person.	1	2	3	4	5
18	Helping people does more harm than good because they come to rely on others and not themselves.	1	2	3	4	5
19	I rarely contribute money to a worthy cause.	1	2	3	4	5
20	Giving aid to the poor is the right thing to do.	1	2	3	4	5

Scoring:

Items 1, 5, 8, 11, 18, 19 are reverse scored. The scores for each item are summed up to form an overall score, ranging from 20 to 100. According to the author, a 60 is a neutral score.

Five Factor Personality Inventory(FFI)

Here are a number of characteristics that may or may not apply to you. For example, do you agree that you are someone who likes to spend time with others. It is not a test, so there is no right or wrong answer. Please answer the statements as honestly as possible. Each item is answered on a 5-point Likert scale, ranging from 1 (strongly) to 5 (strongly agree disagree).

	Statements	Strongly Disagree	Disagree	Undecided	Agree	Strongly Disagree Agree
1	Is talkative	1	2	3	4	5
2	Tends to find fault with others	1	2	3	4	5
3	Does a thorough job	1	2	3	4	5
4	Is depressed, blue	1	2	3	4	5
5	Is original, comes up with new ideas	1	2	3	4	5
6	Is reserved	1	2	3	4	5
7	Is helpful and unselfish with others	1	2	3	4	5
8	Can be somewhat careless	1	2	3	4	5
9	Is relaxed, handles stress well	1	2	3	4	5
10	10. Is curious about many different things	1	2	3	4	5
11	Is full of energy	1	2	3	4	5
12	Starts quarrels with others	1	2	3	4	5
13	Is a reliable worker	1	2	3	4	5
14	Can be tense	1	2	3	4	5
15	Is ingenious, a deep thinker	1	2	3	4	5
16	Generates a lot of enthusiasm	1	2	3	4	5
17	Has a forgiving nature	1	2	3	4	5
18	Tends to be disorganized	1	2	3	4	5
19	Worries a lot	1	2	3	4	5
20	Has an active imagination	1	2	3	4	5
21	Tends to be quiet	1	2	3	4	5

22	Is generally trusting	1	2	3	4	5
23	Tends to be lazy	1	2	3	4	5
24	Is emotionally stable, not easily upset	1	2	3	4	5
25	Is inventive	1	2	3	4	5
26	Has an assertive personality	1	2	3	4	5
27	Can be cold and aloof	1	2	3	4	5
28	Perseveres until the task is finished	1	2	3	4	5
29	Can be moody	1	2	3	4	5
30	Values artistic, aesthetic experiences	1	2	3	4	5
31	Is sometimes shy, inhibited	1	2	3	4	5
32	Is considerate and kind to almost everyone	1	2	3	4	5
33	Does things efficiently	1	2	3	4	5
34	Remains calm in tense situations	1	2	3	4	5
35	Prefers work that is routine	1	2	3	4	5
36	Is outgoing, sociable	1	2	3	4	5
37	Is sometimes rude to others	1	2	3	4	5
38	Makes plans and follows through with them	1	2	3	4	5
39	Gets nervous easily	1	2	3	4	5
40	Likes to reflect, play with ideas	1	2	3	4	5
41	Has few artistic interests	1	2	3	4	5
42	Likes to cooperate with others	1	2	3	4	5
43	Is easily distracted	1	2	3	4	5
44	Is sophisticated in art, music, or literature	1	2	3	4	5

Scoring:

BFI scale scoring ("R" denotes reverse-scored items):

Extraversion: 1, 6R, 11, 16, 21R, 26, 31R, 36. Agreeableness: 2R, 7, 12R, 17, 22, 27R, 32, 37R, 42. Conscientiousness: 3, 8R, 13, 18R, 23R, 28, 33, 38, 43R. Neuroticism: 4, 9R, 14, 19, 24R, 29, 34R, 39. Openness: 5, 10, 15, 20, 25, 30, 35R, 40, 41R, 44