

Analysis of the Impact of Parental Acceptance, Rejection, Emotional Regulation, and Coping Strategies on Students**Salbia Abbas**salbia.abbas@gcwus.edu.pk

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Corresponding Author: * Salbia Abbas salbia.abbas@gcwus.edu.pk**Received:** 09-04-2025**Revised:** 10-05-2025**Accepted:** 15-06-2025**Published:** 17-07-2025**ABSTRACT**

This study looks into pupils' coping mechanisms, emotional control, and parental acceptance and rejection. Convenience sampling was used to choose the participants, and the final sample consisted of 300 students between the ages of 16 and 24 from both public and private colleges and institutions. The Coping Scale (Hamby et al., 2013), the Emotion Regulation Questionnaire (Gross & John, 2003), and the Adult Parental Acceptance-Rejection Questionnaire (Mother and Father Versions) (Rohner, 1978) were used to collect data. The data was analysed using the IBM Statistical Package for Social Sciences. The sample characteristics were described using percentages and frequencies. Pearson The hypotheses were tested using t-tests, correlation, and mediation analysis.. While correlation analysis showed important links between the variables, descriptive analysis gave a summary of the demographic features. Males reported higher degrees of warmth and affection, while females reported lower levels of parental acceptance and rejection. The association between coping techniques and parental acceptance-rejection was mediated by emotion regulation, according to mediation analysis, however the latter's influence was not statistically significant.

Keywords: peer pressure, academic performance, parental acceptance, rejection, coping strategies, emotional regulation.

INTRODUCTION

Parents play a crucial role, particularly in the early stages of their child's life, becoming their closest figures. Children consistently seek positive and supportive responses from their parents. This study aims to examine Parental Acceptance and Rejection, Emotional Regulation, and Coping Strategies among students. As adolescents and young adults face increasingly complex demands and expectations, the acceptance and rejection behaviors of parents significantly influence psychological adjustment (Rohner & Britner, 2002). Genuine acceptance from others can foster a sense of strength and empowerment in an individual, enhancing their ability to adapt to changes

Parental Acceptance-Rejection

Parental Acceptance-Rejection is crucial in shaping children's behavior throughout their lives (Khaleque & Rohner, 2012). Effective personality and psychological development are attainable only when parents engage in positive interactions, which begin with providing unconditional love and treating the child as a special individual (Brooks, 2004). Maternal warmth, in particular, is essential for enhancing the developmental process (Hetherington & Parke, 1986). The level of warmth parents show towards their child reflects their overall behavior and attitude (Shaffer & Shoben, 1956). Khaleque and Rohner (2012) define parental acceptance as the warmth, affection, love, care, and concern that a child receives, while parental rejection is characterized by neglect, lack of affection, abusive treatment, and avoidance. This concept of attachment, as explained by Bowlby, refers to a child's need to maintain a close bond with their parents or caregivers (Davies & Beech, 2012). Children who feel accepted by their parents are generally more psychologically balanced compared to those who feel rejected. Rejection can lead to negative outcomes such as emotional instability, poor self-esteem, hostility, and a pessimistic worldview (Khaleque & Rohner, 2012). According to Maslow (1943), fulfilling the need for love and belonging fosters a sense of appreciation and enhances self-esteem, which supports an individual's societal performance. Conversely, rejection may result in social anxiety, depression, an inferiority complex, and low self-confidence. Acceptance experiences, on the other hand, are linked to a number of advantageous results, such as enhanced psychological adjustment and favourable personality development. Children, adolescents, and adults who exhibit greater levels of self-esteem and self-competence are among them (Khaleque & Ali, 2017; Ohannessian, 2012).

The acceptance-rejection theory of parents

The Parental Acceptance-Rejection Theory (PAR Theory), created by Rohner in 1980, has progressed into the more comprehensive Interpersonal Acceptance-Rejection Theory (IPAR Theory). On the basis of perceived interpersonal acceptance or rejection, especially by parents, this theory encompasses personality sub-theories that seek to forecast and explain important facets of psychological personality and mental health.

Parental rejection, according to the theory, encompasses four main characteristics: (1) emotional coldness and a lack of affection, which involves deprivation of love, care, and warmth; (2) hostility and aggression, characterized by expressions of resentment, rage, and anger, leading to antagonistic behavior (both verbal and physical) from parents towards their child; (3) indifference and neglect, referring to a lack of concern for the child's needs; and (4) undifferentiated rejection (Rohner, 2016). Emotion-coaching, as described by Gottman et al. (1997), posits that parents

who are responsive and warm typically exhibit specific parenting behaviors and hold certain beliefs about emotions that influence their children's emotional regulation. They put forth a theory of meta-emotion philosophy, which is a person's structured views and sentiments regarding their own emotions as well as those of their kids.

Emotion Regulation

Gross (2015) defines emotion regulation as "the processes involved in shaping which emotions are experienced, when they are experienced, and how these emotions are experienced and expressed." In both academic research and everyday conversations, emotion regulation is often primarily associated with suppressing negative feelings (Kashdan et al., 2015). Emotion regulation typically involves adjustments in emotional responses, such as increasing, decreasing, or maintaining both positive and negative emotions (Aldao et al., 2010; Webb et al., 2012). These adjustments can occur at three levels: the types of emotions experienced, the timing of these emotions, and how they are experienced and expressed (Koole, 2009; Gross, 2015; Tamir, 2016). Emotion regulation is generally understood as a stable individual difference that persists over time and across various situations but can vary with age (Gross & John, 2003).

Gross Model of Emotion Regulation

Gross' Process Model, a widely recognized theory of emotion regulation, views regulation as the management of emotions both before and after they manifest in experiential, behavioral, or physiological forms (Gross, 1998a, 1998b; Gross & Thompson, 2007). Gross (1998b) expanded upon earlier emotion theories by distinguishing two primary approaches to emotion regulation: antecedent-focused ER and response-focused ER. Antecedent-focused ER involves activities such as selecting and modifying situations, directing attention, and altering cognition, and occurs before emotions are fully formed. Response-focused ER, on the other hand, involves techniques for enhancing or diminishing emotional reactions and occurs after an emotion has formed. Gross (1998, 2002) claims that the model outlines five emotion regulation strategies—context selection, situation alteration, attentional deployment, cognitive change, and response modulation—that are used at various points during the emotional experience.

Theories of Emotional Regulation:

Antecedent-Focused Strategie

Situation selection involves either avoiding or seeking out situations based on prior experience or anticipation to influence the emotional response generated. For example, an individual may choose to leave for an appointment early to alleviate the tedium of sitting in bumper-to-bumper traffic (selection) or even alter the experience and boredom by using music as a distraction while they sit in traffic (modification). Likewise, emotions can be managed without altering the actual physical situation using techniques like concentration or distraction, which are forms of attentional deployment. For the purposes of emotion control, concentrating restricts one's attention to the emotional characteristics of the situation, while distraction will retract attention from the emotional characteristics or to different qualities of the situation (Gross & Thompson, 2007).

Reappraisal, as first described by Ochsner and Gross (2007), takes the form of a cognitive change, or changing the appraisal about an emotional situation as threatening or rewarding. The cognitive change could change emotional reactions given the circumstances, goals and motivations while accessing a higher-order cognitive function (Ochsner & Gross, 2005). Reappraisal is an antecedent-focused attention strategy that focuses on changing an appraisal of a negative stimulus or experience to a more positive one (Dennis & Hajcak, 2009; Gross, 1998a; Gross & John, 2003; Gross & Thompson, 2007; Moser et al., 2006; Ochsner & Gross, 2005). In their research, Gross and John (2003) found that people who regularly reappraise their emotions tended to report fewer negative negative emotions and more positive emotions, which is also reflected in their emotional displays. Increased use of reappraisal is linked to more emotionally open and closer social interactions, fewer depressive symptoms, and greater life satisfaction. Conversely, individuals who practice suppression often report feelings of inauthenticity in social relationships, reduced emotional clarity, more negative emotions, higher depressive symptoms, and lower life satisfaction. A study by Monteiro (2014) found that difficulties with emotion regulation predicted various dimensions of coping strategies, including problem-focused and emotion-focused engagement and disengagement. This suggests that problems with emotion regulation are associated with the choice of coping strategies. The research underscores the importance of developing both emotion regulation and coping skills to mitigate or avoid the negative effects of stressful events (Modecki, 2017).

Coping Strategies

Coping strategies refer to the methods individuals use to manage challenging or stressful situations. According to the integrative behavior-regulating model (Kopp, 1994; Kopp & Skrabski, 1995), the interaction between an individual and their environment dynamically influences behavior. A key aspect of this model is decision-making. People must continually assess whether they can handle the challenges posed by their environment, manage current circumstances, and resolve problems. The goal is to maintain equilibrium within the person-environment system. Stress arises when an individual perceives a new or threatening situation, potentially disrupting this balance. Pikó (1997) describes coping as a process involving cognitive and behavioral efforts to eliminate or address the source of stress. Margitics (2005) found that emotional coping strategies, particularly those driven by emotions and lacking in cognitive restructuring, were most strongly associated with depression in late adolescents. Coping strategies are shaped by socialization, especially within the family, and disruptions in family socialization can hinder an individual's ability to adapt effectively to their environment. Coping involves cognitive and behavioral efforts to manage, reduce, minimize, or tolerate both external and internal stressors (Compas et al., 2001). During adolescence, coping often means taking concrete actions to confront or escape stressful situations. Coping can be either productive or dysfunctional. Functional or active coping, which involves addressing problems directly, is associated with positive outcomes and resilience (Seiffge-Krenke, 2011; Wood & Bhatnagar, 2015; Zimmer-Gembeck & Skinner, 2016). Examples include prosocial behavior during adversity (Flouri & Kallis, 2007) or enhanced social competence in stressful interpersonal situations (Clarke, 2006).

Relationship between Parental Acceptance-Rejection and Emotion Regulation

From an early age, parents have a significant impact on their children's social and emotional development. Children's emotional development is greatly influenced by the manner in which parents communicate their own feelings, react to their kids' unpleasant feelings, and have conversations on how to control emotions (Eisenberg et al., 1998). Three main processes are involved in the development of children's emotion regulation skills,

according to "The Tripartite Model of the Impact of the Family on Children's Emotion Regulation and Adjustment" (Morris et al., 2007): parenting practices (parents teaching specific emotion regulation strategies), family emotional climate (attachment styles and parents' emotional expressiveness), and observation and modelling (learning emotion regulation techniques by watching others). Actively teaching children adaptive emotion regulation techniques, such as deep breathing or concentrating on positive ideas to control unpleasant emotions, is part of good parenting practices. According to one study, for example, a youngster exhibited less anger when a mother helped him or her to change focus or look for knowledge during a task that was frustrating (Gilliom et al., 2002).

Relationship between Emotion Regulation with Coping Strategies

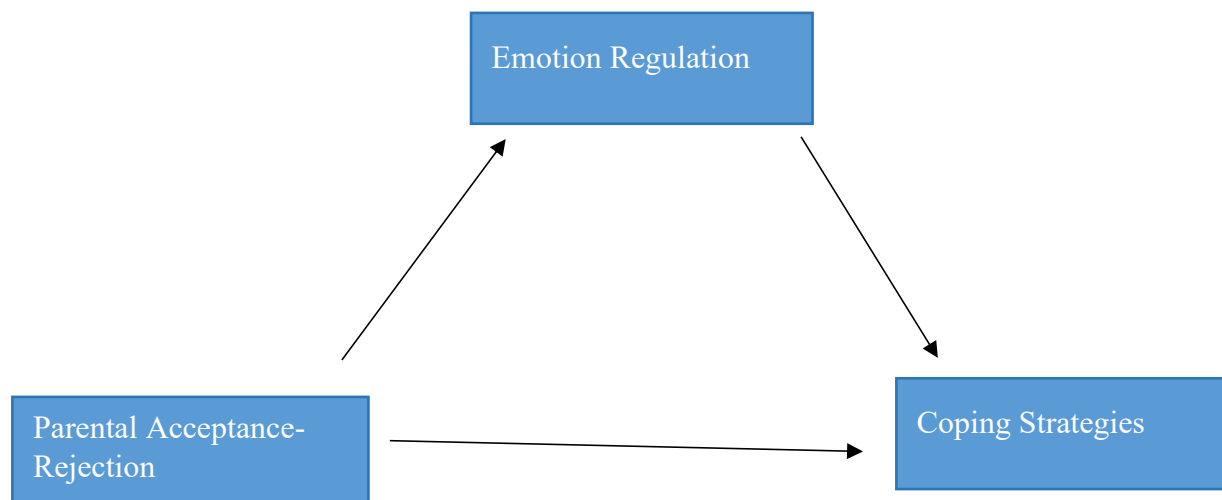
Emotion regulation entails extrinsic and intrinsic processes of supervision, evaluation, and modification of emotional expression, particularly their intensity and temporal characteristics, to maintain, increase, or suppress an ongoing affective state (Gross, 2015; Thompson, 1991). Although emotions can originate in reaction to stressful and unfavorable situations, they can also occur as part of ongoing normative experiences of daily life that do not involve stressful or adverse occurrences (Gruhn & Compas, 2020; Lennarz et al., 2019). According to research, negative emotion management methods such as expressive suppression are associated with undesirable consequences such as maladaptive social functioning and internalizing difficulties (Gross & Cassidy, 2019). Summarising, coping, and emotion regulation are critical activities in adolescent mental health and the maintenance of a wide spectrum of psychological illnesses and psychopathology (Compas et al., 2017). As a result, the adolescent mental health outcome can be viewed as the result of a complex interaction of coping and emotional mechanisms involving various individual and contextual variables (Bonann & Burton, 2013), such as the characteristics and nature of stressors, which are important issues involved in coping and emotion regulation responses (Seiffge-Krenke et al., 2009; Connor-Smith & Compas, 2004; Skinner & Zimmer, 2011). To summarise, despite significant research on coping and emotion regulation, examining their relationship is vital since disputes surround it. Some researchers argue that coping and emotional regulation are distinct but linked processes (Compas et al., 2017; Gruhn & Compas, 2020), whereas others refer to emotion regulation as a coping strategy (Lennarz et al., 2019).

Relationship between Parental Acceptance-Rejection with Coping Strategies

Attachment theory, pioneered by Bowlby (1973), posits that individuals develop an internal working model based on their relationships with attachment figures, which then guides their future interactions with others. A secure attachment style fosters a positive self-view and trust in others, while an insecure attachment style leads to perceptions of relationships as unreliable and rejecting (McFadyen-Ketchum et al., 1996). Research indicates that perceived parental rejection is a significant contributor to cognitive, emotional, behavioral, and social problems across all ages (Khaleque et al., 2007). Ramírez-Uclés (2018) found that children's perceptions of parental acceptance and rejection tend to impact daughters more strongly than sons. In particular, there was a relationship between maternal rejection and lower self-esteem for girls while there was a relationship between paternal rejection and emotional dysregulation for boys. Furthermore, persistent negative parental behaviors could put their children at a higher risk for maladaptive coping strategies. On the other hand, parental acceptance significantly related to more adaptive coping strategies for stressors (Wolfradt et al., 2003).

Figure 1.1

Proposed model of study



LITERATURE REVIEW

A review of literature provides a detailed analysis of previous research studies examining the relationships between parental acceptance-rejection, emotion regulation, and coping strategies and it summarizes important findings, research procedures and limitations, highlights gaps in knowledge, and contributes to the framework for additional studies. Sultana et al. (2022) sought to examine the effects of perceived parental acceptance-rejection on academic motivation, coping capabilities, and general well-being among adolescents in public schools in Sargodha, Pakistan. Using purposive sampling and established scales in their research study, they found a positive relationship between parental acceptance and academic performance, general well-being, and coping techniques. The authors revealed that parental acceptance had a significant impact on academic motivation, coping capabilities, and well-being; emotional intelligence and personality played moderating roles to this influence. Margitics et al. (2022) examined parental treatment and its effects on coping strategies in Hungarian secondary school and college students with over one thousand one hundred participants in their study, mainstream gender differences were significant. Girls were more likely to undertake problem analysis and implement help-seeking strategies during coping opportunities while at the same time showed tendencies to experience more emotional withdrawal behaviours when compared to boys. The authors highlighted that family socialization and parental education initialized gendered coping strategies. Giunta et al. (2022) evaluated the effect of negative parenting on adolescents' emotion regulation ability and self-efficacy. Using participants 103 Italian adolescents and their parents, the authors identified that maternal rejection was associated with higher levels of aggression and depressive symptoms one year later, with both outcomes affecting self-efficacy in regulating anger and sadness. Further paternal control was associated with depressive symptoms, as maternal control showed a positive relationship with depressive symptoms.

Kolcheva (2022) described the relationship between perceived parental acceptance/rejection experienced in childhood and rejection sensitivity in adulthood. They reported this study included 300 adults. The results found that memories of parental rejection were associated with rejection sensitivity today, and the association was particularly strong for younger participants. Saha and Rahman (2021) studied parental acceptance and rejection and emotional and social impairment in adolescents in Dhaka city and found maternal warmth and paternal warmth were both negatively correlated with emotional and social impairment, while parental hostility and parental neglect were positively correlated with emotional and social impairment. Finally, Alcántara et al. (2020) situational and cross-sectional addressed a stepwise process of the mediating role of coping and emotion regulation in a stress model of adolescents from marginalised (ex: urban slum dwellers) populations that number 523 participants. Findings labelled emotion regulation as an important mediator of the relationship between stressful occurrences and the coping strategies used, suggesting a critical role in managing stress. Lázaro et al. (2019) studied the role of parental acceptance-rejection in emotional instability in adolescence. The study surveyed 1,181 students with ages between 11-17 years old and found that maternal criticism and rejection had an impact on early adolescence, and paternal criticism and rejection on middle adolescence, which resulted in emotional instability. Walayat et al. (2017) studied the role of parental acceptance-rejection, trauma in childhood, and the role of emotion regulation in psychopathic tendencies among adolescents in Pakistan. In this study psychological maladjustment was a main predictor of psychopathic tendencies, as well as emotion-regulation and parental acceptance-rejection, and both were significant and mediated by gender. Prosen et al. (2016) studied the role of emotion-regulation and coping strategies among pedagogical students in relation to attachment styles. The findings indicated that students with secure, fearful, preoccupied and dismissive attachment styles were unique in their use of emotion-regulation and coping strategies.

Machado and Reverendo (2014) studied the role of maternal acceptance-rejection in emotion regulation in Portuguese adolescents. The findings suggested that less maternal rejection resulted in more adaptive emotion-regulation strategies, among this sample of adolescents. Cabral et al. (2012) examined the connections between parental attachment, emotion regulation processes, and preferred coping strategies in a sample of freshmen college students. The results showed that emotional attachment to parents, a sense of support in one's autonomy, low separation anxiety, were all predictors of capacities to regulate emotions and use of coping strategies. Emotion regulation partially mediated the relationship between attachment and coping. This review underscores the complexity of the interactions between parental acceptance-rejection, emotion regulation, and coping strategies. However, gaps remain, particularly in understanding the long-term effects of parental rejection across different cultural contexts and how gender may further influence these relationships. Current research has focused primarily on adolescents, yet the impact on young adults and the broader spectrum of coping mechanisms warrants further exploration. Future studies could expand on these findings by investigating the longitudinal effects of parenting styles on emotional and social outcomes in diverse populations.

METHODOLOGY

A cross-sectional design was employed using a quantitative research methodology. A sample of 300 students, aged 16-24 years, was recruited from both private and public sector colleges in Sialkot. The sample size was determined using G-Power analysis.

Measurements

The following instruments were used to collect data:

Demographic Questionnaire

A demographic questionnaire was designed to gather personal information from participants. It included questions regarding age, educational year, type of institution (private or public), birth order, family structure, socioeconomic status, parents' education and occupation, number of siblings, whether parents are alive, and any physical or psychological issues.

Adult Parental Acceptance-Rejection Questionnaire

Mother and Father Versions (Adult PARQ: Mother and Father) (Rohner, 2005)

The Adult PARQ Mother and Father versions (short forms) were used to assess adults' recollections of maternal and paternal acceptance and rejection. Each form contains 24 items, with the primary distinction being the reference to "mother" or "father." Participants are asked to reflect on their parents' behavior towards them during childhood. The questionnaire evaluates perceptions of maternal and paternal warmth/affection, hostility/aggression, indifference/neglect, and undifferentiated rejection. The total score is derived from the sum of these four subscales, with the warmth/affection subscale reverse-scored to reflect coldness/lack of affection. The reliability of the scale ranges from .86 to .95, with a score range from 24 to 96, where a score at or above the midpoint (60) indicates higher perceived parental rejection, and below 60 suggests greater parental acceptance.

Emotion Regulation Questionnaire (Gross & John, 2003)

The Emotion Regulation Questionnaire, developed by Gross, consists of 10 items rated on a 5-point Likert scale. Higher scores indicate a greater tendency toward the respective emotion regulation strategies. It assesses two domains: suppression and reappraisal. The Cronbach's alpha for this scale is .752, indicating good reliability.

Coping Scale (Hamby et al., 2013)

The Coping Scale is a 13-item measure that evaluates cognitive, behavioral, and emotional coping strategies, with responses rated on a 4-point scale. Higher scores reflect greater coping ability. The internal consistency of the scale was .88 for the pilot sample and .91 for the main sample.

Methods

The study proceeded through the following steps:

Pilot Study

The original authors provided permission to use their instruments. The instruments were administered to a pilot group of five people aged 16-24 prior to the main study. The purpose for the pilot study was to examine if there were problems with the demographic form(s) or the questionnaires, assess the feasibility of the instruments, the clarity and comprehension of the language, and how long it would take to complete them. The process consisted of presenting an information sheet about the study, a consent form, followed by the demographic forms and questionnaires, for each participant to complete.

Main Study

Following the completion of the pilot study, the main study was conducted, and involved all colleges and universities. Permission to undertake research was provided by either Heads of Departments (HODs) or the administrations of each institution. Verbal and written consent were obtained from participants, who were each provided with a data collection form, and whose queries about the questionnaires were answered. Following data collection, and research, all the responses were input into an SPSS sheet for analysis undertaken, to test the hypotheses.

Data Analysis

The data were analyzed using the IBM Statistical Package for the Social Sciences (SPSS). To examine the sample characteristics, frequencies and percentages were calculated. Additionally, Pearson correlation, mediation analysis, and t-tests were conducted to test the hypotheses.

Ethical Considerations

Ethical standards were upheld throughout the research. Necessary approvals were secured before the study commenced, and informed consent was obtained from all participants. Confidentiality was strictly maintained.

RESULTS

Reliability analysis of the scales

Reliability analysis

Reliability analysis was assessed using Cronbach's Alpha. The result of the reliability revealed acceptable reliability ($>.60$) for each of the constructions in the study. Results are summarized in Table 1.

Table 1.**Reliability analysis**

Construct	No. of items	Cronbach's Alpha
Parental Acceptance Rejection Questionnaire (Adult form)	48	.81
Emotion Regulation	10	.60
Coping Scale	13	.71

Reliability analysis of scales includes Cronbach's Alpha of Parental Acceptance Rejection Questionnaire, Emotion Regulation, and Coping Scale. Table shows that the reliability of the Parental Acceptance Rejection scale is ($\alpha=0.81$), the reliability of the Emotion Regulation scale is ($\alpha=0.6$) and the reliability of the Coping Scale is ($\alpha=0.71$) which shows that the data is reliable for future research.

Correlation Analysis*Correlation for studied variables***Table 2**

Measures	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	M	SD
1.age 19.59 2.209	-	-.01	-.02	-.01		-.19**	-.06	-.16**	-.15**	-.12*	-.07	-.07	-.09	-.07	-.08	-.15**	

2. warmth(M) -14.13 4.332	-	.46**	-.09	.10	-.07	.07	.02	-.03	-.01	.02	.00	.01	.748**	.40**
3. warmth(F) 14.73 4.956	-	.08	.06	.04	-.19**	-.08	-.17**	.07	-.04	.03	-.02	.40**	.69**	-
4. hostility aggression M 12.00 3.596	-	.39**	.52**	.45**	.31**	.31**	.02	-.08	-.02	.04	.47**	.39**		
5. indifference neglects M 12.48 3.304	-	.48**	.51**	.55**	.39**	.01	-.00	.00	.05	.60**	.49**			
6. undifferentiated rejection M 6.85 2.476	-	.52**	.43**	.56**	-.10	-.05	-.10	-.01	.46**	.47**				
7. hostility aggression F 11.37 4.241	-	.50**	.66**	-.05	-.02	-.04	.06	.46**	.49**					
8. indifference neglects F 12.88 3.564	-	.45**	.00	.00	.00	.02	.37**	.50**						
9. undifferentiated rejection F 2.768	-	-.18**	.05	-.10	-.03	.31**	.45**	6.82						
10. reappraisal item 30.48 6.879	-	.23**	.86**	.32**	-.02	.00								
11. suppression items 4.850	-	.69**	.11	-.02	-.03	20.05								
12. ERQ total 9.313	-	.29**	-.03	-.01	50.52									
13. CS total 6.457	-	.03	.00	36.54										
14. PAR Total(M) 11.334	-	.68**	43.08											

15.PAR Total(F)

- 41.61 12.029

Note: PAR= parental acceptance-rejection, M= Mother, F =Father, CS= Coping Scale, ERQ= Emotion Regulation Questionnaire

**Correlation is significant at the 0.01 level (2-tailed)

Table 2 presents the correlation of the studied variables. Age displayed negative correlations with warmth (M) (-.19, $p < .01$), indifference neglect (M) (-.16, $p < .01$), undifferentiated rejection (M) (-.15, $p < .01$), hostility aggression (F) (-.12, $p < .05$), and undifferentiated rejection (F) (-.15, $p < .01$), indicating that as individuals' age increased, these variables tended to decrease. Warmth (M) exhibited a robust positive correlation with warmth (F) (.46, $p < .01$), suggesting a significant association between the warmth expressed by males and females. Hostility aggression (M) displayed positive correlations with indifference neglects (M) (.52, $p < .01$), undifferentiated rejection (M) (.45, $p < .01$), hostility aggression (F) (.31, $p < .01$), and indifference neglects (F) (.31, $p < .01$), highlighting a consistent pattern of aggression-related behaviors across genders. Indifference neglects (M) demonstrated positive correlations with undifferentiated rejection (M) (.52, $p < .01$), hostility aggression (F) (.39, $p < .01$), and indifference neglects (F) (.55, $p < .01$), suggesting an association between male neglectful behaviors and female aggression-related behaviors.

Reappraisal items, suppression items, and ERQ total showed positive correlations with each other ($>.23$, $p < .01$), indicating that individuals reporting higher scores on one of these emotion regulation measures tended to score higher on the others. Additionally, reappraisal items correlated positively with hostility aggression (M) (.23, $p < .01$) and undifferentiated rejection (M) (.86, $p < .01$), implying that individuals with higher levels of reappraisal tended to report higher levels of aggression-related behaviors and undifferentiated rejection. CS total displayed positive correlations with age (.29, $p < .01$), warmth (M) (.68, $p < .01$), warmth (F) (.43, $p < .01$), and undifferentiated rejection (F) (.50, $p < .01$), suggesting that individuals with higher CS total scores tended to be older and reported higher levels of warmth and undifferentiated rejection by females. PAR Total (M) and PAR Total (F) exhibited positive correlations with warmth (M) (.69, $p < .01$), warmth (F) (.11, $p < .01$), hostility aggression (F) (.50, $p < .01$), and indifference neglects (F) (.45, $p < .01$), indicating that individuals reporting higher scores on these parenting attitude measures tended to report higher levels of warmth by both genders and aggression-related behaviors and neglect by females.

Table 3

Independent Sample T-Test for Parental acceptance-rejection, Emotion Regulation, and Coping Strategies

Variables	Male		Female		t	p	<i>Cohens d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Warmth Affection M	26.8	3.59	25.01	4.78	3.588	.000	.41
Hostility Aggression M	12.47	3.59	11.56	3.56	2.18	.03	.25
Indifference Neglect M	13.11	3.004	11.89	3.47	3.25	.001	.38
Undifferentiated Rejection M	7.08	2.52	6.64	2.42	1.52	.13	.18
Warmth Affection F	25.68	4.61	24.88	5.25	1.39	.16	.16
Hostility Aggression F	12.38	4.24	10.42	4.02	4.12	.000	.47
Indifference Neglect F	12.90	3.32	12.86	3.79	.11	.90	.01
Undifferentiated Rejection F	7.21	2.80	6.44	2.68	2.43	.01	.28
PARQ total	117.60	15.37	109.71	17.06	4.22	.000	.49
ERQ total	49.93	9.55	51.08	9.09	-1.08	.28	.12
CS total	36.28	6.63	36.79	6.29	-.68	.50	.08

Table 3 revealed mean differences in warmth affection M, warmth affection F, parental acceptance-rejection, emotion regulation, and coping strategies. There was a statistically significant difference in perceived warmth and affection from mothers, $t(298) = 3.588$, $p < .000$. Males ($M = 26.8$, $SD = 3.59$) reported significantly higher warmth and affection from mothers compared to females ($M = 25.01$, $SD = 4.78$). Similarly, there was a statistically significant difference in indifference neglect from mothers, $t(298) = 3.25$, $p = .001$. Males ($M = 13.11$, $SD = 3.004$) reported significantly higher indifference neglect from mothers compared to females ($M = 11.89$, $SD = 3.47$). Similarly, there was a statistically significant

difference in hostile aggression from fathers, $t(298) = 4.12, p < .001$. Males ($M = 12.38, SD = 4.24$) reported significantly higher indifference neglect from mothers compared to females ($M = 10.42, SD = 4.02$).

Overall parental acceptance-rejection has a statistically significant difference in males and females, $t(298) = 4.22, p < .000$. Males ($M = 117.60, SD = 15.37$) reported significantly higher parental acceptance-rejection compared to females ($M = 109.71, SD = 17.06$). Findings revealed that there were no significant but there are differences in emotion regulation in males and females. Females ($M = 51.08, SD = 9.09$) reported higher emotion regulation compared to males ($M = 49.93, SD = 9.55$). Similarly, findings revealed that there were no significant but there is a little difference in coping strategies in males and females. Females ($M = 36.79, SD = 6.29$) reported higher coping strategies compared to males ($M = 36.28, SD = 6.63$). The value of Cohen's d of all variables is less than 0.50 which indicates a small size effect.

Table. 4

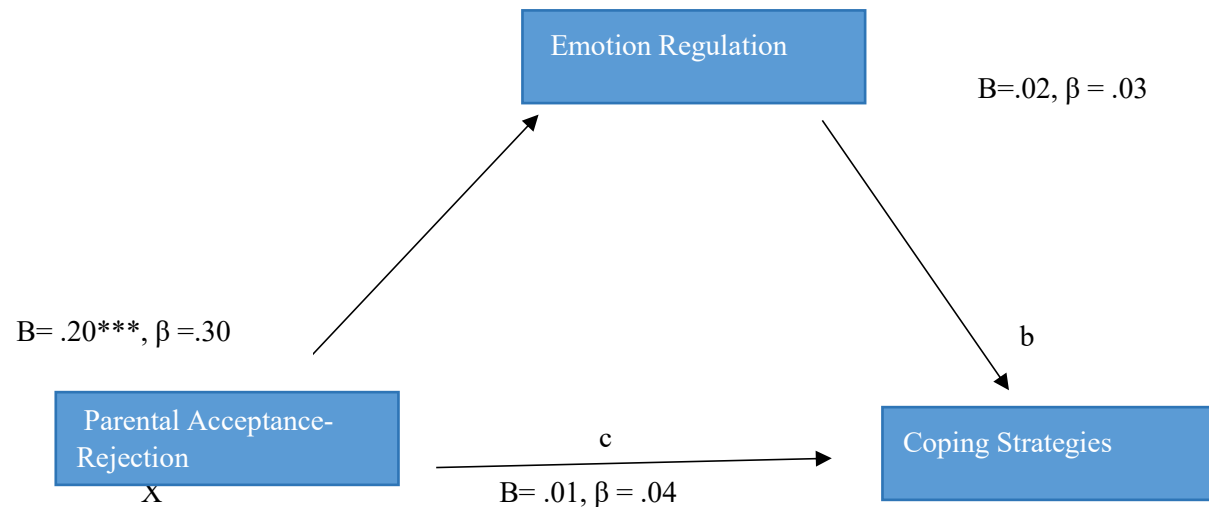
Mediators' role in emotion regulation between parental acceptance-rejection and coping strategies

M (Emotion Regulation)					Y (Coping Strategies)					
Antecedent	B	SE	p	β		B	SE	p	β	
X (PARQ)	a	-.02	.03	.49	-.03	c	0.01	.02	.44	.04
M (Regulation)	-	-	-			b	0.20	.03	.000	.30
R²= .001					R²=.09					
F (1, 298) =.45					F (2, 297) =14.93, p<.001					

A simple mediation analysis conducted using ordinary least square path analysis (performed by the PROCESS SPSS macro, Hayes), found that emotion regulation did not significantly mediate the relationship between parental acceptance-rejection and coping strategies. And found that parental acceptance-rejection not significantly associated with emotion regulation ($a = .02$) and emotion regulation was significantly associated with coping strategies ($b = .20$). A bootstrap confidence interval for the indirect effect ($ab = -.01$) based on 5,000 bootstrap resamples was entirely above zero (.02 to .04), suggesting that emotion regulation not mediates the association between parental acceptance-rejection and coping strategies.

Figure 3.1

Emergед Model of Mediation

**Summary of Findings**

The major findings of the study were:

- There was negative non-significant relationship found between Parental Acceptance Rejection and Emotion regulation.
- A positive significant relationship found between Emotion Regulation and Coping strategies.
- Parental Acceptance Rejection shows significant differences in gender.
- There was also a difference in emotion regulation and coping strategies in terms of gender.
- Mediating role of Emotion Regulation with Parental Acceptance shows non-significant result.
- Mediation role of Emotion Regulation with Coping Scale shows significant result.

DISCUSSION

The current research focused on examining the interplay between Parental Acceptance and Rejection, Emotional Regulation, and Coping Strategies among students. The results, analyzed from the collected data, address both supporting and contrary findings in relation to our hypotheses and are discussed in the context of existing literature.

The study included participants divided into two groups to ensure balanced representation. The sample comprised individuals aged 16-24, recruited from various government and private colleges and universities. Most participants were in intermediate or undergraduate programs. Selection was based on specific inclusion and exclusion criteria, and the majority lived in nuclear families and were from middle socioeconomic backgrounds. This age group was chosen because it represents a transitional period where individuals encounter diverse social interactions and relationship conflicts, making it an ideal cohort to explore how parental acceptance and rejection influence emotional regulation and coping mechanisms.

Our initial hypothesis, which proposed a direct relationship between Parental Acceptance-Rejection and emotional regulation, was not fully supported. However, our findings reveal more intricate connections between parental treatment and emotional management. This complexity is echoed in Pinugu's (2012) study, which found limited effects of parental behavior on emotional regulation strategies, suggesting the influence of various mediating factors.

Saha and Rahman (2021) found that parental acceptance-rejection had different relationships with some emotional and social impairments in adolescents. The researchers found significant negative correlations with emotional and social impairments in their sample of adolescents for both maternal and paternal warmth/affection.

While our first hypothesis was confirmed after conducting thorough analyses, we were also able to explore our second hypothesis in relation to emotional regulation and coping strategies because this hypothesis was confirmed and we need to look at how emotional regulation processes relate to different types of coping strategies. In another relevant study, Alcántara et al. (2020) found that emotion regulation mediates the relationship between stressful events and coping, and that it has the largest explanatory power when emotion regulation acts as a mediating variable. This points towards the important role of emotions to coping to stress.

For instance, Cabral et al. (2012) found that in their sample of college freshmen, variations in parental attachment were associated with emotion regulation mechanisms and coping strategies. They found that when there were close emotional ties, autonomy support, moderate levels of separation anxiety, there were more adaptive emotion regulation mechanisms and coping strategies. They found that emotion regulation, either partially or completely mediated the relationship between attachment and coping.

This current study also showed gender differences related to family functioning, emotion regulation, and coping styles. Gomez et al. (2022) found that maternal acceptance had an association to decrease sadness suppression in girls, while paternal acceptance was correlated to emotion regulation to level effects. Pascual et al. (2016) reported on gender differences in coping strategies, developing positive strategies to decrease anxiety and improve relationships by decreasing the use of poor (negative) coping strategies.

The final hypothesis of this study, considering emotion regulation, acting as mediator between parental acceptance-rejection and coping strategies, was not supported. The outcomes showed that even though the mediating role of emotion regulation between parental acceptance-rejection was not significant, the mediating role regarding coping strategies was with a positive significance. Soysal (2016) also made recommendations towards future research, stating parental rejection and test anxiety was correlated positively degrees of difficulties with emotion regulation, however the mediation insight regarding parental acceptance-rejection and test anxiety were non-significant conclusions. Kheradmend et al. (2017) suggested emotion regulation and mindfulness act as moderators in their own research about parental stress, parenting style, and methods of coping showing these variables held insights about coping styles.

CONCLUSION

This research studied the interaction between Parental Acceptance and Rejection, Emotional Regulation, and Coping Strategies in students as they navigate a significant developmental stage, while also providing new information regarding these variables' relationships throughout the processes and transitions toward adulthood. Current research emphasizes some of the complexities of these relationships and disconfirmed a portion of our original hypotheses. The current research established the relationships in a complex manner such that, while we did not find evidence to confirm a direct link between Parental Acceptance-Rejection and emotional regulation, we did find intriguing and complex connections between parental behaviors and emotional regulation. Research with adolescents has consistently found that several mediators complicate the relationship between parental behaviors and emotional regulation as well, (e.g., Pinugu, 2012). We also confirmed the link between emotional regulation and coping strategies which emphasizes the importance of effective emotion regulation in dealing with stress. Reflecting some of our findings, Alcántara et al. (2020) found that emotion regulation significantly mediated the relationship between stressful events and coping strategies in adolescent. As well, Cabral et al. (2012) showed that differences in parental attachment were predictive of how individuals used emotion regulation mechanisms and coping strategies, and emotion regulation played an important role in those relationships. Current research also established significant differences between genders, in addition to their emotions and interaction with family dynamics. For example, Gomez et al. (2022) and Pascual et al. (2016) determined that maternal and paternal acceptance may impact emotion regulation and coping strategies differently based on gender.

Finally, the present study's hypothesis about the mediating role of emotion regulation between parental acceptance-rejection and coping strategies was partially supported. While the mediating role of emotion regulation between parental acceptance-rejection was not supported, the mediating role for coping strategies was positively supported. This finding is consistent with previous research by Soysal (2016) and Kheradmend et al. (2017) and underscores the importance of emotion regulation and mindfulness in shaping coping strategies. Overall, the current study informs our understanding of the influence of parental acceptance-rejection on emotional regulation and coping strategies. There

are important implications for future research and to develop skills that allow individuals to respond appropriately to their emotions and cope more effectively with stressors. Based on the results of the study, the complex interactions between parental acceptance-rejection, emotional regulation, and coping strategies, as well as the gender differences highlighted throughout Could lead to future interventions in the field of clinical psychology.

IMPLICATIONS OF THE STUDY

In conclusion, this study enriches our understanding of how parental acceptance-rejection can influence emotional regulation and coping strategies, which has important implications for future research and application. The interaction of these processes, together with the apparent differences between genders, suggests that interventions may be developed that may help individuals manage their emotional responses and develop better coping strategies.

RECOMMENDATIONS

Future research should try to broaden its perspective by having a larger subject pool and including a broader set of institutions. Of importance is to extend the scope of age for participants, to see how and why this relationship functions at different ages. Future research ought to include students who experience physical issues or psychological issues for example, students with anxiety and/or depression, to delve into how parenting-related acceptance and rejection interact with emotional processes, emotional regulation, and coping. It may also be especially interesting to look at this relationship among male adolescents, to explore how acceptance and rejection related to parenting contributes to the development of their personality development, and consequently their relationships. It may also be interesting to compare and contrast urban and rural settings, as we know that a difference in geography, or culture, can offer a different perspective of these variables. And lastly, conducting this research on an adolescent population could afford a window into how these processes develop during a critical period of development.

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