

**ACHIEVEMENT MOTIVATION AND
PSYCHOLOGICAL WELL-BEING
AMONG YOUNG MIZO ADULTS IN RELATION
TO PARENTING AND DEPENDENCY**

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(Regn. No. – MZU/PhD/270 of 30.10.2008)

Thesis Submitted for the Degree of Doctor of Philosophy in Psychology

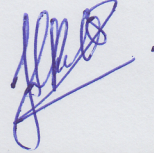
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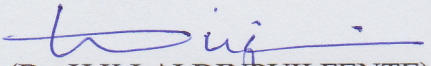
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I, Juliet Lalremmawii Ralte, hereby declare that the subject matter of this thesis is the record of work done by me, that the contents of this thesis did not form basis for the award of any previous degree to me or to the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University or Institute.

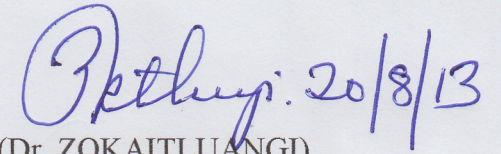
This is being submitted to Mizoram University for the Degree of Doctor of Philosophy in Psychology.



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Aizawl:
the 17th August.2013

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Dated: 17th Aug, 2013

CERTIFICATE

This is to certify that the present piece of research titled “ACHIEVEMENT MOTIVATION AND PSYCHOLOGICAL WELL-BEING AMONG YOUNG MIZO ADULTS IN RELATION TO PARENTING AND DEPENDENCY” is the bonafide research conducted by Ms. Juliet Lalremmawii Ralte under my supervision. Ms. Juliet Lalremmawii Ralte worked methodically for her dissertation being submitted for the Degree of Doctor of Philosophy in Psychology of the Mizoram University.

This is to further certify that the research conducted by Ms. Juliet Lalremmawii Ralte has not been submitted in support of an application of this or any other University or an institute of learning.

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SUPERVISOR

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Chapter – I

INTRODUCTION

Behaviour is motivated and influenced by internal (psychological and biological) and external (environmental) forces and usually has regulatory or orderliness about it across time and space. The emotional need for positive response from significant others is a powerful motivator, and when children do not get this need satisfied adequately by their parents, they are predisposed to respond emotionally and behaviourally in specific ways (Boivin, Perusse, Dionne, Saysset, Zoccolillo, Tarabulsky, Tremblay & Tremblay, 2005, p.612). Thus, parents and caregivers are uniquely important to children's healthy development, and adults' sense of emotional security and well-being also reflect the perceived quality of relationship with attachment figures (Baumeister & Leary, 1995; Bjorklund & Pellegrini, 2002; Leary, 1999).

Parenting is an area that has been extensively studied so that the process in which parenting styles and behaviors affect children's development may be understood (Belsky, 1984). The term 'parenting' can be traced back as far as 1663 and it began to become widely recognized as an important element in family relationships in the mid-1970s (Couchman, 1983) with a sudden increase of publications, with Baumrind (1966) leading the pack by offering three styles of parenting viz. authoritative, authoritarian, and permissive parenting, that has been fervently followed in researches that attempt to understand the whys and wherefores of human behaviour (e.g. Amato & Fowler, 2002; Aunola, Stattin, & Nurmi, 2000; Luster & McAdoo, 1996; Mackey, Arnold, & Pratt, 2001; Steinberg, Darling, & Fletcher, 1995).

Authoritarian parenting is linked with a subtle kind of control called psychological control. Children who are subjected to psychological control are robbed of their individuality. They exhibit both the anxious, withdrawn response and the defiant, aggressive behaviors which are linked to parental authoritarianism (Barber & Harmon, 2002; Silk *et al.*, 2003). Teenagers who are permissively reared do less well academically, are more defiant of

authority figures, and display more antisocial behavior than teenagers whose parents communicate clear expectations (Barber & Olsen, 1997; Baumrind, 1991, 1997; Kurdek & Fine, 1994; Lamborn *et al.*, 1991). The Uninvolved parent, so overwhelmed by many stresses in their lives that they have no energy for children, may be emotionally detached and depressed (Maccoby & Martin, 1983). Uninvolved parenting is another form of child maltreatment called neglect. Even if parental disengagement is less extreme, children and adolescents display many problems - poor emotional self-regulation, school achievement difficulties, and frequent antisocial behavior (Aunola, Stattin & Nurmi, 2000; Baumrind, 1991; Kurdek & Fine, 1994; Lamborn *et al.*, 1991).

Many studies have found an association between parental styles and academic performance (e.g., Chen, Dong, & Zhou, 1997; Lamborn, Mounts, Steinberg, & Dornbusch, 1991; Steinberg, Lamborn, Dornbusch, & Darling, 1992). Although it can be debated that children react to their environment (e.g., a particular and consistent parental style), it has also been confirmed that children elicit or “draw out” behaviors from their parents (Donnellan, Trzesniewski, & Robins, 2006). Quality of parenting is one of the major factors in children’s adjustment. An important conceptual feature of research on parenting is the emphasis on each individuals’ subjective perceptions of parenting behaviours (Arrindell *et al.*, 1986 a & b; Dornbusch *et al.*, 1987; Gerlsma *et al.*, 1991; McCrae & Costa, 1994; Perris *et al.*, 1980, 1988; Rohner & Khaleque, 2005; Steinberg *et al.*, 1991, 1992). The key concepts of perceived acceptance and rejection are defined in terms of the interpretations that children and adults make of their major caregivers’ behaviors through their own cultural and personal lenses thus avoiding the possibility of misinterpreting the meaning of caregivers’ behaviors.

Early parenting research tended to apply to Western models of parenting to families from various backgrounds, despite the importance of nesting these processes within the social, cultural, and historical contexts in which they occur (Harkness & Super, 2002). In

contrast to this approach, Rohner (1986) developed parental acceptance-rejection theory (PARTheory) based on ethnographic research conducted in over 40 industrial and nonindustrial societies. According to this theory, parental warmth is a unidimensional continuum anchored by parental acceptance and parental rejection, which are recognized around four classes of behavior : warmth/affection, hostility/aggression, indifference/neglect, and undifferentiated rejection. They are similarly perceived by youth and adults transculturally, despite cultural differences in the specific words and behaviors used to express them (Rohner, Khaleque, & Cournoyer, 2005).

According to PARTheory, mental representations formed during childhood tend to be generalized to other close relationships, including intimate partner relationships (Rohner, Melendez, & Kraimer- Rickaby, 2008). If individuals have had experienced rejection as a child he will most likely suffer from the inability to trust others and can be oversensitive to the slightest sign of rejection due to their mental representations of emotional relationships as unpredictable, insecure, and potentially hurtful (Hughes *et al.*, 2005; Parmar & Rohner, 2005; Rohner, 2004). In adulthood, the need for acceptance becomes more complex and differentiated to include the wish (recognized or unrecognized) for positive regard from people with whom one has an affectional bond of attachment. Children's sense of emotional security and comfort tends to be dependent on the quality of their relationship with their parents. Adults' sense of emotional security and well-being tends to be dependent on the perceived quality of relationship with attachment figures.

Children and adults appear universally to organize their perceptions of parental acceptance–rejection around the four same classes of behavior (Rohner, 2004a) which are warmth–affection (or its opposite, coldness – lack of affection), hostility–aggression, indifference–neglect, and undifferentiated rejection (Rohner, 1975, 1986; Rohner &

Cournoyer, 1994; Khaleque & Rohner, 2002a). *Warmth-Affection* refers to the warmth, affection, care, comfort, concern, nurturance, support, or simply love that children can experience from their parents and other caregivers. *Hostility-Aggression* refers to feeling of hostility, anger, bitterness, resentfulness, irritability, impatience, or antagonism children can experience towards their parents. *Indifferent-Neglect* refers to when children feel that their parents are indifferent towards them, they perceive their parents as unconcerned and uncaring about them, or have a restricted interest in their overall well being. *Undifferentiated rejection* refers to individuals' beliefs that their parents do not really care about them or love them, without necessarily having clear behavioral indicators that the parents are neglecting, unaffectionate, or aggressive.

Although culture and ethnicity shape the specific words and behaviors that carry meaning in these four classes of behavior, yet children and adults everywhere seem to recognize the classes even though they may not have a specific vocabulary denoting them (Rohner, 2004). In everyday American English the word rejection denotes bad parenting and sometimes even bad people. In cross-cultural and multiethnic research, however, it becomes very important to view the word as being descriptive of parents' behavior, not judgmental or evaluative as about 25 percent of the world's societies behave in ways that are consistent with the explanation of rejection (Rohner, 1975; Rohner & Rohner, 1980), but in the great majority of cases—including historically in the United States—these parents behave toward their children just the way they believe good, responsible parents should behave, as defined by cultural norms.

Evidence from a cross-cultural convergence-of-methodologies approach strongly confirms the conclusion that children and adults who perceive(d) their relationship with parents as being rejecting tend universally—regardless of differences in culture, ethnicity,

language, gender, race, and other such defining conditions—to self-report a specific form of psychological maladjustment that includes seven measurable characteristics (Khaleque & Rohner, 2002a; Rohner, 1975, 1986; Rohner, Khaleque, & Cournoyer, in press). These include (a) hostility, aggression, passive aggression, or problems with the management of hostility and aggression; (b) dependence or defensive independence depending on the form, frequency, duration, and intensity of perceived rejection; (c) impaired self-esteem; (d) impaired self-adequacy; (e) emotional unresponsiveness; (f) emotional instability; and (g) negative worldview. Additionally—according to parental *acceptance–rejection theory* (PARTheory) (Rohner, 1986; Rohner, Khaleque, & Cournoyer, in press; Rohner & Rohner, 1980)—individuals whose perception of themselves as being rejected by attachment figures (e.g., by parents in childhood or by intimate partners in adulthood) are expected to feel anxious and insecure.

Rohner (2004) reported that parental acceptance – rejection may predict the mental representation of the child. In other words, if an individual perceives rejection by attachment figures – especially parental rejection – they are likely to develop distorted mental representations of self, of significant others, and of the world around them. Studies inspired directly by parental acceptance – rejection theory (PARTheory) have confirmed that children everywhere need a specific form of positive response – acceptance – from parents and other primary caregivers. When this need is not met satisfactorily, children everywhere tend to report themselves to be hostile and aggressive, dependent or defensively independent, impaired in self-esteem and self-adequacy, emotionally unresponsiveness, emotionally unstable, and to have a negative worldview, among other responses. Many researches show that early warm, positive parent-child tie, sustained over time, promote many aspects of children’s development - a more confident and complex self-concept, more advanced emotional understanding, more favorable and supportive relationships with teachers and

peers, more effective social skills, a stronger sense of moral responsibility, and higher motivation to achieve in school (Thompson, Easterbrooks, & Padilla-Walker, 2003).

Parental attitudes and behavior towards the child have a long-term impact on parent-child relationship and child's adaptive and maladaptive functioning (LeVine, Miller & West, 1988; Whiting & Edwards, 1988). Parental warmth and affection allows children to explore their environment and are related to the development of feelings of security, confidence, trust and positive orientation towards others (Bowlby, 1969; Baumrind, 1967,1971; Radke-Yarrow *et al.*, 1983). Warm and responsive parenting rules in co-operative and affiliative behavior and social competence (Booth *et al.*, 1994; Hart *et al.*, 1992). Parental reaction to their children's distress and need for help are found to be associated with pro-social behavior (Zahn-Waxler *et al.*, 1979) and social competence (Roberts & Strayer, 1987). On the other hand, parental hostility and neglect are found to be associated with incompetent and deviant behavior such as aggression and other adjustment problems (Dishion, 1990; Hart *et al.*, 1992; Russell & Russell, 1996). Physical punishments initiate hostility (Bandura & Walters, 1959; Lytton, 1980; Sears *et al.*, 1957) and when it is used with rejection result in aggression and delinquency (Becker *et al.*, 1962; McCord *et al.*, 1959).

A central proposition of PARTheory (personality subtheory) argues that universally, youth who perceive parental rejection experience poorer psychological, behavioral, and cognitive outcomes than those who perceive parental acceptance (Rohner & Khaleque, 2010). A general trend for non-Western families is to report more perceived parental rejection but not necessarily more negative outcomes (e.g., Erkman & Rohner, 2006; Steely & Rohner, 2006). With respect to rejected status heterogeneity, aggressive-rejected children have less accurate perceived acceptance compared to nonaggressive-rejected children (Zakriski & Coie, 1996). It is possible that rejected children have fewer

social opportunities on which to base their perceived acceptance, making it difficult for these children to develop accurate perceptions (Cillessen & Bellmore, 1999); however, this doesn't fully explain why aggressive-rejected children are less accurate than nonaggressive-rejected children. Hughes, Cavell, and Grossman (1997) hypothesized that aggressive children have an inaccurately high perception of acceptance as a defensive mechanism against feeling bad about rejection, thus impeding their motivation and ability to improve their aggressive behavior. On the other hand, an inflated perception of acceptance has consistently been found to relate to behavior problems in early and middle childhood (David & Kistner, 2000; Guerra, Asher, & DeRosier, 2004; Hughes, Cavell, & Grossman, 1997; Hymel *et al.*, 1993).

Among the different aspects of parenting, parental warmth has received the most attention from theorists and researchers (e.g., Baumrind, 1967, 1971; MacDonald, 1992). Parental warmth and affection may constitute a social and emotional resource that allows children to explore their environments and may consequently be related to the development of feelings of security, confidence, trust, and positive orientation towards others (Bowlby, 1969). The sensitive or hostile behaviors of parents may also serve as a model for children (Bandura, 1977). Therefore, it has been found that warm and responsive parenting styles predict cooperative and affiliative behavior and social competence in children (e.g., Booth, Rose-Krasnor, McKinnon, & Rubin, 1994; Hart, DeWolf, Wozniak, & Burts, 1992). On the contrary, parental hostility and neglect have been found to be associated with incompetent and deviant behavior such as aggression and other adjustment problems (Dishion, 1990; Hart *et al.*, 1992; Russell & Russell, 1996). It is allegedly believed that parental warmth may have cross-culturally universal significance for child development (Rohner, 1986). Adolescents may have different perceptions of parental acceptance even though they may experience adequate acceptance by parents (e.g., Breton & McDonald, 1971; Jacobson, 1971).

Accepting–rejecting behaviors can be studied from either of two perspectives: as perceived or subjectively experienced by the individual (the phenomenological perspective), or as reported by an outside observer (the behavioral perspective). Very often the two perspectives lead to similar conclusions (Rohner *et al.*, in press). Kagan (1978, p. 61) had mentioned that parental rejection is not a specific set of actions by parents but a belief held by the child. In effect, much of parental acceptance–rejection is symbolic. Even though parents everywhere may express acceptance (warmth, affection, support, care, concern) and rejection (coldness, lack of affection, hostility, aggression, indifference, neglect), yet the way they do is highly dependent on culture. Moreover, occupational choices adults make may be associated with childhood experiences of acceptance and rejection (Aronoff, 1967; Mantell, 1974; Rohner, 1986).

Literature on developmental patterns and processes of parental influences on the child is quite scarce. It is understood that parental attitudes and behaviors are guided and prescribed by socialization goals, expectations, and values in the culture (Darling & Steinberg, 1993). Investigation of parenting in different cultures is necessary for a comprehensive understanding of parental roles in child development and for the validation of Western-based socialization theories in different social—cultural contexts. A meta-analysis of 43 studies drawing from 7,563 respondents worldwide using the PARQ and PAQ, showed that regardless of culture, ethnicity, or geographic location, approximately 26% of the variability in children’s psychological adjustment and 21% of that in adults’ is accounted for by parental (paternal as well as maternal) acceptance-rejection.

Cultural differences is evident in Parental Acceptance-Rejection (PAR). Research has revealed that among European American populations increased perceived parental control is associated with greater perceived parental rejection whereas among Korean populations

increased perceived parental control is associated with greater perceived parental warmth (Rohner & Pettengill, 1985). Parents in the United States felt independent behavior as very important for their children; parents in less-industrialized countries such as Indonesia and Turkey placed lesser emphasis on independence and much more on conformity to their parents' wishes (Kagitcibasi, 1984). A study on Indian family life (e.g., Gore, 1968) have reported that Indian parents use positive support to foster stronger emotional ties between parents and children than is customary in North American society.

Family theory and clinical observation suggest that the operation of the family system is influenced by individual development (Goldstein, 1990; Haley, 1959; Minuchin, 1974; Reiss, 1981; Sroufe & Fleeson, 1986). In this view, what is experienced by the child and what shapes his development is constructed conjointly with parents and the child himself and emerges from the environment created by the family process (Youniss, 1985). Parents who provide high levels of security and adequate levels of supervision to their adolescents are more likely to report higher levels of social competence (Kenny, 1987; Rice, Cunningham, & Young, 1997), college adjustment (Holmbeck & Wandrei, 1993; Kenny & Donaldson, 1991, 1992; Lapsley, Rice, & FitzGerald, 1990; Palladino-Schultheiss & Blustein, 1994; Rice & Whaley, 1994), and academic achievement (Anderson, Lindner, & Bennion, 1992; Hetherington, 1992; Melby & Conger, 1996).

Research on the important role that parents play in children's development (Bornstein, 2006; Collins, Maccoby, Steinberg, Hetherington, & Bornstein, 2000; Parke & Buriel, 2006), have shown that it is possible that parents contribute to the cultural differences found in children's development. Indeed, research suggests the influence of parents' practices on children's responses to performance (e.g., Glasgow, Dornbusch, Troyer, Steinberg, & Ritter, 1997; Kelley, Brownell, & Campbell, 2000; Pomerantz & Ruble, 1998). It has been found

that, in most cultures, parental attitudes and behaviors toward the child may have a long-term impact on parent-child relationships and the child's adaptive and maladaptive functioning (Le- Vine, Miller, & West, 1988; Whiting & Edwards, 1988).

The quality of parent– child relationships during infancy and early childhood has been considered to contribute significantly to later personality and the development of psychopathology (Dozier, Stovall, & Albus, 1999; Green & Goldwyn, 2002; Greenberg, 1999; Weinfield, Whaley, & Egeland, 2004). Several studies have found the association between insecure attachment and the primary caregiver(s) in infancy and poor social competence and peer relations, increased hostility and aggression, and lower ego resilience in the preschool and preadolescent years (Lyons-Ruth, Connell, Zoll, & Stahl, 1987; Shaw & Vondra, 1995; Sroufe, 1983; Sroufe, Egeland, & Kreutzer, 1990; Stams, Juffer, & van IJzendoorn, 2002; Urban, Carlson, Egeland, & Sroufe, 1991).

There is a change in family pattern globally with more and more mothers pursuing work and more fathers taking the traditional mothers' role in the family. The influence of the mother and the father are not identical. Elkin and Handel (1978) explained that the father provides a basic model of masculinity for the son and that this model becomes a basis for developing their own male identity. For his daughter, the model provides a basis for developing images of male companions or perhaps a desirable husband. For children of both sexes, such images are not influenced by the father's actual conduct only, but the mother's evaluation of him as well. Leonard Benson had observed the mother as the primary parent. (Elkin and Handel, 1978, p.128). Fathers show more involvement with sons than with daughters (Amato, 1987; Cox *et al.*, 1999; Harris & Morgan, 1991; NICHD ECCRN, 2000), and, as a result, fathers may have a greater impact on male children than on female children. On the other hand, mothers tend to be more involved than fathers (Pleck, 1997), and that

maternal control may be more vulnerable to pressuring factors because mothers' role is a more active one (McBride, Schoppe, & Rane, 2002). Throughout childhood and adolescence, fathers spend significantly less time than do mothers in routine caregiving and interaction with children (Parke & Buriel, 1998 ; Russell & Russell, 1986). When fathers are more involved in children's lives, children experience better friendships and more empathy, have increased educational achievement and a positive sense of self (Flouri 2005). Today's fathers are being more involved in children's lives (Gray 2006)

Various forms of psychopathology in adolescence and adulthood has been shown to be predict by attachment insecurity in infancy and early childhood (Ogawa, Sroufe, Weinfield, Carlson, & Egeland, 1997; Warren, Huston, Egeland, & Sroufe, 1997). Attachment security has also been observed to be associated with adolescents' social competence (Kenny, 1987). Disorganized attachment has been found to be a reliable predictor of later social and emotional maladjustment in childhood (Lyons- Ruth, Alpern, & Repacholi, 1993; Main & Cassidy, 1988; Moss, Rousseau, Parent, St-Laurent, & Saintonge, 1998; Munson, McMahon, & Spieker, 2001; Shaw, Owens, Vondra, & Keenan, 1996; Sroufe, Carlson, Levy, & Egeland, 1999; van IJzendoorn *et al.*, 1999; Wartner, Grossmann, Fremmer-Bombik, & Suess, 1994) and into adolescence and adulthood (Carlson, 1998; Lyons-Ruth, 2003; Ogawa *et al.*, 1997).

Young adulthood is the developmental period recognized as an important time for the learning, development, and maintenance of social skills (Buhrmester & Furman, 1986). In young adulthood individuals are exposed to a range of social situations and are expected to deal with these situations independently (De Armas & Kelly, 1989). According to Santrock (2006), young adulthood, the period which span from 18 to 40yrs. of age is the time for establishing long term, intimate relationships with other people, choosing a lifestyle and adjusting to it, deciding on an occupation, and managing a home and family.

Secure attachment facilitates psychosocial adjustment because it allows adolescents to maintain positive models of themselves and others and it also helps them to freely explore their physical and social environment (Bowlby, 1982). Attachment relationships continue to be an important factor throughout the lifespan (Ainsworth, 1989; Bowlby, 1982). Early attachment experiences with caregivers is crucial to the development and management of intimate relationships throughout adolescence and adulthood (Hazan & Shaver, 1987; Simpson & Rholes, 1998). Research has indicated the direct association between attachment security with coping responses in adolescents and adults (Kobak, Cole, Ferenz-Gillies, Fleming, & Gamble, 1993; Kobak & Hazan, 1991),

Every theory of personality implicitly or explicitly includes a conceptual model of **dependency**. Although the concepts of dependency and attachment are very similar, research makes clear that these constructs are not one and the same (Livesley, Schroeder, & Jackson, 1990). Without doubt, dependency is an important component of certain forms of attachment behavior (e.g., insecure attachment), both in childhood(Waters & Deane, 1985) and during adolescence and adulthood (Livesley *et al.*, 1990 ; Sperling & Berman, 1991). However, Sroufe, Fox and Pancake (1983) found that individual differences in attachment and dependency in children have different antecedents and correlates (Ainsworth, 1969 ; Maccoby, 1980) and predict different aspects of adult behavior (Kaul, Mathur, & Murlidharan, 1982 ; Livesley *et al.*, 1990). Furthermore, the behaviors that characterize dependency and insecure attachment show only moderate overlap, both conceptually and empirically (Ainsworth, 1969 , 1972; Waters & Deane, 1985; Sears, Rau, & Alpert, 1965 ; Sroufe *et al.*, 1983 ; West, Livesley, Reiffer, & Sheldon, 1986).

In an attempt to integrate the concepts of dependency and attachment, Gewirtz (1969), suggests that attachment is focused and directed toward one or a few specific figures,

whereas –dependency is generalized toward a class of persons. Ainsworth (1972), Livesley *et al.*, (1990), and others propose that dependency and attachment differ in two important respects. First, attachment behavior is displayed primarily by proximity seeking, whereas dependent behavior is displayed primarily by help seeking. Second, attachment behaviors are object specific which are consistently directed toward the same person. On the contrary, dependent behaviors may be directed toward any number of people who represent, in the eyes of the dependent person, potential nurturers, protectors, or caretakers.

There is a consensus among all authors in their assumption, that dependency as a drive, need, or trait is first acquired in relation to the mother, and generalizes later to other figures. Dependency was defined at first as a learned drive, acquired through its association with the reduction of primary drives. Dependency could become a generalized personality trait, in regard to which there were individual differences, presumably reflecting different experiences. On the other hand, dependency has been considered by learning theorists as a class of behaviors, learned in the context of the infant's dependency relationship with his mother, and reinforced in the course of her care of him and interaction with him. In any case, although the first dependency relationship is a specific one-with the mother or mother substitute dependency is viewed as generalizing to other subsequent interpersonal relations and to be commonly nonspecific in its implications. Dependence denotes a state of helplessness. Behavior described as dependent suggests seeking not only contact with and proximity to other persons but also help attention, and approval; what is pursued and received is significant, not the person from whom it is pursued or received.

Dependence indicates immaturity which may also be considered the antonym of independence. The opposite of high independence is conformity to expectations or dependence on parents for making decisions. Although normal in the young child,

dependence should gradually give way to a substantial degree of independence with the growth of the child. And yet it may be observed that relationships to specific persons—whether termed "object relations," "attachments," or "dependency relationships"—develop alongside with the development of the competencies upon which independence is based.

The recent upsurge in the study of dependent personality can be traced to the work of Rohner (1986), Bornstein (2002) and Rohner, Khaleque & Cournoyer (2005). According to PARTheory, the term dependence refers to the internal, psychologically felt wish or yearning for emotional (as opposed to instrumental or task-oriented) support, care, comfort, attention, nurturance, and similar behaviors from attachment figures. Dependence is understood in the theory as a continuum, with independence defining one end of the continuum and dependence the other. In order to be free from frequent or intense yearning or behavioral bids for succor from significant others some people who always have their need for positive response met sufficiently are considered as independent people. On the other hand, some people who have a frequent and intense desire for positive response, and are likely to make many bids for response are considered as very dependent people. According to the theory, much of the variation in dependence among children and adults is based on the extent to which they perceive themselves to be accepted or rejected.

Because of all this psychological hurt, some rejected individuals become defensively independent. Defensive independence in PARTheory is very similar to healthy independence in that individuals make relatively few behavioral bids for positive response. However, unlike healthy independent people, defensively independent people continue to crave warmth and support—positive response—though they sometimes do not recognize it. With its associated emotions and behaviors, defensive independence sometimes leads to a process of counter rejection, where individuals who feel rejected reject the person(s) who reject them. It is no

wonder that this process sometimes escalates into a cycle of violence and other serious relationship problems.

In recent years, researchers have described the underlying structure of interpersonal dependency and examined links between dependency and a variety of other traits (Bornstein, 1993; Pincus & Gurtman, 1995). As a result of these efforts, Bornstein (Bornstein *et al.*, 2002), conceptualized that the converse of dependency is **dysfunctional detachment (DD)** which is characterized by an inability to cultivate social ties and engage in adaptive affiliative behaviors (Kantor, 1993; Millon, 1996). Moreover, researchers have found it useful, both conceptually and empirically, to distinguish **destructive overdependence (DO)** which is characterized by rigid, inflexible dependency from **healthy dependency (HD)** which is characterized by flexible, situation-appropriate help and support seeking (Bornstein, 1998; Pincus & Wilson, 2001) and the ability to delay short-term gratification so as to strengthen long-term supportive relationships (Bornstein & Languirand, 2003).

Detachment results from an array of underlying factors, including early socialization experiences that emphasize independence and self-sufficiency at the expense of social connectedness, intrapsychic conflicts regarding closeness and intimacy and biologically based differences in temperament that elicit detachment-promoting responses from parents and peers (Clark & Ladd, 2000; Colgan, 1987; Birtchnell, 1996; Coolidge, Thedy & Jang, 2001). A detached person is unable to cultivate social ties or engage in situation-appropriate affiliative behaviors (Birtchnell, 1987, 1996). Studies suggest that it can result from a range of underlying factors, alone or in combination like early learning and socialization experiences that emphasize independence and self-sufficiency at the expense of social connectedness (Clark & Ladd, 2000; Colgan, 1987), intrapsychic conflicts regarding closeness and intimacy (Birtchnell, 1996; Bornstein, 1998b), and biologically based

differences in temperament that elicit detachment-promoting responses from parents and peers (Coolidge, Thedy, & Jang, 2001).

Some studies have also documented the early childhood factors that lead to healthy dependency (HD) later in life. HD is rooted in (a) a history of authoritative parenting, which instills a sense of confidence and self-directedness in the child (Cross & Madson, 1997; Lee & Robbins, 1995), and (b) consistent messages from parents and other authority figures of the acceptability to ask for support when needed (Clark & Ladd, 2000; Lang-Takac & Osterweil, 1992). Consequently, the child learns that looking to others for help is not a sign of weakness or failure. Kobayashi (1989), Singelis (1994), Wang, Bristol, Mowen, and Chakraborty (2000) have pointed out that only when authoritative parenting is coupled with active encouragement of situation-appropriate help seeking is an individual likely to develop a healthy-dependent personality style

HD may seem to be overlapping to some degree with connectedness (Clark & Ladd, 2000), mature dependency (Baumeister & Leary, 1995), and mature object relations (Sundin, Armelius, & Nilsson, 1994), yet close examination of the empirical literature confirms that HD differs from these neighboring constructs in several ways (Bornstein, Languirand, West, Creighton, & Geiselman, 2001, 2002). Main, Kaplan and Cassidy (1985) have pointed out that secure attachment is rooted in internal working models of self-other interactions that lead to positive expectations regarding relationship outcomes. HD is expressed differently in different settings, with the healthy-dependent person exhibiting a range of relationship-specific self-presentation styles (Pincus & Wilson, 2001) and adjusting his or her behavior in response to situational cues and external demands (Bornstein & Languirand, in press).

Bornstein (1995, 1998a), Cross, Bacon and Morris (2000), and Kobayashi (1989) have distinguished destructive overdependence from healthy dependency. According to Head,

Baker and Williamson (1991), destructive overdependence stems in part from a sustained pattern of overprotective and/or authoritarian parenting, although certain infantile temperament variables (e.g., low soothability) may play some role in eliciting these parenting styles (Bornstein, 1993). Even in adulthood, overdependent individuals exhibit a pattern of insecure, clinging behavior that estranges potential caregivers and undermines the dependent person's efforts to cultivate affiliative ties (Blatt & Homann, 1992; Pincus & Gurtman, 1995). In fact, studies show that healthy dependency is associated with a broad array of self-presentation styles that are fitted to situational constraints and demands (Gurtman, 1992; Pincus & Gurtman, 1995). This behavioral variability is derived from the healthy dependent person's beliefs regarding which interpersonal strategies are likely to produce the desired outcome in a given situation (Bornstein & Kennedy, 1994; Bornstein, Riggs, *et al.*, 1996).

Following Bornstein (1992, 1993), destructive overdependence (DO), dysfunctional detachment (DD), and healthy dependency (HD) it is possible to break them down into four components: cognitive, emotional, motivational, and behavioral. Each style is reflected by a particular set of beliefs regarding the self and other people, longstanding emotional responses to social contact, one or more affiliative/isolating motives, and an array of behaviors designed to attain some optimal level of interpersonal closeness-distance. This four-component model confirms with findings regarding the inter- and intrapersonal dynamics of these three personality styles by Birtchnell (1987), Millon (1996), Rude and Burnham (1995) and Wiggins and Pincus (1989) and provides a framework for conceptualizing change processes in dependent, detached, and healthy dependent psychotherapy patients (Beck & Freeman, 1990; Blatt & Schichman, 1983; Overholser & Fine, 1994).

Consistent findings can be found in studies that assessed the influence of the overall infant—caretaker relationship on later dependency and examined differences in the parenting

styles of parents of dependent and nondependent children (Bhogle, 1983 ; Finney, 1961 ; Gordon & Tegtemeyer, 1983 ; Hatfield, Ferguson, Rau, & Alpert, 1967 ; Kagan & Moss, 1960 ; McCord, McCord, & Thurber, 1962 ; Murphy, 1962 ; Ojha & Singh, 1988 ; Parker & Lipscombe, 1980 ; Roe & Siegelman, 1963 ; Sroufe *et al.*, 1983 ; Winder & Rau, 1962). Finney (1961) obtained significant correlations between maternal protectiveness ratings and the child's dependency score and between ratings of a mother's tendency to reinforce dependent behavior and her child's dependency score. Gordon and Tegtemeyer (1983), Hatfield *et al.*, (1967), Kagan and Moss (1960), and Murphy (1962) reported similar results. Ojha and Singh (1988) also found that parental overprotectiveness (assessed via Ojha's, 1972, Parental Behavior Inventory) was associated with increased dependency (assessed via Sinha's, 1968, DP scale) in their college-age children. Parker and Lipscombe (1980) similarly found that reports of parental overprotectiveness (assessed via Parker, Tupling, & Brown's, 1979 , Parental Bonding Instrument) were associated with increased dependency (assessed via Blatt *et al.*, 1976 , DEQ Dependency scale) in a mixed-sex sample of adult medical patients.

Memories of the parents as harsh and demanding during childhood were associated with elevated levels of dependency in a sample of 184 male undergraduates who were first studied around age 20 and then reassessed at age 50 (Vaillant, 1980). Similar results were obtained in a sample of 86 female undergraduates (McCranie & Bass, 1984). Along different lines, Baumrind (1971) , Bhogle (1983) , McPartland and Epstein (1975) , Roe and Siegelman (1963) , and Winder and Rau (1962) found an association between parental authoritarianism with increased dependency during middle and late childhood. Results from these studies suggest that parental overprotectiveness and authoritarianism may play a significant role in determining level of dependency. Because highly consistent results in this area were obtained in independent samples of American (McCranie & Bass, 1984 ; Vaillant,

1980), Indian (Bhogle, 1983 ; Ojha & Singh, 1988), and British subjects (Parker & Lipscombe, 1980), the cross-cultural and cross-methodological consistency of results regarding the parenting style—dependency relationship attests to the robustness and generalizability of these findings.

Parental overprotectiveness and authoritarianism may serve simultaneously to reinforce dependent behaviors in children of both sexes and to prevent the child from developing independent, autonomous behaviors. Studies conducted by Finney (1961), Fu, Hinkle, and Hanna (1986) , Fu, Hinkle, Shoffner, *et al.*, (1984) , McCord *et al.*, (1962) , Sears *et al.*, (1965) , and Sroufe *et al.*, (1983) support this hypothesis. In each of these investigations, parental reinforcement of dependent behavior (or punishment of independent behavior) during early childhood predicted level of dependency during later childhood and/or adolescence.

When self-report measures of dependency are used, Birtchnell and Kennard (1983), Chevron, Quinlan and Blatt (1978), Conley (1980), Lao (1980), Ojha and Singh (1985), Singh and Ojha (1987) and Vats (1986) while investigating on gender differences in adult dependency have found higher levels of dependency in women than in men. Similar results were found in school-age children of various ages when self-report measures were used (Chadha, 1983 ; Ederer, 1988 ; Golightly, Nelson, & Johnson, 1970 ; H. Ojha & Singh, 1972). Furthermore, similar gender differences on self-report dependency measures are also found in American (Chevron *et al.*, 1978), British (Birtchnell & Kennard, 1983), German (Ederer, 1988) and Indian subjects (Singh & Ojha, 1987). Longitudinal studies of dependency conducted in children typically find little or no difference in boys' and girls' dependency levels during early childhood (Maccoby & Jacklin, 1974). However, gender differences in dependency increase with increasing age (Kagan & Moss, 1960), and by the

time that children reach school age, girls almost invariably show significantly higher dependency levels than do boys on self-report measures (Chadha, 1983 ; Golightly *et al.*, 1970 ; Yeger & Miezeitis, 1985). Kagan and Moss's (1960) classic longitudinal study of dependency illustrates the general pattern of results obtained in most studies of this issue. Kagan and Moss found that early childhood dependency scores were significantly better predictors of dependency scores in adulthood for women than for men.

Traditional sex role in socialization practices may be the cause of the increasing gender differences in dependency levels with increasing age. As Spence and Helmreich (1978) note, boys are usually discouraged from expressing openly dependent feelings and needs, yet girls have historically been encouraged to exhibit these feelings, because passive, dependent behavior has traditionally been regarded as consonant with the female (i.e., feminine) sex role. Parents, teachers, older siblings, and other role models (White, 1986) instigate children—either subtly or directly—to conform to traditional sex role expectations. A number of studies have addressed this issue, directly or indirectly (Anderson, 1986 ; Birtchnell & Kennard, 1983 ; Chevron *et al.*, 1978 ; Ojha & Singh, 1985 ; Watson, Biderman, & Boyd, 1989 ; Welkowitz, Lish, & Bond, 1985 ; Zuroff, Moskowitz, Wielgus, Powers, & Franko, 1983). Because it is less common in men than in women to express overt dependent behavior (Stein & Sanfilipo, 1985), dependency in men is a more unusual and noteworthy trait than is dependency in women.

Bornstein and Masling (1985) suggests that dependent people are particularly concerned with pleasing figures of authority. The vast majority of theoreticians and researchers have focused primarily on the negative consequences of dependent personality traits (e.g., Ainsworth, 1969; Millon, 1981). However, dependency is also associated with such positive traits as the ability to infer accurately the attitudes and beliefs of others (i.e.,

interpersonal sensitivity) and with a desire to perform well in psychology experiments. Thus, instead of being simply a problem, deficit, or flaw, as many researchers have suggested, dependency is associated with both positive and negative qualities.

One central goal that underlie much of the dependent person's behavior is obtaining and maintaining nurturant, supportive relationships. This core motivation of the dependent person is reflected in a wide variety of situations and settings, although in different ways. Thus, in most situations the dependent person yields to group pressure (Masling *et al.*, 1968), except when doing so he might displease a figure of authority (Bornstein *et al.*, 1987). In experimental settings, the dependent person is cooperative (Bornstein & Masling, 1985), displays high levels of performance anxiety (Ojha, 1978), and responds to subtle interpersonal cues emitted by peers (Masling *et al.*, 1974), experimenters (Weiss, 1969), and teachers (Juni & Semel, 1982). Termination, or the perceived threat of termination, of important interpersonal relationships intensifies the dependent person's level of depression (Hammen, Marks, Mayol, & DeMayo, 1985) and may place her/him at risk for a variety of physical illnesses as well (Greenberg & Bornstein, 1988a). Baker and Reitz (1978), Berkowitz and Daniels (1963 , 1964) , Harris and Ho (1984) and Taylor *et al.*, (1982) confirms that passive, dependent behaviors do in fact serve as social cues that elicit supportive and helping behaviors from others. Actually, the dependent person knows that exhibiting passive, helpless behavior can, in certain situations, be a useful way of obtaining nurturance and support.

The assumption that the dependent person's core motivation is to obtain and maintain nurturant, protective relationships is consistent with the finding that overprotective, authoritarian parenting predicts level of dependency in childhood, adolescence, and adulthood. Baumrind (1973) had pointed out that because early relationships with the parents

and other significant figures play a central role in the construction of the self-concept, the child of overprotective parents may come to believe that he or she cannot function adequately without the guidance and protection of others, particularly figures of authority. Moreover, because early relationships with the parents create particular expectations for future interpersonal relationships (Bornstein *et al.*, 1986 ; Waters & Deane, 1985), parental overprotectiveness will lead to an expectation on the part of the child to assume that he or she will be nurtured and cared for by others. Similarly, parental authoritarianism will lead the child to believe that the way to maintain good relationships with others is to yield to their requests, expectations, and demands (Baumrind, 1971 ; Maccoby, 1980). In short, the behavior of the dependent person in social settings may be traced to specific beliefs about the self and other people, which in turn may be traced to early experiences within the family.

Because self- sufficiency and self-reliance are considered very important in most Western societies, excessive interpersonal dependency has long been viewed as a sign of pathology, weakness, and immaturity (Neki, 1976; Tait, 1997). Early psychodiagnosticians such as Kraepelin (1913) and Schneider (1923) examined at length the underlying dynamics and surface behaviors of patients with problematic dependency, emphasizing the helplessness and passivity that seemed central to a dependent personality style. Forming a base on these early formulations as well as those of Fenichel (1945), Sullivan (1947), and others, the *Diagnostic and Statistical Manual of Mental Disorders* (1st ed [DSM-I]; American Psychiatric Association, 1952) included a diagnostic category of passive-aggressive personality, passive-dependent type characterized by “helplessness, indecisiveness, and a tendency to cling to others as a dependent child to a supporting parent” (p. 37). Beginning with the *DSM-III* (3rd ed.; American Psychiatric Association, 1980), each edition of the manual has included a diagnostic category of dependent personality disorder (Bornstein, 1997a, 2005).

In his studies, Birtchnell (1987, 1996) confirmed that an inability or unwillingness to cultivate social ties and accept help and support from others can also be maladaptive. High levels of detachment are connected with deficits in social and occupational functioning (Colgan, 1987; Kantor, 1993) and studies have hinted that detachment results from an range of underlying factors including early learning experiences that emphasize self-reliance at the expense of social connectedness, intrapsychic conflicts regarding closeness and intimacy, and infantile temperament differences that elicit detachment-promoting responses from parents and peers (Clark & Ladd, 2000; Coolidge, Thede, & Jang, 2001). Just like problematic overdependence the pervasive “underdependence” which is also characterized by detachment has been codified in several editions of the *DSM*, most prominently in the category of schizoid PD (Millon, 1996).

Variations in interpersonal closeness–distance are not only relevant to classifying and diagnosing psychological disorders but also have myriad implications for personality, health, and social behavior (Baumeister & Leary, 1995). Most psychologists concurred that humans have a fundamental “need to relate” to others and that some degree of interpersonal dependency, expressed in flexible, socially appropriate ways, can enhance adaptation in a broad range of contexts. To describe this situation-appropriate, adaptive dependency, several labels have been used including interdependence (Cross & Madson, 1997), mature dependency (Baumeister & Leary, 1995), connectedness (Rude & Burnham, 1995), relatedness (Blatt, Zohar, Quinlan, Luthar, & Hart, 1996), and healthy dependency (Bornstein & Languirand, 2003). The view that parental autonomy support the promotion of independent functioning is shared by some developmental psychologists (Gray & Steinberg, 1999; Silk, Morris, Kanaya, & Steinberg, 2003).

Autonomy can be defined as the degree to which behaviors are enacted with a sense of

volition (Deci & Ryan, 2000). Highly independent individuals do not necessarily function in a volitional way. Grotevant and Cooper (1986) argued that only through a supportive parent–child relationship can optimal development toward autonomy be attained. Similarly, Hill and Holmbeck (1986) recognize that striving for independence, as such, is not the most optimal or even most common way of attaining a sense of autonomy.

Most of the research that has been conducted on the effects of autonomy supportive versus controlling parents has been conducted with European American participants. In such populations, more autonomy supportive (less controlling) parenting has been associated with higher perceived competence and self-regulation (Grolnick & Ryan, 1989), higher grades, and lower levels of symptomatology (e.g., Barber, 1996; Gray & Steinberg, 1999) in children. Longitudinal studies have supported this finding, with higher levels of autonomy supportive parenting associated with increases in grades (Steinberg, Elmen, & Mounts, 1989) and decreased behavioral problems (Grolnick, Kurowski, Dunlap, & Hevey, 2000) over time. Recent work with other populations has generally supported these findings. For example, Barber, Stolz, and Olsen’s (2006) study of psychological control showed negative effects on such outcomes across six cultures, and Hill, Bush, and Roosa (2003) found that hostile control was associated with conduct problems and depression in both low-income Mexican American and European American groups.

A number of theories point to the individual’s ability to operate in an autonomous and self-reliant manner as an important developmental task of early childhood. Concepts related to autonomy are prominent in organismic and dynamic theories of development; classical developmental theories have considered the development of autonomy and self-initiation as hallmarks of healthy development (see Ryan, Deci, Grolnick, & La Guardia, 2006).

The child’s development of the ability to function autonomously and self-reliantly in

the face of a challenge is tied theoretically (Bowlby, 1969; Sroufe, 1995; Ryan *et al.*, 2006) and empirically to experiences the child has in the family during the preschool years (e.g., Alexander & Entwisle, 1988; Barth & Parke, 1996; Bradley, Burchinal, & Casey, 2001; Burchinal, Campbell, Bryant, Wasik, & Ramey, 1997; Cowan & Cowan, 2005; McClelland *et al.*, 2000; Pianta & Harbers, 1996; Pianta, Smith, & Reeve, 1991). Bowlby (1973) considered both the child's past and current experiences with parents important for adjustment. Throughout early childhood the child's experience with the parent has been shown to foster development of the ability to navigate the environment autonomously and competently (Grossmann *et al.*, 1999),

Support for the child's autonomy from a warm, available parent is seen as an important aspect of parental sensitivity to the child because it both solidifies the quality of the parent-child relationship and facilitates self-development (Bretherton, 1987; Ryan *et al.*, 2006). Bridges (2003) asserted that autonomy, mastery motivation, and control are inter-related constructs. The term "autonomy" refers to self-rule and is applied to actions that are initiated and regulated by the self; it is thus highly related to the notion of intrinsic motivation (Ryan *et al.*, 2006).

The term **motivation** refers to any organismic state that mobilizes activity which is in some sense selective or directive. According to Newcomb (1964) achievement motivation is the acquired tendency and one of the most important social needs. McClelland (1953) and Decharms (1968) has defined it as a disposition to strive for success in competition with others with some standard of excellence, set by the individual. **Achievement motivation** typically stresses the importance of accomplishment and attainment with effort involved (Mandel & Marcus, 1988). It relates to an individual's reason for engaging in an activity, the

degree to which an individual pursues the activity, and the persistence of the individual (Graham & Weiner, 1996)

To grasp the exact meaning of achievement motivation it is imperative to understand the term motive. Motives (or needs) are defined as enduring preferences for specific classes of incentives (McClelland, 1985; Schultheiss & Brunstein, 2005). Most research has dealt with the achievement motive, which is defined as the need for accomplishing something difficult and attaining a high standard (Murray, 1938). Motivation is defined as a motive (e.g., wish, intention, drive) to engage in a specific activity (Austin & Vancouver, 1996; Schiefele, 1999; Weiner, 1985), and can be conceptualized as a behavioral antecedent, a process experienced during task engagement, and as an outcome.

Motivation can be defined as a set of interrelated beliefs and emotions that influence and direct behavior (Wentzel, 1999; Green, Martin, & Marsh, 2007; Martin, 2007, 2008a, 2008b, in press). Interest in activities has been considered to be one of the central components of motivation and motivated behavior (Deci & Ryan, 1985; Dewey, 1913; Schiefele, 1991). One way to develop interest in activities is to find meaning and value in those activities (Hidi & Renninger, 2006; Renninger & Hidi, 2002). Achievement goals and initial interest can predispose individuals to find value in educational activities (Hidi & Harackiewicz, 2000; Pintrich, 2003; Wigfield & Eccles, 2002). Nicholls (1979) asserted motivation and achievement are inherently connected.

To better understand individual behavior and action, McClelland, Koestner, and Weinberger (1989) have argued that motives should be distinguished by two types: implicit motives and self-attributed (explicit) motives. Implicit motives represent highly generalized affective preferences derived from experiences during prelingual childhood, in which certain cues in the environment become associated with the experience of pleasure or pain (McClelland & Pilon, 1983). In other words, implicit motives represent “a disposition to have

a particular affectively-toned, goal-centered associative network aroused and activated” (Winter & Stewart, 1978, p. 396) and thus have long-term effects on spontaneous behavioral trends over time (McClelland, 1987). Veroff (1977) have argued that people can be motivated to achieve through different sources of excellence evaluation if contextual conditions enhance that source.

Intrinsic motivation is generally considered to be central to positive psychological functioning (Haworth & Hill, 1992; Ryff, 1999). Developmentalists acknowledge that from the time of birth, children, in their healthiest states, are active, inquisitive, curious, and playful, even in the absence of specific rewards (e.g., Harter, 1978). The construct of intrinsic motivation describes this natural inclination toward assimilation, mastery, spontaneous interest, and exploration that is so essential to cognitive and social development and that represents a principal source of enjoyment and vitality throughout life (Csikszentmihalyi & Rathunde, 1993; Ryan, 1995). Evidence is now clear that the maintenance and enhancement of this inherent propensity requires supportive conditions, as it can be fairly readily disrupted by various nonsupportive conditions.

Research on this issue began with the repeated demonstration that extrinsic rewards can undermine intrinsic motivation. Deci (1975) interpreted these results in terms of rewards facilitating a more external perceived locus of causality (i.e., diminished autonomy). Although the issue of reward effects has been hotly debated, a comprehensive meta-analysis (Deci, Koestner, & Ryan, 1999) confirmed, in spite of claims to the contrary by Eisenberger and Cameron (1996), that all expected tangible rewards made contingent on task performance do reliably undermine intrinsic motivation. Threats, deadlines, directives, pressured evaluations, and imposed goals may also diminish intrinsic motivation as they conduce toward an external perceived locus of causality. In contrast, choice, acknowledgment of

feelings, and opportunities for self-direction were found to enhance intrinsic motivation because they allow people a greater feeling of autonomy (Deci & Ryan, 1985).

Studies showed that autonomy-supportive parents, relative to controlling parents, have children who are more intrinsically motivated (Grolnick, Deci, & Ryan, 1997). Such findings generalized to other domains such as sport and music in which supports for autonomy and competence by parents and mentors incite more intrinsic motivation (Frederick & Ryan, 1995). In infancy, intrinsic motivation is readily observable as exploratory behavior and, as suggested by Bowlby (1979), it is more evident when the infant is securely attached to a parent. Studies of mothers and infants have, indeed, shown that both security and maternal autonomy support predict more exploratory behavior in the infants (e.g., Frodi, Bridges, & Grolnick, 1985). A secure relational base does seem to be important for the expression of intrinsic motivation to be in evidence (Anderson, Manoogian & Reznick, 1976; Ryan & Grolnick, 1986). Optimal challenges, effectance-pro-orientation feedback, and freedom from demeaning evaluations were all found to facilitate intrinsic motivation. For example, early studies showed that positive performance feedback enhanced intrinsic motivation, whereas negative performance feedback diminished it (Deci, 1975), and research by Vallerand and Reid (1984) showed that these effects were mediated by perceived competence. Studies have shown (Fisher, 1978; Ryan, 1982), that feelings of competence will not enhance intrinsic motivation unless accompanied by a sense of autonomy or, in attributional terms, by an internal perceived locus of causality (DeCharms, 1968).

The other type of motivation, extrinsic motivation, refers to the performance of an activity in order to attain some separable outcome and, thus, contrasts with intrinsic motivation, which refers to doing an activity for the inherent satisfaction of the activity itself. Much of what people do is not, strictly speaking, intrinsically motivated, especially after early childhood when the freedom to be intrinsically motivated is increasingly curtailed by

social pressures to do activities that are not interesting and to assume a variety of new responsibilities (Ryan & La Guardia, in press). Unlike some perspectives that view extrinsically motivated behavior as invariably non- autonomous, extrinsic motivation can vary greatly in its relative autonomy (Ryan & Connell, 1989; Vallerand, 1997). Many theorists have treated motivation as a unitary concept, intrinsic motivation, the doing of an activity for its inherent satisfactions is highly autonomous and represents the prototypic instance of self-determination. Extrinsically motivated behaviors, by contrast, cover the continuum between amotivation and intrinsic motivation, varying in the extent to which their regulation is autonomous.

Individuals characterized by a strong need for achievement typically seek challenging tasks, compete to do things better, and derive satisfaction from personal mastery (McClelland, 1987). Different aspects of achievement motivation can be differentiated: hope for success (active approach), fear of failure (active avoidance), and fear of success (passive avoidance; e.g., Birney, Burdick, & Teevan, 1969; Heckhausen, 1963; McClelland *et al.*, 1953; Schultheiss & Brunstein, 2005). These orientations develop in dependence of experiences with rewarding and punitive parenting techniques in response to a child's attempts to meet standards of excellence (Rosen & D'Andrade, 1959). Individuals are likely to suppress their impulses to achieve (fear of success) when in the past achievement behavior was contingently followed by negative consequences (Karabenick, 1977). An achievement motive characterized by hope for success is associated with age appropriate early childhood experiences of reward and affection for mastery and with child-rearing practices highlighting early independence (McClelland & Pilon, 1983; Winterbottom, 1958). Punishment as a consequence of absent achievement-oriented behavior, however, is likely to lead to an increase of active avoidance (fear of failure): Mastering a task becomes associated with absence of punishment and maintains the motivation to achieve. Thus, people high in fear of

failure and individuals high in hope for success develop a preference for mastery experiences, although based on different learning experiences (Schultheiss & Brunstein, 2005).

McClelland (1953) identified certain aspects of socialization which, he claimed, affect the need to achieve (e.g., type of authority pattern within the family, family stability, quality of communication with father, type of reinforcement, degree of independence, and parents' occupational aspirations). McClelland has found that achievement-motivated people are more likely to be developed in families in which parents hold different expectations for their children than do other parents. Family factors and experiences have been found to be important predictors of children's achievement progress (Bradley & Corwyn, 2002).

Murray (1938, pp.80-81) defined need for achievement as a desire or tendency "to overcome obstacles, to exercise power, to strive to do something difficult as well and as quickly as possible." Need for achievement is said to be aroused by environmental cues but is not manipulated and controlled like hunger or thirst. People high in need for achievement are more persistent and work harder (McClelland, 1985). They also tend to be medium risk takers. Under appropriate conditions, people will do what they have been rewarded for doing. Men with high n Ach tend to come from families in which achievement striving is rewarded. Achievement motivation, or the desire to accomplish difficult tasks and to excel differ greatly from individual to individual.

By definition, an individual higher in achievement motivation is characterized as someone who "aspires to accomplish difficult tasks; maintains high standards and is willing to work toward distant goals; responds positively to competition; willing to put forth effort to attain excellence"(Jackson, 1974/1999, p. 6). In the real world, motivation is highly valued because of its consequences: Motivation produces. Although motivation is often treated as a singular construct, even superficial reflection suggests that people are moved to act by very different types of factors, with highly varied experiences and consequences.

Cultures are powerful social contexts determining achievement motivation: Cultures differ with respect to not only ecological and socioeconomic conditions but also child-rearing practices, socialization patterns, dominant religious belief systems, values, and social rules to sanction behavior (e.g., Keller & Greenfield, 2000). In line with this argument, a number of cross-cultural studies point to a qualitatively different social-oriented achievement motivation in non-Western societies (e.g., De Vos, 1968; Kagan & Knight, 1981): For instance, in Chinese culture pushing oneself ahead of others and actively seeking individual success are not valued (Salili, 1996; A.-B. Yu, 1996). The concept of social-oriented achievement implies that an individual's achievement-related standards and goals conform to the values of an in-group. Achievement evaluations (success vs. failure) are not based on self-imposed standards of excellence but are made by reference to significant others (e.g., family, kinship system) who set the standards. Thus, even if a general desire for mastery of tasks, excellence, and accomplishment is to be seen as universal, the disparity of experiences, rewards, and punishments across cultures may lead to the development of different concerns for achievement, different evaluation standards, and different domains of action (e.g., Fyans, Salili, Maehr, & Desai, 1983; Veroff, 1977).

Adequate contexts for the realization of achievement-motivated strivings based on different standards of achievement evaluation may be seen as defined by an individual's personal learning history (e.g., Heckhausen, 1984; McClelland & Pilon, 1983), which itself is embedded in a cultural context that provides opportunities for cultural values and norms to define situations arousing the achievement motive and to become associated with additional standards of excellence (Kornadt *et al.*, 1980). Even if there is, of course, latitude for variation in motivation among members of a given cultural group arising from biological and educational variations (Bond, 2005), dominant socialization patterns may result in culture-bound characteristics of the implicit achievement motive. This might be particularly relevant

for social-oriented standards that have been argued to develop later in ontogeny than self-oriented standards (Geppert & Küster, 1983). Thus, a culture's shared (early) socialization process shapes and reshapes basic human needs.

Comparisons between people whose motivation is authentic (literally, self-authored or endorsed) and those who are merely externally controlled for an action typically reveal that the former, relative to the latter, have more interest, excitement, and confidence, which in turn is manifest both as enhanced performance, persistence, and creativity (Deci & Ryan, 1991; Sheldon, Ryan, Rawsthorne, & Ilardi, 1997) and as heightened vitality (Nix, Ryan, Manly, & Deci, 1999), self-esteem (Deci & Ryan, 1995), and general well-being (Ryan, Deci, & Grolnick, 1995). This is so even when the people have the same level of perceived competence or self-efficacy for the activity. While motivation refers to the state for action, amotivation, on the other hand is the state of lacking the intention to act. Amotivation results from not valuing an activity (Ryan, 1995), not feeling competent to do it (Bandura, 1986), or not expecting it to yield a desired outcome (Seligman, 1975).

Research on motivation has burgeoned for several years. Sex differences in achievement motivation have been studied widely (Meece, Glienke, & Burg, 2006). Elizur & Beck (1994) detected no special tendency for women to score higher than men on affective responses in achievement motive questionnaire (Elizur 1979, 1986; Shye 1978). They are of the opinion that gender differences in achievement motive are rooted in socialization processes rather than in basic differences between women and men. To the extent that gender differences exist in values, task choices, and achievement, Eccles has argued that they are related to gender role socialization. Different socialization experiences are thought to lead boys and girls, men and women, to hold different values and different value hierarchies. In general, female college students in the United States earn higher grades and graduate from college at a higher rate than do male college students (Buchmann & DiPrete, 2006; Mau &

Lynn, 2001). Recent findings have documented the poor performance of male students in American colleges (Buchmann & DiPrete, 2006). On the other hand, Adsul *et al.*, (2008) Liu & Zhu (2009) investigated the effects of gender, and found significant differences in achievement motivations of male and female, with male students showing higher achievement motivations than female students. Occupational choices adults make have also been found to be associated with childhood experiences of acceptance and rejection (Aronoff, 1967; Mantell, 1974; Rohner, 1986).

Three innate psychological needs-competence, autonomy, and relatedness- which when satisfied yield enhanced self-motivation and mental health and when thwarted lead to diminished motivation and **well-being**. Through various studies it has become clear that congruence between the content of personal goals and a person's basic *motives* affects well-being. A basic need, whether it be a physiological need (Hull, 1943) or a psychological need, is an energizing state that, if satisfied, conduces toward health and well-being but, if not satisfied, contributes to pathology and ill-being. The basic needs for competence, autonomy, and relatedness must be satisfied across the life span for an individual to experience an ongoing sense of integrity and well-being or "eudaimonia" (Ryan & Frederick, 1997; Waterman, 1993).

One area of psychology analyzes subjective well-being (SWB) which refers to people's cognitive and emotional evaluations of their lives (Diener, Suh, Lucas, & Smith, 1999). A positive association between annual income and SWB does exist, but it is surprisingly small among people whose basic needs are generally met (Diener, Sandvik, Seidlitz, & Diener, 1993; Veenhoven, 1991). SWB is conceptualized as having a cognitive appraisal component, life satisfaction, and two emotional components, positive and negative affect (Diener, 1998; Diener *et al.*, 1999). Cross-cultural research suggests that overall SWB is best predicted by satisfaction with life domains that are valued within one's culture (Kwan,

Bond, & Singelis, 1997; Oishi, Diener, Lucas, *et al.*, 1999). A general tendency to experience positive emotions may provide the motivation to explore one's environment and to approach new goals (Fredrickson, 1998). Lyubomirsky, King, and Diener (2005) showed that positive moods facilitate a variety of approach behaviors and positive outcomes.

The concept of **psychological well-being** is quite difficult because of the wide variety of concepts used interchangeably. For example, well-being; happiness (Bradburn, 1969); life satisfaction (Wood, Wylie, & Sheator, 1969); quality of life; mental or emotional health; subjective well-being; and mood and affect (Kozma, Stones, & McNeil, 1991) have been used synonymously with psychological well-being. Stull (1987), however, stated that even though these concepts are related, they are not identical. **Psychological well-being** is most often defined in the literature (Diener *et al.*, 1999) by an affective component (frequent positive affect and infrequent negative affect) and a cognitive component (high life satisfaction). SWB is understood broadly to include both transient emotional phenomena (e.g., pleasant and unpleasant affective experiences) as well as more enduring assessments of life satisfaction (Cummins, 2000; Diener, 2000; Diener *et al.*, 1999; Moore, Leslie, & Lavis, 2005).

Being a major indicator of mental well-being and relatively stable over time (Goldsmith & Campos, 1986), most people evaluate what is happening to them as either good or bad, so they are normally able to offer judgments about their lives. Furthermore, people virtually always experience moods and emotions, which have an hedonic component that is pleasant, signalling a positive reaction, or unpleasant, signalling a negative reaction. Thus, people have a level of SWB even if they do not often consciously think about it, and the psychological system offers virtually a constant evaluation of what is happening to the person.

The increasing importance of subjective well-being has been reviewed by Diener & Suh (1997) who concluded that “subjective well-being measures are necessary to evaluate a society, and add substantially to the economic indicators that are now favoured by policy makers”. Because of the close association of SWB with positive outcomes, researchers in positive psychology have focused on how to increase levels of SWB. Diener (2000) has shown the effect of financial well-being on SWB. Additionally, Inglehart (1990) has shown that meeting the basic needs of people have strong effects on SWB. It could be assumed that parenting would also contribute to overall SWB, but this has been lacking in empirical evidence.

Until recently, an exhilarating shift in the research literature from an emphasis on disorder and dysfunction to a focus on well-being and positive mental health have been witnessed. This paradigm shift has been especially prominent in current psychological research (e.g. Argyle, 1987; Diener, 1984; Kahneman, 1999; Ryff & Singer, 1998a; Seligman, 1991, 2002). But it has also captured the attention of epidemiologists, social scientists, economists, and policy makers (e.g. Huppert, 2005; Layard, 2005; Marks & Shah, 2005; Marmot, Ryff, Bumpass, Shipley, & Marks, 1997; Mulgan, 2006). An impressive body of cross-sectional survey data shows that happy people: tend to function better in life than less happy people; are typically more productive and more socially engaged; and tend to have higher incomes (Diener, 2000; Judge, Thoresen, Bono, & Patton, 2001). This positive perspective is also enshrined in the constitution of the World Health Organisation, where health is defined as “a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity” (WHO, 1948). The WHO again defined positive mental health as “a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community” (WHO, 2001). Ryan and Deci (2001)

pointed out that people high in happiness or subjective well-being tend to have attributional styles that are more self-enhancing and more enabling than those low in subjective well-being, suggesting that positive emotions can lead to positive cognitions which, in turn, contribute to further positive emotions.

Compared with individuals in negative or neutral mood states, subjects in a positive mood state have a broader focus of attention (Fredrickson & Branigan, 2005; Gasper & Clore, 2000), generate more ideas (Fredrickson & Branigan, 2005), and are more creative and flexible in their thinking (Ashby, Isen, & Turken, 1999; Bless, Mackie, & Schwarz, 1992; Murray, Sujan, Hirt, & Sujan, 1990). Experimental social psychology is full of examples showing that positive emotional experiences have beneficial effects on the way people perceive and interpret social behaviours and how they initiate social interactions (e.g. Forgas, 2001; Isen, 1987). It has also been found that people experiencing positive emotions evaluate themselves and others more positively, make more lenient attributions, and behave in a more confident, optimistic, and generous way in interpersonal situations (Forgas, 2002, 2006; Sedikides, 1995).

Interest in psychological well-being and positive mental health peaked between the late 1950s and 1970s. Contemporary research conducted on psychological well-being usually involves discerning the variables that enhance or diminish well-being with a specific population through the use of some preexistent measure of well-being. Well-being itself is defined in these studies as the outcome on a particular measure or set of measures. Consequently, focus is on the variables that affect well-being, whereas the nature of well-being itself is secondary to these studies. There is growing interest in psychological or subjective well-being as an indicator of societal progress among policymakers both nationally and internationally (Dolan, Layard and Metcalfe, 2011). The World Economic Forum (2012) and the United Nations General Assembly have also proposed that psychological well-being

should be considered along with the economy, work, community and family as a key issue in sustainable development.

Various approaches to conceptualizing well-being have been proposed. Some have suggested that well-being results from achieving a goal (Diener, 1984) while other perspectives hold that happiness results from engaging in interesting and challenging activities (Chekola, 1975). Variables that appear to be associated with well-being include satisfaction with family life, standard of living, and physical health (Campbell, Converse, & Rodgers, 1976), racial identity (Martinez, & Dukes, 1997), satisfaction with income (Braun, 1977), marriage (Andrews & Withey, 1976), love (Anderson, 1977), and education (Campbell, 1981). The good life that has come to be called "subjective well-being" (SWB) and in colloquial terms is sometimes labeled "happiness." The field of SWB focuses on people's own evaluations of their lives.

The term adopted in this study is psychological well being as measured by the General Health Questionnaire-12, referring to the psychological health which may be defined as a state of being in which an adult is balanced both emotionally and intellectually. Well-being is an important determinant of health and social outcomes. Measures of positive mental health states are needed for population-based research. The 12-item General Health Questionnaire (GHQ-12) has been widely used in many settings and languages, and includes positively and negatively worded items. The GHQ-12 measures both positive and negative aspects of mental health, and although correlated, these dimensions have some independence. The GHQ-12 could be used to measure positive mental health in population-based research. (Hu, Stewart-Brown, Twigg & Weich, 2007).

The GHQ-12 is a self-administered test originally developed by Goldberg (1992) to assess mental health status of individuals in a general population and in primary health

care settings. It is a screening tool which was used to identify the severity of psychological distress experienced by an individual within the past few weeks.

The GHQ has been widely used in various cultures as a screening tool to determine whether an individual is at risk of developing a psychiatric disorder (Goldberg & Williams, 1988). It is worth mentioning that the GHQ is extensively used by researchers and has been found to be reliable and well-validated (Goldberg et al., 1997). The GHQ was originally designed to be used in adult populations (aged 16+ years). GHQ has been shown to be valid and useful in both clinical and general populations. The GHQ12 is a measure of current mental health. It focuses on two major areas – the inability to carry out normal functions and the appearance of new and distressing experiences. Analysis used during the development of GHQ12 ensured that it has good content validity (Goldberg & Huxley, 1980).

The GHQ comes in four versions, and these include GHQ-60, GHQ-30, GHQ-28 and GHQ-12. The original version of the GHQ contains 60 items and is known for its multi-dimensional aspects. The GHQ-12 is the shortest version and commonly used as a screening tool in a public setting. It is usually regarded as testing only a single dimension of psychological health (Gao et al., 2004). However, some previous research have shown that the GHQ-12 has two (e.g. Picardi, Abeni, & Pasquini, 2001; Werneke, Goldberg, Yalcin, & Ustun, 2000) and three (e.g. Cheung, 2002; Picardi et al., 2001; Werneke et al., 2000) meaningful underlying factors.

A substantial body of research demonstrates the importance of positive interpersonal relationships for healthy human functioning (e.g., see Berkowitz, 1996; Bronfenbrenner, 1986; De Leon, 2000; Fyson, 1999; Glover, Burns, Butler, & Pattern, 1998; Hill, 1996; Moos, 2002; Royal & Rossi, 1996; Saranson, 1993; Weisenfeld, 1996). Relationships are a source of happiness and a buffer against stress (Argyle, 1999; Glover *et al.*, 1998; McCarthy, Pretty, & Catano, 1990). Through relationships, individuals receive instrumental help for

tasks and challenges, emotional support in their daily lives, and companionship in shared activities (Argyle & Furnham, 1983; Gutman, Sameroff, & Eccles, 2002; Irwin, 1996). Conversely, the loss of relationship is a source of unhappiness and distress (Bronfenbrenner, 1974; Cowen, 1988; Gaede, 1985). Interpersonal relationships are also important for social and emotional development (Abbott & Ryan, 2001; Kelly & Hansen, 1987; McCarthy *et al.*, 1990). Relationships are also a critical factor in young people's engagement and motivation at school (Ainley, 1995; Battistich & Hom, 1997; Hargreaves, Earl & Ryan, 1996; Pianta, 1998).

Cultural and societal factors influence SWB in several ways. One noteworthy finding is that variables often correlate differently with life satisfaction in dissimilar cultures. One of the most replicated findings in well-being is that people in East Asia tend to report a lower level of life satisfaction and less frequent experience of positive emotions than do people in North America and Western Europe (e.g., Diener, Diener & Diener, 1995). In this vein, prominent cultural psychologists (Heine, Lehman, Markus, & Kitayama, 1999; Kitayama, 1997) have argued that European Americans tend to be motivated to view themselves in a positive light, whereas East Asians tend to be motivated to improve themselves over time, and therefore tend to view themselves in a critical light. Asians tend to pay attention to negative aspects of relevant information (e.g., Greenwald, 1980), whereas East Asians seem to show a balanced memory for both positive and negative experiences. There are also individual differences in achievement motives that influence the degree to which people persist after a failure (Tauer & Harackiewicz, 1999).

Throughout the world, people are granting increasing importance to well-being. Inglehart (1990) proposed that as basic material needs are met, individuals move to a post-materialistic phase in which they are concerned with self-fulfillment. Children and youth's life satisfaction suggests that it is strongly associated with family satisfaction (Park, 2004).

As adults who have acquired such values, parents may transmit them to children through their responses to children's performance. Thus, cultural differences in how parents respond to children's success and failure may lead to cultural differences in how children themselves respond, thereby accounting for the perpetuation of cultural differences in responses to performance.

Although SWB is not sufficient for the good life (e.g., Diener, Sapyta, & Suh, 1998), it appears to be increasingly necessary for it. Although most people report being above neutral in mood the majority of the time (Diener & Diener, 1996), intense positive moments are rare even among the happiest individuals (Diener *et al.*, 1991). The need for positive self-regard has been assumed to be universal and essential for emotional well-being (e.g., Baumeister, Tice, & Hutton, 1989; Taylor & Brown, 1988; Heine, Lehman, Markus, & Kitayama, 1999). In recent years, however, this assumption has been challenged by Heine and colleagues (e.g., Heine, 2005; Heine *et al.*, 1999; Colvin & Block, 1994).

The pursuit and attainment of some life goals will provide relatively direct satisfaction of the basic needs, thus enhancing well-being (Ryan, Sheldon, Kasser, & Deci, 1996), whereas the pursuit and attainment of other goals does not contribute to and may even detract from basic need satisfactions, leading to ill-being. In accord with this reasoning, Kasser and Ryan (1993, 1996) found that placing strong relative importance on intrinsic aspirations was positively associated with well-being indicators such as self-esteem, self-actualization, and the inverse of depression and anxiety, whereas placing strong relative importance on extrinsic aspirations was negatively related to these well-being indicators. Ryan, Chirkov, Little, Sheldon, Timoshina, and Deci (1999) replicated these findings in a Russian sample, attesting to the potential generalizability of the findings across cultures. Reis, Sheldon, Gable, Roscoe, and Ryan (in press) found that variations in the fulfillment of each of the three needs (i.e.,

competence, autonomy, and relatedness) independently predicted variability in daily well-being. These studies support the view that basic psychological needs are determinative with regard to optimal experience and well-being in daily life.

Research consistently shows that one's level of well-being is reasonably stable over time (e.g., Eid & Diener, 2004). Second, behavioral genetic studies show that well-being is moderately heritable (Tellegen *et al.*, 1988). Finally, research shows that personality factors are strong correlates of well-being variables. Whereas any single demographic factor does not have very high correlation with well-being, however both self- and nonself-report measures of personality tend to correlate much more strongly with well-being (see Diener & Lucas, 1999). Thus, personality factors may predispose individuals to experience different levels of well-being.

Having goals and successfully striving for them is a major precondition for well-being (Diener, 1984). Research findings from the past two decades support this assumption by showing that the pursuit and attainment of meaningful goals plays an important role in the development and maintenance of individuals' well-being (Brunstein, 1993; Diener, Suh, Lucas, & Smith, 1999; Schmuck & Sheldon, 2001). One core explanation for this link between goal striving and well-being is that "goals serve as an important reference standard for the affective system" (Diener *et al.*, 1999, p. 284), meaning that making progress toward a goal is experienced as positive and that failure to advance toward an important personal goal is experienced as negative (Carver & Scheier, 1998).

Temperament has a powerful effect on SWB. Studies of heritability in which twins separated at birth are studied as adults found that both pleasant and unpleasant affect have a strong genetic basis (Lykken & Tellegen, 1996; Tellegen, Lykken, Bouchard, Wilcox, Segal, & Rich, 1988). Although heritability coefficients may differ in other environments, the twin

data show convincingly that some proportion of SWB is due to one's genetic make-up. Further supporting the idea of an inborn influence on SWB, measures of emotional reactivity in young infants predicts later fear responses (Kagan, 1994). In adults, optimism, self-esteem, and extraversion are several of the personality traits possessed by happy people. Extraverts in a national probability sample in the U.S.A. who lived in a variety of different circumstances experienced higher SWB (Diener, Sandvik, Pavot, & Fujita, 1992).

Women report being closer and more attached to their families than men (Kenny, 1987, 1990; Lopez, Campbell, & Watkins, 1988). Furthermore, Kenny and Donaldson's (1991) research indicates that women who describe themselves as more attached to their parents have higher levels of social competence and psychological well-being during the transition into college. Research has also uncovered differences between men and women in how they experience emotion, particularly the frequency and intensity of emotion (Searle & Meara, 1999), which may relate to the development of attachment. Women have also been found to be more perceptive and expressive of emotion than men (Johnson & Shulman, 1988; Sprecher & Sedikides, 1993), which may also be associated with their attachments to parents. Clearly more research in the area of sex and attachment needs to be conducted, including research that examines gender role orientation as a predictive factor of parental attachment (DeFranc & Mahalik, 2002).

Certainly, individuals differ in the extent to which their fundamental need to belong is met through familial relationships, friendships, social memberships, and the like. Given the wealth of research on the important role of parents in children's development (Bornstein, 2006; Collins, Maccoby, Steinberg, Hetherington, & Bornstein, 2000; Parke & Buriel, 2006), it is possible that parents contribute to such cultural differences. Indeed, research suggests that parents' practices influence children's responses to performance (e.g., Glasgow, Dornbusch, Troyer, Steinberg, & Ritter, 1997; Kelley, Brownell, & Campbell, 2000;

Pomerantz & Ruble, 1998).

Culture matters to the extent that individuals living in different societies are likely to have differing experiences and, more ambitiously, that culture matters to the extent that a cultural perspective provides new insights into psychological processes (e.g., Bond & Leung, in press; Triandis, 1996). From a cultural psychological perspective, individualism and collectivism are constructs that summarize fundamental differences in how the relationship between individuals and societies is construed and whether individuals or groups are seen as the basic unit of analyses (Oyserman, Coon, & Kemmelmeier, 2002). Suh *et al.*, (1998) also found large differences among people in different cultures in the factors they consider to be relevant to life satisfaction, perhaps because culture can have a pervasive influence on people's values and goals. An interesting pattern reveals itself when individualistic and collectivistic nations are compared in terms of different indicators of well-being. In individualistic nations, there are reports of higher life satisfaction, and yet suicide rates also tend to be higher (Diener, 1996).

Chapter- II

**STATEMENT
OF THE
PROBLEM**

It has often been said that a society's character can be determined by how a child is reared in that society and it is no wonder that parents, guardians, teachers, institutions, and society at large are concerned about how best to enhance a child's psychological development. Indeed, parenting has been identified as one of the most important factors in the development of any child, with far-reaching consequences on the society as a whole. A host of studies have provided theoretical and methodological foundations pertaining to child rearing practices (Baumrind, 1971, 1973, 1991a & b; Collins, Maccoby, Steinberg, Hetherington & Bornstein, 2000; Perris, Jacobsson, Lindstrom, von Knorring & Perris, 1980; Rohner & Khaleque, 2005) and its attendant effects on the social development (Grusec & Lytton, 1988; Lytton & Romney, 1991; Vandell, 2000), personality (McCrae & Costa, 1994; McCrae *et al.*, 2000; Bornstein, 1992; Maccoby, 2000), academic achievement (Dornbusch, Ritter, Leiderman, Roberts, & Fraleigh, 1987; Kim & Rohner, 2002) and a variety of behavioural problems (Amato & Fowler, 2002; Bandura & Walters, 1959; Forehand & Nousiainen, 1993; Steinberg, 2001; Whitbeck, Hoyt & Ackley, 1997) of children, adolescents and adults.

The **Parental Acceptance-Rejection Theory** is a theory of socialization and lifespan development that attempts to predict and explain major causes, consequences, and other correlates of interpersonal (especially parental) acceptance and rejection (Rohner, Khaleque, & Cournoyer, 2009). The empirical study of parental acceptance-rejection has a history going back to the 1890s (Stogdill, 1937) and it was only in the 1930s that a more-or-less continuous body of empirical research began to appear dealing with the effects of parental acceptance-rejection (Rohner, 2004a). An especially productive early collection of acceptance-rejection research papers came from the Fels Research Institute in the 1930s and 1940s (Baldwin, Kalhorn, & Breese, 1945, 1949). Noteworthy in the 1950s to 1980s were the seminal work of Schaefer and associates (Schaefer, 1959, 1961; Schludermann & Schludermann, 1970, 1971,

1983), and the work of Siegelman and colleagues (Roe & Siegelman, 1963). Rohner's program of research, which ultimately led to the construction of parental acceptance-rejection theory (PARTheory) and associated measures, grew directly out of these psychological traditions in the United States as well as from a twenty-year anthropological and psychological program of cross-cultural comparative research beginning in 1960 (Rohner, 1960, 1975; Rohner & Nielsen, 1978; Rohner & Rohner, 1980, 1981).

Since that time, especially in the 1980s and 1990s, other independent programs of research on issues of acceptance-rejection have also evolved - the sociological tradition of research by Rollins & Thomas (1979), Baumrind's widely recognized conceptual model dealing with parenting prototypes, including the concepts of authoritative, authoritarian, permissive, and rejecting/neglecting styles of parenting (Baumrind, 1966, 1968, 1989, 1991), followed by Steinberg and colleagues (Gray & Steinberg, 1999; Lamborn, Mounts, Steinberg, & Dornbusch, 1991; Steinberg, Elman, & Mounts, 1989); and the work of Downey, Feldman, and colleagues (Downey & Feldman, 1996; Downey, Khouri, & Feldman, 1997; Feldman & Downey, 1994).

Programs of international acceptance-rejection research also exist, such as the work of Perris and colleagues originating in Europe (Perris *et al.*, 1980, 1985, 1994; Arrindell, Gerlsma, Vandereycken, Hageman, & Daeseleire, 1998; Emmelkamp & Heeres, 1988), Parker and associates, working primarily in Australia and England (Parker, 1983a, 1983b, 1984, 1986; Parker, & Barnett, 1988; Parker, Tupling, & Brown, 1979; Torgersen, & Alnaes, 1992), and Chen and colleagues' cross-sectional studies primarily in China and Canada on issues surrounding both maternal and paternal acceptance and rejection (Chen *et al.*, 1997, 2000, 2001).

According to Rohner's Parental Acceptance-Rejection Theory, parental acceptance is defined in terms of “warmth, affection, care, comfort, concern, nurturance, support, or

simply love” that children receive from their parents. In contrast, parental rejection and hostility are defined as the “absence or significant withdrawal of these feelings and behaviors and by the presence of a variety of physically and psychologically hurtful behaviors and affects” (Rohner *et al.*, 2005, p. 5). More specifically, children and adults universally appear to organize their perceptions of acceptance-rejection around the same four classes of behavior: warmth/affection (or its opposite, coldness/lack of affection), **hostility/aggression**, **in difference/neglect**, and **undifferentiated rejection** (Rohner *et al.*, 2005). Undifferentiated rejection is a form of rejection which refers to individuals’ beliefs that their parents do not love them or care for them, although there might not be clear behavioral indicators that parents are unaffectionate, neglecting or aggressive toward them (Rohner *et al.*, 2005).

One of the central assumptions of Parental Acceptance-Rejection Theory is that rejection by a significant other generates the same negative effects on psychological adjustment, behavioral functioning, and cognitive processes of children and adults, regardless of differences in culture, language, race, or gender. A meta- analysis of 43 studies including 7,500 children and adults, conducted in different ethnic groups in the USA, as well as on numerous samples from Africa, Asia, and Europe, strongly supported this assumption (Khaleque & Rohner, 2002). As reported by Rohner *et al.* (2005), approximately 21 percent of the variance of adults’ psychological adjustment is explained by parental acceptance-rejection in childhood.

Children and adults who perceive their significant others as rejecting tend to feel growing anger, unrest, and other destructive emotions that can become extremely painful. They are also anxious and insecure. Behavioral problems are more common within this group, as well as disorders like depression, drug, and alcohol abuse. Findings from different studies suggest that children who experienced rejection tend to develop one of seven

personality or behavioral dispositions (Hughes, Blom, Rohner, & Britner, 2005): hostility (aggression, passive aggression, or psychological problems with the management of hostility and aggression), emotional unresponsiveness, immature dependence or defensive independence, impaired self-esteem, impaired self-adequacy, emotional instability, and negative worldview (Rohner *et al.*, 2005; Khaleque, Rohner, Riaz, Laukkala, & Sadeque, 2007).

The ability to handle life's issues and demands is based upon psychological foundations of early family experiences. Within the society, parents identify certain values that are important for the development of their children (Goldsmith, 2000). Family factors and experiences have been found to be important predictors of children's achievement progress too (Bradley & Corwyn, 2002). The term motivation refers to any organismic state that mobilizes activity which is in some sense selective or directive. According to Newcomb (1964) **achievement motivation** is the acquired tendency and one of the most important social needs. It has been defined by McClelland *et al.*, (1953) as a disposition to strive for success in competition with others with some standard of excellence, set by the individual. Motive to achieve requires an act of some norm of excellence, long-term involvement and unique accomplishment. This has been recognized as one of the most important manifest and social needs and personality variable enlisted by Murray (1964), and in fact measured in this study by the Achievement Motivation Scale (Deo-mohan, 1986). It has been opined that achievement motivation is an acquired tendency and one of the most important social needs that drives the individual to strive for success (Manjuvani & Anuradha, 2011); and that it is opined that achievement motivation is an inner drive that directs students' behaviour towards the fulfillment of their goal (Chowdhury *et al.*, 2007). Both extrinsic and intrinsic motivation are found to have positive relationship with academic achievement.

Zellman and Waterman (1998) confirmed that it is not parental encouragement on the whole but parenting styles that are the better predictors of academic achievement. Parental involvement, authoritarian and permissive parenting styles especially have been associated with academic grades, college adjustment and self-esteem of adolescents (Pate *et al.*, 2006; McNeal, 1999; Yan, 2000; Murphy, 2009). Lamborn *et al.*, (1991). Hickman *et al.* (2000) found that high-achievers often described their parents as understanding, approving, trusting, affectionate, encouraging and not overly strict in discipline. Conversely, under-achievers described their parents as very strict and demanding, lax or punitive in disciplinary technique.

Achievement motivation has been deduced as an integration of affect aroused by cues in situations involving standards of excellence (Acharya, 2009). Such standards of excellence are typically learnt from parents who urge the child to compete against the standards. Children coming from different home environments are affected differently by such variations. Muola (2010) reported positive relationship between academic achievement motivation and home environment. Kazmi (2011) conducted the study to evaluate the impact of fathers' style of dealing with their children at home and their academic achievements at school. The results of this study revealed fathers' involvement had positive significant relationship with academic achievement.

As presented in the forgoing literature, parents play a central role throughout a child's life, even through adulthood, and the maintenance of strong familial relationships is the key to understanding the educational and success and maintaining a high quality of life (Kim & Park, 2004; Park & Kim, 2004b). The quality of parent– child relationships during infancy and early childhood has been considered to constitute a significant factor in later personality (Dozier, Stovall, & Albus, 1999; Green & Goldwyn, 2002; Greenberg, 1999;

Weinfield, Whaley, & Egeland, 2004). Early warm, positive parent-child tie, sustained over time, promote many aspects of children's development like higher motivation to achieve in school (Thompson, Easterbrooks, & Padilla-Walker, 2003).

Indeed, parenting styles have been found to play a causal role in psychosocial development, social competence and academic performance, as well as in the emergence of depression, anxiety and problem behavior. (Baumrind, 1991; Darling & Steinberg, 1993; Cassidy & Shaver, 1999; Collins *et al.*, 2000). Of particular concern, the degree or level of interactions between parents and children in terms of acceptance-rejection become very important for the healthy psychological development of offspring, especially in relation to levels of dependent behaviour and personality. Most psychologists are in agreement with the belief that humans have a fundamental "need to relate" to others and that some degree of interpersonal **dependency**, expressed in flexible, socially appropriate ways, can enhance adaptation in a broad range of contexts. Several labels have been used to describe this situation-appropriate, adaptive dependency including *interdependence* (Cross & Madson, 1997), *mature dependency* (Baumeister & Leary, 1995), *connectedness* (Rude & Burnham, 1995), *relatedness* (Blatt, Zohar, Quinlan, Luthar, & Hart, 1996), and **healthy dependency** (Bornstein & Languirand, 2003). Research on the developmental antecedents of healthy dependency is scanty, but studies have suggested that this personality style is rooted in a history of exposure to authoritative parenting that instills in the child a sense of self-confidence coupled with trust in others along with an ability to ask for help and support without feeling guilty, weak, or ashamed (Bornstein, 2005; Kobayashi, 1989; Lee & Robins, 1995; Tait, 1997).

As conceptualized by Bornstein (Bornstein *et al.*, 2002), the converse of dependency is **dysfunctional detachment** (DD) which refers to an inability to cultivate social ties and

engage in adaptive affiliative behaviors. Moreover, researchers have found it useful, both conceptually and empirically, to distinguish **destructive overdependence** (DO) which is characterized by rigid, inflexible dependency, from **healthy dependency** (HD) which is characterized by flexible, situation-appropriate help and support seeking (Bornstein, 1998; Kantor, 1993; Millon, 1996; Pincus & Wilson, 2001). Although understanding the intrapersonal and interpersonal dynamics of overdependence, detachment, and healthy dependency has important implications for personality development, social adjustment, and risk for psychopathology, no psychometrically sound measures have been available until recently to assess these three constructs simultaneously. To facilitate research on these personality styles, Bornstein and Languirand (2003) developed the Relationship Profile Test (RPT), a 30-item self-report measure of Destructive Overdependence (DO), Dysfunctional Detachment (DD), and Healthy Dependency (HD).

Although problematic detachment has received less attention than problematic dependency from clinicians and researchers, studies confirm that an inability or unwillingness to cultivate social ties and accept help and support from others can also be maladaptive (Birtchnell, 1987, 1996). High levels of detachment are associated with deficits in social and occupational functioning (Colgan, 1987; Kantor, 1993) and studies have suggested that detachment results from an array of underlying factors including early learning experiences that emphasize self-reliance at the expense of social connectedness, intrapsychic conflicts regarding closeness and intimacy, and infantile temperament differences that elicit detachment-promoting responses from parents and peers (Clark & Ladd, 2000; Coolidge, Thede, & Jang, 2001).

The recent upsurge in the study of dependent personality can be traced to the work of Rohner (1986), Bornstein et al. (2002) and Rohner, Khaleque and Cournoyer (2005).

Bornstein (2002) postulates three types of dependent personality: Destructive overdependency, Healthy dependency, and Dysfunctional detachment; whereas Rohner *et al.*, (2005) postulates a continuum of Immature Dependency, Mature Dependency and Defensive Independency. Examination of theoretical literature of both postulates have been well hypothesized to implicate parenting styles as the main predictors but have not been empirically tested enough to come up with a definite conclusion. Studies on parenting as related to the development of dependent behaviour in the offspring have never been attempted in the Mizo context, a problem that begins to be the concern of the Mizo society, especially economically among males. It remains the responsibility of social scientists to attempt to get a better understanding of the Mizo parenting styles in relation to dependency and to find out the effects of such dependent behaviour on achievement motivation and well-being so as to provide the much needed information on parenting and its consequences in the society.

Historical writings and anecdotal reports have revealed that in the olden Mizo society, child-rearing was primarily in the hands of the community as a whole and not much on the family as a unit, especially for boys with their transition from childhood to adulthood, and character building and societal norms inculcated in 'Zawlbuk' – the bachelor's dormitory (Chatterjee, 1975; Kipgen, 1979). Girls' upbringing was significantly different from boys'. She was reared in and around the house, to do the domestic works under the supervision of her mother. Boys were reared mostly outside the home, to take part in the activities of the society and to ensure the society's security under the male senior leadership.

The concept of "parenting" as referring to the aspects of raising a child aside from the biological relationship, as the process of promoting and supporting the physical, emotional, social, and intellectual development of a child from infancy to adulthood within the context of the family (Davies & Martin, 2000) seems indistinct in the Mizo society. Anecdotal

accounts would indicate that no individual parenting in the family as such was recognized among the Mizo from the olden days, with the collective being given the charge of caring for the young. The role of 'parenting' usually fell in the hands of the older generation in the community who could not go out in the fields for work, and on the older siblings not old enough to till the lands. The fathers' role was to provide food and security for the family members and hardly in parenting, except for the intermittent pep talk and chiding of the family members during meals by the head of the family, the father, as apparent from the use of the term *hmelchhiat lai* (the moment when the appearance is not at its most appealing/attractive state) to refer to meal times. The mother's role was subservient, to support the father at his every beck and call. The psychological development of the child was not much reckoned but rather the biological development understandably was the main concern in a society where food was not in abundance. Even today the concept of "parenting" doesn't seem very clear among the Mizo parents, but its importance is beginning to be recognized, most notably among the church communities as is evident from the few seminars conducted among them.

The Mizo society was and still is a male-dominated society, especially in the political, religious and social arenas. Most of the activities of the Mizo society revolved around the male members. Properties naturally fall in the hands of the male members and females neither tried to achieve nor were they expected to achieve much outside the home (Lianthanga, 2000). However with the coming of age of the Mizo society with much economic and political development of the people, the achievements of the Mizo female counterpart is notably remarkable. It is noteworthy that the modern Mizo woman with her history of the home and hearth as being her main domain have come a long way to attain great success outside the domestic world, especially in the economic sphere.

However, different socialization patterns for male and female children continues to be evident even today in the Mizo families. Mizo parents are noted to be permissive and yet overprotective with their young boys, and more restrictive with their little girls. But, as the growing child approach adolescence, there arise confusion at both ends and parents become either more restrictive or succumbed to denial in their child rearing behaviour of the adolescents. The transition from a very permissive to a more restrictive parenting style seems to confuse the boys whereas the girls are usually not subjected to drastic transitions as their earlier rearing experience entailed restrictions. As in other societies, males are observed to be slower in becoming independent than the female counterparts, and whatever achievement motivation that may simmer underneath is not apparent in the level of actual achievements among the males, especially among young adults. And, whatever achievement motivation lies within the minds of the female counterpart finds expression in the form of more employment and academic achievements among the Mizo female.

In the wake of rapid societal changes due to development in various areas of living and growth in population, the Mizo family is bogged with new responsibilities to care for their own, with the consequences of new parenting responsibilities as the community could not remain the same to take care of its offspring. Confusion and chaos seems to rule the family unit as far as parenting is concerned. As such different parenting patterns would emerge with greater consequences on the social life of its population. Thus, a transition from more primitive life to a modern society that is still rooted in community dominance is apparent in the lives of the members of the Mizo society. A sense of conflict can be felt in the members of the community that appears to have an effect in the rearing of children too and eventually among young adults.

As may be inferred from contemporary psychological theories of development (Grusec & Lytton, 1988), early adulthood is normally the period of independence and

formation of intimate relationships, the quality of which would depend on the experiences the young adults have had during the growing years, irrespective of cultural differences. Young adulthood, the period which span from 18 to 40 years of age (Santrock, 2006) is the time for establishing long term, intimate relationships with other people, choosing a lifestyle and adjusting to it, deciding on an occupation, and managing a home and family. This is the stage where individuals grapple with the tasks of developing adult identities, making decisions about work and career, managing educational and peer-related stresses, and forming intimate partnership. This is a sensitive time wherein persons must navigate a normative yet uniquely challenging life transition.

In the context of the Mizo family, the youngest son is the heir and hence expected to remain in the parents home even into adulthood and married life, and continue to maintain the house for his own parents, his unmarried sisters, widows other family dependents. However, many young Mizo males, married or single, are observed to be dependent on the family especially financially/economically, and remain un-customarily in the parent's home even after marriage while it is traditional for only the youngest son and unmarried daughters to remain in the parents home. In this respect, the female member appears to be doing considerably better than her male counterpart in many fields. She is usually economically independent and still is dependable at the home front as she ventures outside the house for work and thereby changing her sole role from a home-maker and taking up an additional role of financial contributor to the family, far from the restrictive role of her forebears. On the other hand, with the change in the means of living especially in the more urban areas where it is no longer agrarian, men are generally seen to have lost their post as the main provider of the family but yet still hold the post of head of the family and society in all spheres of Mizo life, be it religion, politics, social issues or the economy.

Though there are many fields where females are outnumbering males there are more fields, especially in the higher posts where males are outnumbering females. Incidents where females are outperforming males can be clearly seen in the academic field and low level commercial/economic field. If we look back, at least five years, at the results of the High School Leaving Certificate Examination (MBSE, 2012) we cannot miss seeing the gender differences in particular at the top position which are occupied by females. Data collected from the last five years of the Higher Secondary School Leaving Certificate Examination also tells the same story, that is to say girls are outperforming the males academically. In the commercial sector of the society too, more and more females are getting engaged and less and less males are to be seen working in the market places. In effect, females appear to have made great strides in becoming more independent whereas males appear to have regressed. However, the trend where females outperform the males does not continue in the graduate and post graduate levels and even in the civil services examinations. In the political arena there are hardly any females and the scenario is similar in the top administrative position among the Mizos in the state of Mizoram where only a handful of females are seen to be occupying the top most positions (Statistical Handbook, 2012). Similarly, in the highest academic institution, Mizoram University, male professors are outnumbering females.

The fact that achievement motivation is directly affected by parenting has been known (Baumrind, 1991; Darling & Steinberg, 1993; Cassidy & Shaver, 1999; Collins *et al.*, 2000) and Literature is abounding with studies on the relationship between dependency and achievement motivation (Bornstein & Masling, 1985 ; Ojha, 1978). The present concern, therefore, is to understand the mechanisms by which parenting affect achievement motivation. It is hypothesised that one of the important mediating factor that explains the relationship between parenting and achievement motivation would be dependency behaviour as developed from the consequences of parenting that in turn affect the motivation to achieve.

This is the main problem that has been identified to be tackled in this research - the mediating role of dependency in the relationship between parenting and achievement motivation with the fallout in psychological well-being from such interactions.

A recent shift in psychological research literature from an emphasis on disorder and dysfunction to a focus on well-being and positive mental health (e.g. Argyle, 1987; Diener, 1984; Kahneman, 1999; Seligman, 1991, 2002) have been witnessed (Cooper, Goswami, & Sahakian, 2010), which also captured the attention of epidemiologists, social scientists, economists, and policy makers (e.g. Huppert, 2005; Layard, 2005; Marks & Shah, 2005; Mulgan, 2006). An impressive body of cross-sectional survey data shows that happy people: tend to function better in life than less happy people; are typically more productive and more socially engaged; and tend to have higher incomes (Diener, 2000; Judge, Thoresen, Bono, & Patton, 2001).

Well-being, and not just the absence of undesirable states such as depression or anxiety, may have consequences for physical health, cognition, relationships and even survival (Danner et al. 2001; Huppert & Whittington, 2003; Keyes, 2005). However, evidence remains sparse (Ostir et al. 2000; Strandberg et al. 2006). There are two broad (and complementary) traditions in conceptualizing well-being: the ‘hedonic’ and ‘eudaimonic’ approaches. The hedonic approach emphasizes happiness (pleasant affect, life satisfaction) whereas the eudaimonic approach (with origins in Platonic philosophy) emphasizes optimal psychological and social functioning (or ‘flourishing’). The GHQ-12 has been found to be a good measure for assessing the overall psychological well-being (Zulkefly & Baharudin, 2010) of students. The General Health Questionnaire (GHQ) is a subjective measure of **psychological well-being**, developed by Goldberg (1992) who described the measure as a psychological well-being measure.

In view of the literature presented, the present study shall attempt to highlight the impact of parenting on healthy and unhealthy dependency and its concomitant relation to achievement motivation and well-being of young Mizo adults. Such findings may throw light or contribute to a better understanding of the Mizo parenting styles and its effects with far-reaching consequences on the economy and mental well-being of its population. Moreover, such findings may also help in removing many of the negative consequences that arise due to parental rejection, dependency, low achievement motivation and ill-being of the young Mizo adults and thus open the path that leads to better psychological health. This study is, therefore, evolved with the following specific objectives:

1. To study achievement motivation in relation to paternal acceptance-rejection and maternal acceptance-rejection separately with four subscales: Warmth-affection (WA), hostility-aggression (HA), indifference-neglect (IN), and undifferentiated rejection (UR) among Mizo male and female young adults.
2. To study dependency 3 factors: Destructive Overdependence (DO), Dysfunctional Detachment (DD), Healthy Dependency (HD) in relation to paternal and maternal acceptance-rejection (with four subscales: WA, HA, IN, and UR) among Mizo male and female young adults.
3. To study psychological well-being in relation to paternal acceptance-rejection and maternal acceptance-rejection separately (with four subscales: WA, HA, IN, and UR) among Mizo male and female young adults.
4. To determine the predictability of dependency (3 types), achievement motivation and psychological well-being from the parenting variables (Total Acceptance-Rejection, WA, HA, IN, UR from mothers and from fathers) among Mizo male and female young adults.

5. To examine the mediating role of dependency (3 types) on the relationship between parenting (Total Rejection, WA, HA, IN, UR from mothers and from fathers) and achievement motivation among Mizo male and female young adults.
6. To examine the mediating role of dependency (3 types) on the relationship between parenting (Total Acceptance-Rejection, WA, HA, IN, UR from mothers and from fathers) and psychological well-being among Mizo male and female young adults.
7. To determine gender differences in the predictors, potential mediators and criterion variables of the study.

The following hypotheses were drawn given the nature of the observable behaviours of men and women in the population under study, and in line with the literature given in the foregoing:-

1. Achievement motivation is expected to be higher in females than in males, psychological well-being is expected to be lower in females than in males, parental acceptance-rejection is expected to be higher in females than in males, and dependency is expected to be higher in males than in females among Mizo young adults.
2. Dependency, achievement motivation and psychological well-being each will be substantially predicted from parental acceptance-rejection.
3. Parental Acceptance Rejection will be positively correlated with Destructive Overdependence and Dysfunctional Detachment, and negatively with Healthy Dependency.
4. Parental Acceptance-Rejection and its sub-scales will show negative correlation with Achievement Motivation.
5. Parental Acceptance-Rejection and its sub-scales will show negative correlation with Psychological Well-being.
6. Dependency will play a mediating role in the relationship between Parental Acceptance-Rejection and Achievement Motivation.
7. Dependency will play a mediating role in the relationship between Parental Acceptance-Rejection and psychological well-being.

Chapter – III

**METHODS
AND
PROCEDURE**

Sample

600 (300 male and 300 female) young Mizo adults with their age ranging between 19 to 39 years (mean age = 25.43) were randomly sampled from the different localities of Aizawl, with due consideration of suburban and central city areas. The background information of the subjects like age, sex, marital status, present address, birth place, educational qualification (full time/part time), employment status (full time/part time), family structure (joint/nuclear), single or dual parenting with information on age of the respondent when the parent passed away, or age of the respondent at the time of the divorce in case of single parenting/parentless, and employment status of parents were recorded with the objective to equate/match the subjects in order to maintain homogeneity of the samples and obtain representative sample of young Mizo adults for the study, as depicted in the figure below:-

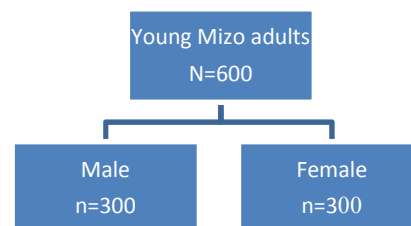


Figure – 1: Model depicting equal distribution of subjects for the study.

Design of the Study

The study aimed (i) to ascertain the psychometric adequacy of the behavioural measures of (a) Parental Acceptance-Rejection Questionnaire - Short Form - Adult for father and for mother (PARQ-Father and PARQ-Mother; Rohner, R.P & Khaleque, A., 2005), (b) Deo-Mohan Achievement Motivation Scale (Deo, P & Mohan, S., 2002), (c) The Relationship Profile Test (RPT; (Bornstein,R.F., Geiselman.K.J., Eisenhart.E.A. & Languirand.M.A., 2002) measuring Destructive Overdependence (DO), Dysfunctional Detachment (DD), and Healthy Dependency (HD) , and (d) General Health Questionnaire – 12 (GHQ-12; Goldberg, D., 1992) measuring Psychological Well-being; (ii) to study the

relationships between the independent variables (Parental acceptance-rejection: Warmth/Affection, Hostility/Aggression, Indifference/Neglect, and Undifferentiated Rejection) and the mediating (Dependency: Destructive Overdependence, Dysfunctional Detachment, and Healthy Dependency) and outcome (Achievement Motivation, and Psychological Well-being) variables.

The study further aimed (iii) to study the mediating role of dependency on the relationship between parenting and achievement motivation and (v) to study the mediating role of dependency on the relationship between parenting and psychological well-being. Inherent within the mediation analysis is the necessity to check the predictability of Achievement Motivation, Dependency and Psychological Well-being from Parental Acceptance-Rejection.

The mediational analysis envisaged in this study shall follow the steps as prescribed by **Barron and Kenny (1986)** given below to establish that a mediated relationship exists between Parental Rejection (X) and Achievement Motivation (Y), mediated by Dependency (M).

1. Show that X is a significant predictor of Y, using regression;
2. Show that X is a significant predictor of M, using regression;
3. Show that **M** is a **significant predictor of Y, when we control for X**. This is done by conducting a multiple linear regression analysis using X and M as predictors and Y as the outcome (criterion) variable;
4. If M is a complete mediator of the relationship between X and Y, the effect of X, when controlling for M, should be zero. If M is only a **partial mediator** the effect will only be reduced, not eliminated. The amount of mediation is calculated as the difference between slopes (unstandardized regression coefficients) found in steps 1 and 3.

The Sobel Product of Coefficients test will then be used to check the significance of

the mediation by Medgraph-I (Jose, P.E., 2003), a programme to graphically depict mediation among three variables. The assumptions of General Linear Models, and reliability requirement ($>.70$, Nunnally,1978) of mediation analyses will be ascertained and data transformations will be performed wherever required.

The **mediation models** can be depicted thus:

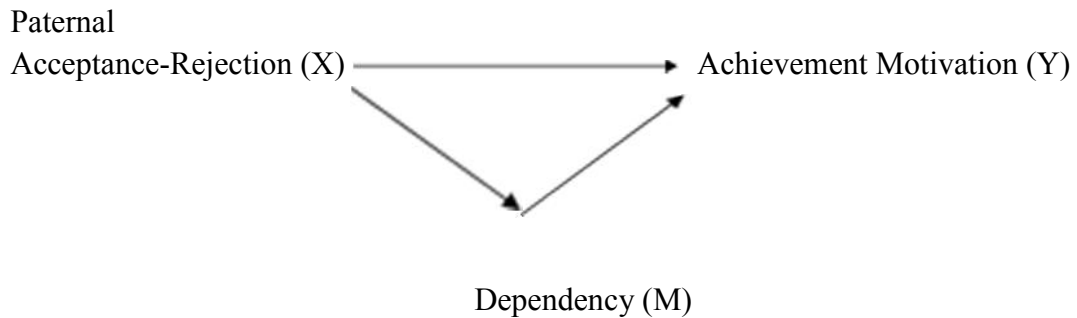


Figure - 2: Hypothesized mediation model depicting Dependency as a mediator in the relationships between Parental Acceptance-Rejection and Achievement Motivation.

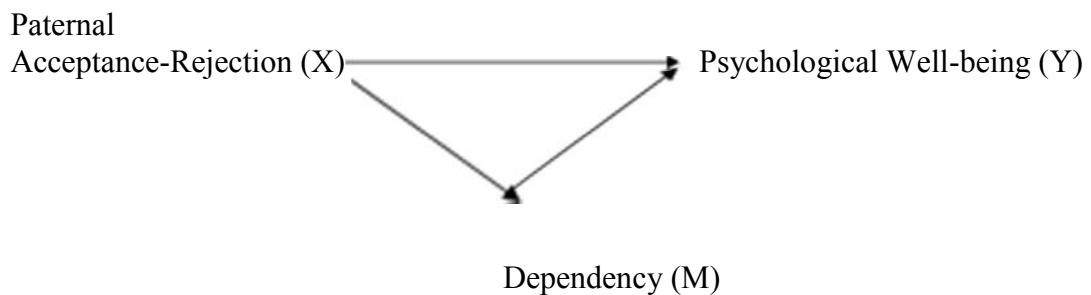


Figure - 3: Hypothesized mediation model depicting Dependency as a mediator in the relationships between Parental Acceptance-Rejection and Psychological Well-being.

Test Materials

The psychological test instruments as incorporated in the study: (i) Parental Acceptance Rejection Questionnaire- Short Form-Adult versions for Father and for Mother (PARQ-SF-ADULT; Rohner, R.P & Khaleque, A., 2005), (ii) The Relationship Profile Test (RPT; (Bornstein,R.F., Geiselman.K.J., Eisenhart.E.A. & Languirand.M.A., 2002) (iii) Deo-Mohan Achievement Motivation Scale (Deo, P & Mohan, S., 2002), and (iv) General Health

Questionnaire – 12 (GHQ-12; Goldberg, D., 1992) are selectively described in the following to make lucid the behavioural gamut that are aimed to be investigated across the samples under study.

Parental Acceptance Rejection Questionnaire- Short Form-Adult versions for Father and for Mother (PARQ-SF-ADULT; Rohner, R.P & Khaleque, A., 2005).

The Parental Acceptance-Rejection Questionnaire (PARQ-Short form for adult) is a 24-item self-report instrument (4-point Likert-type scale) designed to measure individuals' perception of acceptance-rejection with separate forms for father and mother. Parental acceptance-rejection is a bipolar dimension, with acceptance defining one end of the continuum and parental rejection defining the other. The PARQ consists of four sub-scales :(1) warmth/affection which refers to the warmth, affection, care, comfort, concern, nurturance, support, or simply love that children can experience from their parents and other caregivers, (2) hostility/aggression which refers to feeling of hostility, anger, bitterness, resentment, irritability, impatience, or antagonism children can experience towards their parents, (3) indifference/neglect which refers to situations when children feel that their parents are indifferent towards them, are unconcerned and uncaring about them, or have a restricted interest in their overall well being, and (4) undifferentiated rejection which refers to individuals' beliefs that their parents do not really care about them or love them, without necessarily having clear behavioral indicators that the parents are neglecting, unaffectionate, or aggressive; The total score of the four subscales yields, an overall perceived parental acceptance-rejection score. The scale is keyed in the direction of rejection, with high score indicating more rejection and low score indicating more acceptance.

Deo-Mohan Achievement Motivation Scale (Deo, P & Mohan, S., 2002).

The Deo-Mohan Achievement Motivation Scale (AchM) is a questionnaire consisting of 50 items where responses are to be made to one of the five response categories ranging from

(0)always, (1)frequently, (2)sometimes, (3)rarely to (4)never. It is a self administered test designed to measure achievement motivation including factors such as the standard of excellence, unique accomplishment and long-term involvement, indicating achievement imaginary as suggested by McClelland and Atkinson, academic factors, general and social interests. The items in the scale are meant to evolve the achievement imaginary in the respondents, to relate to the achievement experiences based on situations known to the respondents. The range of scores is from a minimum of 0 to a maximum score of 200. High score indicates high achievement motivation and low score low achievement motivation.

The Relationship Profile Test (RPT; Bornstein,R.F., Geiselman.K.J., Eisenhart.E.A. & Languirand.M.A., 2002).

The RPT is a rationally derived questionnaire that asks the participant to respond to 30 self-statements, each of which is rated on a 5-point scale anchored by the terms ‘not at all true of me (1)’ to ‘very true of me (5)’. The RPT measures the dependency level of the subject. It yields three 10-item subscale scores: (a) Destructive Overdependence (DO) which is characterized by rigid, inflexible dependency, (b) Dysfunctional Detachment (DD) which is characterized by an inability to cultivate social ties and engage in adaptive affiliative behaviors (Kantor, 1993; Millon, 1996), and (c) Healthy Dependence (HD) which is characterized by flexible, situation-appropriate help and support seeking behaviour (Bornstein, 1998; Pincus & Wilson, 2001). The total score of each subscale is taken separately where the total score of each subscale may range from 10 to 50. The higher the score the higher the measured dependency.

General Health Questionnaire – 12 (GHQ-12; Goldberg, D., 1992).

The GHQ-12 is the shortest version among the four versions of GHQ (GHQ-60, GHQ-30, GHQ-28 and GHQ-12) and commonly used as a screening tool in a public setting. The General Health Questionnaire - 12(GHQ-12) is a 12-item self-report measure of

psychological well-being which was originally developed for use among adult subjects (16+years). The GHQ-12 measures both positive and negative aspects of mental health. The scale asks whether the respondent has experienced a particular symptom or behaviour recently. Each item is rated on a four-point Likert-type scale with scores of 0-1-2-3 for response choices of 'less than usual', 'no more than usual', 'rather more than usual', and 'much more than usual' respectively; Some examples of the items in the GHQ-12 are: 1) *Been able to concentrate on whatever you are doing*; 2) *Lost much sleep over worry*; 3) *Felt constantly under strain*; and 4) *Been losing self-confidence in yourself*. The scores were summed up by adding all the items on the scale ranging from 0 to 36 with lower scores indicating psychological well-being and vice versa for high scores.

Procedure

After obtaining their necessary consents, the participants were administered booklets containing measures of the variables and demographic data sheet in various study centers, colleges, work-places and other institutions in groups of approximately 10 to 40 persons of either sex in 20 randomly selected localities and institutions in Aizawl, the capital city of Mizoram. Each booklet contains the following psychological measures, the specimen copy of which is given in the Appendix – 1, 2, 3, 4 and 5 : (i) PARQ-Father Short Form for adults (Rohner, R.P & Khaleque, A., 2005), (ii) PARQ-Mother Short Form for adults (Rohner, R.P & Khaleque, A., 2005) (iii) Deo-Mohan Achievement Motivation Scale (Deo, P & Mohan, S., 2002), (iv) RPT (Bornstein,R.F., Geiselman.K.J., Eisenhart.E.A. & Languirand.M.A., 2002), (v) GHQ-12 (Goldberg, D., 1992).

After rapport and careful explanations of instructions for completing the questionnaires in each session, participants were anonymously required to fill out the booklet including the background demographic sheets with assured confidentiality so as to minimize

the potential influence of social desirability response sets. Each testing session lasted for approximately one hour.

The outcome of the overall analyses are presented in the chapter to follow.

Chapter – IV

**RESULTS
AND
DISCUSSION**

Subject-wise scores on the specific items of the behavioural measures of Parental Acceptance-Rejection Questionnaire-Short Form-Adult separately for Mother and Father (PARQ-Father and PARQ-Mother-SF-ADULT; Rohner & Khaleque, 2005), Deo-Mohan Achievement Motivation Scale (Deo & Mohan, 2002), the Relationship Profile Test (RPT; measuring Destructive Overdependence (DO), Dysfunctional Detachment(DD), and Healthy Dependence (HD); Bornstein, Geiselman, Eisenhart & Languirand, 2002) and General Health Questionnaire-12 (GHQ-12; measuring Psychological Well-being (PWB); Goldberg, 1992) were separately prepared and analyzed in order to (i) check the psychometric adequacy of these behavioural measures for measurement purposes among Mizo young adult men and women, (ii) to study the contribution of Parental Acceptance-Rejection in Dependency, Achievement Motivation and Psychological Well-being, and to specify the effects of the total levels of Rejection perceived from both parents on Dependency, Achievement Motivation, and Psychological Well-being (iii) and to determine the mediating role of Dependency in the relationship between Parental Acceptance-Rejection and Achievement Motivation as well as the relationship between Parental Acceptance-Rejection and Psychological Well-being.

Psychometric Properties of the Behavioural Measures

Keeping in view the theoretical and methodological concerns that measures of theoretical constructs with proven psychometric adequacy in a given population may not be treated as reliable and valid unless specific checks were made (Witkin & Berry, 1975; Berry, 1974; Eysenck & Eysenck, 1985; Poortinga, 1989; van de Vijver & Poortinga, 1997; van de Vijver & Leung, 1997), (i) item-total coefficient of correlation, (ii) reliability coefficient (Cronbach alpha), (iii) the inter-scale relationships between the behavioural measures, and (iv) the predictive validity of the test scores among Mizo men and women were first analyzed and presented below for each of the behavioural measures of the constructs for use in the population under study.

1. Psychometric adequacy of Parental Acceptance-Rejection Questionnaire - Father (PARQ-Father- short form for adults; Rohner, R.P & Khaleque, A., 2005).

The results of Item-total coefficient of correlation (and the relationship between the specific items as an index of internal consistency), reliability coefficients (Cronbach alpha), relationship between the scales, and Mean and *SD* values on PARQ-Father sub-scales (WAF-Warmth/Affection, HAF-Hostility/Aggression, INF-Indifference/Neglect, URF-Undifferentiated Rejection and TTRF-Total Rejection) over the levels of analyses (men and women) are given together in Table 1.1.1. Results revealed substantial item-total coefficient of correlation (and relationship between the items of the specific scales) well above .30 (Torgerson, 1958) for all the sub-scales (WAF, HAF, INF, URF and TTRF), and adequate order of reliability coefficient ranging from .62 to .88 Cronbach's alpha over all the levels of analysis: for men, for women and for the whole sample (men+women).

Inter-scale coefficient of correlation emerged to be significantly positive between all the scales of PARQ-Father for men, for women, and for the whole sample (men+women), conforming to the results found in various other studies on the PARQ-Father scale (e.g. Felner, Brand, DuBois, Adan & Evans, 1995; Fente, 2012; Veneziano & Rohner, 1998 etc.) and as reported in the meta-analytic study by Rohner & Khaleque (2005).

Table – 1.1.1: Item-total coefficients of correlation, interscale relationships, Cronbach’s Alphas and Mean and *SD* values for subscales and full scale of PARQ-Father for men (n=300), women (n=300) and whole sample (N=600).

Item no.	Men					Women					Men + Women				
	WAF	HAF	INF	URF	TTRF	WAF	HAF	INF	URF	TTRF	WAF	HAF	INF	URF	TTRF
1	.481**	.169**	.309**	.282**	.416**	.456**	.345**	.261**	.293**	.440**	.473**	.258**	.293**	.294**	.433**
3	.681**	0.101	.423**	.229**	.503**	.631**	.135*	.254**	.164**	.416**	.658**	.121**	.347**	.202**	.462**
9	.642**	.222**	.333**	.260**	.504**	.632**	0.112	.256**	.219**	.421**	.642**	.188**	.308**	.254**	.476**
12	.601**	0.074	.260**	.205**	.404**	.562**	.183**	.285**	.240**	.428**	.586**	.134**	.277**	.228**	.420**
17	.658**	.225**	.497**	.343**	.582**	.682**	.235**	.353**	.289**	.525**	.670**	.235**	.433**	.322**	.556**
19	.659**	0.078	.261**	.205**	.430**	.722**	.289**	.351**	.291**	.559**	.689**	.182**	.306**	.249**	.492**
22	.731**	.172**	.350**	.247**	.528**	.682**	.313**	.378**	.398**	.581**	.705**	.241**	.364**	.319**	.551**
24	.683**	.269**	.413**	.304**	.572**	.648**	.302**	.364**	.315**	.542**	.668**	.291**	.394**	.314**	.559**
4	.260**	.715**	.452**	.484**	.591**	.251**	.631**	.434**	.492**	.542**	.266**	.685**	.451**	.494**	.577**
6	0.083	.663**	.297**	.400**	.432**	0.113	.642**	.227**	.337**	.393**	.112**	.663**	.279**	.385**	.430**
10	.244**	.620**	.435**	.530**	.558**	.325**	.616**	.512**	.626**	.620**	.285**	.622**	.472**	.574**	.588**
14	.243**	.617**	.416**	.494**	.542**	.288**	.619**	.568**	.555**	.608**	.266**	.614**	.487**	.521**	.571**
18	0.075	.692**	.263**	.363**	.419**	.260**	.765**	.354**	.435**	.552**	.170**	.729**	.313**	.403**	.489**
20	.139*	.570**	.224**	.353**	.392**	.313**	.708**	.405**	.415**	.568**	.225**	.635**	.313**	.386**	.478**
2	.345**	.309**	.642**	.340**	.523**	.349**	.355**	.624**	.380**	.529**	.353**	.339**	.638**	.365**	.532**
7	.251**	.326**	.641**	.403**	.503**	.257**	.368**	.653**	.414**	.511**	.257**	.348**	.647**	.410**	.507**
11	.329**	.454**	.661**	.433**	.590**	.185**	.417**	.623**	.466**	.499**	.266**	.437**	.643**	.449**	.547**
13	.662**	.172**	.543**	.296**	.571**	.481**	.217**	.530**	.329**	.500**	.584**	.208**	.543**	.321**	.546**
15	.150**	.302**	.594**	.280**	.411**	.141*	.234**	.477**	.223**	.326**	.148**	.270**	.537**	.254**	.369**
23	.302**	.370**	.624**	.475**	.549**	.371**	.533**	.697**	.541**	.651**	.341**	.455**	.662**	.511**	.603**
5	.233**	.503**	.406**	.708**	.545**	.314**	.504**	.457**	.710**	.580**	.273**	.505**	.431**	.709**	.561**
8	.421**	.494**	.503**	.751**	.662**	.422**	.458**	.482**	.706**	.617**	.428**	.489**	.501**	.736**	.648**
16	.159**	.363**	.316**	.658**	.429**	.182**	.407**	.369**	.667**	.459**	.179**	.395**	.350**	.667**	.453**
21	.310**	.501**	.458**	.669**	.585**	.347**	.555**	.538**	.718**	.637**	.329**	.526**	.496**	.690**	.608**
<i>r</i>	WAF	HAF	INF	URF	TTRF	WAF	HAF	INF	URF	TTRF	WAF	HAF	INF	URF	TTRF
WAF	1					1					1				
HAF	.248**	1				.371**	1				.316**	1			
INF	.547**	.516**	1			.497**	.588**	1			.530**	.556**	1		
URF	.397**	.657**	.596**	1		.435**	.677**	.648**	1		.422**	.673**	.625**	1	
TTRF	.761**	.737**	.845**	.788**	1	.775**	.796**	0.836	.805**	1	.770**	.771**	.843**	.800**	1
Mean	14.31	10.13	10.81	6.56	41.80	13.44	9.04	10.07	5.98	38.54	13.87	9.58	10.44	6.27	40.17
SD	4.41	3.42	3.34	2.29	10.51	4.06	3.16	3.03	2.07	9.85	4.26	3.33	3.20	2.20	10.31
alpha <i>r</i>	0.80	0.71	0.67	0.63	0.87	0.78	0.73	0.64	0.62	0.87	0.79	0.73	0.66	0.63	0.88

** Correlation is significant at the 0.01 level

* Correlation is significant at the 0.05 level

The predictive validity of the subscales (WAF, HAF, INF, URF) and full scale (TTRF) of PARQ-Father were highlighted by applying independent sample *t* test on 'Sex' (men and women) which are put together in Table - 1.1.2. Results revealed that all the mean differences between men and women were significantly different on all the scales of PARQ-Father indicating significantly higher scores in perceived lack of paternal warmth-affection (WAF), hostility-aggression (HAF), indifference-neglect (INF) and undifferentiated rejection (URF) and total rejection from father (TTRF) in men than in women. Although men scored higher on paternal rejection than women, both Mizo men and women in general tended to perceive their fathers to be quite loving (accepting) as reflected by the less than midpoint (Midpoint score = 60 as per the scale manual, Rohner & Khaleque, 2005) Mean scores for men (Mean=41.80), for women (Mean=38.54) and for the whole sample (Mean=40.17) on PARQ-Father, supporting an orientation towards the recent conception of father as the genial playmate and co-parent (Pleck & Pleck, 1997), and as capable as the mother of being a competent and nurturing caregiver (Bronstein & Cowan, 1988; Silverstein & Auerbach, 1999).

Table – 1.1.2: Independent Sample *t* test on ‘Sex’ (men and women) on the sub-scales and full scale of PARQ-Father for Mizo adults.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Upper	Lower
WAF	Equal variances assumed	2.204	.138	2.504	598	.013	.86667	.34612	.18692	1.54642
	Equal variances not assumed			2.504	593.817	.013	.86667	.34612	.18691	1.54643
HAF	Equal variances assumed	2.009	.157	4.042	598	.000	1.08667	.26887	.55861	1.61472
	Equal variances not assumed			4.042	594.096	.000	1.08667	.26887	.55861	1.61473
INF	Equal variances assumed	2.612	.107	2.833	598	.005	.73667	.26006	.22592	1.24741
	Equal variances not assumed			2.833	592.325	.005	.73667	.26006	.22591	1.24742
URF	Equal variances assumed	5.491	.019	3.231	598	.001	.57667	.17846	.22618	.92716
	Equal variances not assumed			3.231	591.859	.001	.57667	.17846	.22617	.92716
TTRF	Equal variances assumed	.904	.342	3.927	598	.000	3.26667	.83184	1.63299	4.90034
	Equal variances not assumed			3.927	595.503	.000	3.26667	.83184	1.63298	4.90036

2. Psychometric adequacy of Parental Acceptance-Rejection Questionnaire - Mother (PARQ-Mother – short form for adults; Rohner, R.P & Khaleque, A., 2005).

The results of Item-total coefficient of correlation (and the relationship between the specific items as an index of internal consistency), reliability coefficients (Cronbach alpha), relationship between the scales, and Mean and *SD* value on PARQ-Mother sub-scales (WAM-Warmth/Affection, HAM-Hostility Aggression, INM-Indifference Neglect, URM-Undifferentiated Rejection and TTRM-Total Rejection) over the levels of analyses (men and

women) are given together in Table 1.2.1. Results revealed substantial item-total coefficient of correlation (and relationship between the items of the specific scales) for the sub-scales and full scale (WAM, HAM, INM, URM and TTRM), and adequate levels of reliability coefficient ranging from .65 to .90 Cronbach's alpha over the levels of analysis: for men, for women and for the whole sample (men + women). Inter-scale coefficient of correlation emerged to be significantly positive between all the subscales of PARQ-Mother for men, women as well as the whole sample, conforming to the results found in other studies (e.g. Demetrious & Christodoulides, 2000; Erdem, 1990; Rohner & Khaleque, 2005 to name a few).

Table – 1.2.1: Item-total coefficients of correlation, interscale relationships, Cronbach’s Alphas and Mean and *SD* values for subscales and full scale of PARQ-Mother for men (n=300), women(n=300) and whole sample (N=600) .

Item no.	Men					Women					Men + Women				
	WAM	HAM	INM	URM	TTRM	WAM	HAM	INM	URM	TTRM	WAM	HAM	INM	URM	TTRM
1	.342**	.130*	.172**	.127*	.265**	.396**	.244**	.199**	.197**	.335**	.369**	.186**	.186**	.163**	.301**
3	.697**	.155**	.306**	.211**	.481**	.581**	0.103	.258**	.153**	.376**	.641**	.133**	.283**	.184**	.430**
9	.701**	.313**	.413**	.327**	.591**	.669**	.220**	.383**	.208**	.495**	.686**	.273**	.400**	.272**	.545**
12	.596**	.234**	.346**	.234**	.481**	.645**	.254**	.395**	.260**	.510**	.619**	.246**	.370**	.249**	.496**
17	.671**	.190**	.291**	.237**	.483**	.747**	.237**	.420**	.301**	.563**	.709**	.214**	.360**	.271**	.524**
19	.689**	.149**	.252**	.331**	.486**	.811**	.309**	.505**	.366**	.649**	.741**	.225**	.367**	.349**	.560**
22	.708**	.220**	.325**	.318**	.536**	.725**	.291**	.539**	.465**	.639**	.716**	.252**	.431**	.390**	.585**
24	.708**	.217**	.312**	.274**	.522**	.682**	.340**	.500**	.374**	.606**	.694**	.275**	.408**	.324**	.563**
4	.262**	.729**	.475**	.484**	.594**	.244**	.752**	.548**	.641**	.622**	.257**	.742**	.506**	.556**	.607**
6	.129*	.713**	.355**	.421**	.484**	.191**	.678**	.404**	.482**	.502**	.163**	.701**	.381**	.454**	.497**
10	.245**	.600**	.491**	.526**	.558**	.318**	.694**	.520**	.642**	.627**	.282**	.645**	.506**	.584**	.593**
14	.334**	.614**	.478**	.547**	.601**	.297**	.682**	.508**	.570**	.596**	.315**	.642**	.492**	.557**	.596**
18	.207**	.721**	.352**	.431**	.520**	.298**	.704**	.440**	.523**	.573**	.253**	.715**	.396**	.478**	.549**
20	.127*	.547**	.397**	.388**	.433**	.226**	.621**	.363**	.360**	.462**	.176**	.585**	.382**	.379**	.450**
2	.187**	.410**	.619**	.425**	.486**	.376**	.443**	.598**	.471**	.561**	.281**	.426**	.609**	.449**	.524**
7	.247**	.539**	.713**	.501**	.598**	.323**	.431**	.673**	.471**	.558**	.287**	.495**	.694**	.490**	.582**
11	.295**	.457**	.662**	.573**	.592**	.401**	.489**	.666**	.496**	.610**	.350**	.470**	.663**	.532**	.600**
13	.476**	.173**	.449**	.256**	.445**	.617**	.348**	.606**	.387**	.616**	.547**	.256**	.529**	.322**	.530**
15	.175**	.293**	.549**	.224**	.379**	.229**	.310**	.551**	.261**	.402**	.202**	.298**	.549**	.242**	.389**
23	.351**	.441**	.692**	.547**	.614**	.310**	.455**	.615**	.491**	.547**	.333**	.450**	.655**	.522**	.582**
5	.303**	.501**	.520**	.715**	.599**	.282**	.643**	.546**	.755**	.628**	.295**	.569**	.532**	.735**	.614**
8	.340**	.560**	.547**	.732**	.645**	.405**	.602**	.607**	.774**	.688**	.373**	.579**	.577**	.753**	.666**
16	.207**	.445**	.421**	.711**	.510**	.204**	.478**	.364**	.703**	.482**	.208**	.466**	.395**	.709**	.500**
21	.341**	.466**	.450**	.671**	.574**	.457**	.579**	.575**	.744**	.686**	.399**	.520**	.513**	.707**	.630**
r	WAM	HAM	INM	URM	TTRM	WAM	HAM	INM	URM	TTRM	WAM	HAM	INM	URM	TTRM
	1					1					1				
	.312**	1				.376**	1				.346**	1			
	.470**	.625**	1			.611**	.660**	1			.542**	.642**	1		
	.408**	.690**	.676**	1		.441**	.762**	.685**	1		.426**	.727**	.681**	1	
	.752**	.792**	.842**	.812**	1	.794**	.810**	.884**	.821**	1	.773**	.802**	.864**	.818**	1
Mean	13.03	9.79	9.84	6.10	38.76	12.62	8.93	9.55	5.75	36.85	12.82	9.36	9.70	5.93	37.80
SD	4.39	3.41	3.03	2.23	10.36	4.35	3.23	3.08	2.24	10.62	4.37	3.34	3.05	2.24	10.53
alpha r	0.79	0.72	0.66	0.65	0.88	0.82	0.76	0.67	0.70	0.90	0.81	0.74	0.66	0.68	0.89

** Correlation is significant at the 0.01 level

* Correlation is significant at the 0.05 level

The predictive validity of the subscales (WAM, HAM, INM, URM) and full scale (TTRM) of PARQ-Mother were highlighted by applying independent sample *t* test on 'Sex' (men and women) which are put together in Table - 1.2.2. Results revealed that the mean differences between men and women were significantly different on the subscales of HAM, URM and the full scale (TTRM) whereas none of the mean differences between men and women were significantly different on the subscales WAM and INM of PARQ-Mother. Men scored significantly higher than women in perceived Hostility-Aggression, Undifferentiated Rejection, and Total Rejection from mothers. Nevertheless, both men and women in general tended to perceive their mothers to be quite loving (accepting) as reflected by the less than midpoint (Midpoint score = 60 as per the scale manual, Rohner & Khaleque, 2005) Mean scores of men (Mean=38.76), women (Mean=36.85) and the whole sample (Mean=37.80) on PARQ-Mother, conforming to the nurturing view of motherhood for both men and women, and the assumption of early parenting theories that women are naturally and importantly endowed for child-care (Lamb, 1975, 1981, 1986; Phares, 1992,1996), a point which should not be undermined even in studies that focus on men's role in parenting.

Table – 1.2.2: Independent Sample *t* test on ‘Sex’ (men and women) on the sub-scales and full scale of PARQ-Mother for Mizo adults.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Upper	Lower
WAM	Equal variances assumed	.000	.987	1.149	598	.251	.41000	.35688	-.29090	1.11090
	Equal variances not assumed			1.149	597.935	.251	.41000	.35688	-.29090	1.11090
HAM	Equal variances assumed	5.360	.021	3.174	598	.002	.86000	.27094	.32789	1.39211
	Equal variances not assumed			3.174	596.218	.002	.86000	.27094	.32789	1.39211
INM	Equal variances assumed	.251	.616	1.177	598	.240	.29333	.24919	-.19606	.78272
	Equal variances not assumed			1.177	597.855	.240	.29333	.24919	-.19606	.78272
URM	Equal variances assumed	.616	.433	1.920	598	.055	.35000	.18225	-.00794	.70794
	Equal variances not assumed			1.920	597.990	.055	.35000	.18225	-.00794	.70794
TTRM	Equal variances assumed	.101	.751	2.234	598	.026	1.91333	.85663	.23096	3.59571
	Equal variances not assumed			2.234	597.641	.026	1.91333	.85663	.23096	3.59571

3. *Psychometric adequacy of Deo- Mohan Achievement Motivation Scale* (Deo, P & Mohan, S., 2002).

The results of Item-total coefficient of correlation (and the relationship between the specific items as an index of internal consistency), reliability coefficients (Cronbach’s alpha), and Mean and *SD* value on Deo-Mohan Achievement Motivation Scale over the levels of

analyses (men and women) are given together in Table 1.3.1. Results revealed the trustworthiness of the test scales for measurement purposes in the project population, with Cronbach alpha of .84 and .86 for men and women respectively, and all items of the Deo-Mohan Achievement Motivation Scale (AchM) revealed significant item-total coefficients of correlation, except that item number 22 has negative item total correlation, which however has not been found to disrupt the scale reliability enough to render its omission.

The predictive validity of the AchM was separately highlighted by applying independent sample *t* test on 'Sex' (men and women) which is given in Table – 1.3.2. which indicated that the level of achievement motivation in men and women in the target population is significantly different as supported by the findings of Ligon, 2006, with men (Mean=130.06) scoring higher than women (Mean=126.39) conforming to the study conducted by Liu & Zhu, 2009.

Table – 1.3.1: Item-total coefficients of correlations, Cronbach’s Alphas and Mean and *SD* values for subscales and full scale of AchM for men (n=300), women (n=300) and whole sample (N=600).

Item no.	AchM (Men)	AchM (Women)	AchM (Men+Women)
2	.533**	.416**	.468**
3	.452**	.233**	.335**
4	.546**	.539**	.539**
5	.418**	.591**	.502**
6	.541**	.568**	.555**
7	.453**	.483**	.467**
8	.315**	.428**	.375**
9	.495**	.556**	.521**
10	.354**	.426**	.396**
11	.493**	.488**	.488**
15	.499**	.488**	.484**
16	.548**	.619**	.578**
23	.213**	.238**	.235**
24	.479**	.396**	.436**
25	.195**	.302**	.258**
26	.493**	.508**	.498**
27	.548**	.548**	.537**
28	.273**	.403**	.342**
29	.442**	.449**	.449**
30	.476**	.576**	.528**
31	.250**	.127*	.175**
33	.554**	.505**	.523**
35	.498**	.492**	.494**
36	.387**	.375**	.366**
38	.525**	.507**	.510**
39	.188**	.364**	.268**
40	.285**	.329**	.316**
41	.455**	.587**	.529**
42	.249**	.419**	.347**
43	.263**	.154**	.206**
44	.233**	.278**	.268**
45	.196**	.256**	.224**
46	.265**	.281**	.288**
47	.209**	.207**	.225**
48	.314**	.358**	.345**
49	.247**	.386**	.330**
50	.295**	.300**	.309**
1	.348**	.162**	.254**
12	.214**	.181**	.192**
13	.196**	.295**	.253**
14	.366**	.283**	.313**
17	.333**	.280**	.295**
18	.405**	.354**	.364**
19	.280**	.305**	.292**
20	.297**	.385**	.342**
21	.219**	.298**	.246**
22	-.160**	-.178**	-.176**
32	.287**	.151**	.207**
34	.387**	.258**	.316**
37	.105**	.165**	.134**
Mean	130.06	126.39	128.22
<i>SD</i>	19.05	20.24	19.72
alpha <i>r</i>	0.84	0.856	0.846

** Correlation is significant at the 0.01 level

* Correlation is significant at the 0.05 level

Table – 1.3.2: Independent Sample *t* test on ‘Sex’ (men and women) on Achievement Motivation (AchM) for Mizo adults.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Upper	Lower
AchM	Equal variances assumed	1.223	.269	2.289	598	.022	3.67333	1.60467	.52186	6.82480
	Equal variances not assumed			2.289	595.835	.022	3.67333	1.60467	.52184	6.82483

4. *Psychometric adequacy of the Relationship Profile Test (RPT, measuring Destructive Overdependence (DO), Dysfunctional Detachment (DD), and Healthy Dependence (HD);* Bornstein, R.F., Geiselman.K.J., Eisenhart.E.A. &Languirand.M.A., 2002).

The results of Item-total coefficient of correlation (and the relationship between the specific items as an index of internal consistency), reliability coefficients (Cronbach alpha), relationship between the scales, and Mean and *SD* value on RPT and its sub-scales (Destructive Overdependence, Dysfunctional Detachment, and Healthy Dependence) over the levels of analyses (men and women) are given together in Table – 1.4.1. Results revealed substantial item-total coefficient of correlation (and relationship between the items of the specific scales) for the sub-scales (DD, DO and HD), and less than perfect levels of reliability coefficients ranging from .53 to .71 Cronbach’s alpha over the levels of analysis: for men, for women and for the whole sample (men + women). Inter-scale coefficient of correlation emerged to be significantly positive between all the subscales of RPT for men as well as for women. Contrary to predictions on theoretical grounds, DO and DD scores were unrelated in both men and women. Reviewing of the theoretical frameworks generally contend that DO and DD represent opposing personality styles, evolving a question on how can one be overdependent as well as dysfunctionally detached at the same time (Benjamin, 1996; Costa

& Widiger, 1994; Millon, 1996). Similar findings have emerged in other studies of the DO–DD relationship (Ekselius, Lindstrom, von Knorring, Bodlund, & Kullgren, 1994). The relationship between dependency and detachment is more complex than diagnosticians and psychometricians have realized. According to Bornstein *et al.*, (2003) this may be because certain individuals show features of both personality styles depending on the situation (e.g., a person may be overdependent around friends, but detached in romantic relationships)

The predictive validity of the three sub-scales of RPT (DO, DD and HD) was highlighted by applying independent sample *t* test on ‘Sex’ (men and women) which are put together in Table – 1.4.2. Results revealed significant ‘Sex’ effect on DO and DD subscale. Mean comparisons on DO subscale indicated that men (Mean = 31.69) scored significantly lower on DO than women (Mean = 33.69), which is consistent with the results from initial validity studies which stated that women should score higher than men on the DO (Bornstein *et al.*, 1995; 2001; 2002, Pincus & Wilson, 2001; Birtchnell, 1996). Mean comparisons on DD subscale indicated that men (Mean = 32.47) scored significantly lower on DD than women (Mean = 33.69), which is inconsistent with expectation wherein it has been stated that there should generally be no gender differences on the DD Scale (Bornstein *et al.*, 1995, 2001, 2002; Pincus & Wilson, 2001; Birtchnell, 1996). However, these findings can be taken to reflect the culture specific nature of these constructs in different cultural milieu. The Mean differences between men (Mean=34.51) and women (Mean = on 35.10) on the HD scale was not significant.

Table – 1.4.1: Item-total coefficients of correlation, interscale relationships, Cronbach's Alphas and Mean and *SD* values for subscales of RPT for men(n=300), women(n=300)) and whole sample (N=600).

Item no.	Men			Wome n			Men+Women		
	DO	DD	HD	D0	DD	HD	DO	DD	HD
1	.518**	0.033	-0.052	.485**	-0.009	-.121*	.508**	0.022	-0.079
2	.478**	.170**	0.071	.546**	.175**	0.067	.524**	.183**	0.076
3	.479**	.116*	-0.052	.495**	-0.026	-0.092	.500**	0.058	-0.063
4	.399**	0.094	0.026	.411**	0.063	-0.01	.413**	.086*	0.013
5	.448**	0.113	.219**	.430**	.135*	0.082	.446**	.131**	.158**
6	.407**	.188**	.301**	.516**	.152**	.170**	.462**	.178**	.246**
7	.457**	.142*	.177**	.495**	.154**	0.108	.481**	.154**	.146**
8	.391**	-0.025	-0.048	.536**	.113*	0.025	.480**	0.055	-0.005
9	.494**	.256**	.358**	.502**	0.06	.198**	.495**	.161**	.280**
10	.304**	0.052	-0.057	.383**	-0.004	0.03	.332**	0.021	-0.015
11	-0.009	.390**	-0.063	0.04	.418**	0.08	0.012	.400**	0.004
12	0.03	.451**	-.183**	-0.04	.328**	-0.051	-0.005	.390**	-.119**
13	.223**	.534**	.141*	.211**	.467**	.146*	.232**	.506**	.148**
14	.177**	.539**	.154**	0.1	.549**	.169**	.153**	.547**	.165**
15	0.108	.426**	-0.108	-0.05	.473**	-0.018	.013**	.437**	-0.07
16	0.113	.472**	.143*	.191**	.427**	.147*	.167**	.456**	.149**
17	.249**	.503**	.234**	.148*	.367**	0.029	.196**	.434**	.132**
18	-0.05	.379**	-.117*	-0.011	.549**	0.073	-0.028	.462**	-0.022
19	.272**	.384**	.462**	.116*	.447**	.315**	.202**	.414**	.397**
20	0.083	.460**	.359**	0.065	.401**	.140*	.095*	.438**	.259**
21	.205**	.200**	.476**	.162**	.142*	.539**	.209**	.186**	.503**
22	.161**	0.08	.534**	.205**	.207**	.497**	.190**	.146**	.517**
23	0.037	-0.008	.425**	-0.051	0.013	.316**	-0.014	-0.001	.370**
24	.130*	.117*	.465**	0	.180**	.521**	0.058	.146**	.491**
25	.151**	.165**	.623**	0.061	0.06	.583**	.110**	.118**	.605**
26	.160**	0.054	.595**	0.048	.143*	.576**	.099*	.098*	.584**
27	0.024	.214**	.585**	-.130*	.166**	.515**	-0.063	.186**	.547**
28	.114*	.119*	.669**	.019*	0.117	.560**	0.063	.117**	.614**
29	0.081	0.067	.504**	.119*	0.01	.497**	.117**	0.049	.502**
30	0.089	0.111	.431**	0.079	0.075	.495**	.086*	.095*	.463**
<i>r</i>	DO	DD	HD	DO	DD	HD	DO	DD	HD
DO	1			1			1		
DD	.259**	1		.166**	1		.224**	1	
HD	.215**	.210**	1	0.091	.220**	1	.159**	.218**	1
Mean	31.69	32.47	34.51	33.69	33.35	35.10	32.69	32.91	34.80
<i>SD</i>	5.17	5.07	5.91	5.55	4.82	5.60	5.45	4.97	5.76
alpha r	0.53	0.57	0.71	0.63	0.55	0.68	0.60	0.56	0.69

** Correlation is significant at the 0.01 level

* Correlation is significant at the 0.05 level

Table – 1.4.2: Independent Sample *t* test on ‘Sex’ (men and women) on the sub-scales of RPT for Mizo adults.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Upper	Lower
DO	Equal variances assumed	1.455	.228	-4.566	598	.000	-2.00000	.43803	-2.86027	-1.13973
	Equal variances not assumed			-4.566	595.059	.000	-2.00000	.43803	-2.86028	-1.13972
DD	Equal variances assumed	.094	.760	-2.194	598	.029	-.88667	.40415	-1.68039	-.09294
	Equal variances not assumed			-2.194	596.453	.029	-.88667	.40415	-1.68039	-.09294
HD	Equal variances assumed	.124	.725	-1.248	598	.212	-.58667	.46998	-1.50968	.33635
	Equal variances not assumed			-1.248	596.316	.212	-.58667	.46998	-1.50969	.33635

5. Psychometric adequacy of General Health Questionnaire-12. (GHQ-12 measuring Psychological Well-being (PWB); Goldberg, D., 1992)

Item-total coefficient of correlation, reliability coefficients (Cronbach alpha), Mean and *SD* values of General Health Questionnaire-12 (GHQ-12) for men and women are put together in Table – 1.5.1. Results revealed the trustworthiness of the test scales for measurement purposes in the project population, with Cronbach alpha of .75 and .82 for men and women respectively.

The predictive validity of the GHQ-12 was separately highlighted by applying independent sample *t* test on ‘Sex’ (men and women) given in Table – 1.5.2. which indicated a significant ‘sex’ effect on GHQ12, with men (Mean=11.21) scoring lower on General Health than women (Mean=12.34) in the target population conforming to studies conducted on subjective well-being by Nydegger (2004) Russo & Green (1993) where men were found

to have higher subjective well-being than women. It may be noted that low scores in GHQ12 indicates good psychological well-being.

Table – 1.5.1: Item-total coefficients of correlation, interscale relationships, Cronbach’s Alphas and Mean and *SD* values of GHQ-12 (PWB: Psychological Well-being) for men (n=300), women (n=300) and whole sample (N=600).

Item no.	PWB (Men)	PWB (Women)	PWB (Men+Women)
1	.368**	.544**	.467**
2	.419**	.598**	.517**
3	.405**	.357**	.374**
4	.414**	.503**	.465**
5	.533**	.609**	.579**
6	.608**	.688**	.650**
7	.526**	.647**	.599**
8	.426**	.480**	.462**
9	.607**	.639**	.628**
10	.675**	.592**	.627**
11	.649**	.668**	.658**
12	.537**	.627**	.592**
	1	1	1
Mean	11.21	12.34	11.77
<i>SD</i>	4.51	5.32	4.96
alpha <i>r</i>	0.75	0.82	0.79

The predictive validity of the GHQ-12 was separately highlighted by applying independent sample *t* test on ‘Sex’ (men and women) given in Table – 1.5.2. which indicated a significant ‘sex’ effect on GHQ12, with men (Mean=11.21) scoring lower on General Health than women (Mean=12.34) in the target population conforming to studies conducted on subjective well-being by Nydegger (2004) Russo & Green (1993) where men were found to have higher subjective well-being than women. It may be noted that low scores in GHQ12 indicates good psychological well-being.

Table – 1.5.2: Independent Sample *t* test on ‘Sex’ (men and women) on GHQ12 (PWB) for Mizo adults.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Upper	Lower
PWB	Equal variances assumed	4.731	.030	-2.840	598	.005	-1.14333	.40252	-1.93386	-.35280
	Equal variances not assumed			-2.840	582.310	.005	-1.14333	.40252	-1.93391	-.35276

In summary, it may be said that the behavioural measures of Parental Acceptance Rejection (PARQ-Father and PARQ-Mother; Rohner, R. P. & Khaleque, A., 2005), Deo-Mohan Achievement Motivation Scale (Deo, P & Mohan, S., 2002), the Relationship Profile Test (RPT; Bornstein, R. F., Geiselman, K. J., Eisenhart, E. A. & Languirand, M. A., 2002) and General Health Questionnaire-12 (GHQ-12; Goldberg, D., 1992) stood fast the test of psychometric checks of reliability and predictive validity for use in the population under study i.e. the Mizo young adults. Non-significant ($< .010$ level for statistical diagnostical purposes of tests/scales) Levene’s test indicated the homogeneity of variance of data on each of the variables as may be seen embedded in all the foregoing *t* tables. Significant ‘Sex’ effect on WAF, HAF, INF, URF, TTRF, HAM, TTRM, AchM, DO, DD and PWB were found which revealed that (i) men perceived their fathers as less warm, more hostile-aggressive, indifferent-neglecting, undifferentiatedly rejecting, and overall rejecting than women, (ii) men perceived their mothers as more hostile and also overall rejecting than women, (iii) men are more highly achievement motivated than women, (iv) women are more destructively overdependent and dysfunctionally detached than men and (v) men reported better psychological well-being than women, (vi) men and women were found not to differ significantly in their perception of warmth-affection, indifference-neglect and

undifferentiated rejection from mothers, and healthy dependency. However, significant ‘Sex’ effects in majority of the variables of interest as cited above led to the decision to continue to analyse the data further separately for men and women.

PREDICTION AND MEDIATION

Data screening and tests of assumptions

To study the contributions of Parental Acceptance-Rejection in Achievement Motivation, Dependency and Psychological Well-Being, and to determine the mediation of the relationship between Parental Acceptance-Rejection and Achievement Motivation, and between Parental Acceptance-Rejection and Psychological Well-being by Dependency, several multiple regression models were envisaged for men and women separately (as gender differences were found in almost all the variables). First, the relationships between the major variables of predictors (Parental Acceptance – Rejection: perceived maternal and paternal WA, HA, IN, UR and TTR), potential mediators (Dependency: DO, DD, HD) and the criterion variables (Achievement Motivation and Psychological Well-being) were analyzed separately for men and women which are presented in Table – 2.1 for men and Table - 2.2 for women.

The results of the relationships between the major variables for **men** (Table – 2.1) revealed that i) except for non-significant WAF correlations with URM and HAM, all other sub-factors of paternal and maternal acceptance-rejection (WAF, HAF, INF, URF, TTRF, WAM, HAM, INM, URM and TTRM) were significantly positively correlated with each other. It may be noted that the Warmth/Affection (WA) subscale of PARQ father and mother are keyed in the direction of rejection, ie, higher the score on WA subcale, the lesser the parental warmth/affection. ii) AchM was significantly negatively correlated with all the paternal and maternal acceptance-rejection sub-scales, iii) DO was significantly negatively correlated with AchM, iv) DD was significantly positively correlated with WAF, URF,

TTRF, and DO, v) HD was significantly negatively correlated with WAF, INF, TTRF, WAM, HAM, INM, URM, TTRM and significantly positively correlated with AchM, DO and DD, vi) PWB was significantly positively correlated with all the paternal and maternal acceptance-rejection subscales, DO and DD, and significantly negatively correlated with AchM and HD. It may also be reiterated here that the higher the score on PWB, the poorer the psychological well-being.

The results of the relationships between the major variables for **women** (Table – 2.2) revealed that i) all the subscales of paternal and maternal rejection were significantly positively correlated with each other ii) AchM was significantly negatively correlated with all the paternal and maternal acceptance-rejection subscales (WAF, HAF, INF, URF, WAM, HAM, INM, URM), iii) DO was significantly negatively correlated with AchM, iv) DD was significantly positively correlated with HAF, TTRF, HAM, URM, TTRM and DO, v) HD was significantly negatively correlated with WAF, INF, TTRF, WAM, INM, TTRM subscales and significantly positively correlated with AchM, and DD, vi) PWB was significantly positively correlated with almost all the paternal and maternal rejection subscales (WAF, HAF,, URF, WAM, HAM, INM, URM) except INF, positively correlated with DO and DD, and significantly negatively correlated with AchM.

Table – 2.1: Correlation coefficients between the measures of all the predictor, mediator and criterion variables for men (n=300).

	WAF	HAF	INF	URF	TTRF	WAM	HAM	INM	URM	TTRM	AchM	DO	DD	HD	PWB
WAF	1														
HAF	.248**	1													
INF	.547**	.516**	1												
URF	.397**	.657**	.596**	1											
TTRF	.761**	.737**	.845**	.788**	1										
WAM	.408**	.134*	.263**	.286**	.361**	1									
HAM	.025	.579**	.349**	.505**	.420**	.312**	1								
INM	.134*	.413**	.425**	.511**	.437**	.470**	.625**	1							
URM	.092	.476**	.390**	.592**	.447**	.408**	.690**	.676**	1						
TTRM	.240**	.470**	.435**	.564**	.515**	.752**	.792**	.842**	.812**	1					
AchM	-.204**	-.129*	-.144*	-.208**	-.219**	-.221**	-.172**	-.268**	-.148*	-.260**	1				
DO	-.040	.098	.071	.112	.062	.049	.106	.030	.029	.071	-.199**	1			
DD	.128*	.097	.061	.148*	.137*	.000	.080	.070	.044	.056	-.043	.259**	1		
HD	-.188**	-.108	-.139*	-.113	-.183**	-.155**	-.114*	-.159**	-.145*	-.181**	.220**	.215**	.210**	1	
PWB	.118*	.131*	.128*	.234**	.184**	.171**	.191**	.165**	.191**	.224**	-.277**	.262**	.158**	-.116*	1

** correlations is significant at 0.01 level

* correlations is significant at 0.05 level

Table – 2.2: Correlations coefficients between the measures of all the predictor, mediator and criterion variables for women (n=300).

	WAF	HAF	INF	URF	TTRF	WAM	HAM	INM	URM	TTRM	AchM	DO	DD	HD	PWB
WAF	1														
HAF	.371**	1													
INF	.497**	.588**	1												
URF	.435**	.677**	.648**	1											
TTRF	.775**	.796**	.836**	.805**	1										
WAM	.533**	.196**	.323**	.277**	.440**	1									
HAM	.339**	.668**	.531**	.602**	.643**	.376**	1								
INM	.416**	.457**	.508**	.527**	.584**	.611**	.660**	1							
URM	.286**	.518**	.478**	.625**	.562**	.441**	.762**	.685**	1						
TTRM	.502**	.525**	.541**	.581**	.663**	.794**	.810**	.884**	.821**	1					
AchM	-.316**	-.164**	-.198**	-.257**	-.297**	-.219**	-.147*	-.204**	-.149**	-.225**	1				
DO	.069	.069	-.030	.037	.050	-.051	.065	-.007	.008	-.002	-.277**	1			
DD	.014	.185**	.082	.112	.114*	.027	.162**	.103	.164**	.125*	.083	.166**	1		
HD	-.178**	-.058	-.169**	-.118*	-.168**	-.217**	-.080	-.140*	-.078	-.170**	.313**	.091	.220**	1	
PWB	.183**	.189**	.025	.161**	.178**	.143*	.180**	.192**	.234**	.218**	-.283**	.253**	.163**	-.101	1

** correlations is significant at 0.01 level

* correlations is significant at 0.05 level

PREDICTION OF ACHIEVEMENT MOTIVATION, DEPENDENCY AND PSYCHOLOGICAL WELL-BEING FROM PATERNAL AND MATERNAL ACCEPTANCE-REJECTION IN YOUNG MIZO ADULT MEN AND WOMEN

Results of the significant relationships between the main variables (vide Tables – 1 & 2 for men and women) lend support for further analyses in order to highlight the prediction of the criterion and mediator variables from the predictor variables, and the criterion variables from the mediator variables. As multiple regression analysis was envisaged, a rigorous check of the *four principal assumptions which would justify the use of linear regression models for purposes of prediction*, viz., (1. homogeneity of error variance, 2. linearity of the relationship between dependent and independent variables, 3. independence of errors, and 4. normality of errors), were first carried out at each level of the analysis. Transformations of scores were performed as required and after satisfying these assumptions, multiple regression analyses were applied as presented in the ensuing sections to highlight the contribution of Parental Acceptance-Rejection in Achievement Motivation, Dependency And Psychological Well-being, as well as the contribution of Dependency on Achievement Motivation and Psychological Well-being, which would also set forth the stage for mediation analyses to highlight the mediation of the relationship between Parental Acceptance-Rejection and Achievement Motivation, and between Parental Acceptance-Rejection and Psychological Well-being by Dependency. As transformations of scores were done on some variables, Mean and *SD* given in the foregoing sections on psychometric checks for each of the measured constructs may be referred for comparisons. Likewise, for correlation coefficients between the variables, the main tables of correlation coefficients (Tables -2.1 and 2.2) for men and women may be referred in order to avoid redundancy.

Prediction for Men

1. Prediction of Achievement Motivation from Paternal and Maternal Acceptance- Rejection for men.

The predictability of Achievement Motivation (AchM) from Paternal Acceptance-Rejection (TTRF: Total Acceptance-Rejection from father) and Maternal Acceptance-Rejection (TTRM: Total Acceptance-Rejection from mother) was first attempted for men by applying multiple regression analyses.

Data screening to satisfy assumptions of linear regression indicated that the sample size ($n=300$) requirement (Tabachnick & Fidell, 2001) is satisfied. The Durbin-Watson statistic (2.070) fell within the acceptable range of 1.5 to 2.5, indicating that the assumption of independence of errors was satisfied. The Tolerance values and VIF for the predictor variables were all found to be larger than the lenient cut off value fixed at 0.10 Tolerance and less than 10 VIF (Brace, Kemp, & Snelgar, 2009; Giles, 2002), indicating that multicollinearity is not a problem in this regression analysis. The Shapiro-Wilk Test of Studentized Residual (Shapiro-wilk (300) = 0.996, $P=.646$) indicated that the assumption of normality of errors was satisfied. The Breusch-Pagan Test (Breusch-Pagan (2)= 13.02, $P<.010$), indicated that the assumption of homogeneity of error variance was violated. The Lack of Fit Test ($F(238, 2)= 1.205$, $P=.199$) indicated that the assumption of linearity was satisfied.

As may be noted from the foregoing results, the assumption of homogeneity of error variance (Homoscedasticity) was violated, which could not be solved by removing the extreme outliers. Therefore, Tests of Normality (Kolmogorov-Smirnov and Shapiro-Wilk) of the predictor and criterion variables were done which indicated that only TTRF was required to be transformed for which the largest Shapiro=Wilks Statistic (i.e., logarithm) was chosen which best normalized the variable. With the said transformation, all the assumptions of regression were satisfied, with the Breusch-Pagan Test (Breusch-Pagan (2) = 8.444, $P = .015$) fulfilling the assumption of error variance at $P=$ or $> .010$ for diagnostic tests of assumptions.

The results of regression analysis with logarithm transformation of the TTRF are given below in Table - 3.1.1: a to h. Results indicated that the two variable model (Paternal and Maternal Acceptance-Rejection) explained approximately 8 % of the variance in Achievement Motivation in men which is significant as indicated by the ANOVA (Table - 3.1.1: d) below. The individual relationships between the predictors (TTRF, Beta=-.135, $t(297)=-2.064$, $P<.05$ and TTRM, Beta=-.189, $t(297)=-2.893$, $P<.01$) and the criterion variable (Achievement Motivation) were statistically significant. The inverse relationships (Table - 3.1.1: e) revealed that the higher the Parental Rejection the lower the Achievement Motivation, with Maternal Rejection more salient than Paternal Rejection for men's Achievement Motivation, supporting the critical influence of mothers on their children's lives' (Woollett and Phoenix, 1991, p. 38) and their more active role (McBride, Schoppe, & Rane, 2002). This supports that parenting styles play a causal role in social competence and academic performance (Baumrind, 1991; Cassidy & Shaver, 1999; Collins *et al.*, 2000; Darling & Steinberg, 1993) and the central role played by parents even through adulthood in trying to maintain a high quality of life (Kim & Park, 2004; Park & Kim, 2004b) and higher perceived competence (Grolnick & Ryan, 1989). Most importantly this confirms that family factors and experiences are important predictors of children's achievement progress (Bradley & Corwyn, 2002).

Tables – 3.1.1: a, b, c, d, e, f, g, h: Results of regression analysis predicting Achievement Motivation (AchM) from Paternal (TTRF) and Maternal (TTRM) Acceptance-Rejection in men.

a) Descriptive Statistics: -

Descriptive Statistics

	Mean	Std. Deviation	N
AchM	130.0600	19.05150	300
Logarithm of TTRF [LG10(TTRF)]	1.6083	.10551	300
TTRM	38.7600	10.36213	300

b) Variables Entered/Removed: -

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	TTRM, Logarithm of TTRF [LG10(TTRF) ^a]	.	Enter

a. All requested variables entered.

b. Dependent Variable: AchM

c) Model Summary: -

Model Summary^a

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.284 ^a	.081	.075	18.32575	2.056

a. Predictors: (Constant), TTRM, Logarithm of TTRF [LG10(TTRF)]

b. Dependent Variable: AchM

d) ANOVA: -

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8782.491	2	4391.245	13.076	.000 ^a
	Residual	99742.429	297	335.833		
	Total	108524.9	299			

a. Predictors: (Constant), TTRM, Logarithm of TTRF [LG10(TTRF)]

b. Dependent Variable: AchM

e) Coefficients: -

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	182.750	17.045		10.721	.000					
	Logarithm of ttrf [LG10(ttrf)]	-24.377	11.812	-.135	-2.064	.040	-.235	-.119	-.115	.723	1.383
	ttrm	-.348	.120	-.189	-2.893	.004	-.260	-.166	-.161	.723	1.383

a. Dependent Variable: AchM

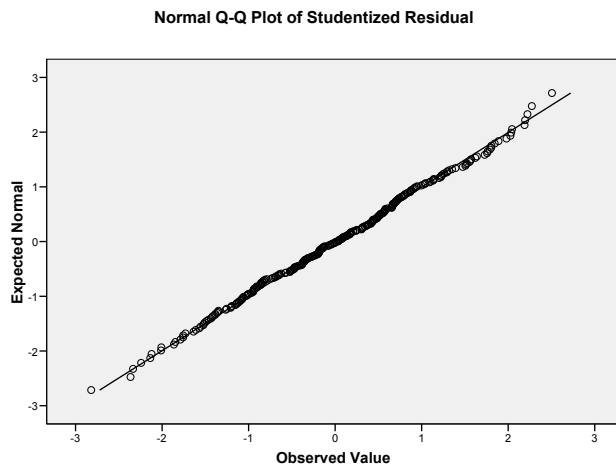
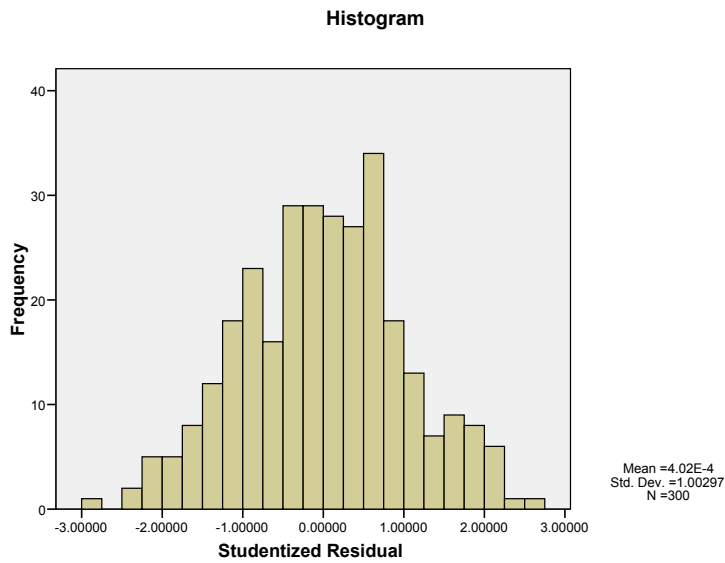
f) Tests of Normality: -

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Studentized Residual	.034	300	.200*	.996	300	.663

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction



g) Homoscedasticity

Test	Statistics		
	Statistic	df	Sig.
Breusch-Pagan	8.4395	2	.0147
Koenker	10.0524	2	.0066

h) Lack of Fit Tests: -

Lack of Fit Tests

Dependent Variable: AchM

Source	Sum of Squares	df	Mean Square	F	Sig.
Lack of Fit	82659.396	238	347.308	1.200	.205
Pure Error	17083.033	59	289.543		

2. Prediction of Achievement Motivation from the sub factors of Paternal and Maternal Acceptance- Rejection (Warmth/Affection, Hostility/Aggression, Indifference/ Neglect and Undifferentiated/Rejection) for men:

In order to check the relative importance of the sub factors of Parental (mother's and father's) Acceptance-Rejection (Warmth/Affection, Hostility/Aggression, Indifference/ Neglect and Undifferentiated/Rejection) in the prediction of Achievement Motivation in men, multiple regression analysis was run again including the four sub factors of Parental Acceptance-Rejection for fathers (WAF, HAF, INF, URF) and mothers (WAM, HAM, INM, URM). It may be noted that the initial check of regression assumptions of homogeneity of error variance (homoscedasticity) and linearity (Lack of Fit) were violated. Therefore, Tests of Normality was run for each of the predictor and criterion variables, which suggested logarithm transformations. However, logarithm transformations of all the predictor variables did not solve the problem of violation of the assumptions. The inclusion of only the following four predictors (WAF, WAM, INM and URF) satisfied the regression assumptions and may be interpreted finally.

The results which are given below in Table - 3.1.2: a, b, c, d, e, f, g, h, indicates that the sample size ($n=300$) requirement is satisfied (Tabachnick & Fidell, 2001). The Durbin-Watson statistics (2.037) fell within the acceptable range of 1.5 to 2.5, indicating that the assumption of error variance was satisfied. The Tolerance values and VIF for the predictor variables were all found to be larger than the lenient cut off value fixed at 0.10 Tolerance and less than 10 VIF (Giles, 2002; Brace, Kemp, & Snelgar, 2009), indicating that multicollinearity is not a problem in this regression analysis. Test of Normality (Shapiro-Wilk($300=0.996$, $P=.574$)) indicated that the assumption of normality of errors was satisfied. The Breusch-Pagan Test (Breusch-Pagan(4)=12.069, $P=.017$) indicated that the assumption of homogeneity of error variance was satisfied ($P>.010$ for diagnostic test of assumption).

The Lack of Fit Test ($F(270, 25)=1.195, P=.307$) indicated that the assumption of linearity was satisfied.

The four variable model (WAF, WAM, INM and URF) explained 11% with effect size ($R=.334$). The overall relationship between the predictor variables (WAF, WAM, INM and URF) and the criterion variable (Achievement Motivation) was statistically significant as shown in the Table - 3.1.2: d. The individual relationships between the predictor variables and the criterion variables (Table - 3.1.2: e) indicated that only WAF ($Beta=-.148, t(295)=-2.260, P<.05$) and INM ($Beta=-.183, t(295)=-2.553, P<.01$) were significant predictors of Parental Acceptance-Rejection sub factors for men's Achievement Motivation. The negative sign of the B coefficient indicates that the higher the score on WAF and INM the lower the Achievement Motivation in men conforming with studies that suggest that early warm, positive parent-child tie, sustained over time, promote higher motivation to achieve (Thompson, Easterbrooks, & Padilla Walker, 2003). This indicates that parents play a central role throughout a child's life, even through adulthood, and is the key to understanding the educational and success and maintaining a high quality of life (Kim & Park, 2004; Park & Kim, 2004b), higher perceived competence (Grolnick & Ryan, 1989), higher grades (e.g., Barber, 1996; ; Gray & Steinberg, 1999; Steinberg, Elmen, & MOUNTS, 1989) and academic performance (Baumrind, 1991; Cassidy & Shaver, 1999; Collins *et al.*, 2000; Darling & Steinberg, 1993;).

Table – 3.1.2: a, b, c, d, e, f, g, h: Results of regression analyses predicting Achievement Motivation from the specific subfactors of Paternal and Maternal Acceptance – Rejection for men.

a) Descriptive Statistics:

Descriptive Statistics

	Mean	Std. Deviation	N
AchM	130.0600	19.05150	300
Logarithm of WAF [LG10(WAF)]	1.1358	.13092	300
Logarithm of WAM [LG10(WAM)]	1.0923	.13810	300
Logarithm of INM [LG10(INM)]	.9735	.13016	300
Logarithm of URF [LG10(URF)]	.7926	.14373	300

b) Variables Entered/Removed

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	Logarithm of URF [LG10(URF)], Logarithm of WAM [LG10(WAM)], Logarithm of WAF [LG10(WAF)], Logarithm of INM [LG10(INM)] a	.	Enter

a. All requested variables entered.

b. Dependent Variable: AchM

c) Model Summary

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.334 ^a	.112	.100	18.07540	2.037

a. Predictors: (Constant), Logarithm of urf [LG10(urf)], Logarithm of wam [LG10(wam)], Logarithm of waf [LG10(waf)], Logarithm of inm [LG10(inm)]

b. Dependent Variable: AchM

d) ANOVA

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12142.531	4	3035.633	9.291	.000 ^a
	Residual	96382.389	295	326.720		
	Total	108524.9	299			

a. Predictors: (Constant), Logarithm of urf [LG10(urf)], Logarithm of wam [LG10(wam)], Logarithm of waf [LG10(waf)], Logarithm of inm [LG10(inm)]

b. Dependent Variable: AchM

e) Coefficients

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	197.179	11.345		17.381	.000					
	Logarithm of WAF [LG10(WAF)]	-21.566	9.545	-.148	-2.260	.025	-.229	-.130	-.124	.700	1.429
	Logarithm of WAM [LG10(WAM)]	-11.229	9.690	-.081	-1.159	.247	-.250	-.067	-.064	.610	1.639
	Logarithm of INM [LG10(INM)]	-26.760	10.481	-.183	-2.553	.011	-.268	-.147	-.140	.587	1.703
	Logarithm of URF [LG10(URF)]	-5.437	8.961	-.041	-.607	.544	-.212	-.035	-.033	.659	1.518

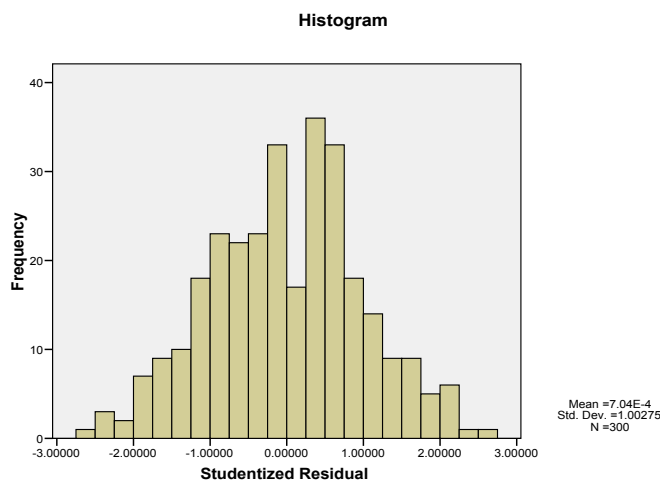
a. Dependent Variable: AchM

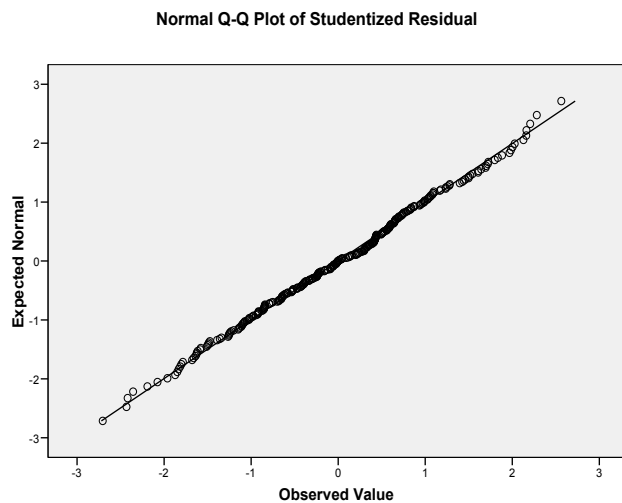
f) Tests of Normality

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Studentized Residual	.050	300	.072	.996	300	.574

a. Lilliefors Significance Correction





g) Homoscedasticity

Test	Statistics		
	Statistic	df	Sig.
Breusch-Pagan	12.0689	4	.0168
Koenker	14.2088	4	.0067

h) Lack of Fit Tests

Lack of Fit Tests

Dependent Variable: AchM

Source	Sum of Squares	df	Mean Square	F	Sig.
Lack of Fit	89449.556	270	331.295	1.195	.307
Pure Error	6932.833	25	277.313		

3. Prediction of Psychological Well-being from Paternal and Maternal Acceptance-Rejection for men:

In order to check the predictability of Psychological Well-being in men from Paternal (TTRF) and Maternal (TTRM) Acceptance-Rejection, multiple regression analysis was performed. Tests of regressions assumptions indicated that Tolerance, kurtosis, and normality were violated. Excluding extreme outliers did not solve the problem. Therefore, normality of Psychological Well-being was tested which suggested a square root transformation (the highest Shapiro-Wilk statistic). Therefore, square root transformation of Psychological Well-being was done which solved the problem of regression assumptions.

The results, which are given below in Table – 3.1.3: a, b, c, d, e, f, g, h, i, indicates that the sample size ($n=300$) requirement is satisfied (Tabachnick & Fidell, 2001). The Durbin-Watson statistics (1.966) fell within the acceptable range of 1.5 to 2.5, indicating that the assumption of error variance was satisfied. The Tolerance values and VIF for the predictor variables were all found to be larger than the lenient cut off value fixed at 0.10 Tolerance and less than 10 VIF (Giles, 2002; Brace, Kemp, & Snelgar, 2009), indicating that multicollinearity is not a problem in this regression analysis. The Shapiro-Wilk Test of Studentized Residual (Shapiro-Wilk (300) = 0.995, $P=.444$) indicated that the assumption of normality of errors was satisfied. The Breusch-Pagan Test (Breusch-Pagan (2)= 2.705, $P>.010$), indicated that the assumption of homogeneity of error variance was satisfied. The Lack of Fit Test ($F(238, 59)= 1.279$, $P=.131$) indicated that the assumption of linearity was satisfied ($p<.010$) for diagnostic tests of statistical assumptions of univariate/multivariate analyses.

The two variable model (Paternal and Maternal Acceptance-Rejection) explained approximately 5 % of the variance in Psychological Well-being in men with effect size ($R=.238$). The overall relationship between the predictor variables (TTRF and TTRM) and the criterion variable (Psychological Well-being) was statistically significant (Table – 3.1.3: d). The individual relationships between the predictor (TTRM, $Beta=.187$, $t(297)=2.848$, $P<.01$) and the criterion variable (Psychological Well-being) only were statistically significant (Table 3.1.3: e). The positive relationship revealed that the higher the Parental Acceptance-Rejection the higher the score on Psychological Well-being. It may be noted that high score on Psychological Well-being (PWB) indicates poor psychological well-being. Therefore, the higher the Maternal Acceptance-Rejection the poorer the psychological well-being in men conforming with the findings that mothers are the critical influences on children's lives' (Woollett and Phoenix, 1991, p. 38), mothers tend to be more involved than fathers (Pleck,

1997), and that mothers' role is a more active one (McBride, Schoppe, & Rane, 2002). This result further supports studies that state that authoritarian or emotionally cold parenting, have been consistently linked to subsequent mental health problems in adulthood (Enns, Cox & Clara, 2002; Heider *et al.*, 2006; Kendlar & Meyers, 2000; Parker, G. 1979; Parker & Hayward, 1987; ; Reti *et al.*, 2002b; Rodgers, B. 1996; Rohner & Britner, 2002; Sakado *et al.*, 2000) and that authoritative parenting, which combines high warmth and sensitivity to an adolescent's needs (support) with firm standards for behavior (control), is associated with this broad range of indicators of well-being during adolescence (Baumrind, 1991; Lamborn, Mounts, Steinberg, & Dornbusch, 1991), tends to be associated with psychological well-being (Barber *et al.*, 2005; Conger & Conger, 1993; Kurdek & Fine, 1994; Ge, Best, Conger, & Simons, 1996) and is also linked to the absence of negative outcomes or the presence of positive adult outcomes such as dispositional optimism (Korkeila *et al.*, 2004), happiness (Furnham & Cheng, 2000) and life satisfaction (Flouri, 2004).

Table - 3.1.3: a, b, c, d, e, f, g, h, i: Results of regression analyses predicting Psychological Well-being from Paternal and Maternal Acceptance-Rejection for men.

a) Descriptive Statistics

Descriptive Statistics

	Mean	Std. Deviation	N
Square Root of PWB [SQRT(PWB)]	3.2783	.67387	300
TTRF	41.8033	10.51252	300
TTRM	38.7600	10.36213	300

b) Variables Entered/Removed

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	ttrm, ttrf ^a	.	Enter

a. All requested variables entered.

b. Dependent Variable: Square Root of PWB [SQRT(PWB)]

c) Model Summary

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.238 ^a	.057	.050	.65671	1.966

a. Predictors: (Constant), ttrm, ttrf

b. Dependent Variable: Square Root of PWB [SQRT(PWB)]

d) ANOVA

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.688	2	3.844	8.913	.000 ^a
	Residual	128.087	297	.431		
	Total	135.775	299			

a. Predictors: (Constant), ttrm, ttrf

b. Dependent Variable: Square Root of PWB [SQRT(PWB)]

e) Coefficients

Coefficients^b

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	2.594	.173		15.010	.000					
TTRF	.005	.004	.079	1.205	.229	.176	.070	.068	.735	1.361
TTRM	.012	.004	.187	2.848	.005	.228	.163	.160	.735	1.361

a. Dependent Variable: Square Root of PWB [SQRT(PWB)]

f) Collinearity Diagnostics

Collinearity Diagnostic^b

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions		
				(Constant)	TTRF	TTRM
1	1	2.937	1.000	.01	.00	.01
	2	.034	9.317	.66	.00	.77
	3	.029	10.038	.33	.99	.23

a. Dependent Variable: Square Root of PWB [SQRT(PWB)]

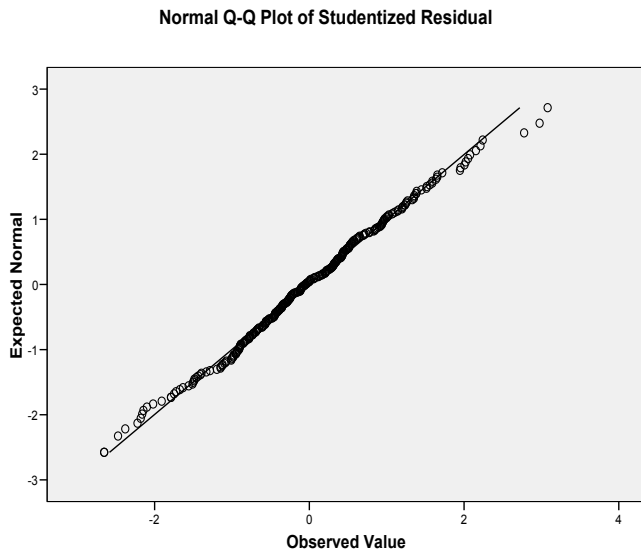
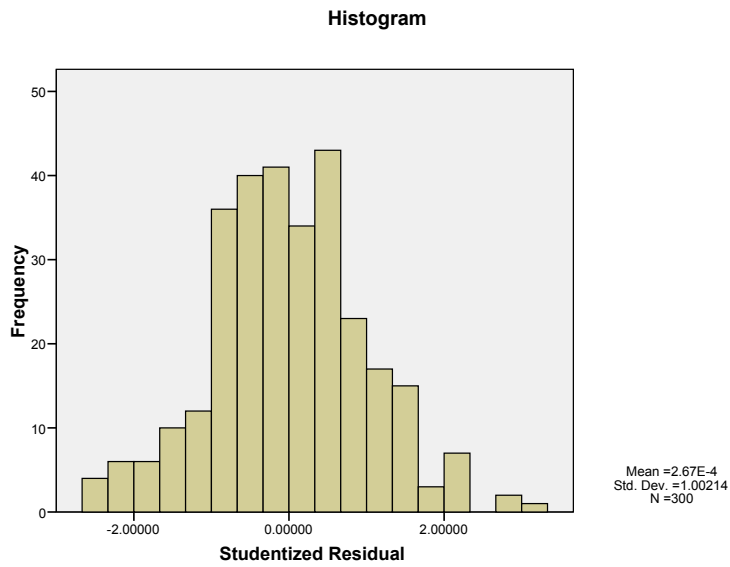
g) Tests of Normality

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Studentized Residual	.037	300	.200*	.995	300	.444

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction



h) Homoscedasticity

Test	Statistics		
	Statistic	df	Sig.
Breusch-Pagan	2.7059	2	.2585
Koenker	2.4091	2	.2998

i) Lack of Fit Tests

Lack of Fit Tests

Dependent Variable: Square Root of PWB [SQRT(PWB)]

Source	Sum of Squares	df	Mean Square	F	Sig.
Lack of Fit	107.295	238	.451	1.279	.131
Pure Error	20.793	59	.352		

4. Prediction of Psychological Well-being from the sub-factors of Paternal and Maternal Acceptance-Rejection for men:

In order to check the relative importance of the sub factors of Parental Acceptance-Rejection (Warmth/Affection, Hostility/Aggression, Indifference/Neglect and Undifferentiated Rejection) in the prediction of Psychological Well-being in men, multiple regression analysis was run again including the four sub factors of Parental Acceptance-Rejection for fathers and mothers. Analyses revealed that Normality and Linearity were violated. Exclusion of extreme outlier did not solve the problem, so normality of variables was tested. Transformation of all the predictors or a few did not solve the problem either. So, square root transformation of only Psychological Well-being gave the best picture. Finally, the following was to be interpreted with caution.

The results, which are given below in Table - 3.1.4: a, b, c, d, e, f, g, h, indicates that the sample size ($n=300$) requirement is satisfied (Tabachnick & Fidell, 2001). The overall relationship between the predictor variables (WAF, HAF, INF, URF, WAM, HAM, INM, URM) and the criterion variable (Psychological Well-being) was statistically significant (Table 3.1.4: d). The Durbin-Watson statistics (1.953) fell within the acceptable range of 1.5 to 2.5, indicating that the assumption of error variance was satisfied. The eight variable model explained 7% with effect size($R=.271$). The Tolerance values and VIF for the predictor variables were all found to be larger than the lenient cut off value fixed at 0.10 Tolerance and less than 10 VIF (Brace, Kemp, & Snelgar, 2009; Giles, 2002), indicating that multicollinearity was not a problem in this regression analysis. The Shapiro Test of Studentized (Shapiro-Wilk ($300=0.995$, $P=.517$)) indicated that the assumption of normality of errors was satisfied. The Breusch –Pagan Test (Breusch-Pagan(8)=9.196, $P=.326$) indicated that the assumption of homogeneity of error variance was satisfied for diagnostic test of assumptions ($P>.010$). The Lack of Fit Test below ($F(277, 14)=9.089$, $P=.000$)

indicated that the assumption of linearity was violated. This is why the results are interpreted with caution.

The individual relationships between the predictor variables and the criterion variables indicated that only URF (Beta=.191, $t(291)=2.096$, $P<.05$) among The Parental Acceptance-Rejection sub factors was a significant predictor of Psychological Well being. The positive sign of the B coefficient (Table 3.1.4: e) indicates that the higher the score on URF the higher the score on Psychological Well-being in men. It may be noted that high score on PWB indicates poor psychological well-being. Therefore, the higher the Undifferentiated Acceptance-Rejection from father, the poorer the psychological well- being, conforming with studies that state that authoritarian or emotionally cold parenting have been consistently linked to subsequent mental health problems in adulthood (Enns, Cox & Clara, 2002; Heider *et al.*, 2006; Kendlar & Meyers, 2000; Parker, 1979; Parker & Hayward, 1987; Reti *et al.*, 2002b; Rodgers, 1996; Rohner & Britner, 2002; Sakado *et al.*, 2000;) and that authoritative parenting, which combines high warmth and sensitivity to an adolescent's needs (support) with firm standards for behavior (control), is associated with this broad range of indicators of well-being during adolescence (Baumrind, 1991; Lamborn, Mounts, Steinberg, & Dornbusch, 1991), tends to be associated with psychological well-being (Barber *et al.*, 2005; Conger & Conger, 1993; Kurdek & Fine, 1994; Ge, Best, Conger, & Simons, 1996) and is also linked to the absence of negative outcomes or the presence of positive adult outcomes such as dispositional optimism (Korkeila *et al.*, 2004), happiness (Furnham & Cheng, 2000) and life satisfaction (Flouri, 2004).

Tables - 3. 1. 4: a, b, c, d, e, f, g, h: Results of regression analyses predicting Psychological Well-being from the sub-factors of Paternal and Maternal Acceptance-Rejection for men.

a) Descriptive Statistics

	Mean	Std. Deviation	N
Square Root of PWB [SQRT(PWB)]	3.2783	.67387	300
WAF	14.3067	4.41334	300
HAF	10.1267	3.42389	300
INF	10.8100	3.33732	300
URF	6.5600	2.29433	300
WAM	13.0267	4.39359	300
HAM	9.7867	3.40781	300
INM	9.8433	3.02809	300
URM	6.1033	2.22767	300

b) Variables Entered/Removed(b)

Model	Variables Entered	Variables Removed	Method
1	URM, WAF, HAF, WAM, INF, INM, HAM, URF(a)		Enter

a All requested variables entered.

b Dependent Variable: Square Root of PWB [SQRT(PWB)]

c) Model Summary(b)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.271(a)	.074	.048	.65747	1.953

a Predictors: (Constant), URM, WAF, HAF, WAM, INF, INM, HAM, URF

b Dependent Variable: Square Root of PWB [SQRT(PWB)]

d) ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.985	8	1.248	2.887	.004(a)
	Residual	125.790	291	.432		
	Total	135.775	299			

a Predictors: (Constant), URM, WAF, HAF, WAM, INF, INM, HAM, URF

b Dependent Variable: Square Root of PWB [SQRT(PWB)]

e) Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta	Zero-order	Partial	Part	Tolerance	VIF	B	Std. Error
1	(Constant)	2.652	.180		14.725	.000					
	WAF	.007	.012	.049	.610	.542	.112	.036	.034	.501	1.998
	HAF	-.014	.017	-.072	-.856	.393	.129	-.050	-.048	.447	2.239
	INF	-.011	.017	-.052	-.634	.527	.119	-.037	-.036	.469	2.130
	URF	.056	.027	.191	2.096	.037	.225	.122	.118	.383	2.614
	WAM	.012	.011	.076	1.037	.301	.169	.061	.058	.587	1.705
	HAM	.026	.018	.132	1.462	.145	.198	.085	.083	.393	2.546
	INM	-.004	.019	-.020	-.232	.817	.167	-.014	-.013	.426	2.349
	URM	.008	.028	.025	.270	.787	.197	.016	.015	.367	2.726

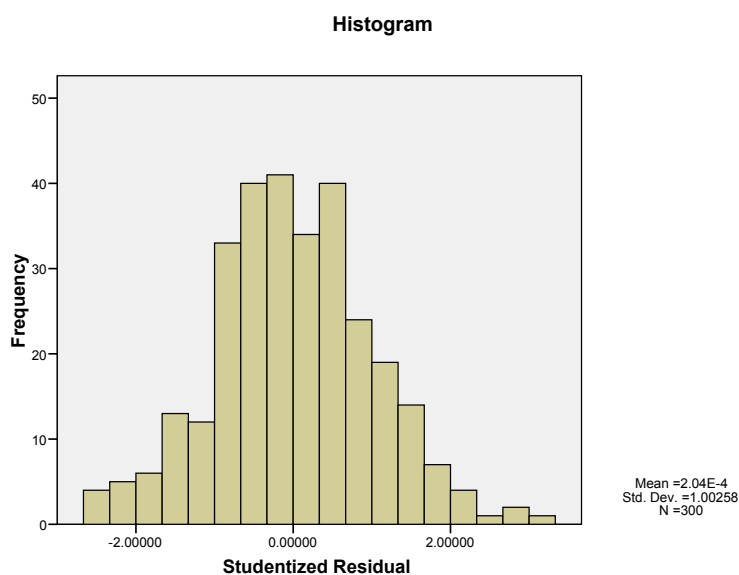
a Dependent Variable: Square Root of PWB [SQRT(PWB)]

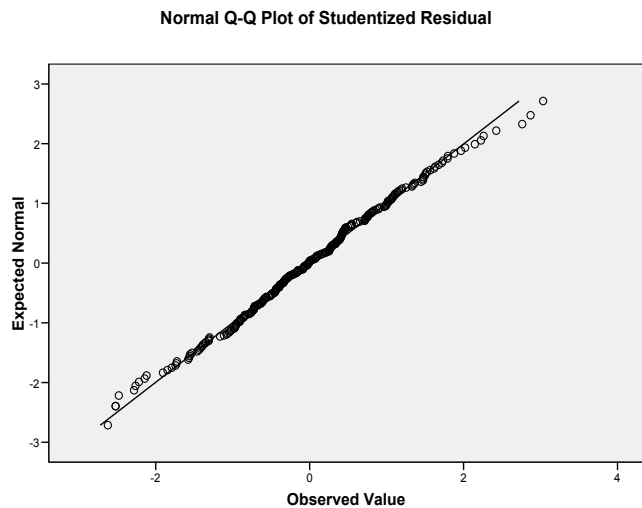
f) Tests of Normality

	Kolmogorov-Smirnov(a)			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Studentized Residual	.046	300	.200(*)	.995	300	.517

* This is a lower bound of the true significance.

a Lilliefors Significance Correction





g) Homoscedasticity

Test	Statistics		
	Statistic	df	Sig.
Breusch-Pagan	9.1956	8	.3261
Koenker	8.3282	8	.4021

h) Lack of Fit Tests

Dependent Variable: Square Root of PWB [SQRT(PWB)]

Source	Sum of Squares	df	Mean Square	F	Sig.
Lack of Fit	125.094	277	.452	9.089	.000
Pure Error	.696	14	.050		

5. Prediction of Destructive Overdependence from Paternal and Maternal Acceptance-Rejection for men:

Though all assumptions of regression analysis were satisfied, Parental Acceptance and Rejection did not predict Destructive Overdependence significantly as can be seen from the ANOVA and Regression Coefficient tables below.

Tables - 3.1.5: a, b: Results of regression analyses predicting Destructive Overdependence from Paternal and Maternal Acceptance-Rejection for men.

a) ANOVA

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	47.014	2	23.507	.878	.417 ^a
	Residual	7953.533	297	26.780		
	Total	8000.547	299			

a. Predictors: (Constant), TTRM, TTRF

b. Dependent Variable: DO

b) Coefficients

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics		
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF	
1	(Constant)	12	1.362		21.994	.000						
	TTRF	.07	.033	.035	.511	.610	.062	.030	.030	.735	1.361	
	TTRM	.06	.034	.053	.784	.433	.071	.045	.045	.735	1.361	

a. Dependent Variable: DO

6. Prediction of Dysfunctional Detachment from Paternal and Maternal Acceptance-Rejection for men:

There was no need for transformation on Dysfunctional Detachment. Normality Test was run on TTRF and TTRM. Log transformation of TTRF and TTRM did not solve the problem. So, based on Linear Relations i.e. Correlation table, TTRM was removed and only TTRF solved the problem of the linear regression assumptions and the following simple regression analysis may be interpreted to conform to the trend of the analyses.

The results, which are given below in Table - 3.1.6: a, b, c, d, e, f, g, h, indicates that the sample size (n=300) requirement is satisfied (Tabachnick & Fidell, 2001). The one variable model (Paternal Acceptance-Rejection) explained approximately 2 % of the variance in Dysfunctional Detachment in men with effect size trivial (R=.020), but which is significant (Table - 3.1.6: d). The Durbin-Watson statistics (1.873) fell within the acceptable range of 1.5 to 2.5, indicating that the assumption of error variance was satisfied. The Tolerance values and VIF for the predictor variables were all found to be larger than the lenient cut off value fixed at 0.10 Tolerance and less than 10 VIF (Brace, Kemp, & Snelgar, 2009; Giles, 2002),

indicating that multicollinearity is not a problem in this regression analysis. The Shapiro Test of Studentized (Shapiro-Wilk(300)=0.996, P=.678) indicated that the assumption of normality of errors was satisfied. The Breusch –Pagan Test (Breusch-Pagan(1)=5.906, P=.015) indicated that the assumption of homogeneity of error variance was satisfied (P>.010) for diagnostic test of assumption. The Lack of Fit Test below (F(43, 255)=1.048, P=.398) indicated that the assumption of linearity was satisfied.

The individual relationships between the predictor (TTRF, Beta=.142, t(298)= 2.471, P<.05) and the criterion variable (Dysfunctional Detachment) were statistically significant (Table - 3.1.6: e). The positive relationships revealed that the higher the Parental Acceptance-Rejection the higher the Dysfunctional Detachment conforming with the view that parental autonomy support the promotion of independent functioning (Gray & Steinberg, 1999; Silk, Morris, Kanaya, & Steinberg, 2003). This also supports the view that Detachment results from early socialization experiences that emphasize independence and self-sufficiency at the expense of social connectedness (Clark & Ladd, 2000; Colgan, 1987), intrapsychic conflicts regarding closeness and intimacy (Birtchnell, 1996), and biologically based differences in temperament that elicit detachment-promoting responses from parents and peers (Coolidge, Thede, & Jang, 2001). Several studies have also associated parental authoritarianism with later dependency (McCranie & Bass, 1984; Vaillant,1980) and with increased dependency during middle and late childhood (Baumrind, 1971; Bhogle,1983; McPartland & Epstein,1975; Roe & Siegelman,1963; Winder & Rau,1962).

Tables- 3.1.6: a, b, c, d, e, f, g, h: Results of regression analyses predicting Dysfunctional Detachment from Paternal and Maternal Acceptance-Rejection for men.

a) Descriptive Statistics

Descriptive Statistics

	Mean	Std. Deviation	N
DD	32.4667	5.07425	300
Logarithm of TTRF [LG10(TTRF)]	1.6083	.10551	300

b) Variables Entered/Removed

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Logarithm of TTRF [LG10(TTRF) ^a]	.	Enter

a. All requested variables entered.

b. Dependent Variable: DD

c) Model Summary

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.142 ^a	.020	.017	5.03146	1.873

a. Predictors: (Constant), Logarithm of TTRF [LG10(TTRF)]

b. Dependent Variable: DD

d) ANOVA

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	154.627	1	154.627	6.108	.014 ^a
	Residual	7544.040	298	25.316		
	Total	7698.667	299			

a. Predictors: (Constant), Logarithm of TTRF [LG10(TTRF)]

b. Dependent Variable: DD

e) Coefficients

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	21.505	4.445		4.838	.000				1.000	1.000
	Logarithm of ttrf [LG10(ttrf)]	6.816	2.758	.142	2.471	.014	.142	.142	.142	1.000	1.000

a. Dependent Variable: DD

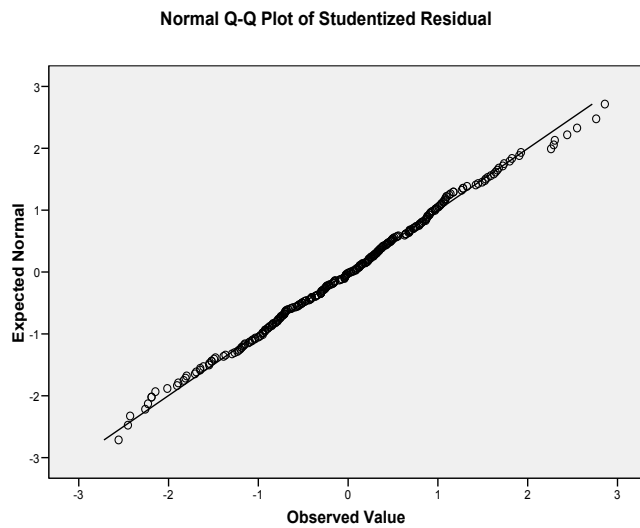
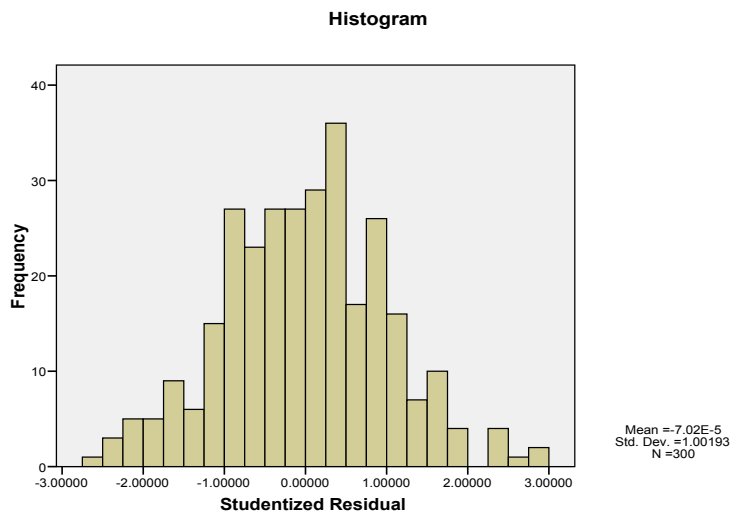
f) Tests of Normality

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Studentized Residual	.030	300	.200*	.996	300	.678

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction



g) Homoscedasticity

Test	Statistics		
	Statistic	df	Sig.
Breusch-Pagan	5.9067	1	.0151
Koenker	5.8784	1	.0153

h) Lack of Fit Tests

Lack of Fit Tests

Dependent Variable: DD

Source	Sum of Squares	df	Mean Square	F	Sig.
Lack of Fit	1133.232	43	26.354	1.048	.398
Pure Error	6410.808	255	25.140		

7. Prediction of Healthy Dependency from Paternal and Maternal Acceptance-Rejection for men:

Analyses indicated that normality was violated and normality of HD was tested. Square transformation of HD solved the problems as given below and thus could be interpreted.

The results, which are given below in Table - 3.1.7: a to h, indicates that the sample size ($n=300$) requirement is satisfied (Tabachnick & Fidell, 2001). The two variable model (Paternal and Maternal Acceptance-Rejection) explained approximately 4 % of the variance in Healthy Dependency in men which is significant (Table - 3.1.7: d). The Durbin-Watson statistics (2.104) fell within the acceptable range of 1.5 to 2.5, indicating that the assumption of error variance was satisfied. The Tolerance values and VIF for the predictor variables were all found to be larger than the lenient cut off value fixed at 0.10 Tolerance and less than 10 VIF (Brace, Kemp, & Snelgar, 2009; Giles, 2002), indicating that multicollinearity is not a problem in this regression analysis. The Shapiro Test of Studentized (Shapiro-Wilk($300=0.995$, $P=.436$)) indicated that the assumption of normality of errors was satisfied. The Breusch-Pagan Test (Breusch-Pagan($2=3.476$, $P=.175$)) indicated that the assumption of homogeneity of error variance was satisfied ($P>.010$) for diagnostic test of assumption. The Lack of Fit Test below ($F(238, 59)=1.165$, $P=.245$) indicated that the assumption of linearity was satisfied.

The individual relationships between the predictor TTRF (TTRF, $\text{Beta}=-.138$, $t(297)=-2.089$, $P<.05$) and the criterion variable (Healthy Dependency) only were statistically significant (Table - 3.1.7: e). The inverse relationships revealed that the higher the Paternal Acceptance-Rejection the lower the Healthy Dependency. This indicates that the quality of parent-child relationships, even with the father during infancy and early childhood constitute a significant factor in later personality (Dozier, Stovall, & Albus, 1999; Green & Goldwyn, 2002; Greenberg, 1999; Weinfield, Whaley, & Egeland, 2004) and that parental autonomy

support the promotion of independent functioning (Gray & Steinberg, 1999; Silk, Morris, Kanaya, & Steinberg, 2003). Moreover, healthy dependency has been considered to be rooted in a history of exposure to authoritative parenting, which instills in the child a sense of confidence and self-directedness (Lee & Robins, 1995), and consistent messages from parents and other authority figures that it is acceptable to ask for support when needed (Clark & Ladd, 2000; Lang-Takac & Osterweil, 1992).

Tables- 3.1.7: a, b, c, d, e, f, g, h: Results of regression analyses predicting Healthy Dependency from paternal and maternal acceptance-rejection for men.

a) Descriptive Statistics

Descriptive Statistics

	Mean	Std. Deviation	N
Square of hd [(hd*hd)]	1225.7167	394.35094	300
TTRF	41.8033	10.51252	300
TTRM	38.7600	10.36213	300

b) Variables Entered/Removed

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	ttrm, ttrf ^a	.	Enter

a. All requested variables entered.

b. Dependent Variable: Square of HD [(HD*HD)]

c) Model Summary

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.221 ^a	.049	.043	385.85285	2.104

a. Predictors: (Constant), TTRM, TTRF

b. Dependent Variable: Square of HD[(HD*HD)]

d) ANOVA

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2280207	2	1140103.676	7.658	.001 ^a
	Residual	44218080	297	148882.423		
	Total	46498287	299			

a. Predictors: (Constant), TTRM, TTRF

b. Dependent Variable: Square of HD [(HD*HD)]

e) Coefficients

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	1613.414	101.542		15.889	.000					
TTRF	-5.174	2.477	-.138	-2.089	.038	-.198	-.12 ^a	-.118	.735	1.361
TTRM	-4.422	2.512	-.116	-1.760	.079	-.187	-.102	-.100	.735	1.361

a. Dependent Variable: Square of HD [(HD*HD)]

f) Tests of Normality

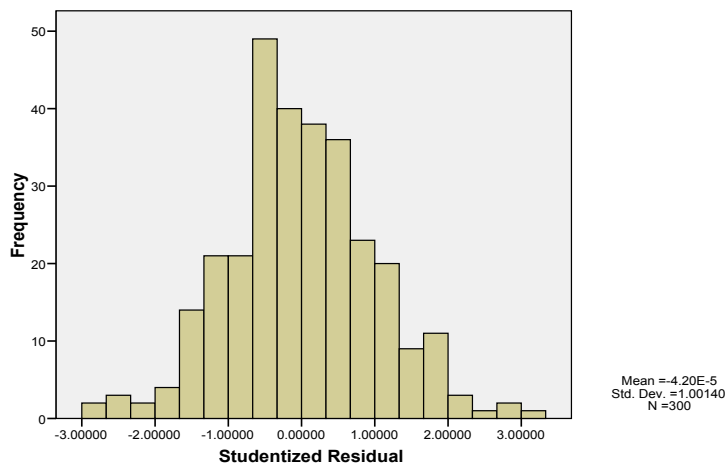
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Studentized Residual	.030	300	.200*	.995	300	.436

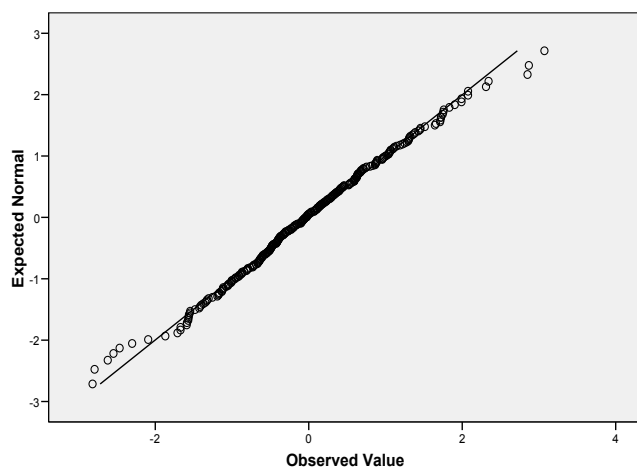
*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Histogram



Normal Q-Q Plot of Studentized Residual



g) Homoscedasticity

Test	Statistics		
	Statistic	df	Sig.
Breusch-Pagan	3.4769	2	.1758
Koenker	3.0081	2	.2222

h) Lack of Fit Tests

Lack of Fit Tests

Dependent Variable: Square of HD [(HD*HD)]

Source	Sum of Squares	df	Mean Square	F	Sig.
Lack of Fit	36462571	238	153204.078	1.165	.245
Pure Error	7755509	59	131449.305		

8. Prediction of Destructive Overdependence from the factors of Paternal and Maternal Acceptance-Rejection for men:

In order to check the relative importance of the sub factors of Parental Acceptance-Rejection (Warmth/Affection, Hostility/Aggression, Indifference/Neglect and Undifferentiated Rejection) in the prediction of Destructive Overdependence in men, multiple regression analysis was run again including the four sub factors of Parental Acceptance-Rejection for fathers and mothers, the results of which are given below. There was no need for DO to be transformed and logarithm transformation was performed for scores on the dependent variables as suggested by Tests of Normality .

The final results, which are given below in Table - 3.1.8 a to h, indicates that the sample size (n=300) requirement is satisfied (Tabachnick & Fidell, 2001). The Durbin-Watson statistics (1.930) fell within the acceptable range of 1.5 to 2.5, indicating that the assumption of error variance was satisfied. The eight variable model (WAF, HAF, INF, URF, WAM, HAM, INM, URM) explained 5% with effect size(R=.232). The overall relationship between the predictor variables and the criterion variable (Destructive Overdependence) was statistically significant (Table - 3.1.8: d). The Tolerance values and VIF for the predictor variables were all found to be larger than the lenient cut off value fixed at 0.10 Tolerance and

less than 10 VIF (Giles, 2002; Brace, Kemp, & Snelgar, 2009), indicating that multicollinearity is not a problem in this regression analysis. The Shapiro Test of Studentized (Shapiro-Wilk(300)=0.992, P=.086) indicated that the assumption of normality of errors was satisfied. The Breusch –Pagan Test (Breusch-Pagan(4)=8.757, P=.363) indicated that the assumption homogeneity of error variance was satisfied ($P>.010$) for diagnostic test of assumption. The Lack of Fit Test below ($F(277, 14)=2.956, P=.012$) indicated that the assumption of linearity was satisfied.

The individual relationships between the predictor variables and the criterion variables indicated that only WAF (Beta=-.213, $t(291)=-2.633, P<.01$) and WAM (Beta= .167, $t(291)=2.168, P<.05$) were significant predictor of Parental Acceptance-Rejection sub factors for men's Destructive Overdependency (Table - 3.1.8: e). The negative sign of the *B* coefficient indicates that the higher the score on WAF the lower the Destructive Overdependence in men; and the positive sign of *B* coefficient indicates that the higher the score on WAM, the higher the score on DO. This explains the different influences that mothers and fathers have on their children. Mothers are found to be more involved than fathers (Pleck, 1997), and that maternal control may be more vulnerable to pressuring factors because mothers' role is a more active one (McBride, Schoppe, & Rane, 2002). This also conforms with the findings that fathers spend significantly less time than do mothers in routine caregiving and interaction with children (Lamb, 1987 ; Parke & Buriel, 1998 ; Russell & Russell, 1987). Moreover, this indicates that the quality of parent– child relationships during infancy and early childhood do constitute a significant factor in later personality (Dozier, Stovall, & Albus, 1999; Green & Goldwyn, 2002; Greenberg, 1999; Weinfield, Whaley, & Egeland, 2004).

Tables -3.1.8: a, b, c, d, e, f, g, h: Results of regression analyses predicting Destructive Overdependence from the factors of paternal and maternal acceptance-rejection for men.

a) Descriptive Statistics

Descriptive Statistics

	Mean	Std. Deviation	N
DO	31.6867	5.17278	300
Logarithm of WAF [LG10(WAF)]	1.1358	.13092	300
Logarithm of HAF [LG10(HAF)]	.9823	.14049	300
Logarithm of INF [LG10(INF)]	1.0138	.13205	300
Logarithm of URF [LG10(URF)]	.7926	.14373	300
Logarithm of WAM [LG10(WAM)]	1.0923	.13810	300
Logarithm of HAM [LG10(HAM)]	.9662	.14417	300
Logarithm of INM [LG10(INM)]	.9735	.13016	300
Logarithm of URM [LG10(URM)]	.7602	.14500	300

b) Variables Entered/Removed

Variables Entered/Removed

^b

Model	Variables Entered	Variables Removed	Method
1	Logarithm of [LG10(URR M)], Logarithm of WAF [LG10(WAF)], Logarithm of HAF [LG10(HAF)], Logarithm of WAM [LG10(WAM)], Logarithm of [LG10(INF)], Logarithm of [LG10(INM)], Logarithm of [LG10(URF)], Logarithm of HAM [LG10(HAM)]		Enter

- a. All requested variables
- b. Dependent Variable: DO

c) Model Summary

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.232 ^a	.054	.028	5.10085	1.930

a. Predictors: (Constant), Logarithm of urm [LG10(urm)], Logarithm of waf [LG10(waf)], Logarithm of haf [LG10(haf)], Logarithm of wam [LG10(wam)], Logarithm of inf [LG10(inf)], Logarithm of inm [LG10(inm)], Logarithm of urf [LG10(urf)], Logarithm of ham [LG10(ham)]

b. Dependent Variable: DO

d) ANOVA

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	429.119	8	53.640	2.062	.040 ^a
	Residual	7571.427	291	26.019		
	Total	8000.547	299			

a. Predictors: (Constant), Logarithm of urm [LG10(urm)], Logarithm of waf [LG10(waf)], Logarithm of haf [LG10(haf)], Logarithm of wam [LG10(wam)], Logarithm of inf [LG10(inf)], Logarithm of inm [LG10(inm)], Logarithm of urf [LG10(urf)], Logarithm of ham [LG10(ham)]

b. Dependent Variable: DO

e) Coefficients

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	29.658	3.539		8.381	.000					
	Logarithm of WAF [LG10(WAF)]	-8.397	3.189	-.213	-2.633	.009	-.044	-.153	-.150	.499	2.003
	Logarithm of HAF [LG10(HAF)]	1.191	3.042	.032	.392	.696	.110	.023	.022	.477	2.099
	Logarithm of INF [LG10(INF)]	4.297	3.259	.110	1.319	.188	.075	.077	.075	.470	2.129
	Logarithm of URF [LG10(URF)]	5.936	3.196	.165	1.857	.064	.122	.108	.106	.412	2.425
	Logarithm of WAM [LG10(WAM)]	6.270	2.892	.167	2.168	.031	.065	.126	.124	.545	1.834
	Logarithm of HAM [LG10(HAM)]	3.597	3.195	.100	1.126	.261	.114	.066	.064	.410	2.438
	Logarithm of INM [LG10(INM)]	-5.500	3.394	-.138	-1.620	.106	.028	-.095	-.092	.446	2.243
	Logarithm of URM [LG10(URM)]	-4.782	3.195	-.134	-1.497	.136	.044	-.087	-.085	.405	2.467

a. Dependent Variable: DO

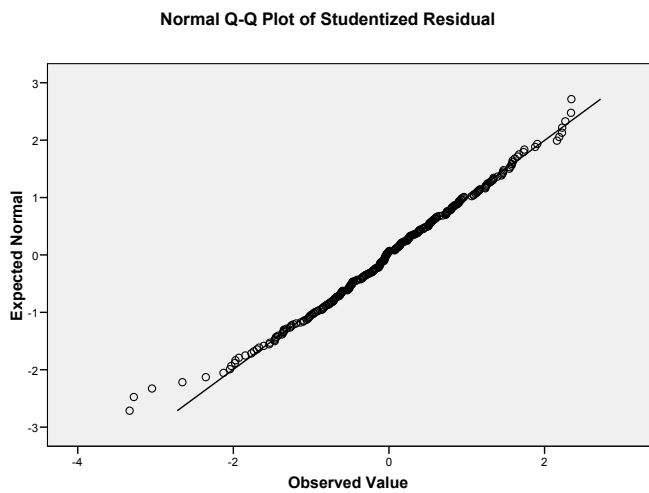
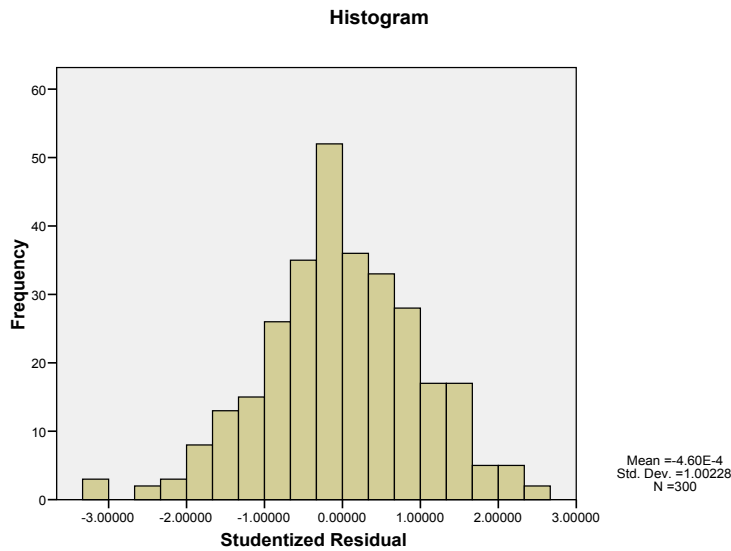
f) Tests of Normality

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Studentized Residual	.036	300	.200*	.992	300	.086

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction



g) Homoscedasticity

Test	Statistics		
	Statistic	df	Sig.
Breusch-Pagan	8.7575	8	.3632
Koenker	7.3630	8	.4980

h) Lack of Fit Tests

Lack of Fit Tests

Dependent Variable: do

Source	Sum of Squares	df	Mean Square	F	Sig.
Lack of Fit	7444.127	277	26.874	2.956	.012
Pure Error	127.300	14	9.093		

9. Prediction of Dysfunctional Detachment from the factors of Paternal and Maternal Acceptance-Rejection for men:

In order to check the relative importance of the sub factors of Parental Acceptance-Rejection (Warmth/Affection, Hostility/Aggression, Indifference/Neglect and Undifferentiated Rejection) in the prediction of Dysfunctional Detachment in men multiple regression analysis was run again including the seven (selected on the basis of data screening) sub factors of Parental Acceptance-Rejection for fathers and mothers, the results of which are given below. There was no need for DD to be transformed. Logarithm transformations were performed on the scores on the predictor variables and the following could be interpreted with caution.

The results, which are given below in Table - 3.1.9: a, b, c, d, e, f, g, h, indicates that the sample size (n=300) requirement is satisfied (Tabachnick & Fidell, 2001). There was no significant ANOVA effect (Table - 3.1.9: d). The Durbin-Watson statistics (1.871) fell within the acceptable range of 1.5 to 2.5, indicating that the assumption of error variance was satisfied. The four variable model (WAF, WAM, INM and URF) explained 4% with effect size (R=.209). The overall relationship between the predictor variables and the criterion variable (Dysfunctional Detachment) was statistically hardly significant. The Tolerance values and VIF for the predictor variables were all found to be larger than the lenient cut off value fixed at 0.10 Tolerance and less than 10 VIF (Brace, Kemp, & Snelgar, 2009; Giles, 2002;), indicating that multicollinearity is not a problem in this regression analysis. The Shapiro Test of Studentized (Shapiro-Wilk(300)=0.996, P=.610) indicated that the assumption

of normality of errors was satisfied. The Breusch –Pagan Test (Breusch-Pagan(7)=16.824, $P=.019$) indicated that the assumption homogeneity of error variance was satisfied ($P>.010$) for diagnostic test of assumption. The Lack of Fit Test below ($F(278, 14)=9.504, P=.000$) indicated that the assumption of linearity was violated. Thus, the caution.

The individual relationships between the predictor variables and the criterion variables indicated that only WAF (Beta=.191, $t(292)=2.393, P<.05$) was significant predictor of Parental Acceptance-Rejection sub factors for men's Dysfunctional Detachment (Table - 3.1.9: e) . The positive sign of the *B* coefficient indicates that the higher the score on WAF the higher the Dysfunctional Detachment in men. This supports the view that Detachment results from early socialization experiences that emphasize independence and self-sufficiency at the expense of social connectedness (Clark & Ladd, 2000; Colgan, 1987), intrapsychic conflicts regarding closeness and intimacy (Birtchnell, 1996), and biologically based differences in temperament that elicit detachment-promoting responses from parents and peers (Coolidge, Thede, & Jang, 2001). Several studies have also associated parental authoritarianism with later dependency (; McCranie & Bass, 1984; Vaillant, 1980) and with increased dependency during middle and late childhood (Baumrind, 1971; Bhogle, 1983; McPartland & Epstein, 1975; Roe & Siegelman, 1963; Winder & Rau, 1962).

Tables - 3.1.9: a, b, c, d, e, f, g, h: Results of regression analyses predicting Dysfunctional Detachment from the factors of Paternal And Maternal Acceptance-Rejection for men.

a) Descriptive Statistics

Descriptive Statistics

	Mean	Std. Deviation	N
DD	32.4667	5.07425	300
Logarithm of WAF [LG10(WAF)]	1.1358	.13092	300
Logarithm of HAF [LG10(HAF)]	.9823	.14049	300
Logarithm of INF [LG10(INF)]	1.0138	.13205	300
Logarithm of URF [LG10(URF)]	.7926	.14373	300
Logarithm of WAM [LG10(WAM)]	1.0923	.13810	300
Logarithm of HAM [LG10(HAM)]	.9662	.14417	300
Logarithm of INM [LG10(INM)]	.9735	.13016	300

b) Variables Entered/Removed

Variables Entered/Removed

b

Model	Variable Entered	Variables Removed	Method
1	Logarithm of INM [LG10(INM)], Logarithm of WAF [LG10(WAF)] Logarithm of HAF [LG10(HAF)] Logarithm of WAM [LG10(WAM)], Logarithm of INF [LG10(INF)], Logarithm of HAM [LG10(HAM)], Logarithm of URF [LG10(URF)] a		Ente

a. All requested variables entered.

b. Dependent Variable: DD

c) Model Summary

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.209 ^a	.044	.021	5.02102	1.871

a. Predictors: (Constant), Logarithm of inm [LG10(inm)], Logarithm of waf [LG10(waf)], Logarithm of haf [LG10(haf)], Logarithm of wam [LG10(wam)], Logarithm of inf [LG10(inf)], Logarithm of ham [LG10(ham)], Logarithm of urf [LG10(urf)]

b. Dependent Variable: dd

d) ANOVA

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	337.157	7	48.165	1.911	.068 ^a
	Residual	7361.509	292	25.211		
	Total	7698.667	299			

a. Predictors: (Constant), Logarithm of inm [LG10(inm)], Logarithm of waf [LG10(waf)], Logarithm of haf [LG10(haf)], Logarithm of wam [LG10(wam)], Logarithm of inf [LG10(inf)], Logarithm of ham [LG10(ham)], Logarithm of urf [LG10(urf)]

b. Dependent Variable: DD

e) Coefficients

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	26.281	3.476		7.561	.000					
Logarithm of WAF [LG10(WAF)]	7.420	3.100	.191	2.393	.017	.122	.139	.137	.512	1.954
Logarithm of HAF [LG10(HAF)]	-.115	2.989	-.003	-.038	.969	.099	-.002	-.002	.478	2.092
Logarithm of INF [LG10(INF)]	-5.253	3.203	-.137	-1.640	.102	.057	-.096	-.094	.471	2.122
Logarithm of URF [LG10(URF)]	4.585	2.998	.130	1.530	.127	.148	.089	.088	.454	2.202
Logarithm of WAM [LG10(WAM)]	-4.750	2.795	-.129	-1.700	.090	.007	-.099	-.097	.566	1.767
Logarithm of HAM [LG10(HAM)]	2.380	2.934	.068	.811	.418	.082	.047	.046	.471	2.121
Logarithm of INM [LG10(INM)]	2.518	3.260	.065	.773	.440	.071	.045	.044	.468	2.135

a. Dependent Variable: DD

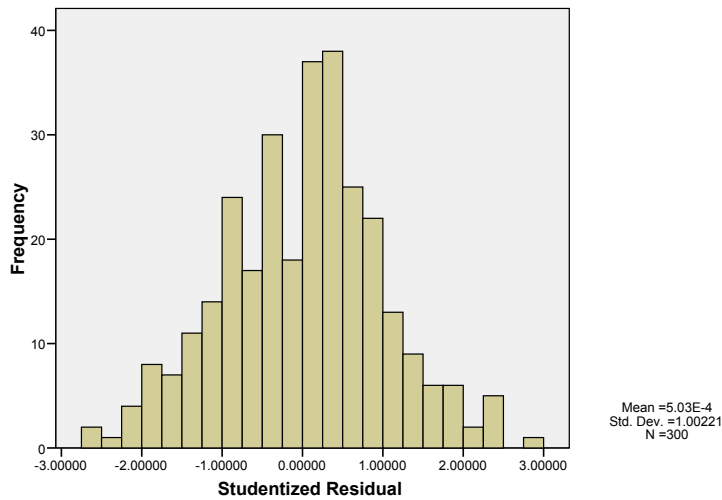
f) Tests of Normality

Tests of Normality

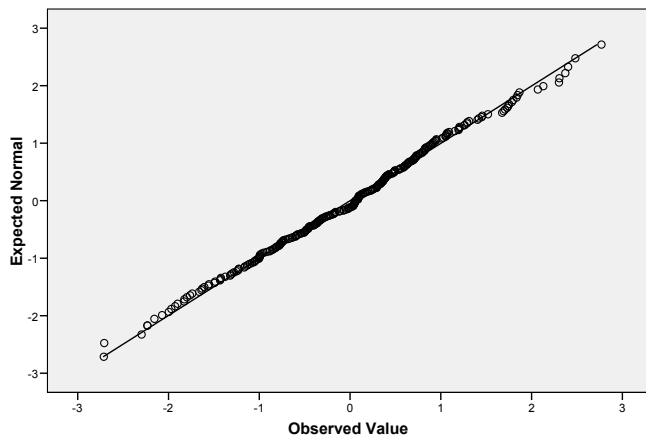
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Studentized Residual	.053	300	.042	.996	300	.610

a. Lilliefors Significance Correction

Histogram



Normal Q-Q Plot of Studentized Residual



g) Homoscedasticity

Test	Statistics		
	Statistic	df	Sig.
Breusch-Pagan	16.8236	7	.0186
Koenker	17.1402	7	.0165

h) Lack of Fit Tests

Lack of Fit Tests

Dependent Variable: DD

Source	Sum of Squares	df	Mean Square	F	Sig.
Lack of Fit	7322.709	278	26.341	9.504	.000
Pure Error	38.800	14	2.771		

10. Prediction of Healthy Dependency from the factors of Paternal and Maternal Acceptance-Rejection for men:

In order to check the relative importance of the sub factors of Parental Acceptance-Rejection (Warmth/Affection, Hostility/Aggression, Indifference/Neglect and Undifferentiated Rejection) in the prediction of Healthy Dependency in men, multiple regression analysis was run again including the four sub factors of Parental Acceptance-Rejection for fathers and mothers, the results of which are given below. Based on data screening, all the variables were transformed and the following may be interpreted with caution.

The results, which are given below in Table - 3.1.10 a, b, c, d, e, f, g, h, indicates that the sample size ($n=300$) requirement is satisfied (Tabachnick & Fidell, 2001). The Durbin-Watson statistics (2.085) fell within the acceptable range of 1.5 to 2.5, indicating that the assumption of error variance was satisfied. The seven variable model (WAF, HAF, INF, URF, WAM, HAM, INM) explained 6% with effect size ($R=.258$). The overall relationship between the predictor variables (WAF, WAM, INM and URF) and the criterion variable (Dysfunctional Detachment) was statistically significant (Table - 3.1.10: d). The Tolerance values and VIF for the predictor variables were all found to be larger than the lenient cut off value fixed at 0.10 Tolerance and less than 10 VIF (; Brace, Kemp, & Snelgar, 2009; Giles, 2002), indicating that multicollinearity is not a problem in this regression analysis. The Shapiro Test of Studentized (Shapiro-Wilk($300=0.993$, $P=.181$)) indicated that the assumption of normality of errors was satisfied. The Breusch-Pagan Test (Breusch-Pagan($7=8.311$, $P=.306$)) indicated that the assumption of homogeneity of error variance was satisfied ($P>.010$) for diagnostic test of assumption. The Lack of Fit Test below ($F(278, 14)=4.828$, $P=.001$) indicated that the assumption of linearity was violated. Hence, the caution in interpretation.

The individual relationships between the predictor variables and the criterion variables as shown below in the table of regression coefficient indicated that only WAF (Beta=-.188,

$t(292)=-2.376, P<.05$) was significant predictor of men's Healthy Dependency (Table - 3.1.10: e). The negative sign of the *B* coefficient indicates that the higher the score on WAF the lower the Healthy Dependency in men. This indicates that the quality of parent– child relationships during infancy and early childhood constitute a significant factor in later personality (Dozier, Stovall, & Albus, 1999; Green & Goldwyn, 2002; Greenberg, 1999; Weinfield, Whaley, & Egeland, 2004) and that parental autonomy support the promotion of independent functioning (Gray & Steinberg, 1999; Silk, Morris, Kanaya, & Steinberg, 2003). Moreover, healthy dependency has been considered to be rooted in a history of exposure to authoritative parenting, which instills in the child a sense of confidence and self-directedness (Lee & Robins, 1995), and consistent messages from parents and other authority figures that it is acceptable to ask for support when needed (Clark & Ladd, 2000; Lang-Takac & Osterweil, 1992).

Tables - 3.1.10: a, b, c, d, e, f, g, h: Results of regression analyses predicting Healthy Dependency from the factors of Paternal and Maternal Acceptance-Rejection for men.
a) Descriptive Statistics

Descriptive Statistics

	Mean	Std. Deviation	N
Square of HD [(HD*HD)]	1225.7167	394.35094	300
Logarithm of WAF [LG10(WAF)]	1.1358	.13092	300
Logarithm of HAF [LG10(HAF)]	.9823	.14049	300
Logarithm of INF [LG10(INF)]	1.0138	.13205	300
Logarithm of URF [LG10(URF)]	.7926	.14373	300
Logarithm of WAM [LG10(WAM)]	1.0923	.13810	300
Logarithm of HAM [LG10(HAM)]	.9662	.14417	300
Logarithm of INM [LG10(INM)]	.9735	.13016	300

b) Variables Entered/Removed

Variables Entered/Removed			b
Model	Variables Entered	Variable Remove	Method
1	Logarithm of INM [LG10(INM)] Logarithm of WAF [LG10(WAF)], Logarithm of HAF [LG10(HAF)], Logarithm of WAM [LG10(WAM)] Logarithm of [LG10(INF)], Logarithm of HAM [LG10(HAM)] Logarithm of URF [LG10(URF)] ^a		Enter

a. All requested variables entered.

b. Dependent Variable: Square of HD [(HD*HD)]

c) Model Summary

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.258 ^a	.067	.044	385.52475	2.085

a. Predictors: (Constant), Logarithm of inm [LG10(inm)], Logarithm of waf [LG10(waf)], Logarithm of haf [LG10(haf)], Logarithm of wam [LG10(wam)], Logarithm of inf [LG10(inf)], Logarithm of ham [LG10(ham)], Logarithm of urf [LG10(urf)]

b. Dependent Variable: Square of HD [(HD*HD)]

d) ANOVA

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3098522	7	442646.022	2.978	.005 ^a
	Residual	43399765	292	148629.331		
	Total	46498287	299			

a. Predictors: (Constant), Logarithm of inm [LG10(inm)], Logarithm of waf [LG10(waf)], Logarithm of haf [LG10(haf)], Logarithm of wam [LG10(wam)], Logarithm of inf [LG10(inf)], Logarithm of ham [LG10(ham)], Logarithm of urf [LG10(urf)]

b. Dependent Variable: Square of HD [(HD*HD)]

e) Coefficients

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	2385.271	266.876		8.938	.000					
	Logarithm of WAF [LG10(WAF)]	-565.740	238.061	-.188	-2.376	.018	-.215	-.138	-.134	.512	1.954
	Logarithm of HAF [LG10(HAF)]	-102.119	229.536	-.036	-.445	.657	-.101	-.026	-.025	.478	2.092
	Logarithm of INF [LG10(INF)]	17.964	245.943	.006	.073	.942	-.154	.004	.004	.471	2.122
	Logarithm of URF [LG10(URF)]	140.998	230.164	.051	.613	.541	-.119	.036	.035	.454	2.202
	Logarithm of WAM [LG10(WAM)]	-168.099	214.571	-.059	-.783	.434	-.187	-.046	-.044	.566	1.767
	Logarithm of HAM [LG10(HAM)]	-70.770	225.244	-.026	-.314	.754	-.102	-.018	-.018	.471	2.121
	Logarithm of INM [LG10(INM)]	-302.691	250.277	-.100	-1.209	.227	-.161	-.071	-.068	.468	2.135

a. Dependent Variable: Square of HD [(HD*HD)]

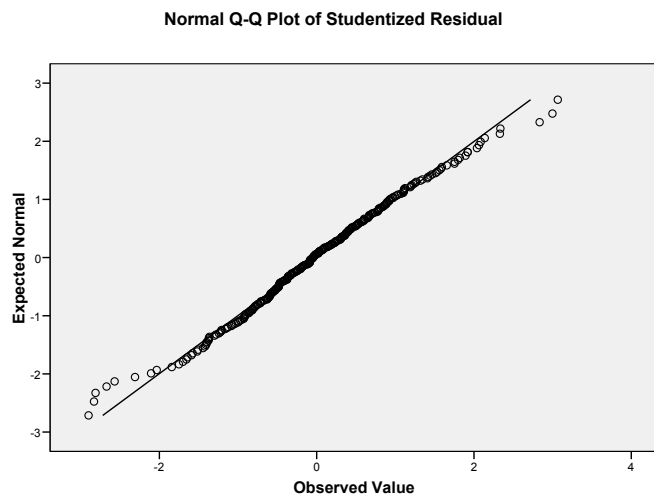
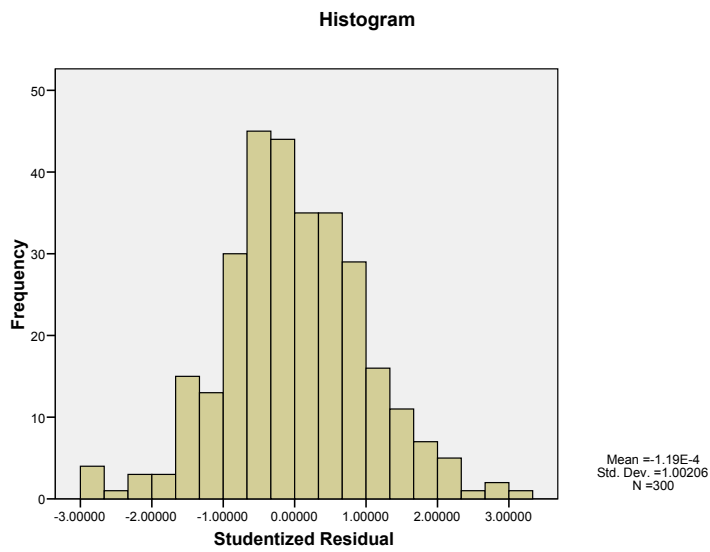
f) Tests of Normality

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Studentized Residual	.034	300	.200*	.993	300	.181

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction



g) Homoscedasticity

Test	Statistics		
	Statistic	df	Sig.
Breusch-Pagan	8.3110	7	.3060
Koenker	6.6189	7	.4696

h) Lack of Fit Tests

Lack of Fit Tests

Dependent Variable: Square of HD [(HD*HD)]

Source	Sum of Squares	df	Mean Square	F	Sig.
Lack of Fit	42951757	278	154502.725	4.828	.001
Pure Error	448007.3	14	32000.521		

11. Prediction of achievement motivation from Destructive Overdependence, Dysfunctional Detachment and Healthy Dependence for men:

In order to check the relative importance of the sub factors of Dependency (Destructive Overdependence, Dysfunctional Detachment and Healthy Dependency) in the prediction of Achievement Motivation in men, multiple regression analysis was run again including the three sub factors of Dependency, the results of which are given below.

The results, which are given below in Table - 3.1.11: a, b, c, d, e, f, g, h, indicates that the sample size ($n=300$) requirement is satisfied (Tabachnick & Fidell, 2001). The Durbin-Watson statistics (2.099) fell within the acceptable range of 1.5 to 2.5, indicating that the assumption of error variance was satisfied. The three variable model (DO, DD and HD) explained 11% with effect size ($R=.337$). The overall relationship between the predictor variables (DO, DD and HD) and the criterion variable (Achievement Motivation) was statistically significant (Table - 3.1.11: e). The Tolerance values and VIF for the predictor variables were all found to be larger than the lenient cut off value fixed at 0.10 Tolerance and less than 10 VIF (Brace, Kemp, & Snelgar, 2009; Giles, 2002), indicating that multicollinearity is not a problem in this regression analysis. The Shapiro-Wilk Test of Studentized Residuals (Shapiro-Wilk($300=0.997$, $P=.784$)) indicated that the assumption of normality of errors was satisfied. The Breusch-Pagan Test (Breusch-Pagan($3=6.546$, $P=.088$)) indicated that the assumption of homogeneity of error variance was satisfied ($P>.010$) for diagnostic test of assumption. The Lack of Fit Test below ($F(274, 22)=2.121$, $P=.019$) indicated that the assumption of linearity was satisfied.

The individual relationships between the predictor variables and the criterion variables (Table - 3.1.11: e) indicated that DO ($\text{Beta}=-.250$, $t(296)=-4.346$, $P<.01$) and HD ($\text{Beta}=.282$, $t(296)=4.961$, $P<.01$) were significant predictors of Dependency sub factors for men's Achievement Motivation. The negative sign of the B coefficient indicates that the higher the

score on DO the lower the Achievement Motivation and the positive sign of the B coefficient indicates that the higher the score on HD the higher the Achievement Motivation in men.

Tables - 3.1.11: a, b, c, d, e, f, g, h : Results of regression analyses predicting achievement motivation from Destructive Overdependence, Dysfunctional Detachment and Healthy Dependence for men.

a) Descriptive Statistics

Descriptive Statistics

	Mean	Std. Deviation	N
AchM	130.0600	19.05150	300
DO	31.6867	5.17278	300
DD	32.4667	5.07425	300
HD	34.5100	5.90702	300

b) Variables Entered/Removed

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	HD, ^a DD, DO	.	Enter

a. All requested variables entered.

b. Dependent Variable: AchM

c) Model Summary

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.337 ^a	.113	.104	18.02997	2.099

a. Predictors: (Constant), HD, DD, DO

b. Dependent Variable: AchM

d) ANOVA

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12301.304	3	4100.435	12.614	.000 ^a
	Residual	96223.616	296	325.080		
	Total	108524.9	299			

a. Predictors: (Constant), HD, DD, DO

b. Dependent Variable: AchM

e) Coefficients

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	132.374	9.230		14.342	.000					
DO	-.920	.212	-.250	-4.346	.000	-.199	-.245	-.238	.906	1.104
DD	-.139	.216	-.037	-.645	.519	-.043	-.037	-.035	.908	1.101
HD	.909	.183	.282	4.961	.000	.220	.277	.271	.928	1.077

a. Dependent Variable: AchM

f) Tests of Normality

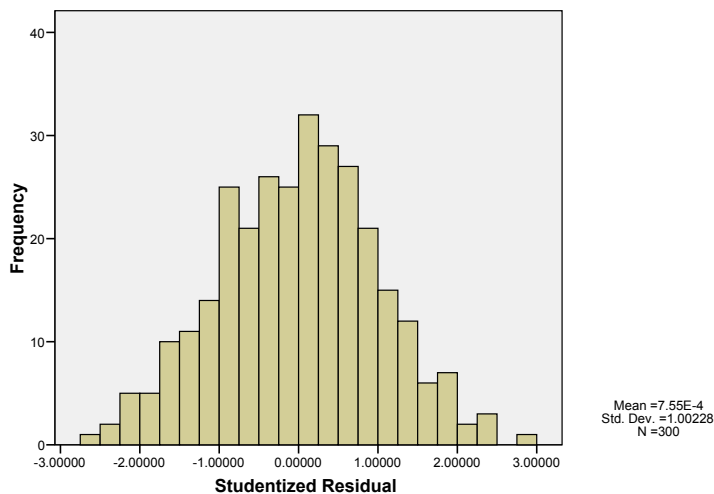
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Studentized Residual	.038	300	.200*	.997	300	.784

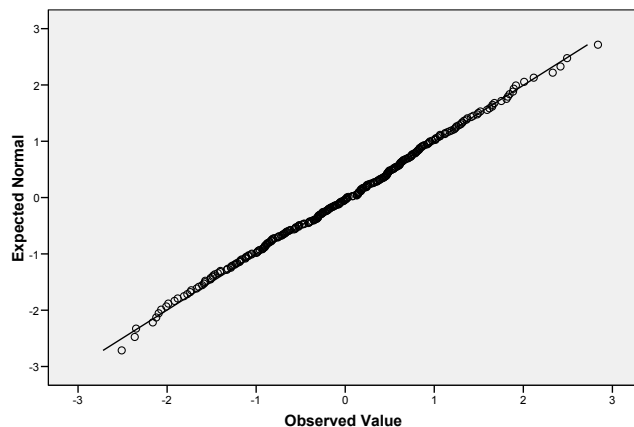
*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Histogram



Normal Q-Q Plot of Studentized Residual



g) Homoscedasticity

Test	Statistics		
	Statistic	df	Sig.
Breusch-Pagan	6.5456	3	.0879
Koenker	7.5936	3	.0552

h) Lack of Fit Tests

Lack of Fit Tests

Dependent Variable: AchM

Source	Sum of Squares	df	Mean Square	F	Sig.
Lack of Fit	92714.616	274	338.375	2.121	.019
Pure Error	3509.000	22	159.500		

12. Prediction of Psychological Well-being from Destructive Overdependence, Dysfunctional Detachment and Healthy Dependence for men:

In order to check the relative importance of the sub factors of Dependency (Destructive Overdependence, Dysfunctional Detachment and Healthy Dependency) in the prediction of Psychological Well-being in men multiple regression analysis was run again including the three sub factors of Dependency. Results of tests of regression assumptions indicated that DO and DD did not need transformation. PWB and HD were transformed and the following results may be interpreted with caution.

The results, which are given below in Table - 3.1.12: a , b, c, d, e, f, g, h, indicates that the sample size (n=300) requirement is satisfied (Tabachnick & Fidell, 2001). The Durbin-Watson statistics (1.980) fell within the acceptable range of 1.5 to 2.5, indicating that the assumption of error variance was satisfied. The three variable model (DO, DD and HD) explained 11% of the variance in PWB, with effect size(R=.335). The overall relationship between the predictor variables (DO,DD and HD) and the criterion variable (Achievement Motivation) was statistically significant (Table - 3.1.12: d). The Tolerance values and VIF for the predictor variables were all found to be larger than the lenient cut off value fixed at 0.10 Tolerance and less than 10 VIF (Brace, Kemp, & Snelgar, 2009; Giles, 2002;),

indicating that multicollinearity is not a problem in this regression analysis. The Shapiro Test of Studentized (Shapiro-Wilk(300)=0.995, P=.423) indicated that the assumption of normality of errors was satisfied. The Breusch-Pagan Test (Breusch-Pagan(3)= 6.458, P=.091) indicated that the assumption of homogeneity of error variance was satisfied (P>.010) for diagnostic test of assumption. The Lack of Fit Test below (F(274, 22)= 2.655, P=.004) indicated that the assumption of linearity was violated.

The individual relationships between the predictor variables and the criterion variables indicated that DO (Beta= .264, t(296)=4.599, P<.01), DD (Beta= .117, t(296)=2.032, P<.05) and HD (Beta = -.211, t(296) =-3.735, p<.01) were significant predictors of Dependency sub factors for men's Psychological Well-being (Table - 3.1.12: e). The positive sign of the *B* coefficient in DO and DD indicates that the higher the score on DO and DD the higher the Psychological Well-being in men. The negative sign of the *B* coefficient indicates that the higher the score on HD the lower the Psychological Well-being.

Tables - 3.1.12: a, b, c, d, e, f, g, h: Results of regression analyses predicting Psychological Well-being from Destructive Overdependence, Dysfunctional Detachment and Healthy Dependence for men.

a) Descriptive Statistics

Descriptive Statistics

	Mean	Std. Deviation	N
Square Root of PWB [SQRT(PWB)]	3.2783	.67387	300
DO	31.6867	5.17278	300
DD	32.4667	5.07425	300
Square of HD [(HD*HD)]	1225.7167	394.35094	300

b) Variables Entered/Removed

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Square of HD [(HD*HD)], DO, DD	.	Enter

- a. All requested variables entered.
 b. Dependent Variable: Square Root of PWB [SQRT(PWB)]

c) Model Summary

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.335 ^a	.112	.103	.63810	1.980

- a. Predictors: (Constant), Square of HD [(HD*HD)], DO, DD
 b. Dependent Variable: Square Root of PWB [SQRT(PWB)]

d) ANOVA

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.253	3	5.084	12.487	.000 ^a
	Residual	120.522	296	.407		
	Total	135.775	299			

- a. Predictors: (Constant), Square of HD [(HD*HD)], DO, DD
 b. Dependent Variable: Square Root of PWB [SQRT(PWB)]

e) Coefficients

Coefficients^b

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	2.129	.297		7.170	.000					
DO	.034	.007	.264	4.599	.000	.253	.258	.252	.913	1.095
DD	.016	.008	.117	2.032	.043	.142	.117	.111	.909	1.101
Square of HD [(HD*HD)]	.000	.000	-.211	-3.735	.000	-.137	-.212	-.205	.938	1.066

- a. Dependent Variable: Square Root of PWB [SQRT(PWB)]

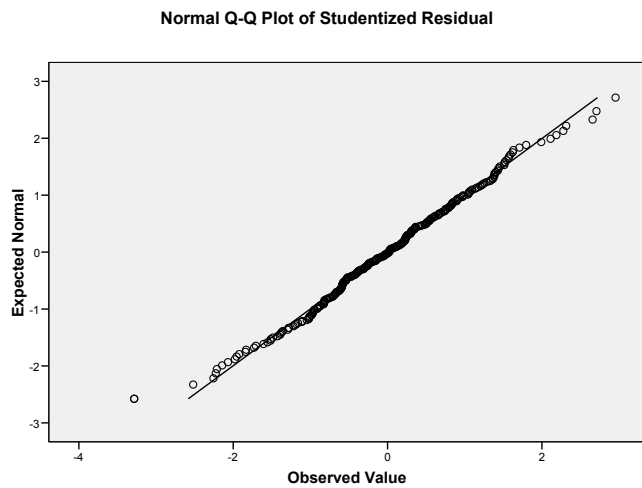
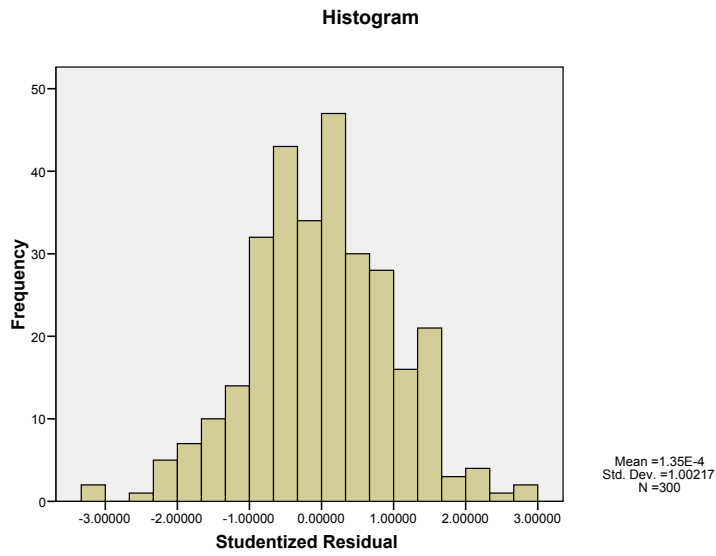
f) Tests of Normality

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Studentized Residual	.037	300	.200*	.995	300	.423

*. This is a lower bound of the true significance.

- a. Lilliefors Significance Correction



g) Homoscedasticity

Test	Statistics		
	Statistic	df	Sig.
Breusch-Pagan	6.4584	3	.0913
Koenker	5.3917	3	.1453

h) Lack of Fit Tests

Lack of Fit Tests

Dependent Variable: Square Root of PWB [SQRT(PWB)]

Source	Sum of Squares	df	Mean Square	F	Sig.
Lack of Fit	116.985	274	.427	2.655	.004
Pure Error	3.538	22	.161		

Prediction for Women

1. Prediction of Achievement Motivation from Paternal and Maternal Acceptance-Rejection for women:

The results, which are given below in Table - 3.2.1: a, b, c, d, e, f, g, h, indicates that the sample size ($n=300$) requirement is satisfied (Tabachnick & Fidell, 2001). The Durbin-Watson statistics (1.918) fell within the acceptable range of 1.5 to 2.5, indicating that the assumption of error variance was satisfied. The two variable model (TTRM and TTRF) explained 9% with effect size ($R=.299$). The overall relationship between the predictor variables (Parental Acceptance-Rejection) and the criterion variable (Achievement Motivation) was statistically significant (Table - 3.2.1: d). The Tolerance values and VIF for the predictor variables were all found to be larger than the lenient cut off value fixed at 0.10 Tolerance and less than 10 VIF (Giles, 2002; Brace, Kemp, & Snelgar, 2009), indicating that multicollinearity is not a problem in this regression analysis. The Shapiro-Wilk Test of Studentized Residual (Shapiro-wilk (300) = 0.992, $P=.093$) indicated that the assumption of normality of errors was satisfied. The Breusch-Pagan Test (Breusch-Pagan (2)= 4.579, $P<.101$), indicated that the assumption of homogeneity of error variance was satisfied. The Lack of Fit Test ($F(224, 73)= 1.270$, $P=.116$) indicated that the assumption of linearity was satisfied.

The individual relationships between the predictor variables and the criterion variables indicated that only TTRF (Beta=-.264, $t(297)=-3.571$, $p<.01$) was a significant predictor for women's Achievement Motivation (Table - 3.2.1: e). The negative sign of the B coefficient indicates that the higher the score on Paternal Rejection (TTRF) the lower the Achievement Motivation in women conforming with findings among Chinese children who reported fathers to be more warm toward daughters (Berndt *et al.*, 1993) and also studies wherein paternal warmth predicted social competence and academic achievement (Chen *et al.*, 2000). Moreover, this indicates that parents play a central role throughout a child's life, even

through adulthood, and is the key to understanding the educational and success and maintaining a high quality of life (Kim & Park, 2004; Park & Kim, 2004b), higher perceived competence (Grolnick & Ryan, 1989), higher grades (e.g., Barber, 1996; Steinberg, Elmen, & Mounts, 1989; Gray & Steinberg, 1999) and academic performance (Baumrind, 1991; Cassidy & Shaver, 1999; Collins *et al.*, 2000; Darling & Steinberg, 1993).

Tables - 3.2.1: a, b, c, d, e, f, g, h : Results of regression analyses predicting Achievement Motivation from Paternal and Maternal Acceptance-Rejection for women.

a) Descriptive Statistics:

	Mean	Std. Deviation	N
AchM	126.3867	20.23682	300
TTRF	38.5367	9.85252	300
TTRM	36.8467	10.61943	300

b) Variables Entered/Removed(b)

Model	Variables Entered	Variables Removed	Method
1	TTRM, TTRF(a)	.	Enter

a All requested variables entered.

b Dependent Variable: AchM

c) Model Summary(b)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.299(a)	.090	.083	19.37361	1.918

a Predictors: (Constant), TTRM, TTRF

b Dependent Variable: AchM

d) ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10974.135	2	5487.067	14.619	.000(a)
	Residual	111475.012	297	375.337		
	Total	122449.147	299			

a Predictors: (Constant), TTRM, TTRF

b Dependent Variable: AchM

e) Coefficients(a)

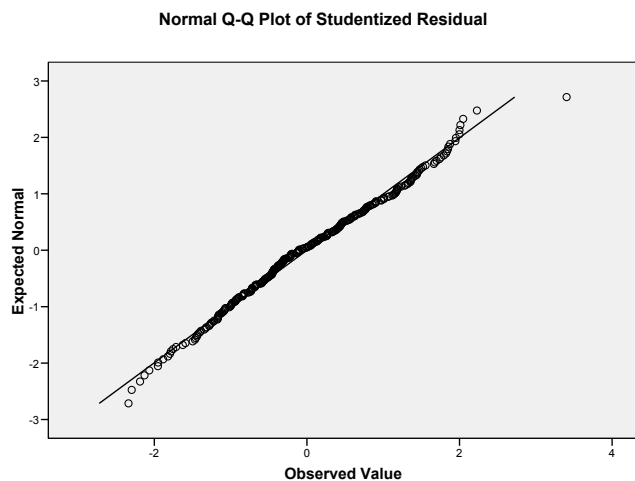
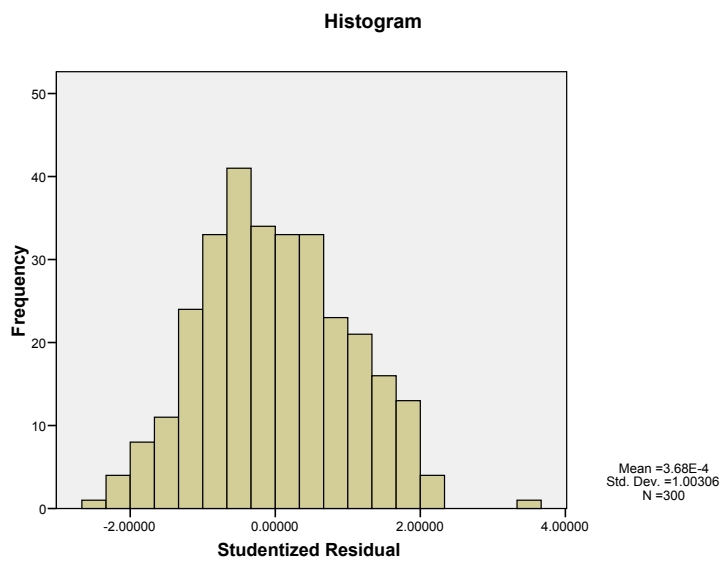
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	150.779	4.709		32.020	.000					
TTRF	-.543	.152	-.264	-3.571	.000	-.297	-.203	-.198	.560	1.785
TTRM	-.095	.141	-.050	-.671	.503	-.225	-.039	-.037	.560	1.785

a Dependent Variable: AchM

f) Tests of Normality

	Kolmogorov-Smirnov(a)			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Studentized Residual	.055	300	.031	.992	300	.093

a Lilliefors Significance Correction



g) Homoscedasticity

Test	Statistics		
	Statistic	df	Sig.
Breusch-Pagan	4.5795	2	.1013
Koenker	5.5911	2	.0611

h) Lack of Fit Tests

Dependent Variable: AchM

Source	Sum of Squares	df	Mean Square	F	Sig.
Lack of Fit	88711.429	224	396.033	1.270	.116
Pure Error	22763.583	73	311.830		

2. Prediction of Achievement Motivation from the factors Of Paternal and Maternal Acceptance-Rejection for women:

In order to check the relative importance of the sub factors of Parental Acceptance-Rejection (Warmth/Affection, Hostility/Aggression, Indifference/Neglect and Undifferentiated Rejection) in the prediction of Achievement Motivation in women, multiple regression analysis was run again including the four sub factors of Parental Acceptance-Rejection for fathers and mothers. It may be noted that the assumptions of linearity (Lack of Fit) was violated. Therefore, Test of normality was run for each of the predictor variables. Logarithm transformation of all the predictor variables did not solve the problem of violation of the assumption. However, interpretation may be done but with caution.

The results, which are given below in Table - 3.2.2: a, b, c, d, e, f, g, h, indicates that the sample size (n=300) requirement is satisfied (Tabachnick & Fidell, 2001). The Durbin-Watson statistics (2.037) fell within the acceptable range of 1.5 to 2.5, indicating that the assumption of error variance was satisfied. The eight variable model (WAF, HAF, WAM, INF, URF, INM, HAM, URM) explained 14% with effect size(R=.376). The overall relationship between the predictor variables (WAF, HAF, WAM, INF, URF, INM, HAM, URM) and the criterion variable (Achievement Motivation) was statistically significant

(Table - 3.2.2: d). The Tolerance values and VIF for the predictor variables were all found to be larger than the lenient cut off value fixed at 0.10 Tolerance and less than 10 VIF (Brace, Kemp, & Snelgar, 2009; Giles, 2002), indicating that multicollinearity is not a problem in this regression analysis. The Shapiro Test of Studentized(Shapiro-Wilk(300)=0.994, P=.265) indicated that the assumption of normality of errors was satisfied. The Breusch –Pagan Test (Breusch-Pagan(8)=16.994, P=.030) indicated that the assumption homogeneity of error variance was satisfied ($P > .010$) for diagnostic test of assumption. The Lack of Fit Test below ($F(283, 8)=6.361, P=.004$) indicated that the assumption of linearity was violated where $P < .01$.

The individual relationships between the predictor variables and the criterion variables indicated that only WAF (Beta=-.275, $t(291)=-3.917, P < .01$) and URF (Beta=-.186, $t(291)=-2.212, P < .05$) were significant predictors of Parental Rejection sub factors for women's Achievement Motivation (Table - 3.2.2: e). The negative sign of the *B* coefficient indicates that the higher the score on WAF and URF the lower the Achievement Motivation in women conforming with findings among Chinese children who reported fathers to be more warm toward daughters (Berndt *et al.*, 1993) and also studies wherein paternal warmth predicted social competence and academic achievement (Chen *et al.*, 2000). This also suggests that early warm, positive parent-child tie, sustained over time, promote higher motivation to achieve (Thompson, Easterbrooks, & Padilla-Walker, 2003). This indicates that parents play a central role throughout a child's life, even through adulthood, and is the key to understanding the educational and success and maintaining a high quality of life (Kim & Park, 2004; Park & Kim, 2004b), higher perceived competence (Grolnick & Ryan, 1989), higher grades (e.g., Barber, 1996; Gray & Steinberg, 1999; Steinberg, Elmen, & Mounts, 1989;) and academic performance (Baumrind, 1991; Cassidy & Shaver, 1999; Collins *et al.*, 2000; Darling & Steinberg, 1993).

Tables - 3.2.2: a, b, c, d, e, f, g, h: Results of regression analyses predicting Achievement Motivation from the factors Of Paternal and Maternal Acceptance-Rejection for women.

a) Descriptive Statistics

Descriptive Statistics

	Mean	Std. Deviation	N
AchM	126.3867	20.23682	300
Logarithm of WAF [LG10(WAF)]	1.1099	.12600	300
Logarithm of HAF [LG10(HAF)]	.9328	.13943	300
Logarithm of INF [LG10(INF)]	.9848	.12565	300
Logarithm of URF [LG10(URF)]	.7543	.13693	300
Logarithm of WAM [LG10(WAM)]	1.0780	.13837	300
Logarithm of HAM [LG10(HAM)]	.9273	.13759	300
Logarithm of INM [LG10(INM)]	.9596	.13098	300
Logarithm of URM [LG10(URM)]	.7338	.14393	300

b) Variables Entered/Removed

Variables Entered/Removed

b

Model	Variables Entered	Variable Removed	Method
1	Logarithm of [LG10(URM)], Logarithm of WAF [LG10(WAF)], Logarithm of HAF [LG10(HAF)], Logarithm of WAM [LG10(WAM)], Logarithm of INF [LG10(INF)], Logarithm of URF [LG10(URF)], Logarithm of INM [LG10(INM)], Logarithm of HAM [LG10(HAM)]		Ente

a. All requested variables entered.

b. Dependent Variable: AchM

c) Model Summary

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.376 ^a	.141	.118	19.00834	1.925

a. Predictors: (Constant), Logarithm of URM [LG10(URM)], Logarithm of WAF [LG10(WAF)], Logarithm of HAF [LG10(HAF)], Logarithm of WAM [LG10(WAM)], Logarithm of INF [LG10(INF)], Logarithm of URF [LG10(URF)], Logarithm of INM [LG10(INM)], Logarithm of HAM [LG10(HAM)]

b. Dependent Variable: AchM

d) ANOVA

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17305.928	8	2163.241	5.987	.000 ^a
	Residual	105143.2	291	361.317		
	Total	122449.1	299			

a. Predictors: (Constant), Logarithm of URM [LG10(URM)], Logarithm of WAF [LG10(WAF)], Logarithm of HAF [LG10(HAF)], Logarithm of WAM [LG10(WAM)], Logarithm of INF [LG10(INF)], Logarithm of URF [LG10(URF)], Logarithm of INM [LG10(INM)], Logarithm of HAM [LG10(HAM)]

b. Dependent Variable: AchM

e) Coefficients

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	192.463	11.843		16.252	.000					
Logarithm of WAF [LG10(WAF)]	-44.164	11.276	-.275	-3.917	.000	-.343	-.224	-.213	.599	1.670
Logarithm of HAF [LG10(HAF)]	-2.355	11.957	-.016	-.197	.844	-.166	-.012	-.011	.435	2.300
Logarithm of INF [LG10(INF)]	10.100	12.341	.063	.818	.414	-.189	.048	.044	.503	1.990
Logarithm of URF [LG10(URF)]	-27.448	12.408	-.186	-2.212	.028	-.258	-.129	-.120	.419	2.389
Logarithm of WAM [LG10(WAM)]	-8.310	11.132	-.057	-.746	.456	-.224	-.044	-.041	.509	1.964
Logarithm of HAM [LG10(HAM)]	8.029	13.933	.055	.576	.565	-.145	.034	.031	.329	3.041
Logarithm of INM [LG10(INM)]	-3.002	13.253	-.019	-.227	.821	-.199	-.013	-.012	.401	2.494
Logarithm of URM [LG10(URM)]	.389	12.573	.003	.031	.975	-.157	.002	.002	.369	2.710

a. Dependent Variable: AchM

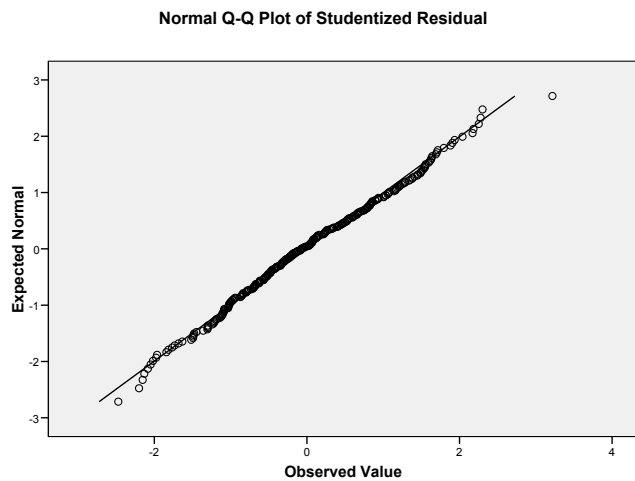
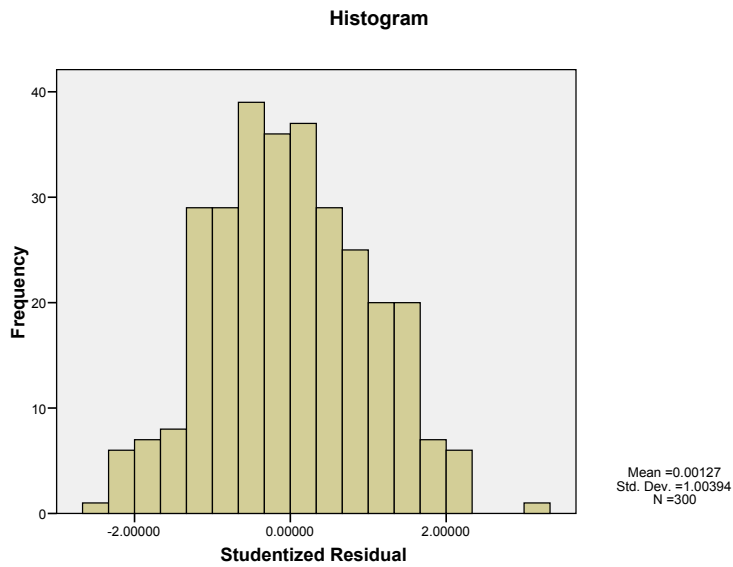
f) Tests of Normality

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Studentized Residual	.040	300	.200*	.994	300	.265

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction



g) Homoscedasticity

Test	Statistics		
	Statistic	df	Sig.
Breusch-Pagan	16.9944	8	.0302
Koenker	20.1502	8	.0098

h) Lack of Fit Tests

Lack of Fit Tests

Dependent Variable: AchM

Source	Sum of Squares	df	Mean Square	F	Sig.
Lack of Fit	104678.1	283	369.887	6.361	.004
Pure Error	465.167	8	58.146		

3. Prediction of Psychological Well-being from Paternal and Maternal Acceptance-Rejection for women:

Tests of regression assumptions indicated that Normality was violated. Transforming of all the variables solved the problem. Interpretation was done of which the results are as follows.

The results, which are given below in Table - 3.2.3: a, b, c, d, e, f, g, h, indicates that the sample size ($n=300$) requirement is satisfied (Tabachnick & Fidell, 2001). The Durbin-Watson statistics (1.881) fell within the acceptable range of 1.5 to 2.5, indicating that the assumption of error variance was satisfied. The two variable model (TTRF and TTRM) explained 5% with effect size ($R=.228$). The overall relationship between the predictor variables (TTRM and TTRF) and the criterion variable (Psychological Well-being) was statistically significant (Table - 3.2.3: d). The Tolerance values and VIF for the predictor variables were all found to be larger than the lenient cut off value fixed at 0.10 Tolerance and less than 10 VIF (Brace, Kemp, & Snelgar, 2009; Giles, 2002), indicating that multicollinearity is not a problem in this regression analysis. The Shapiro Test of Studentized (Shapiro-Wilk($300=0.993$, $P=.207$)) indicated that the assumption of normality of errors was satisfied. The Breusch-Pagan Test ($\text{Breusch-Pagan}(2)=.709$, $P=.701$) indicated that the assumption of homogeneity of error variance was satisfied ($P>.010$) for diagnostic test of assumption. The Lack of Fit Test below ($F(224,73)=1.001$, $P=.512$) indicated that the assumption of linearity was satisfied.

The individual relationships between the predictor variables and the criterion variables indicated that only TTRM ($\text{Beta}=.168$, $t(297)=2.165$, $P<.05$) was a significant predictor of Parental Rejection for women's Psychological Well-being (Table - 3.2.3: e). The positive sign of the B coefficient indicates that the higher the score on TTRM the higher the Psychological Well-being in women. It may be noted that high score on PWB indicates poor Psychological Well being. Therefore, the higher the Maternal Rejection, the poorer the

Psychological Well-being conforming with the findings that mothers are the critical influences on children's lives' (Woollett and Phoenix 1991, p. 38), mothers tend to be more involved than fathers (Pleck, 1997), and that mothers' role is a more active one (McBride, Schoppe, & Rane, 2002). Moreover, this may also highlight the findings that throughout childhood and adolescence, fathers spend significantly less time than do mothers in routine caregiving and interaction with children (Lamb, 1987 ; Parke & Buriel, 1998 ; Russell & Russell, 1987). This result further supports studies that state that authoritarian or emotionally cold parenting, have been consistently linked to subsequent mental health problems in adulthood (Enns, Cox & Clara, 2002; ; Heider *et al.*, 2006; Kendlar & Meyers, 2000; Parker, 1979; Parker & Hayward, 1987; Reti *et al.*, 2002b; Rodgers, 1996; Rohner & Britner, 2002; Sakado *et al.*, 2000) and that authoritative parenting, which combines high warmth and sensitivity to an adolescent's needs (support) with firm standards for behavior (control), is associated with this broad range of indicators of well-being during adolescence (Baumrind, 1991; Lamborn, Mounts, Steinberg, & Dornbusch, 1991), tends to be associated with psychological well-being (Barber *et al.*, 2005; Conger & Conger, 1993; Ge, Best, Conger, & Simons, 1996; Kurdek & Fine, 1994) and is also linked to the absence of negative outcomes or the presence of positive adult outcomes such as dispositional optimism (Korkeila *et al.*, 2004), happiness (Furnham & Cheng, 2000) and life satisfaction (Flouri, 2004).

Tables - 3.2.3: a, b, c, d, e, f, g, h: Results of regression analyses predicting Psychological Well-being from Paternal and Maternal Acceptance-Rejection for women.

a) Descriptive Statistics

Descriptive Statistics

	Mean	Std. Deviation	N
Square Root of PWB [SQRT(PWB+1)]	3.5767	.74345	300
Inverse of TTRF [-1/(TTRF)]	-.0274	.00613	300
Inverse of TTRM [-1/(TTRM)]	-.0291	.00710	300

b) Variables Entered/Removed

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Inverse of TTRM [-1/(TTRM)], Inverse of TTRF [-1/(TTRF)] ^a	.	Enter

a. All requested variables entered.

b. Dependent Variable: Square Root of PWB [SQRT(PWB+1)]

c) Model Summary

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.228 ^a	.052	.046	.72622	1.881

a. Predictors: (Constant), Inverse of TTRM [-1/(TTRM)], Inverse of TTRF [-1/(TTRF)]

b. Dependent Variable: Square Root of PWB [SQRT(PWB+1)]

d) ANOVA

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.625	2	4.313	8.177	.000 ^a
	Residual	156.636	297	.527		
	Total	165.262	299			

a. Predictors: (Constant), Inverse of TTRM [-1/(TTRM)], Inverse of TTRF [-1/(TTRF)]

b. Dependent Variable: Square Root of PWB [SQRT(PWB+1)]

e) Coefficients

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	4.346	.201		21.580	.000					
Inverse of TTRF [-1/(TTRF)]	9.359	9.442	.077	.991	.322	.193	.057	.056	.527	1.897
Inverse of TTRM [-1/(TTRM)]	17.639	8.149	.168	2.165	.031	.221	.125	.122	.527	1.897

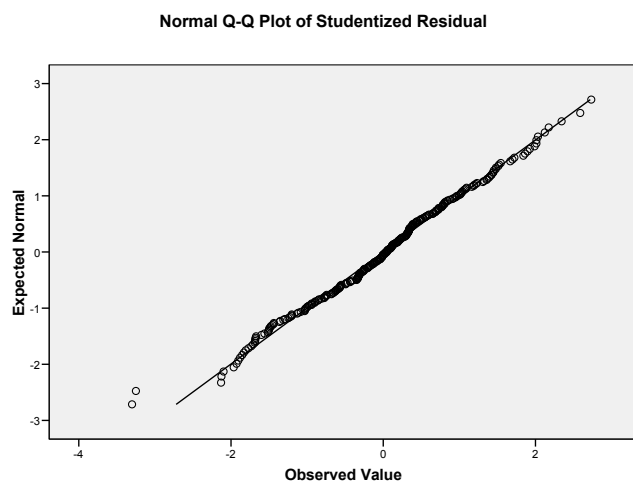
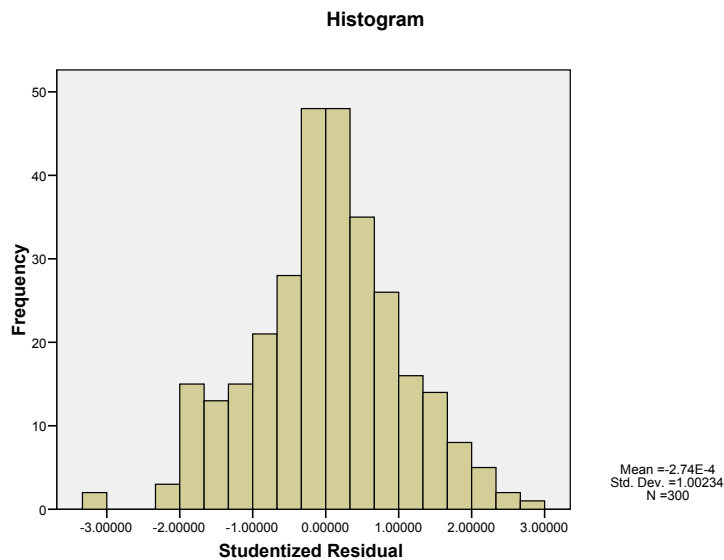
a. Dependent Variable: Square Root of PWB [SQRT(PWB+1)]

f) Tests of Normality

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Studentized Residual	.057	300	.021	.993	300	.207

a. Lilliefors Significance Correction



g) Homoscedasticity

Test	Statistics		
	Statistic	df	Sig.
Breusch-Pagan	.7096	2	.7013
Koenker	.6443	2	.7246

h) Lack of Fit Tests

Lack of Fit Tests

Dependent Variable: Square Root of PWB [SQRT(PWB+1)]

Source	Sum of Squares	df	Mean Square	F	Sig.
Lack of Fit	118.156	224	.527	1.001	.512
Pure Error	38.480	73	.527		

4. Prediction of Psychological Well-being from the factors of Paternal and Maternal Acceptance-Rejection for women:

In order to check the relative importance of the sub factors of Parental Acceptance-Rejection (Warmth/Affection, Hostility/Aggression, Indifference/Neglect and Undifferentiated Rejection) in the prediction of Psychological Well-being in women, multiple regression analysis was run again including the four sub factors of Parental Acceptance Rejection for fathers and mothers. Analyses revealed that Normality was violated. All the scores were transformed with the highest Shapiro- Wilk statistics in normality test. Thus, the problem was solved and the interpretation was done.

The results, which are given below in Tables - 3.2.4: a, b, c, d, e, f, g, h, indicates that the sample size (n=300) requirement is satisfied (Tabachnick & Fidell, 2001). The Durbin-Watson statistics (1.878) fell within the acceptable range of 1.5 to 2.5, indicating that the assumption of error variance was satisfied. The eight variable model (WAF, HAF, WAM, INF, INM,URF, HAM and URM) explained 9% with effect size(R=.309). The Tolerance values and VIF for the predictor variables were all found to be larger than the lenient cut off value fixed at 0.10 Tolerance and less than 10 VIF (Giles, 2002; Brace, Kemp, & Snelgar, 2009), indicating that multicollinearity is not a problem in this regression analysis. The Shapiro Test of Studentized (Shapiro-Wilk(300)=0.992, P=.127) indicated that the assumption of normality of errors was satisfied. The Breusch –Pagan Test (Breusch-Pagan(8)=4.573, P=.802) indicated that the assumption homogeneity of error variance was satisfied (P>.010) for diagnostic test of assumption. The Lack of Fit Test below (F(283,8)=1.925, P=.158) indicated that the assumption of linearity was satisfied.

The overall relationship between the predictor variables (WAF, HAF, WAM, INF, INM, URF, HAM and URM) and the criterion variable (Psychological Well-being) was statistically significant (Tables - 3.2.4: d). The individual relationships between the predictor variables and the criterion variables indicated that only WAF (Beta= .172, $t(291)=2.407$, $P<.05$) and INF (Beta= -.222, $t(291)=-2.819$, $P<.01$) were significant predictors of the sub factors of Parental Rejection for women’s Psychological Well-being (Tables - 3.2.4: e). The positive sign of the *B* coefficient indicates that the higher the score on WAF the higher the Psychological Well-being in women and the negative sign of the *B* coefficient indicates that the higher the score on INF the lower the Psychological Well-being in women. This is a clear indicator of the fact that the quality of parent– child relationships during infancy and early childhood constitute a significant factor in later personality (Dozier, Stovall, & Albus, 1999; Green & Goldwyn, 2002; Greenberg, 1999; Weinfield, Whaley, & Egeland, 2004) and that early warm, positive parent-child tie, sustained over time, promote many aspects of children’s development (Thompson, Easterbrooks, & Padilla-Walker, 2003).

Tables - 3.2.4: a, b, c, d, e, f, g, h: Results of regression analyses predicting Psychological Well-being from the factors of Paternal and Maternal Acceptance-Rejection for women. a) Descriptive Statistics

Descriptive Statistics

	Mean	Std. Deviation	N
Square Root of PWB [SQRT(PWB+1)]	3.5767	.74345	300
Logarithm of WAF [LG10(WAF)]	1.1099	.12600	300
Logarithm of HAF [LG10(HAF)]	.9328	.13943	300
Logarithm of INF [LG10(INF)]	.9848	.12565	300
Logarithm of URF [LG10(URF)]	.7543	.13693	300
Inverse of WAM [-1/(WAM)]	-.0877	.02585	300
Inverse of HAM [-1/(HAM)]	-.1238	.03524	300
Logarithm of INM [LG10(INM)]	.9596	.13098	300
Inverse of URM [-1/(URM)]	-.1939	.05565	300

b) Variables Entered/Removed

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Inverse of URM [-1/(URM)], Logarithm of WAF [LG10(WAF)], Logarithm of HAF [LG10(HAF)], Inverse of WAM [-1/(WAM)], Logarithm of INF [LG10(INF)], Logarithm of INM [LG10(INM)], Logarithm of URF [LG10(URF)], Inverse of HAM [-1/(HAM)] ^a		Enter

a. All requested variables entered.

b. Dependent Variable: Square Root of PWB [SQRT(PWB+1)]

c) Model Summary

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.309 ^a	.096	.071	.71665	1.878

a. Predictors: (Constant), Inverse of URM [-1/(URM)], Logarithm of WAF [LG10(WAF)], Logarithm of HAF [LG10(HAF)], Inverse of WAM [-1/(WAM)], Logarithm of INF [LG10(INF)], Logarithm of INM [LG10(INM)], Logarithm of URF [LG10(URF)], Inverse of HAM [-1/(HAM)]

b. Dependent Variable: Square Root of PWB [SQRT(PWB+1)]

d) ANOVA

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.808	8	1.976	3.848	.000 ^a
	Residual	149.453	291	.514		
	Total	165.262	299			

a. Predictors: (Constant), Inverse of URM [-1/(URM)], Logarithm of WAF [LG10(WAF)], Logarithm of HAF [LG10(HAF)], Inverse of WAM [-1/(WAM)], Logarithm of INF [LG10(INF)], Logarithm of INM [LG10(INM)], Logarithm of URF [LG10(URF)], Inverse of HAM [-1/(HAM)]

b. Dependent Variable: Square Root of PWB [SQRT(PWB+1)]

e) Coefficients

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	2.971	.897		3.311	.001					
	Logarithm of WAF [LG10(WAF)]	1.016	.422	.172	2.407	.017	.166	.140	.134	.608	1.646
	Logarithm of HAF [LG10(HAF)]	.613	.450	.115	1.362	.174	.188	.080	.076	.436	2.293
	Logarithm of INF [LG10(INF)]	-1.315	.467	-.222	-2.819	.005	.050	-.163	-.157	.500	2.001
	Logarithm of URF [LG10(URF)]	-.054	.468	-.010	-.115	.909	.153	-.007	-.006	.419	2.389
	Inverse of WAM [-1/(WAM)]	-1.603	2.189	-.056	-.732	.465	.116	-.043	-.041	.536	1.864
	Inverse of HAM [-1/(HAM)]	.953	1.949	.045	.489	.625	.199	.029	.027	.364	2.745
	Logarithm of INM [LG10(INM)]	.640	.485	.113	1.320	.188	.201	.077	.074	.425	2.350
	Inverse of URM [-1/(URM)]	2.035	1.167	.152	1.744	.082	.216	.102	.097	.407	2.457

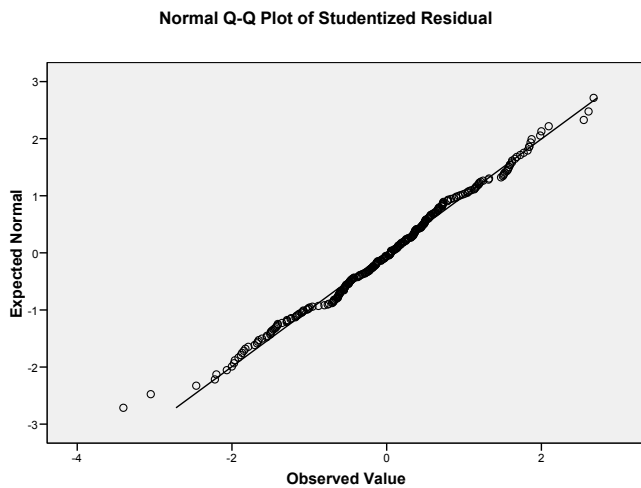
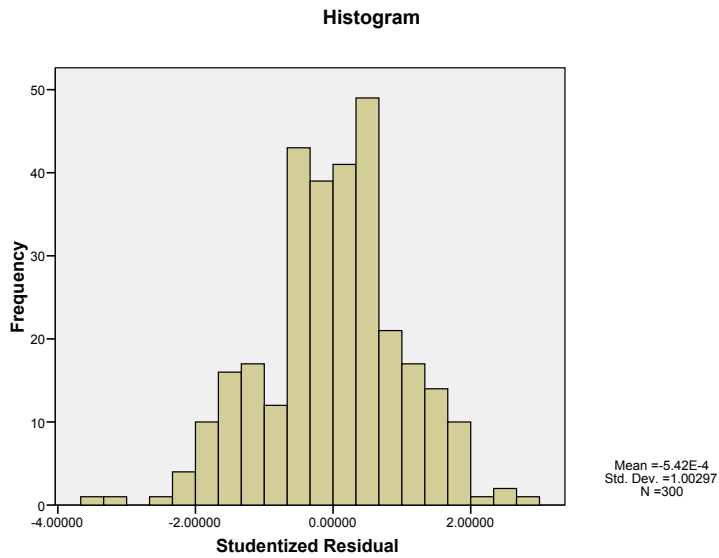
a. Dependent Variable: Square Root of PWB [SQRT(PWB+1)]

f) Tests of Normality

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Studentized Residual	.054	300	.032	.992	300	.127

a. Lilliefors Significance Correction



g) Homoscedasity

Homoscedasticity

Test	Statistics		
	Statistic	df	Sig.
Breusch-Pagan	4.5731	8	.8021
Koenker	4.0555	8	.8521

h) Lack of Fit Tests

Lack of Fit Tests

Dependent Variable: Square Root of PWB [SQRT(PWB+1)]

Source	Sum of Squares	df	Mean Square	F	Sig.
Lack of Fit	147.290	283	.520	1.925	.158
Pure Error	2.163	8	.270		

5. Prediction of Destructive Overdependence from Paternal and Maternal Acceptance-Rejection for women:

Though all assumptions of regression analysis were satisfied, there was only a non-significant ($p=.506$) .05% prediction of Destructive Overdependence from Parental Acceptance-Rejection in women as may be seen in the ANOVA and Regression Coefficient tables.

Tables - 3.2.5: a, b. Results of regression analyses predicting Destructive Overdependence from Paternal and Maternal Acceptance-Rejection for women.

a) ANOVA

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	42.212	2	21.106	.684	.506 ^a
	Residual	9168.335	297	30.870		
	Total	9210.547	299			

a. Predictors: (Constant), TTRM, TTRF

b. Dependent Variable: DO

b) Coefficients

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistic	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	32.912	1.350		24.371	.000					
	TTRF	.051	.044	.090	1.169	.243	.050	.068	.068	.560	1.785
	TTRM	-.032	.040	-.062	-.798	.426	-.002	-.046	-.046	.560	1.785

a. Dependent Variable: DO

6. Prediction of Dysfunctional Detachment from Paternal and Maternal Acceptance-Rejection for women:

Though all assumptions of regression analysis were satisfied, Parental Acceptance - Rejection does not predict Destructive Overdependence in women significantly as can be seen from the ANOVA and Regression Coefficient tables.

Tables - 3.2.6: a, b: Results of regression analyses predicting Dysfunctional Detachment from Paternal and Maternal Acceptance-Rejection for women.

a) ANOVA

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	120.301	2	60.150	2.615	.075 ^a
	Residual	6832.246	297	23.004		
	Total	6952.547	299			

a. Predictors: (Constant), TTRM, TTRF

b. Dependent Variable: DD

b) Coefficients

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics		
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF	
1	(Constant)	30.834	1.166		26.450	.000						
	TTRF	.027	.038	.055	.721	.471	.114	.042	.041	.560	1.785	
	TTRM	.040	.035	.088	1.146	.253	.125	.066	.066	.560	1.785	

a. Dependent Variable: DD

7. Prediction of Healthy Dependence from Paternal and Maternal Acceptance-Rejection for women.

Normality test was checked for transformation. TTRF and TTRM were transformed and the problem was solved. The results, which are given below in Table - 3.2.7: a, b, c, d, e, f, g, h, indicates that the sample size (n=300) requirement is satisfied (Tabachnick & Fidell, 2001). The Durbin-Watson statistics (2.018) fell within the acceptable range of 1.5 to 2.5, indicating that the assumption of error variance was satisfied. The two variable model (TTRF and TTRM) explained 5% with effect size(R=.233). The overall relationship between the predictor variables (TTRF and TTRM) and the criterion variable (Healthy Dependency) was statistically significant (Table - 3.2.7: d). The Tolerance values and VIF for the predictor variables were all found to be larger than the lenient cut off value fixed at 0.10 Tolerance and less than 10 VIF (Brace, Kemp, & Snelgar, 2009; Giles, 2002), indicating that multicollinearity is not a problem in this regression analysis. The Shapiro Test of Studentized (Shapiro-Wilk(300)=0.200, P=.568) indicated that the assumption of normality of errors was satisfied. The Breusch-Pagan Test (Breusch-Pagan(2)=8.139, P=.017) indicated that the

assumption homogeneity of error variance was satisfied ($P > .010$) for diagnostic test of assumption. The Lack of Fit Test below ($F(224,72)=1.436$, $P=.036$) indicated that the assumption of linearity was satisfied

The individual relationships between the predictor variables and the criterion variables as shown below in the table of regression coefficient (Table - 3.2.7: e) indicated that both TTRM and TTRF were non-significant predictors of women's Healthy Dependency. The negative sign of the B coefficient indicates negative trend of relationship which indicates that the higher the parental acceptance-rejection, the lower the HD. This result conform to the findings that the quality of parent– child relationships during infancy and early childhood is seen to constitute a significant factor in later personality and the development (Dozier, Stovall, & Albus, 1999; Green & Goldwyn, 2002; Greenberg, 1999; Weinfield, Whaley, & Egeland, 2004).

Tables - 3.2.7: a, b, c, d, e, f, g, h: Results of regression analyses predicting Healthy Dependence from Paternal and Maternal Acceptance-Rejection for women.

a) Descriptive Statistics

Descriptive Statistics

	Mean	Std. Deviation	N
HD	35.0967	5.60106	300
Inverse of TTRF [-1/(TTRF)]	-.0274	.00613	300
Inverse of TTRM [-1/(TTRM)]	-.0291	.00710	300

b) Variables Entered/Removed

Variables Entered/Removed^ϕ

Model	Variables Entered	Variables Removed	Method
1	Inverse of TTRM [-1/(TTRM)], Inverse of TTRF [-1/(TTRF)] ^a	.	Enter

a. All requested variables entered.

b. Dependent Variable: HD

c) Model Summary

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.233 ^a	.054	.048	5.46500	2.018

a. Predictors: (Constant), Inverse of TTRM [-1/(TTRM)], Inverse of TTRF [-1/(TTRF)]

b. Dependent Variable: HD

d) ANOVA

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	509.935	2	254.968	8.537	.000 ^a
	Residual	8870.262	297	29.866		
	Total	9380.197	299			

a. Predictors: (Constant), Inverse of TTRM [-1/(TTRM)], Inverse of TTRF [-1/(TTRF)]

b. Dependent Variable: HD

e) Coefficients

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	29.014	1.516		19.144	.000					
	Inverse of TTRF [-1/(TTRF)]	-111.947	71.051	-.122	-1.576	.116	-.213	-.091	-.089	.527	1.897
	Inverse of TTRM [-1/(TTRM)]	-103.607	61.320	-.131	-1.690	.092	-.216	-.098	-.095	.527	1.897

a. Dependent Variable: HD

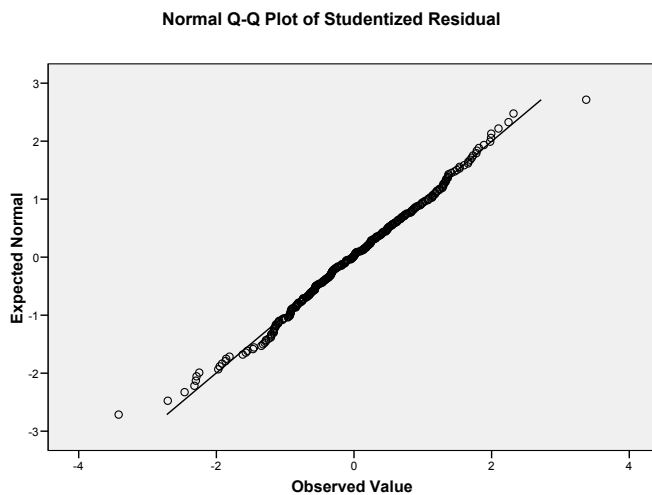
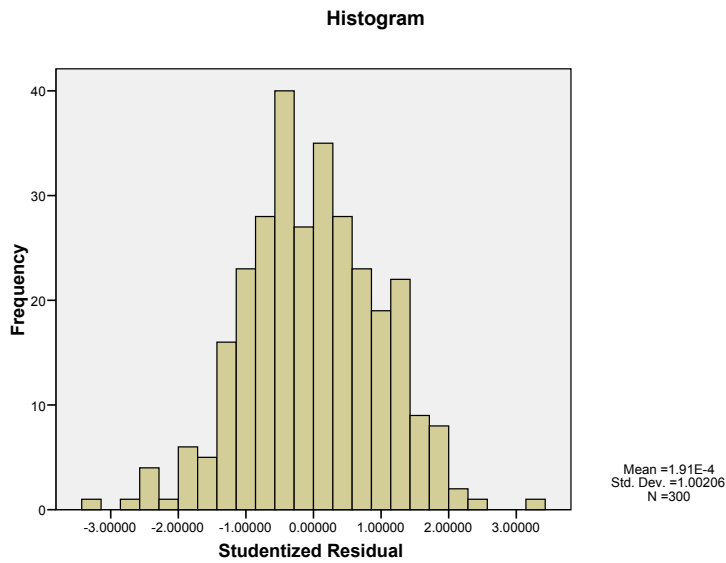
f) Tests of Normality

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Studentized Residual	.034	300	.200*	.996	300	.568

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction



g) Homoscedasticity

Homoscedasticity

Test	Statistics		
	Statistic	df	Sig.
Breusch-Pagan	8.1389	2	.0171
Koenker	7.4318	2	.0243

h) Lack of Fit Tests

Lack of Fit Tests

Dependent Variable: HD					
Source	Sum of Squares	df	Mean Square	F	Sig.
Lack of Fit	7229.928	224	32.276	1.436	.036
Pure Error	1640.333	73	22.470		

8. Prediction of Destructive Overdependence from the factors of Paternal and Maternal Acceptance-Rejection for women:

In order to check the relative importance of the sub factors of Parental Acceptance-Rejection (Warmth/Affection, Hostility/Aggression, Indifference/Neglect and Undifferentiated Rejection) in the prediction of Destructive Overdependence in women, multiple regression analysis was run again including the four sub factors of Parental Acceptance Rejection for fathers and mothers.

The results, which are given below in Table - 3.2.8: a, b, c, d, e, f, g, h, indicates that the sample size ($n=300$) requirement is satisfied (Tabachnick & Fidell, 2001). The Durbin-Watson statistics (1.681) fell within the acceptable range of 1.5 to 2.5, indicating that the assumption of error variance was satisfied. The eight variable model (WAF, HAF, WAM, INF, INM, URF, HAM and URM) explained 3% with effect size ($R=.186$). The overall relationship between the predictor variables (WAF, HAF, WAM, INF, INM, URF, HAM and URM) and the criterion variable (Destructive Overdependency) was statistically non-significant (Table - 3.2.8: d). The Tolerance values and VIF for the predictor variables were all found to be larger than the lenient cut off value fixed at 0.10 Tolerance and less than 10 VIF (Giles, 2002; Brace, Kemp, & Snelgar, 2009), indicating that multicollinearity is not a problem in this regression analysis. The Shapiro Test of Studentized (Shapiro-Wilk($300=0.993$, $P=.165$)) indicated that the assumption of normality of errors was satisfied. The Breusch-Pagan Test (Breusch-Pagan($8=10.585$, $P=.226$)) indicated that the assumption of homogeneity of error variance was satisfied ($P>.010$) for diagnostic test of assumption. The Lack of Fit Test below ($F(283,8)=2.328$, $P=.097$) indicated that the assumption of linearity was satisfied.

The individual relationships between the predictor variables and the criterion variables as shown below in the table of regression coefficient (Table - 3.2.8: e) indicated that only WAF (Beta= .157, $t(291)=2.031$, $P<.05$) was a significant predictor of the sub factors of

Parental Acceptance-Rejection for women's Destructive Overdependency. The positive sign of the *B* coefficient indicates that the higher the score on WAF the higher the Destructive Overdependency in women. This result is in contradictory with the finding that fathers show more involvement with sons than with daughters and that fathers have a greater impact on male children than on female children. (Amato, 1987; Cox *et al.*, 1999; Harris & Morgan, 1991; NICHD ECCRN, 2000). On the other hand it conforms with findings among Chinese children who reported fathers to be more warm toward daughters (Berndt *et al.*, 1993). However, the quality of parent-child relationships during infancy and early childhood is seen to constitute a significant factor in later personality and the development (Dozier, Stovall, & Albus, 1999; Green & Goldwyn, 2002; Greenberg, 1999; Weinfield, Whaley, & Egeland, 2004).

Tables - 3.2.8: a, b, c, d, e, f, g, h : Results of regression analyses predicting Destructive Overdependence from the factors of Paternal and Maternal Acceptance-Rejection.

a) Descriptive Statistics

Descriptive Statistics

	Mean	Std. Deviation	N
DO	33.6867	5.55018	300
WAF	13.4400	4.05725	300
HAF	9.0400	3.15673	300
INF	10.0733	3.02519	300
URF	5.9833	2.07140	300
WAM	12.6167	4.34811	300
HAM	8.9267	3.22635	300
INM	9.5500	3.07555	300
URM	5.7533	2.23663	300

b) Variables Entered/Removed

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	URM, WAF, HAF, WAM, INF, INM, URF, HAM ^a	.	Enter

a. All requested variables entered.

b. Dependent Variable: DO

c) Model Summary

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.186 ^a	.035	.008	5.52790	1.681

a. Predictors: (Constant), URM, WAF, HAF, WAM, INF, INM, URF, HAM

b. Dependent Variable: DO

d) ANOVA

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	318.250	8	39.781	1.302	.242 ^a
	Residual	8892.296	291	30.558		
	Total	9210.547	299			

a. Predictors: (Constant), URM, WAF, HAF, WAM, INF, INM, URF, HAM

b. Dependent Variable: DO

e) Coefficients

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	33.292	1.370		24.308	.000					
	WAF	.215	.106	.157	2.031	.043	.069	.118	.117	.555	1.801
	HAF	.087	.160	.050	.546	.585	.069	.032	.031	.401	2.493
	INF	-.286	.153	-.156	-1.871	.062	-.030	-.109	-.108	.477	2.098
	URF	.058	.254	.022	.228	.820	.037	.013	.013	.369	2.711
	WAM	-.161	.105	-.126	-1.523	.129	-.051	-.089	-.088	.486	2.056
	HAM	.230	.182	.133	1.261	.208	.065	.074	.073	.296	3.380
	INM	-.021	.172	-.011	-.119	.905	-.007	-.007	-.007	.364	2.751
	URM	-.099	.255	-.040	-.390	.697	.008	-.023	-.022	.315	3.177

a. Dependent Variable: DO

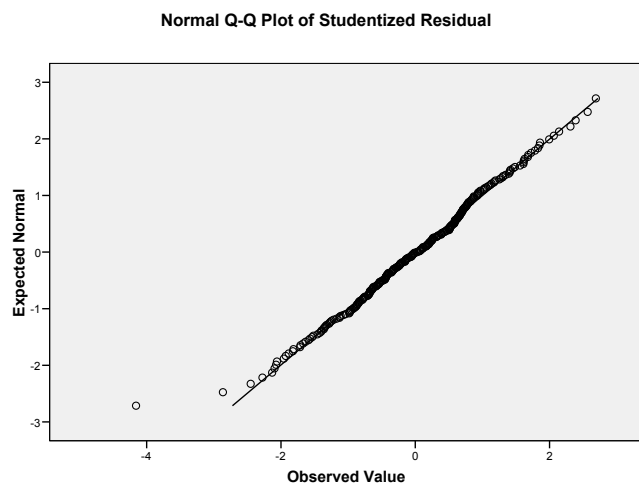
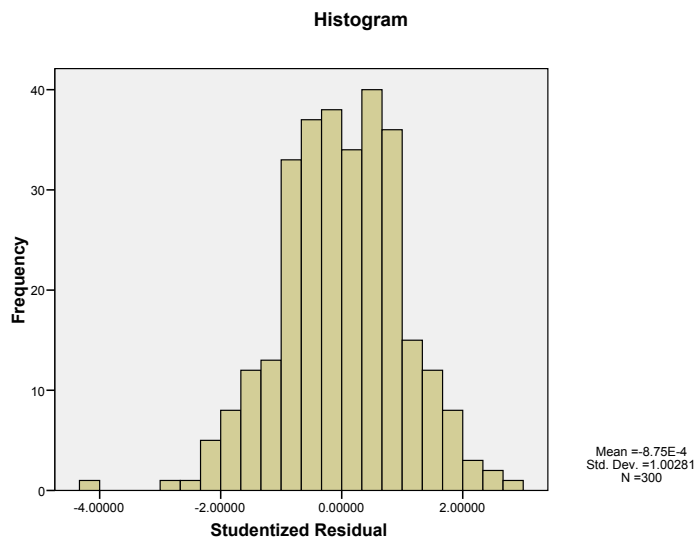
f) Tests of Normality

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Studentized Residual	.043	300	.200*	.993	300	.165

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction



g) Homoscedasticity

Homoscedasticity

Test	Statistics		
	Statistic	df	Sig.
Breusch-Pagan	10.5854	8	.2263
Koenker	8.0687	8	.4268

h) Lack of Fit Tests

Lack of Fit Tests

Dependent Variable: DO					
Source	Sum of Squares	df	Mean Square	F	Sig.
Lack of Fit	8785.630	283	31.045	2.328	.097
Pure Error	106.667	8	13.333		

9. Prediction of Dysfunctional Detachment from the factors of Paternal and Maternal Acceptance-Rejection for women:

In order to check the relative importance of the sub factors of Parental Acceptance-Rejection (Warmth/Affection, Hostility/Aggression, Indifference/ Neglect and Undifferentiated Rejection) in the prediction of Dysfunctional Detachment in women multiple regression analysis was run again including the four sub factors of Parental Acceptance-Rejection for fathers and mothers.

The results, which are given below in Table - 3.2.9: a, b, c, d, e, f, g, h, indicates that the sample size ($n=300$) requirement is satisfied (Tabachnick & Fidell, 2001). The Durbin-Watson statistics (1.936) fell within the acceptable range of 1.5 to 2.5, indicating that the assumption of error variance was satisfied. The eight variable model (WAF, HAF, WAM, INF, INM, URF, HAM and URM) explained 4% with effect size ($R=.219$). The overall relationship between the predictor variables (WAF, HAF, WAM, INF, INM, URF, HAM and URM) and the criterion variable (Dysfunctional Detachment) was statistically non-significant (Table - 3.2.9: d). The Tolerance values and VIF for the predictor variables were all found to be larger than the lenient cut off value fixed at 0.10 Tolerance and less than 10 VIF (Brace, Kemp, & Snelgar, 2009; Giles, 2002), indicating that multicollinearity is not a problem in this regression analysis. The Shapiro Test of Studentized (Shapiro-Wilk($300=0.993$, $P=.157$)) indicated that the assumption of normality of errors was satisfied. The Breusch-Pagan Test (Breusch-Pagan(8)=5.904, $P=.658$) indicated that the assumption homogeneity of error variance was satisfied ($P>.010$) for diagnostic test of assumption. The Lack of Fit Test below ($F(283,8)=.895$, $P=.649$) indicated that the assumption of linearity was satisfied.

The individual relationships between the predictor variables and the criterion variables indicated that only HAF (Beta= .188, $t(291)=2.082$, $P<.05$) was a significant predictor of the sub factors of Parental Rejection for women's Dysfunctional Detachment (Table - 3.2.9: e). The positive sign of the *B* coefficient indicates that the higher the score on HAF the higher

the Dysfunctional Detachment in women. This also supports the view that Detachment results from early socialization experiences that emphasize independence and self-sufficiency at the expense of social connectedness (Clark & Ladd, 2000; Colgan, 1987), intrapsychic conflicts regarding closeness and intimacy (Birtchnell, 1996), and biologically based differences in temperament that elicit detachment-promoting responses from parents and peers (Coolidge, Thede, & Jang, 2001). Several studies have also associated parental authoritarianism with later dependency (McCranie & Bass, 1984; Vaillant, 1980) and with increased dependency during middle and late childhood (Baumrind, 1971; Bhogle, 1983; McPartland & Epstein, 1975; Roe & Siegelman, 1963) and Winder & Rau, 1962).

Tables - 3.2.9: a, b, c, d, e, f, g, h : Results of regression analyses predicting Dysfunctional Detachment from the factors of Paternal and Maternal Acceptance-Rejection for women.

a) Descriptive Statistics

Descriptive Statistics

	Mean	Std. Deviation	N
DD	33.3533	4.82210	300
WAF	13.4400	4.05725	300
HAF	9.0400	3.15673	300
INF	10.0733	3.02519	300
URF	5.9833	2.07140	300
WAM	12.6167	4.34811	300
HAM	8.9267	3.22635	300
INM	9.5500	3.07555	300
URM	5.7533	2.23663	300

b) Variables Entered/removed

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	URM, WAF, HAF, WAM, INF, INM, URF, HAM ^a	.	Enter

a. All requested variables entered.

b. Dependent Variable: DD

c) Model Summary

Model Summary^a

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.219 ^a	.048	.022	4.76906	1.936

a. Predictors: (Constant), URM, WAF, HAF, WAM, INF, INM, URF, HAM

b. Dependent Variable: DD

d) ANOVA

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	334.061	8	41.758	1.836	.070 ^a
	Residual	6618.486	291	22.744		
	Total	6952.547	299			

a. Predictors: (Constant), URM, WAF, HAF, WAM, INF, INM, URF, HAM

b. Dependent Variable: DD

e) Coefficients

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics		
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF	
1	(Constant)	31.308	1.182		26.497	.000						
	WAF	-.053	.091	-.044	-.576	.565	.014	-.034	-.033	.555	1.801	
	HAF	.287	.138	.188	2.082	.038	.185	.121	.119	.401	2.493	
	INF	-.047	.132	-.029	-.355	.723	.082	-.021	-.020	.477	2.098	
	URF	-.139	.219	-.060	-.632	.528	.112	-.037	-.036	.369	2.711	
	WAM	-.022	.091	-.020	-.247	.805	.027	-.014	-.014	.486	2.056	
	HAM	.018	.157	.012	.114	.909	.162	.007	.007	.296	3.380	
	INM	-.010	.149	-.006	-.067	.946	.103	-.004	-.004	.364	2.751	
	URM	.291	.220	.135	1.324	.186	.164	.077	.076	.315	3.177	

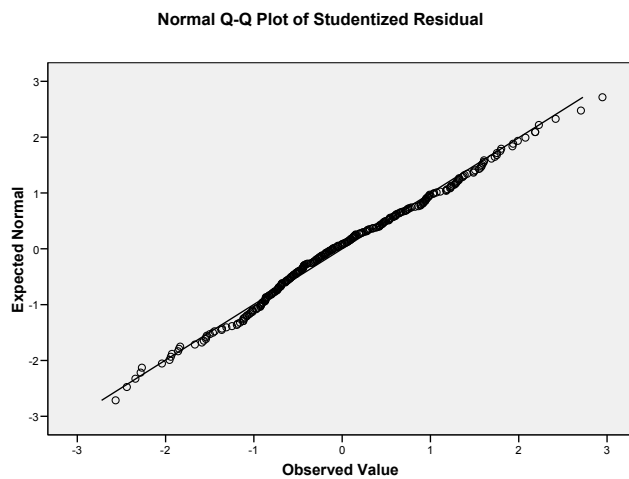
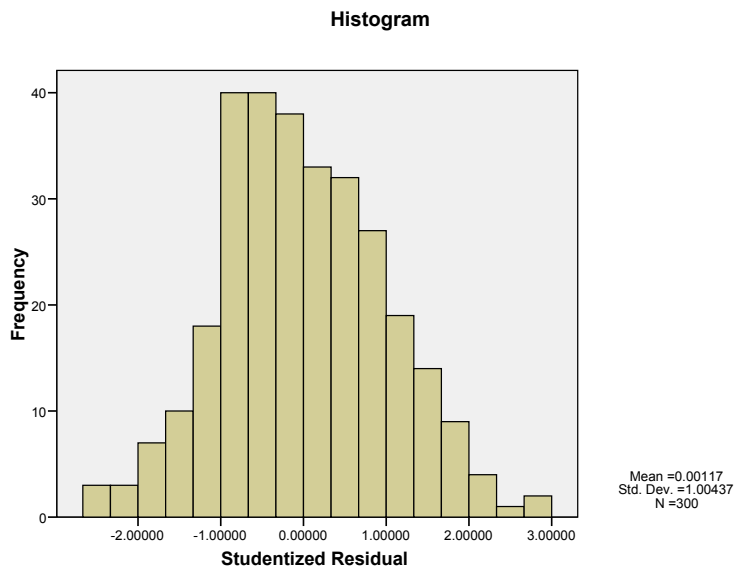
a. Dependent Variable: DD

f) Tests of Normality

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Studentized Residual	.052	300	.050	.993	300	.157

a. Lilliefors Significance Correction



g) Homoscedasticity

Homoscedasticity

Test	Statistics		
	Statistic	df	Sig.
Breusch-Pagan	5.9042	8	.6580
Koenker	6.6137	8	.5788

h) Lack of Fit Tests

Lack of Fit Tests

Dependent Variable: DD					
Source	Sum of Squares	df	Mean Square	F	Sig.
Lack of Fit	6415.819	283	22.671	.895	.649
Pure Error	202.667	8	25.333		

10. Prediction of Healthy Dependence from the sub-factors of Paternal and Maternal Acceptance-Rejection for women:

In order to check the relative importance of the sub factors of Parental Acceptance-Rejection (Warmth/Affection, Hostility/Aggression, Indifference/Neglect and Undifferentiated Rejection) in the prediction of Healthy Dependency in women, multiple regression analysis was run again including the four sub factors of Parental Acceptance Rejection for fathers and mothers. Tests of Homoscedasticity and Lack of Fit were violated and so transformation was done on the factors of Parental Acceptance-Rejection. The results may be interpreted with caution.

The results, which are given below in Table - 3.2.10: a, b, c, d, e, f, g, h, indicate that the sample size (n=300) requirement is satisfied (Tabachnick & Fidell, 2001). The Durbin-Watson statistics (2.000) fell within the acceptable range of 1.5 to 2.5, indicating that the assumption of error variance was satisfied. The eight variable model (WAF, HAF, WAM, INF, INM, URF, HAM and URM) explained 7% with effect size(R=.273). The overall relationship between the predictor variables (WAF, HAF, WAM, INF, INM, URF, HAM and URM) and the criterion variable (Healthy Dependency) was statistically significant (Table - 3.2.10: d).

The Tolerance values and VIF for the predictor variables were all found to be larger than the lenient cut off value fixed at 0.10 Tolerance and less than 10 VIF (Giles, 2002; Brace, Kemp, & Snelgar, 2009), indicating that multicollinearity is not a problem in this regression analysis. In this table of Test of Normality the Shapiro Test of Studentized (Shapiro-Wilk(300)=0.993, P=.151) indicated that the assumption of normality of errors was satisfied. The Breusch –Pagan Test (Breusch-Pagan(8)=13.670, P=.090) indicated that the assumption homogeneity of error variance was satisfied (P>.010) for diagnostic test of assumption. The Lack of Fit Test below (F(283,8)=28.851, P=.000) indicated that the assumption of linearity was violated.

The individual relationships between the predictor variables and the criterion variables indicated that only WAM (Beta= -.185, $t(291)=-2.405$, $P<.05$) was a significant predictor of the sub factors of Parental Rejection for women’s Healthy Dependency (Table - 3.2.10: e). The negative sign of the *B* coefficient indicates that the higher the score on WAM the lower the Healthy Dependency in women. This indicates that the quality of parent– child relationships during infancy and early childhood constitute a significant factor in later personality (Dozier, Stovall, & Albus, 1999; Green & Goldwyn, 2002; Greenberg, 1999; Weinfield, Whaley, & Egeland, 2004) and that parental autonomy support the promotion of independent functioning (Gray & Steinberg, 1999; Silk, Morris, Kanaya, & Steinberg, 2003). Moreover, healthy dependency has been considered to be rooted in a history of exposure to authoritative parenting, which instills in the child a sense of confidence and self-directedness (Lee & Robins, 1995), and consistent messages from parents and other authority figures that it is acceptable to ask for support when needed (Clark & Ladd, 2000; Lang-Takac & Osterweil, 1992).

Tables- 3.2.10: a, b, c, d, e, f, g, h: Results of regression analyses predicting Healthy Dependence from the sub-factors of Paternal and Maternal Acceptance-Rejection for women.
a) Descriptive Statistics

Descriptive Statistics			
	Mean	Std. Deviation	N
HD	35.0967	5.60106	300
Logarithm of WAF [LG10(WAF)]	1.1099	.12600	300
Logarithm of HAF [LG10(HAF)]	.9328	.13943	300
Logarithm of INF [LG10(INF)]	.9848	.12565	300
Logarithm of URF [LG10(URF)]	.7543	.13693	300
Inverse of WAM [-1/(WAM)]	-.0877	.02585	300
Inverse of HAM [-1/(HAM)]	-.1238	.03524	300
Logarithm of INM [LG10(INM)]	.9596	.13098	300
Inverse of URM [-1/(URM)]	-.1939	.05565	300

b) Variable Entered/Removed

Variables Entered/Removed ^b

Model	Variables Entered	Variables Removed	Method
1	Inverse of URM [-1/(URM)], Logarithm of WAF [LG10(WAF)], Logarithm of HAF [LG10(HAF)], Inverse of WAM [-1/(WAM)], Logarithm of INF [LG10(INF)], Logarithm of INM [LG10(INM)], Logarithm of URF [LG10(URF)], Inverse of HAM [-1/(HAM)] ^a		Enter

a. All requested variables entered.

b. Dependent Variable: HD

c) Model Summary

Model Summary ^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.273 ^a	.074	.049	5.46262	2.000

a. Predictors: (Constant), Inverse of URM [-1/(URM)], Logarithm of WAF [LG10(WAF)], Logarithm of HAF [LG10(HAF)], Inverse of WAM [-1/(WAM)], Logarithm of INF [LG10(INF)], Logarithm of INM [LG10(INM)], Logarithm of URF [LG10(URF)], Inverse of HAM [-1/(HAM)]

b. Dependent Variable: HD

d) ANOVA

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	696.692	8	87.086	2.918	.004 ^a
	Residual	8683.505	291	29.840		
	Total	9380.197	299			

a. Predictors: (Constant), Inverse of URM [-1/(URM)], Logarithm of WAF [LG10(WAF)], Logarithm of HAF [LG10(HAF)], Inverse of WAM [-1/(WAM)], Logarithm of INF [LG10(INF)], Logarithm of INM [LG10(INM)], Logarithm of URF [LG10(URF)], Inverse of HAM [-1/(HAM)]

b. Dependent Variable: HD

e) Coefficients

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistic	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	35.168	6.838		5.143	.000					
	Logarithm of WAF [LG10(WAF)]	-2.909	3.217	-.065	-.904	.367	-.193	-.053	-.051	.608	1.646
	Logarithm of HAF [LG10(HAF)]	1.857	3.431	.046	.541	.589	-.079	.032	.031	.436	2.293
	Logarithm of INF [LG10(INF)]	-5.188	3.556	-.116	-1.459	.146	-.189	-.085	-.082	.500	2.001
	Logarithm of URF [LG10(URF)]	-.568	3.566	-.014	-.159	.873	-.129	-.009	-.009	.419	2.389
	Inverse of WAM [-1/(WAM)]	-40.129	16.687	-.185	-2.405	.017	-.240	-.140	-.136	.536	1.864
	Inverse of HAM [-1/(HAM)]	-.957	14.855	-.006	-.064	.949	-.121	-.004	-.004	.364	2.745
	Logarithm of INM [LG10(INM)]	2.648	3.698	.062	.716	.474	-.148	.042	.040	.425	2.350
	Inverse of URM [-1/(URM)]	-4.048	8.898	-.040	-.455	.649	-.139	-.027	-.026	.407	2.457

a. Dependent Variable: HD

f) Tests of Normality

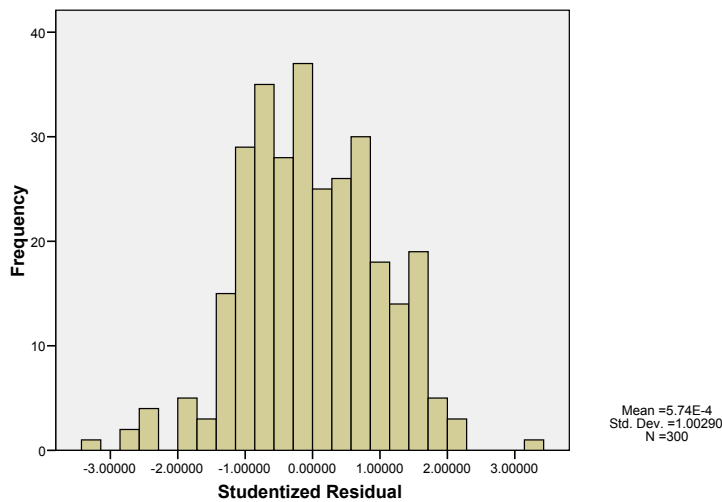
Tests of Normality

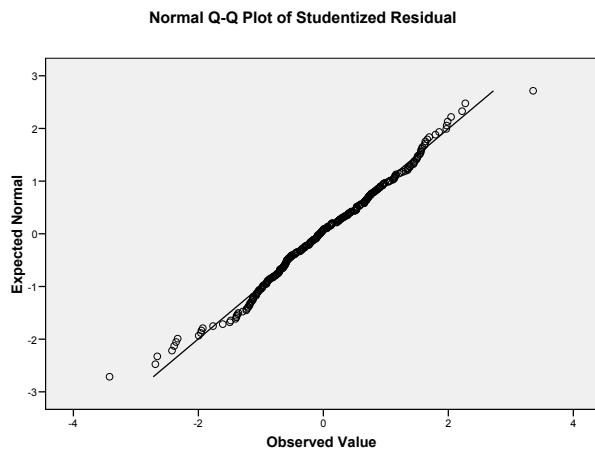
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Studentized Residual	.039	300	.200*	.993	300	.151

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Histogram





g) Homoscedasticity

Homoscedasticity

Test	Statistics		
	Statistic	df	Sig.
Breusch-Pagan	13.6709	8	.0908
Koenker	12.5234	8	.1293

h) Lack of Fit Tests

Lack of Fit Tests

Dependent Variable: HD					
Source	Sum of Squares	df	Mean Square	F	Sig.
Lack of Fit	8675.005	283	30.654	28.851	.000
Pure Error	8.500	8	1.063		

11. Prediction of Achievement Motivation from Destructive Overdependence, Dysfunctional Detachment and Healthy Dependence for women:

In order to check the relative importance of the sub factors of Dependency (Destructive Overdependence, Dysfunctional Detachment And Healthy Dependency) in the prediction of Achievement Motivation in women multiple regression analysis was run again including the three sub factors of Dependency, the results of which are given below. It may be noted that tests of Lack of Fit and Normality were seen to be violated. Data transformations did not solve the problem, and so DD variable that did not show any significant correlation was removed. The results are given below:

The results, which are given below in Table - 3.2.11: a, b, c, d, e, f, g, h, indicates that the sample size ($n=300$) requirement is satisfied (Tabachnick & Fidell, 2001). The Durbin-Watson statistics (2.009) fell within the acceptable range of 1.5 to 2.5, indicating that the assumption of error variance was satisfied. The two variable model (HD and DO) explained 19% with effect size ($R=.438$). The overall relationship between the predictor variables (HD and DO) and the criterion variable (Achievement Motivation) was statistically significant (Table - 3.2.11: d). The Tolerance values and VIF for the predictor variables were all found to be larger than the lenient cut off value fixed at 0.10 Tolerance and less than 10 VIF (Brace, Kemp, & Snelgar, 2009; Giles, 2002), indicating that multicollinearity is not a problem in this regression analysis. The Shapiro Test of Studentized (Shapiro-Wilk($300=0.994$, $P=.337$)) indicated that the assumption of normality of errors was satisfied. The Breusch –Pagan Test (Breusch-Pagan($2=3.083$, $P=.214$)) indicated that the assumption homogeneity of error variance was satisfied ($P>.010$) for diagnostic test of assumption. The Lack of Fit Test below ($F(201, 96)=1.373$, $P=.040$) indicated that the assumption of linearity was satisfied.

The individual relationships between the predictor variables and the criterion variables indicated that both DO (Beta= $-.308$, $t(297)=-5.875$, $P<.01$) and HD(Beta= $.340$, $t(297)=6.499$, $P<.01$) were significant predictors for women's Achievement Motivation (Table - 3.1.11: e). The negative sign of the B coefficient indicates that the higher the score on DO the lower the Achievement Motivation in women and the positive sign of the B coefficient indicates that the higher the score on HD the higher the Achievement Motivation in women

Tables - 3.2.11: a, b, c, d, e, g, h : Results of regression analyses predicting Achievement Motivation from Destructive Overdependence, Dysfunctional Detachment and Healthy Dependence for women.

a) Descriptive Statistics

Descriptive Statistics

	Mean	Std. Deviation	N
AchM	126.3867	20.23682	300
DO	33.6867	5.55018	300
HD	35.0967	5.60106	300

b) Variables Entered/Removed

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	HD, DO ^a	.	Enter

a. All requested variables entered.

b. Dependent Variable: AchM

c) Model Summary

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.438 ^a	.192	.186	18.25594	2.009

a. Predictors: (Constant), HD, DO

b. Dependent Variable: AchM

d) ANOVA

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	23465.145	2	11732.572	35.203	.000 ^a
	Residual	98984.002	297	333.279		
	Total	122449.1	299			

a. Predictors: (Constant), HD, DO

b. Dependent Variable: AchM

e) Coefficients

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics		
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF	
1	(Constant)	121.015	8.882		13.625	.000						
	DO	-1.122	.191	-.308	-5.875	.000	-.277	-.323	-.306	.992	1.008	
	HD	1.230	.189	.340	6.499	.000	.313	.353	.339	.992	1.008	

a. Dependent Variable: AchM

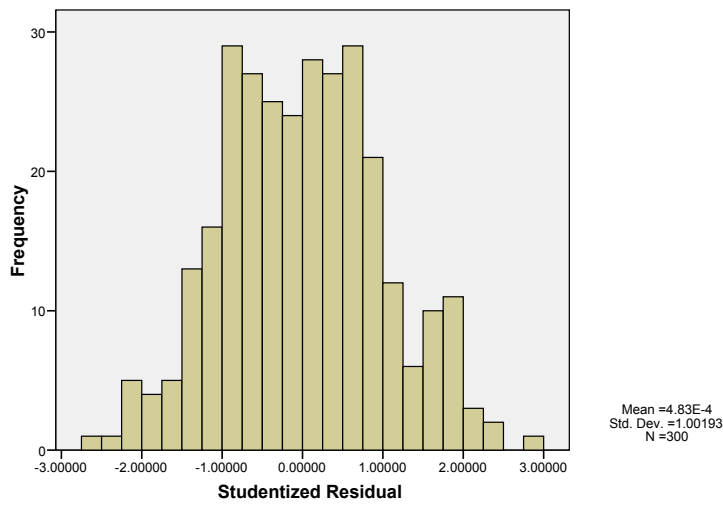
f) Tests of Normality

Tests of Normality

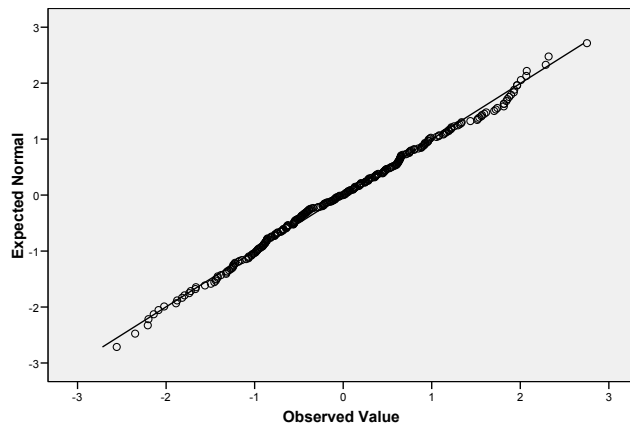
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Studentized Residual	.049	300	.080	.994	300	.337

a. Lilliefors Significance Correction

Histogram



Normal Q-Q Plot of Studentized Residual



g) Homoscedasticity

Homoscedasticity

Test	Statistics		
	Statistic	df	Sig.
Breusch-Pagan	3.0838	2	.2140
Koenker	3.7714	2	.1517

h) Lack of Fit Tests

Lack of Fit Tests

Dependent Variable: AchM

Source	Sum of Squares	df	Mean Square	F	Sig.
Lack of Fit	73443.702	201	365.392	1.373	.040
Pure Error	25540.300	96	266.045		

12. Prediction of Psychological Well-being from Destructive Overdependence, Dysfunctional Detachment and Healthy Dependence for women:

As results indicated that the regression assumptions were violated, data were transformed where required, DD having no significant relationship with the criterion variable was removed from the analysis, and the following interpretation is made with caution.

The results, which are given below in Table - 3.2.12: a, b, c, d, e, f, g, h, indicates that the sample size (n=300) requirement is satisfied (Tabachnick & Fidell, 2001). The Durbin-Watson statistics (1.919) fell within the acceptable range of 1.5 to 2.5, indicating that the assumption of error variance was satisfied. The two variable model (HD and DO) explained 10% with effect size(R=.318). The overall relationship between the predictor variables (HD and DO) and the criterion variable (Psychological Well-being) was statistically significant (Table - 3.2.12: d). The Tolerance values and VIF for the predictor variables were all found to be larger than the lenient cut off value fixed at 0.10 Tolerance and less than 10 VIF (Brace, Kemp, & Snelgar, 2009; Giles, 2002), indicating that multicollinearity is not a problem in this regression analysis. The Shapiro Test of Studentized (Shapiro-Wilk(300)=0.994, P=.276) indicated that the assumption of normality of errors was satisfied. The Breusch –Pagan Test (Breusch-Pagan(2)=6.687, P=.035) indicated that the assumption homogeneity of error variance was satisfied (P>.010) for diagnostic test of assumption. The Lack of Fit Test below (F(201, 96)=1.738, P=.001) indicated that the assumption of linearity was violated.

The individual relationships between the predictor variables and the criterion variables indicated that both DO (Beta= .300, t(297)=-5.432, P<.01) and HD(Beta= -.136, t(297)=-

2.465, $P < .05$) were significant predictors for women's Psychological Well-being (Table - 3.2.12: e). The positive sign of the B coefficient indicates that the higher the score on DO the higher the Psychological Well-being in women and the negative sign of the B coefficient indicates that the higher the score on HD the lower the score on Psychological Well-being in women. It may be noted that low score on PWB indicates good psychological well-being.

Tables - 3.2.12: a, b, c, d, e, f, g, h : Results of regression analyses predicting Psychological Well-being from Destructive Overdependence, Dysfunctional Detachment and Healthy Dependence for women.

a) Descriptive Statistics

Descriptive Statistics

	Mean	Std. Deviation	N
Square Root of PWB [SQRT(PWB+1)]	3.5767	.74345	300
DO	33.6867	5.55018	300
HD	35.0967	5.60106	300

b) Variables Entered/Removed

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	HD, DO ^a	.	Enter

a. All requested variables entered.

b. Dependent Variable: Square Root of PWB [SQRT(PWB+1)]

c) Model Summary

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.318 ^a	.101	.095	.70720	1.919

a. Predictors: (Constant), HD, DO

b. Dependent Variable: Square Root of PWB [SQRT(PWB+1)]

d) ANOVA

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16.721	2	8.360	16.716	.000 ^a
	Residual	148.541	297	.500		
	Total	165.262	299			

a. Predictors: (Constant), HD, DO

b. Dependent Variable: Square Root of PWB [SQRT(PWB+1)]

e) Coefficients

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	2.857	.344		8.303	.000					
	DO	.040	.007	.300	5.432	.000	.288	.301	.299	.992	1.008
	HD	-.018	.007	-.136	-2.465	.014	-.109	-.142	-.136	.992	1.008

a. Dependent Variable: Square Root of PWB [SQRT(PWB+1)]

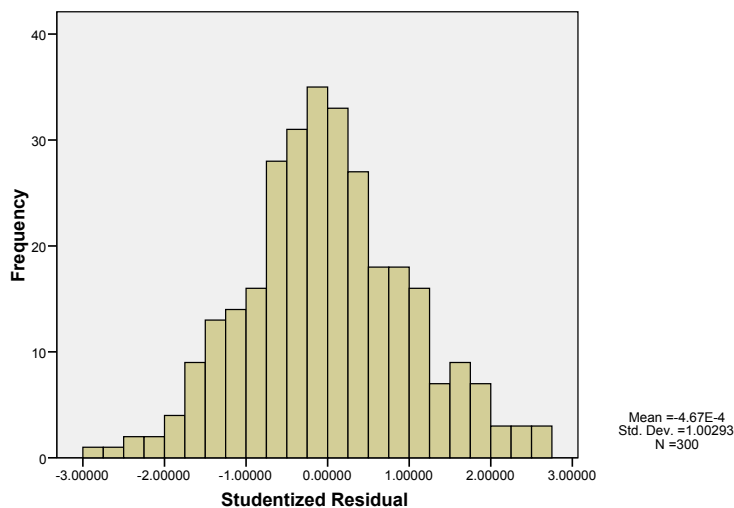
f) Tests of Normality

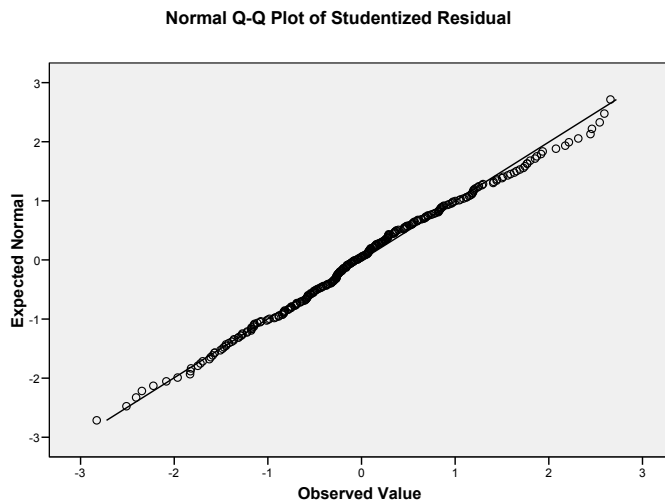
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Studentized Residual	.056	300	.024	.994	300	.276

a. Lilliefors Significance Correction

Histogram





g) Homoscedasticity

Homoscedasticity

Test	Statistics		
	Statistic	df	Sig.
Breusch-Pagan	6.6877	2	.0353
Koenker	6.5435	2	.0379

h) Lack of Fit Tests

Lack of Fit Tests

Dependent Variable: Square Root of PWB [SQRT(PWB+1)]

Source	Sum of Squares	df	Mean Square	F	Sig.
Lack of Fit	116.527	201	.580	1.738	.001
Pure Error	32.014	96	.333		

The overall results of multiple regression analyses to highlight the contribution of Parental Acceptance-Rejection in Achievement Motivation, Dependency and Psychological Well-being, as well as the contribution of Dependency on Achievement Motivation and Psychological Well-being revealed that, as hypothesized, a substantial proportion of variance in achievement motivation, dependency, and psychological well-being were explained by parental acceptance-rejection. Specifically, it was found that for **men (i)** paternal and maternal acceptance-rejection explained approximately 8 % of the variance in Achievement Motivation in men, with Maternal Rejection more salient than Paternal Rejection. Of the sub-factors of parental acceptance-rejection, WAF and INM were found to

be the significant predictors. The inverse relationships revealed that the higher the Parental acceptance-Rejection the lower the Achievement Motivation; **(ii)** Paternal and Maternal Acceptance-Rejection explained approximately 5 % of the variance in Psychological Well-being in men, with TTRM as the more salient predictor. Of the sub-factors of parental acceptance-rejection, URF was found to be the significant predictor. The positive relationship revealed that the higher the scores on Parental acceptance-Rejection, the higher the scores on Psychological Well-being i.e. the higher the Maternal Rejection the poorer the Psychological Well-being in men as high score on Psychological Well-being (PWB) indicates poor Psychological Well-being; **(iii)** Paternal and Maternal Acceptance-Rejection explained approximately 2 % and 4% of the variance in DD and HD respectively, with TTRF as the more salient predictor. Of the sub-factors of parental acceptance-rejection, WAF was found to be the significant predictor. The higher the score on WAF the higher the Dysfunctional Detachment in men, and the higher the score on WAF the lower the Healthy Dependency in men. It may be noted that WAF is keyed in the direction of rejection with high score indicating lesser warmth/affection or high rejection. **(iv)** The three dependency variables (DO, DD and HD) explained 11% of the variance in Achievement Motivation. DO and HD were found to be the significant predictors for men's Achievement Motivation. The higher the score on DO the lower the Achievement Motivation and the higher the score on HD the higher the Achievement Motivation in men; and, **(v)** The three dependency variables (DO, DD and HD) explained 11% of the variance in PWB. The positive sign of the *B* coefficient in DO and DD indicates that the higher the score on DO and DD the higher the Psychological Well-being in men. The negative sign of the *B* coefficient indicates that the higher the score on HD the lower the Psychological Well-being. It may be noted that low score on PWB indicates good psychological well-being.

For **women (i)** paternal and maternal acceptance-rejection explained approximately 9% of the variance in Achievement Motivation in women, with TTRF more salient than maternal Rejection. Of the sub-factors of parental acceptance-rejection, WAF and URF were found to be the significant predictors. The inverse relationships revealed that the higher the Parental acceptance-Rejection the lower the Achievement Motivation; **(ii)** Paternal and Maternal Acceptance-Rejection explained approximately 5 % of the variance in Psychological Well-being in women, with TTRM as the more salient predictor. Of the sub-factors of parental acceptance-rejection, WAF and INF were found to be the significant predictors. The positive relationship revealed that the higher the scores on WAF, the higher the scores on Psychological Well-being ie the higher the paternal Rejection the poorer the Psychological Well-being in women as high score on WAF and PWB indicate high rejection and poor Psychological Well-being respectively, and higher the score on INF the lower the Psychological Well-being in women; **(iii)** Paternal and Maternal Acceptance-Rejection explained approximately 5% of the variance in HD. The negative trend of the relationship indicates that the higher the parental acceptance-rejection, the lower the Healthy Dependency. The sub-factors of parental acceptance-rejection explained 3%, 4%, and 7% in DO, DD, and HD respectively. HAF was found to be a significant predictor of DO and DD, with positive *B* indicating that higher the paternal hostility/aggression, the higher the DO and DD. WAM was found to be a significant predictor of HD, with negative *B* indicating that the higher the maternal warmth/affection, the lower the HD in women. **(iv)** The two dependency variables (DO and HD) explained 19% of the variance in Achievement Motivation. DO and HD were found to be the significant predictors for women's Achievement Motivation. The higher the score on DO the lower the Achievement Motivation and the higher the score on HD the higher the Achievement Motivation in women; and, **(v)** The two dependency variables (DO and HD) explained 10% of the variance in PWB. The positive sign of the *B*

coefficient in DO indicates that the higher the score on DO, the higher the Psychological Well-being in women. The negative sign of the *B* coefficient indicates that the higher the score on HD the lower the score on Psychological Well-being. It may be noted that low score on PWB indicates good psychological well-being.

These observations provided corroborative evidences supporting the view that parental acceptance-rejection plays a significant role in the development of offsprings, even into adulthood in terms of achievement motivation, dependency and psychological well-being (Bornstein, 2006; Bornstein, *et al.*, 2002; Collins, Maccoby, Steinberg, Hetherington, & Bornstein, 2000; McClelland & Pilon, 1983; Park, 2004; Parke & Buriel, 2006; Rohner, 1986; Rohner, Khaleque, & Cournoyer, in press; Winterbottom, 1958). This finding also set forth the stage for mediation analyses to highlight the mediation of the relationship between Parental Acceptance-Rejection and Achievement Motivation, and between Parental Acceptance-Rejection and Psychological Well-being by Dependency, the analyses of which are given in the ensuing sections.

MEDIATING ROLE OF DEPENDENCY IN THE RELATIONSHIPS BETWEEN PARENTAL ACCEPTANCE-REJECTION AND ACHIEVEMENT MOTIVATION, AND BETWEEN PARENTAL ACCEPTANCE-REJECTION AND PSYCHOLOGICAL WELL-BEING

One of the main concerns of the present study is to understand the mechanisms by which parental acceptance-rejection affect achievement motivation and psychological well-being. It was hypothesized that an important mediating factor that explains the relationship between parental acceptance-rejection and achievement motivation would be dependency behaviour as a consequence of parental acceptance-rejection that in turn would affect the motivation to achieve and psychological well-being.

MEDIATION ANALYSIS: Mediation is a hypothesized causal chain in which one variable affects a second variable that, in turn, affects a third variable. The intervening variable, *M*, is the mediator. It “mediates” the relationship between a predictor, *X*, and an outcome.

Graphically, mediation can be depicted in the following way:

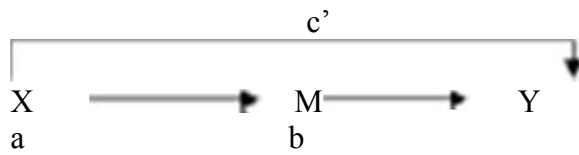


Figure: 4 - Graphical representation of mediation.

Paths a , b and c' are the direct effects. The mediational effect, in which X leads to Y through M , is the indirect effect. The indirect effect represents the portion of the relationship between X and Y that is mediated by M .

The mediational analysis envisaged in this study shall follow the steps as prescribed by **Barron and Kenny (1986)** given below to establish that a mediated relationship exists between Parental Rejection (X) and Achievement Motivation (Y), mediated by Dependency (M).

1. Show that X is a significant predictor of Y , using regression;
2. Show that X is a significant predictor of M , using regression;
3. Show that **M is a significant predictor of Y , when we control for X** . This is done by conducting a multiple linear regression analysis using X and M as predictors and Y as the outcome (criterion) variable;
4. If M is a complete mediator of the relationship between X and Y , the effect of X , when controlling for M , should be zero. If M is only a **partial mediator** the effect will only be reduced, not eliminated. The amount of mediation is calculated as the difference between slopes (unstandardized regression coefficients) found in steps 1 and 3.

The Sobel Product of Coefficients test will then be used to check the significance of the mediation by Medgraph-I (Jose, P.E., 2003), a programme to graphically depict mediation among three variables.

To test the hypothesis that dependency would play a mediating role in the relationships between parental acceptance-rejection and achievement motivation, and

between parental acceptance-rejection and psychological well-being, the assumptions of General Linear Models were first checked as in the previous analyses using multiple regression, and data transformations were performed wherever required. Further, an important assumption of mediation analysis is the reliability of the measures of the main variables. Due to the less than perfect inadequate reliability level ($<.70$; Nunnally,1978) of the two measures of Dependency (Destructive Overdependence and Dysfunctional Detachment), only the measure of Healthy Dependency was taken as the potential mediating variable. All other measures conform to the reliability requirement of mediation analyses.

As envisaged in the steps prescribed by Barron & Kenny (1986) described above, the coefficients of correlation between the independent variables (Parental acceptance-rejection with four subscales of WA, HA, IN, UR from fathers and mothers), the mediator variable (Healthy Dependency) and the outcome variables (Achievement Motivation and Psychological Well-being) were first ascertained, and the regression analyses showing predictions of the outcome variables by the independent variables and the mediator variable were first checked between all possible permutations of the variables. This exercise indicated that for men, HD was a potential mediator in the relationships between the parenting independent variables (TTRF, WAF, INF, TTRM, WAM, HAM, INM, URM) and Achievement Motivation (AchM). Healthy Dependency did not mediate the relationships between the parenting variables and Psychological Well-being. The results are given below:-

Mediation Analyses for men:

1. Mediation of the relationship between Paternal Acceptance-Rejection and Achievement Motivation by Healthy Dependency.

The corresponding **mediation model** can be depicted:

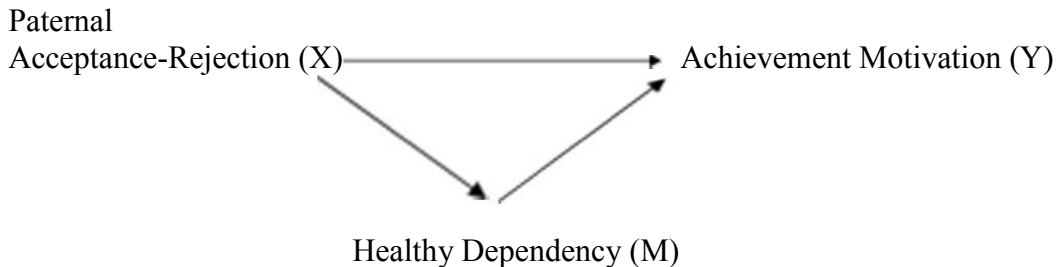


Figure: 5 – Hypothesized model depicting mediation of the relationship between Paternal Acceptance-Rejection and Achievement Motivation by Healthy Dependency.

The following tables - 4.1.1 (a to d) of regression analyses satisfied the conditions for the mediation analysis. Table a) indicated that the correlations between the variables (TTRF, HD and AchM) are all moderately correlated at .01 level of significance. Table b) indicated that 9% of the variance in AchM was explained by TTRF and HD. Table c) indicated that TTRF significantly predicts HD. Table d) indicated that TTRF and HD significantly predicts AchM.

a) Correlations

Correlations

		ACHM	Logarithm of TTRF [LG10(TTRF)]	Square of HD [(HD*HD)]
Pearson Correlation	AchM	1.000	-.235	.246
	Logarithm of TTRF [LG10(TTRF)]	-.235	1.000	-.201
	Square of HD [(HD*HD)]	.246	-.201	1.000
Sig. (1-tailed)	AchM	.	.000	.000
	Logarithm of TTRF [LG10(TTRF)]	.000	.	.000
	Square of HD [(HD*HD)]	.000	.000	.
N	ACHM	300	300	300
	Logarithm of TTRF [LG10(TTRF)]	300	300	300
	Square of HD [(HD*HD)]	300	300	300

b) Model Summary

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.310 ^a	.096	.090	18.17264	2.091

a. Predictors: (Constant), Square of HD [(HD*HD)], Logarithm of TTRF [LG10(TTRF)]

b. Dependent Variable: AchM

c) Coefficients

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	73.829	17.365		10.010	.000					
Logarithm of TTRF [LG10(TTRF)]	-34.843	10.168	-.193	-3.427	.001	-.235	-.195	-.189	.960	1.042
Square of HD [(HD*HD)]	.010	.003	.207	3.679	.000	.246	.209	.203	.960	1.042

a. Dependent Variable: AchM

d) Coefficients

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	2433.20	341.837		7.118	.000					
Logarithm of TTRF [LG10(TTRF)]	-750.803	212.096	-.201	-3.540	.000	-.201	-.201	-.201	1.000	1.000

a. Dependent Variable: Square of HD [(HD*HD)]

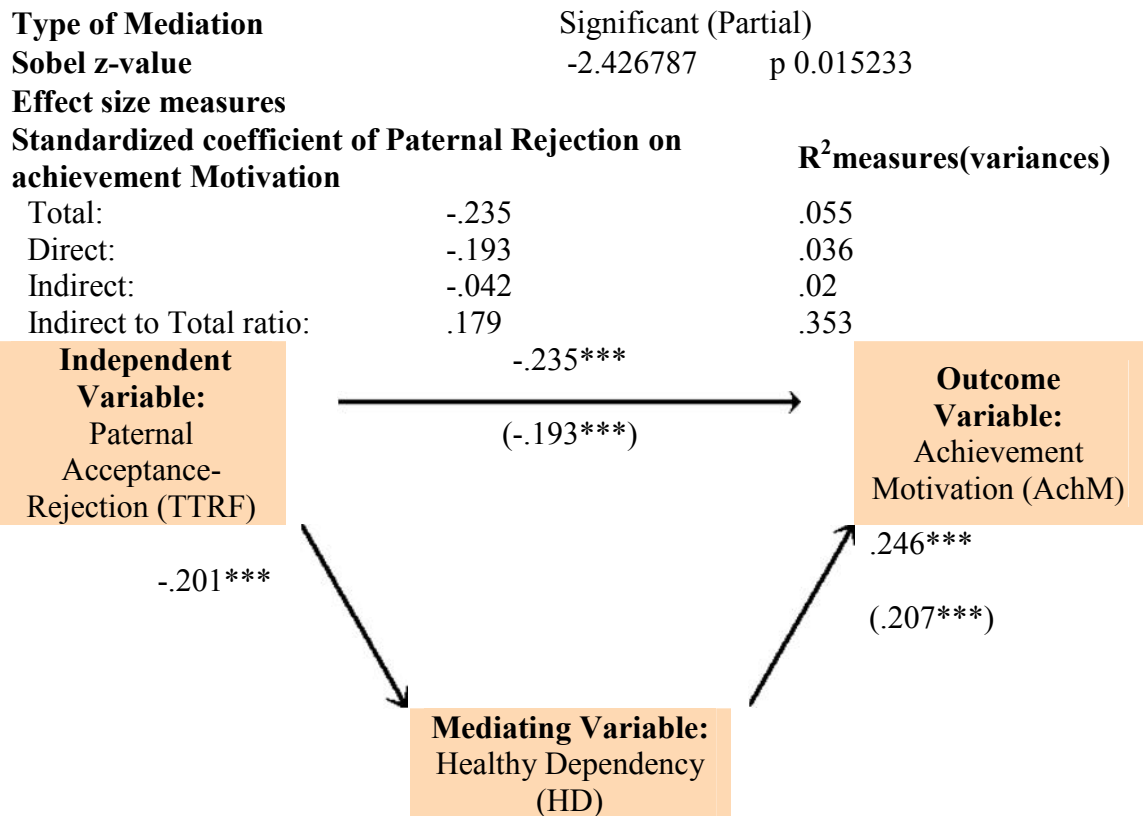


Figure: 6 - Model depicting mediation of the relationship between Paternal Acceptance-Rejection and Achievement Motivation by Healthy Dependency.

The relationship between Paternal Acceptance-Rejection and Achievement Motivation in men was mediated by Healthy Dependency. As figure.6 illustrates, the standardized regression coefficient between Paternal Rejection and Achievement Motivation decreased substantially when controlling for Healthy Dependency(HD). Partial mediation is indicated by the significant Sobel's Z value of -2.427, $p=.015$ and the significant B weight for the basic relationship between Paternal Rejection (TTRF) and Achievement Motivation (AchM) ($-.235^{**}$). In other words, poor psychological health accounts for the low achievement motivation in men as a consequence of paternal acceptance- rejection or failure to develop healthy dependency due to paternal acceptance-rejection partially explains the low achievement motivation in men.

2. Mediation of the relationship between Paternal Warmth-Affection and Achievement

Motivation by Healthy Dependency.

The corresponding **mediation model** can be depicted:

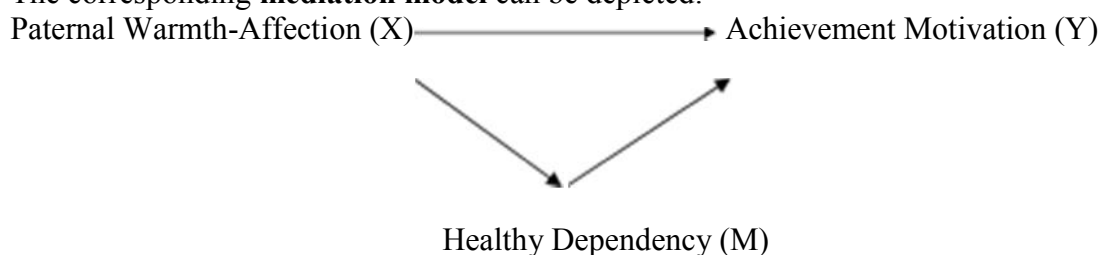


Figure: 7 - Hypothesized model depicting mediation of the relationship between Paternal Warmth-Affection and Achievement Motivation by Healthy Dependency.

The following tables-4.1.2 (a to d) of regression analyses satisfied the conditions for the mediation analysis. Table a) indicated that the correlations between the variables (WAF, HD and AchM) were all moderately correlated at .01 level of significance. Table b) indicated that 9% of the variance in AchM was explained by WAF and HD. Table c) indicated that WAF significantly predicts HD. Table d) indicated that WAF and HD significantly predicts AchM.

a) Correlations:

Correlations

		AchM	Logarithm of WAF [LG10(WAF)]	Square of HD [(HD*HD)]
Pearson Correlation	AchM	1.000	-.229	.246
	Logarithm of WAF [LG10(WAF)]	-.229	1.000	-.215
	Square of HD [(HD*HD)]	.246	-.215	1.000
Sig. (1-tailed)	AchM	.	.000	.000
	Logarithm of WAF [LG10(WAF)]	.000	.	.000
	Square of HD [(HD*HD)]	.000	.000	.
N	AchM	300	300	300
	Logarithm of WAF [LG10(WAF)]	300	300	300
	Square of HD [(HD*HD)]	300	300	300

b) Model Summary:

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.305 ^a	.093	.087	18.20587	2.136

a. Predictors: (Constant), Square of HD [(HD*HD)], Logarithm of WAF [LG10(WAF)]

b. Dependent Variable: AchM

c) Coefficients:

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics		
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF	
1	(Constant)	1959.584	194.846		10.057	.000						
	Logarithm of WAF [LG10(WAF)]	-646.150	170.432	-.215	-3.791	.000	-.215	-.215	-.215	1.000	1.000	

a. Dependent Variable: Square of HD [(HD*HD)]

d) Coefficients:

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics		
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF	
1	(Constant)	148.310	10.641		13.938	.000						
	Logarithm of WAF [LG10(WAF)]	-26.829	8.234	-.184	-3.258	.001	-.229	-.186	-.180	.954	1.048	
	Square of HD [(HD*HD)]	.010	.003	.206	3.648	.000	.246	.207	.202	.954	1.048	

a. Dependent Variable: AchM

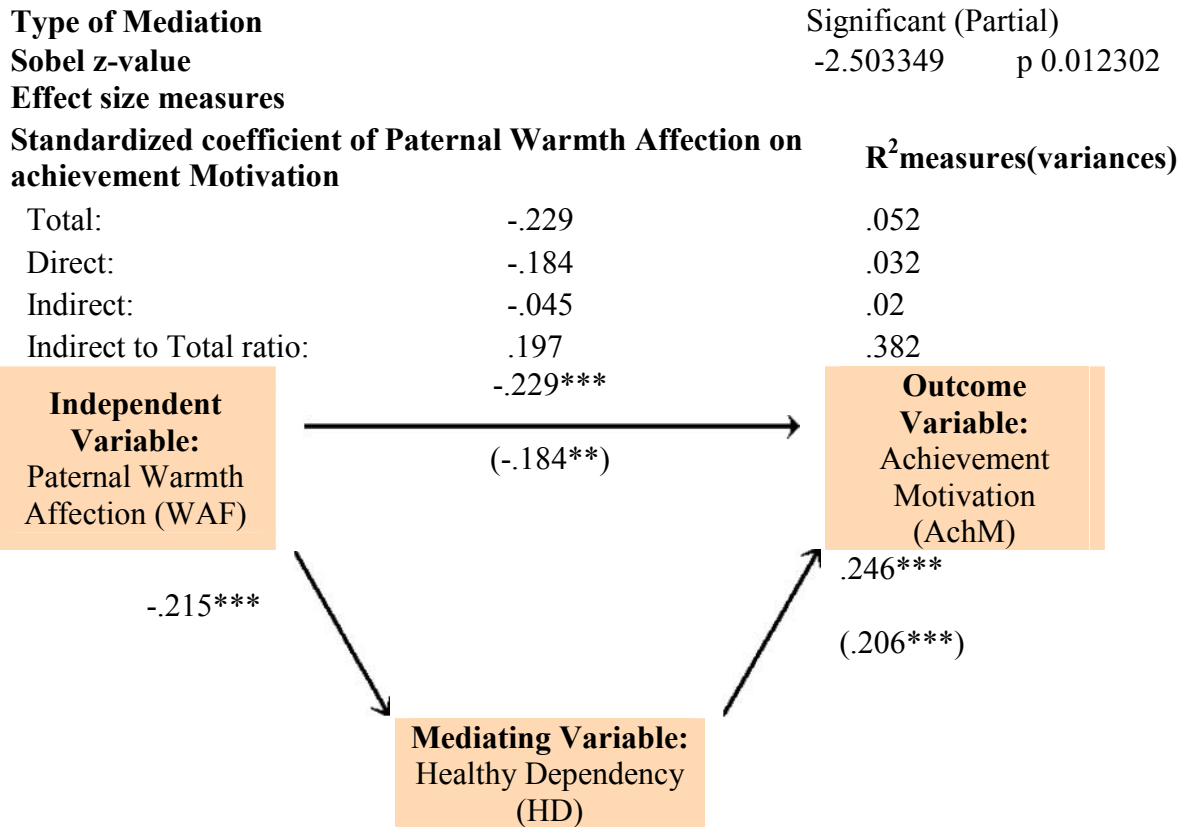


Figure: 8 - Model depicting mediation of the relationship between Paternal Warmth/Affection and Achievement Motivation by Healthy Dependency.

The relationship between Paternal Warmth-Affection and Achievement Motivation in men was mediated by Healthy Dependency. As Figure: 8 illustrates, the standardized regression coefficient between Paternal Warmth-Affection and Achievement Motivation decreased substantially when controlling for Healthy Dependency(HD). Partial mediation is indicated by the significant Sobel's Z value of -2.503, $p=0.012$ and the significant B weight for the basic relationship between Paternal Warmth-Affection (WAF) and Achievement Motivation (AchM) (-0.229^{**}). Poor Healthy Dependency due to poor Paternal Warmth-Affection partially explains the low Achievement Motivation in men.

3. Mediation of the relationship between Paternal Indifference- Neglect and Achievement Motivation by Healthy Dependency.

The corresponding **mediation model** can be depicted:

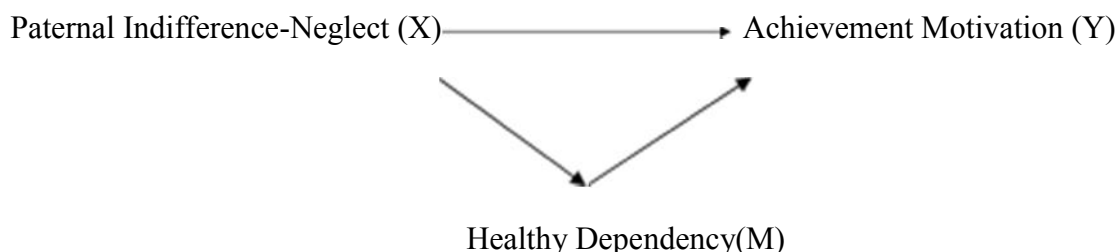


Figure: 9 - Hypothesized model depicting mediation of the relationship between Paternal Indifference- Neglect and Achievement Motivation by Healthy Dependency.

The following tables-4.1.3 (a to d) of regression analyses satisfied the conditions for the mediation analysis. Table a) indicated that the correlations between the variables (INF, HD and AchM) were all moderately correlated at .05 level of significance. Table b) indicated that 7% of the variance in AchM was explained by INF and HD. Table c) indicated that INF significantly predicts HD. Table d) indicated that INF and HD significantly predicts AchM.

a) Correlations

Correlations

		AchM	Logarithm of INF [LG10(INF)]	Square of HD [(HD*HD)]
Pearson Correlation	AchM	1.000	-.158	.246
	Logarithm of INF [LG10(INF)]	-.158	1.000	-.154
	Square of HD [(HD*HD)]	.246	-.154	1.000
Sig. (1-tailed)	AchM	.	.003	.000
	Logarithm of INF [LG10(INF)]	.003	.	.004
	Square of HD [(HD*HD)]	.000	.004	.
N	AchM	300	300	300
	Logarithm of INF [LG10(INF)]	300	300	300
	Square of HD [(HD*HD)]	300	300	300

b) Model Summary

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.274 ^a	.075	.069	18.38298	2.116

a. Predictors: (Constant), Square of HD [(HD*HD)], Logarithm of INF [LG10(INF)]

b. Dependent Variable: AchM

c) Coefficients

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	134.560	9.438		14.258	.000					
Logarithm of INF [LG10(INF)]	-17.699	8.148	-.123	-2.172	.031	-.158	-.125	-.121	.976	1.024
Square of HD [(HD*HD)]	.011	.003	.227	4.020	.000	.246	.227	.224	.976	1.024

a. Dependent Variable: AchM

d) Coefficients

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	1692.399	174.753		9.685	.000					
Logarithm of INF [LG10(INF)]	-460.310	170.928	-.154	-2.693	.007	-.154	-.154	-.154	1.000	1.000

a. Dependent Variable: Square of HD [(HD*HD)]

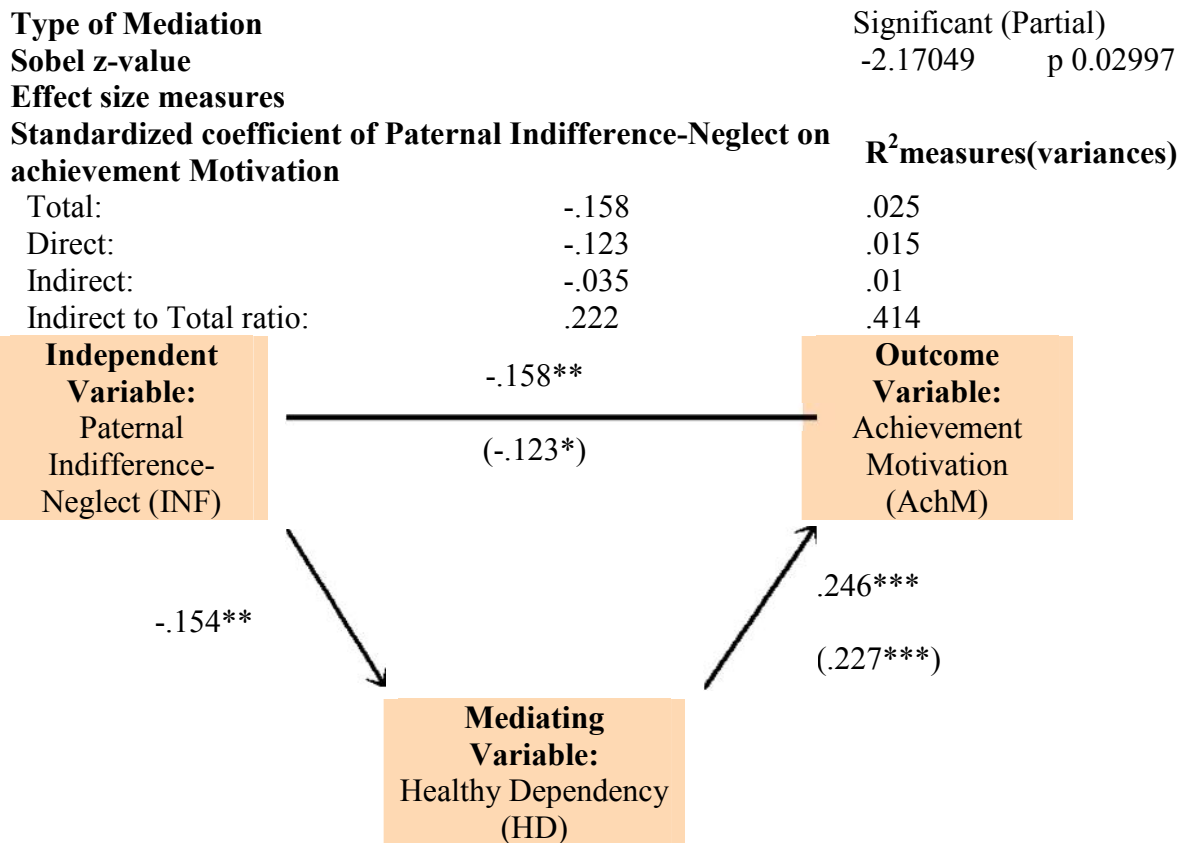


Figure: 10 - Model depicting mediation of the relationship between Paternal Indifference-Neglect and Achievement Motivation by Healthy Dependency.

The relationship between Paternal Indifference-Neglect and Achievement Motivation in men was mediated by Healthy Dependency. As figure: 10 illustrates, the standardized regression coefficient between Paternal Indifference-Neglect and Achievement Motivation decreased substantially when controlling for Healthy Dependency(HD). Partial mediation is indicated by the significant Sobel's Z value of -2.170, $p=0.029$ and the significant B weight for the basic relationship between Paternal Indifference-Neglect(INF) and Achievement Motivation(AchM) (-0.158***). Poor Healthy Dependency due to Paternal Indifference-Neglect partially explains the low Achievement Motivation in men.

4. Mediation of the relationship between Maternal Acceptance-Rejection and Achievement Motivation by Healthy Dependency.

The corresponding **mediation model** can be depicted:
Maternal

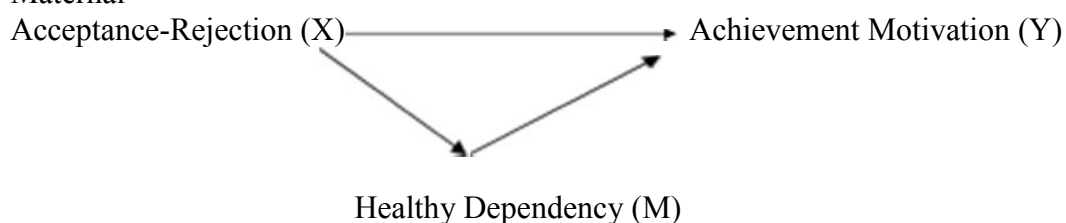


Figure: 11 - Hypothesized model depicting the mediation of the relationship between Maternal Acceptance-Rejection and Achievement Motivation by Healthy Dependency.

The following tables-4.1.4 (a to d) of regression analyses satisfied the conditions for the mediation analysis. Table a) indicated that the correlations between the variables (TTRM, HD and AchM) were all moderately correlated at .05 level of significance. Table b) indicated that 11% of the variance in AchM was explained by TTRM and HD. Table c) indicated that TTRM significantly predicts HD. Table d) indicated that TTRM and HD significantly predicts AchM.

a) Correlations

Correlations

		AchM	Logarithm of TTRM [LG10(TTRM)]	Square of HD [(HD*HD)]
Pearson Correlation	AchM	1.000	-.265	.246
	Logarithm of TTRM [LG10(TTRM)]	-.265	1.000	-.180
	Square of HD [(HD*HD)]	.246	-.180	1.000
Sig. (1-tailed)	AchM	.	.000	.000
	Logarithm of TTRM [LG10(TTRM)]	.000	.	.001
	Square of HD [(HD*HD)]	.000	.001	.
N	AchM	300	300	300
	Logarithm of TTRM [LG10(TTRM)]	300	300	300
	Square of HD [(HD*HD)]	300	300	300

b) Model Summary

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.333 ^a	.111	.105	18.02567	2.138

a. Predictors: (Constant), Square of HD [(HD*HD)], Logarithm of TTRM [LG10(TTRM)]

b. Dependent Variable: AchM

c) Coefficients

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	179.065	15.879		11.277	.000					
Logarithm of TTRM [LG10(TTRM)]	-38.845	9.478	-.228	-4.099	.000	-.265	-.231	-.224	.967	1.034
Square of HD [(HD*HD)]	.010	.003	.205	3.682	.000	.246	.209	.201	.967	1.034

a. Dependent Variable: AchM

d) Coefficients

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	2226.915	317.018		7.025	.000					
Logarithm of TTRM [LG10(TTRM)]	-636.181	200.935	-.180	-3.166	.002	-.180	-.180	-.180	1.000	1.000

a. Dependent Variable: Square of HD [(HD*HD)]

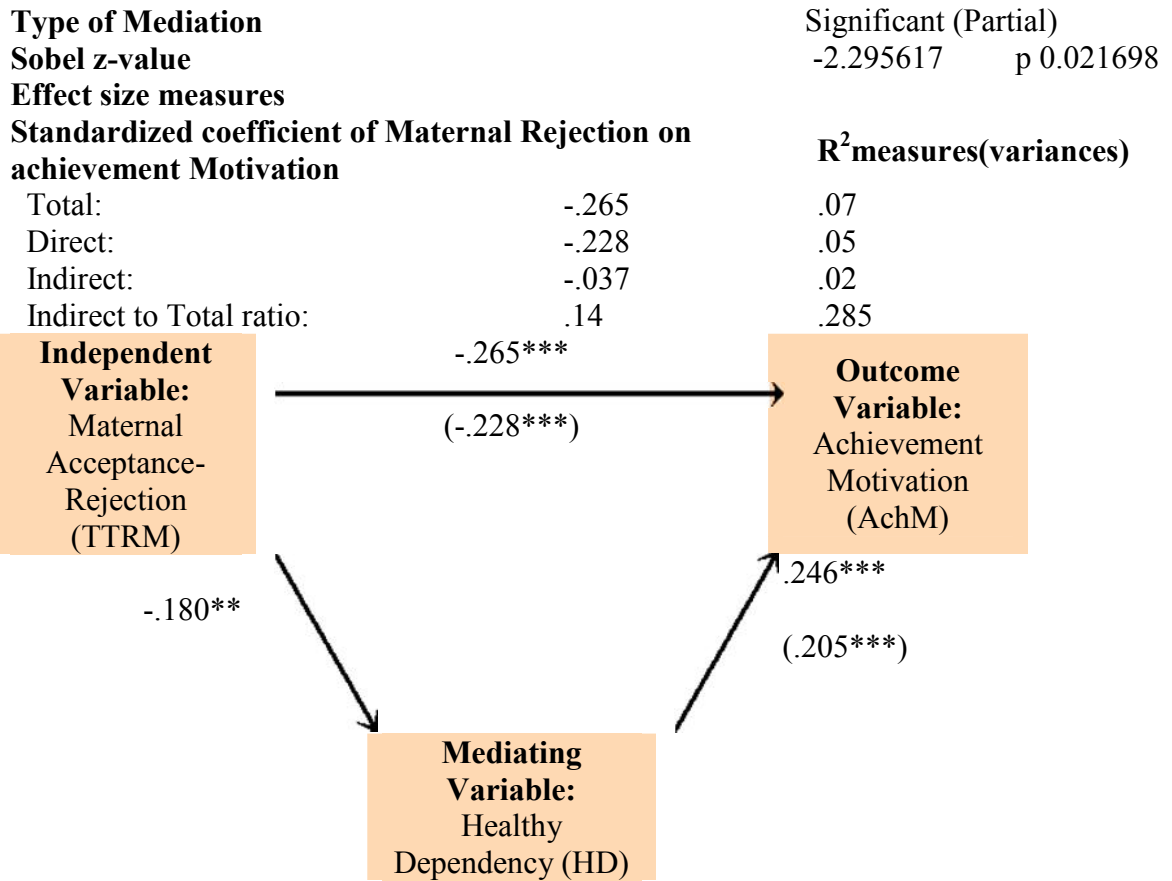


Figure: 12 - Model depicting mediation of the relationship between Maternal Acceptance-Rejection and Achievement Motivation by Healthy Dependency.

The relationship between Maternal Acceptance-Rejection and Achievement Motivation in men was mediated by Healthy Dependency. As Figure: 12 illustrates, the standardized regression coefficient between Maternal Rejection and Achievement Motivation decreased substantially when controlling for Healthy Dependency(HD). Partial mediation is indicated by the significant Sobel's Z value of -2.296, $p=.022$ and the significant B weight for the basic relationship between Maternal Rejection(TTRM) and Achievement Motivation(AchM) (-0.265^{**}). Poor Healthy Dependency due to Maternal Rejection partially explains the low Achievement Motivation in men.

5. Mediation of the relationship between Maternal Warmth-Affection and Achievement Motivation by Healthy Dependency.

The corresponding **mediation model** can be depicted:

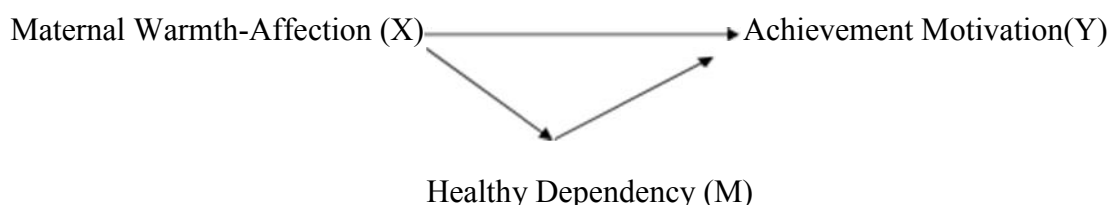


Figure: 13 - Hypothesized model depicting mediation of the relationship between Maternal Warmth-Affection and Achievement Motivation by Healthy Dependency.

The following tables – 4.1.5 (a to d) of regression analyses satisfied the conditions for the mediation analysis. Table a) indicated that the correlations between the variables (WAM, HD and AchM) were all moderately correlated at .05 level of significance. Table b) indicated that 10% of the variance in AchM was explained by WAM and HD. Table c) indicated that WAM significantly predicts HD. Table d) indicated that WAM and HD significantly predicts AchM.

a) Correlations

Correlations

		AchM	Logarithm of WAM [LG10(WAM)]	Square of HD [(HD*HD)]
Pearson Correlation	AchM	1.000	-.250	.246
	Logarithm of WAM [LG10(WAM)]	-.250	1.000	-.187
	Square of HD [(HD*HD)]	.246	-.187	1.000
Sig. (1-tailed)	AchM	.	.000	.000
	Logarithm of WAM [LG10(WAM)]	.000	.	.001
	Square of HD [(HD*HD)]	.000	.001	.
N	AchM	300	300	300
	Logarithm of WAM [LG10(WAM)]	300	300	300
	Square of HD [(HD*HD)]	300	300	300

b) Model Summary

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.322 ^a	.104	.098	18.09587	2.207

a. Predictors: (Constant), Square of HD [(HD*HD)], Logarithm of WAM [LG10(WAM)]

b. Dependent Variable: AchM

c) Coefficients

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	149.775	9.667		15.493	.000					
Logarithm of WAM [LG10(WAM)]	-29.238	7.713	-.212	-3.791	.000	-.250	-.215	-.208	.965	1.036
Square of HD [(HD*HD)]	.010	.003	.206	3.691	.000	.246	.209	.203	.965	1.036

a. Dependent Variable: AchM

d) Coefficients

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	1808.061	178.906		10.106	.000					
Logarithm of WA [LG10(WAM)]	-533.148	162.503	-.187	-3.281	.001	-.187	-.187	-.187	1.000	1.000

a. Dependent Variable: Square of HD [(HD*HD)]

Type of Mediation
Sobel z-value
Effect size measures

Significant (Partial)
 -2.338246 p 0.019374

Standardized coefficient of Maternal Warmth-Affection on achievement Motivation		R² measures(variances)
Total:	-.25	.063
Direct:	-.212	.043
Indirect:	-.038	.019
Indirect to Total ratio:	.152	.308

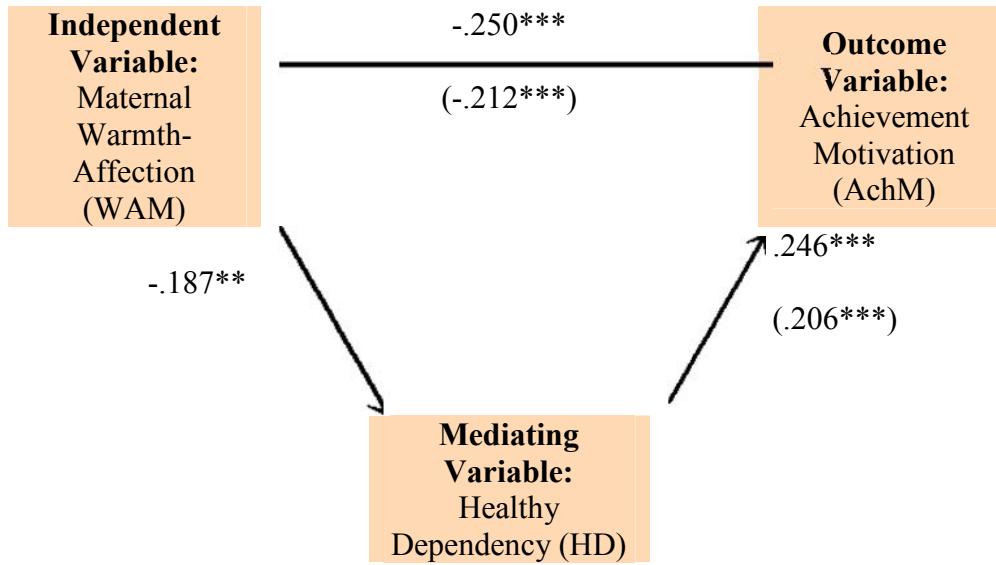


Figure: 14 - Model depicting mediation of the relationship between Maternal Warmth-Affection and Achievement Motivation by Healthy Dependency.

The relationship between Maternal Warmth-Affection and Achievement Motivation in men was mediated by Healthy Dependency. As figure: 14 illustrates, the standardized regression coefficient between Maternal Warmth-Affection and Achievement Motivation decreased substantially when controlling for Healthy Dependency(HD). Partial mediation is indicated by the significant Sobel's Z value of -2.338, $p=.019$ and the significant B weight for the basic relationship between Maternal Warmth-Affection(WAM) and Achievement Motivation(AchM) ($-.250^{**}$). Poor Healthy Dependency due to poor Maternal Warmth-Affection partially explains the low Achievement Motivation in men.

6. Mediation of the relationship between Maternal Indifference-Neglect and Achievement

Motivation by Healthy Dependency.

The corresponding **mediation model** can be depicted:

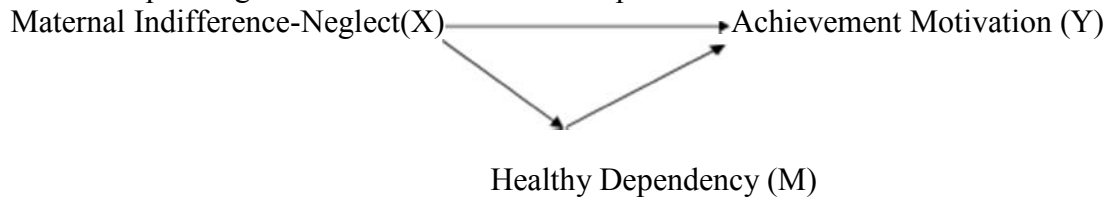


Figure: 15 - Hypothesized model depicting mediation of the relationship between Maternal Indifference-Neglect and Achievement Motivation by Healthy Dependency.

The following tables – 4.1.6 (a to d) of regression analyses satisfied the conditions for the mediation analysis. Table a) indicated that the correlations between the variables (INM, HD and AchM) were all moderately correlated at .05 level of significance. Table b) indicated that 11% of the variance in AchM was explained by INM and HD. Table c) indicated that INM significantly predicts HD. Table d) indicated that INM and HD significantly predicts AchM.

a) Correlations

Correlations

		AchM	Logarithm of INM [LG10(INM)]	Square of HD [(HD*HD)]
Pearson Correlation	AchM	1.000	-.268	.246
	Logarithm of INM [LG10(INM)]	-.268	1.000	-.161
	Square of HD [(HD*HD)]	.246	-.161	1.000
Sig. (1-tailed)	AchM	.	.000	.000
	Logarithm of INM [LG10(INM)]	.000	.	.003
	Square of HD [(HD*HD)]	.000	.003	.
N	AchM	300	300	300
	Logarithm of INM [LG10(INM)]	300	300	300
	Square of HD [(HD*HD)]	300	300	300

b) Model Summary

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.337 ^a	.114	.108	17.99430	2.081

a. Predictors: (Constant), Square of HD [(HD*HD)], Logarithm of INM [LG10(INM)]

b. Dependent Variable: AchM

c) Coefficients

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	151.089	9.074		16.651	.000					
Logarithm of INM [LG10(INM)]	-34.266	8.101	-.234	-4.230	.000	-.268	-.238	-.231	.974	1.027
Square of HD [(HD*HD)]	.010	.003	.208	3.762	.000	.246	.213	.205	.974	1.027

a. Dependent Variable: AchM

d) Coefficients

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	1700.965	170.117		9.999	.000					
Logarithm of INM [LG10(INM)]	-488.183	173.210	-.161	-2.818	.005	-.161	-.161	-.161	1.000	1.000

a. Dependent Variable: Square of HD [(HD*HD)]

Type of Mediation
Sobel z-value
Effect size measures

Significant (Partial)
 -2.152221 p 0.03138

Standardized coefficient of Maternal Indifference-Neglect on achievement Motivation		R²measures(variances)
Total:	-.268	.072
Direct:	-.234	.053
Indirect:	-.034	.018
Indirect to Total ratio:	.127	.257

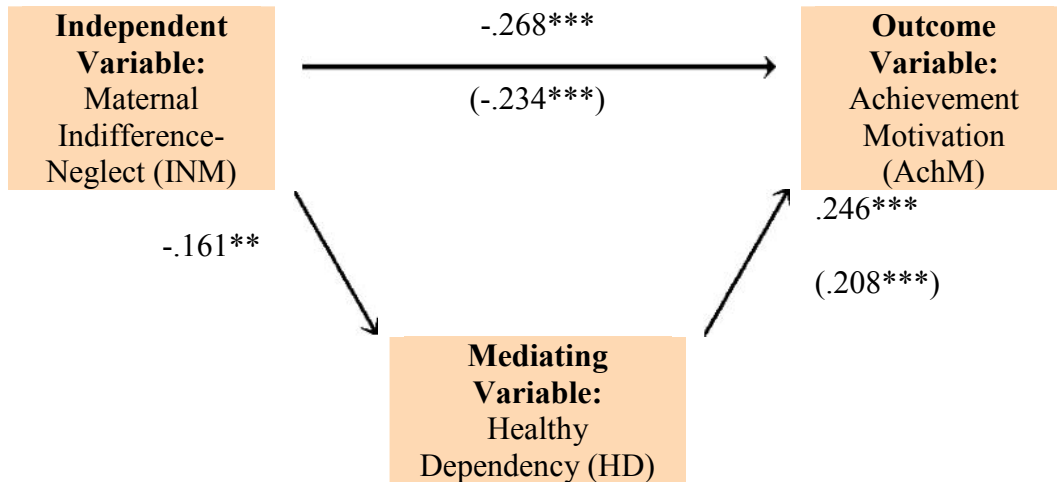


Figure: 16 - Model depicting mediation of the relationship between Maternal Indifference-Neglect and Achievement Motivation by Healthy Dependency.

The relationship between Maternal Indifference-Neglect and Achievement Motivation in men was mediated by Healthy Dependency. As Figure: 16 illustrates, the standardized regression coefficient between Maternal Indifference-Neglect and Achievement Motivation decreased substantially when controlling for Healthy Dependency(HD). Partial mediation is indicated by the significant Sobel's Z value of -2.152, p=.031 and the significant B weight for the basic relationship between Maternal Indifference-Neglect(INM) and Achievement Motivation(AchM) ($-.268^{**}$). Poor Healthy Dependency due to Maternal Indifference-Neglect partially explains the low Achievement Motivation in men.

Mediation Analyses for women

As per the mediation analyses carried out for men in the foregoing, mediation analyses were performed for women on the same variables, and it was found that for women, Healthy Dependency (HD) was partial mediator in the relationships between the parenting

variables (TTRF, WAF, INF, URF, TTRM, WAM, INM) and Achievement Motivation (AchM). As it was for men, the relationship between the parenting variables and Psychological Well-being was not mediated by Healthy Dependency. The results for women are given in the following:-

1. Mediation of the relationship between Paternal Acceptance-Rejection and Achievement Motivation by Healthy Dependency for women

The corresponding **mediation model** can be depicted:

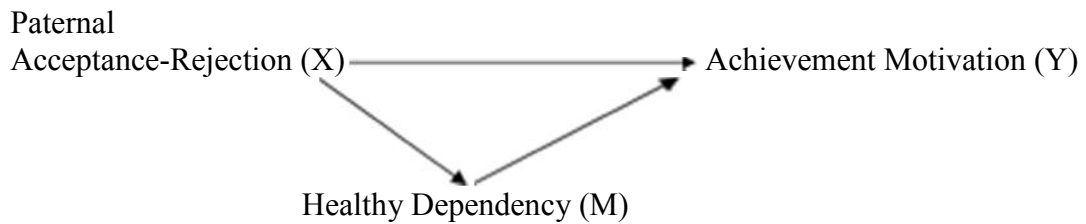


Figure: 17 - Hypothesized model depicting mediation of the relationship between Paternal Acceptance-Rejection and Achievement Motivation by Healthy Dependency in women.

The following tables – 4.2.1 (a to d) of regression analyses satisfied the conditions for the mediation analysis Table a) indicated that the correlations between the variables (TTRF, HD and AchM) were all moderately correlated at .01 level of significance. Table b) indicated that 16% of the variance in AchM was explained by TTRF and HD. Table c) indicated that TTRF significantly predicts HD. Table d) indicated that TTRF and HD significantly predicts AchM.

a) Correlations

Correlations

		ACHM	Inverse of TTRF [-1/(TTRF)]	HD
Pearson Correlation	AchM	1.000	-.303	.313
	Inverse of TTRF [-1/(TTRF)]	-.303	1.000	-.213
	HD	.313	-.213	1.000
Sig. (1-tailed)	AchM	.	.000	.000
	Inverse of TTRF [-1/(TTRF)]	.000	.	.000
	HD	.000	.000	.
N	AchM	300	300	300
	Inverse of TTRF [-1/(TTRF)]	300	300	300
	HD	300	300	300

b) Model Summary

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.395 ^a	.156	.151	18.65086	1.996

a. Predictors: (Constant), HD, Inverse of TTRF [-1/(TTRF)]

b. Dependent Variable: AchM

c) Coefficients

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	70.995	7.673		9.252	.000					
Inverse of TTRF [-1/(TTRF)]	-818.186	180.163	-.248	-4.541	.000	-.303	-.255	-.242	.955	1.047
HD	.939	.197	.260	4.764	.000	.313	.266	.254	.955	1.047

a. Dependent Variable: AchM

d) Coefficients

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	29.762	1.454		20.467	.000					
Inverse of TTRF [-1/(TTRF)]	-194.506	51.742	-.213	-3.759	.000	-.213	-.213	-.213	1.000	1.000

a. Dependent Variable: HD

Type of Mediation
Sobel z-value
Effect size measures

Significant (Partial)
 -2.951659 p 0.003161

Standardized coefficient of Paternal Rejection on Achievement Motivation

R²measures(variances)

Total:	-.303	.092
Direct:	-.248	.059
Indirect:	-.055	.033
Indirect to Total ratio:	.182	.362

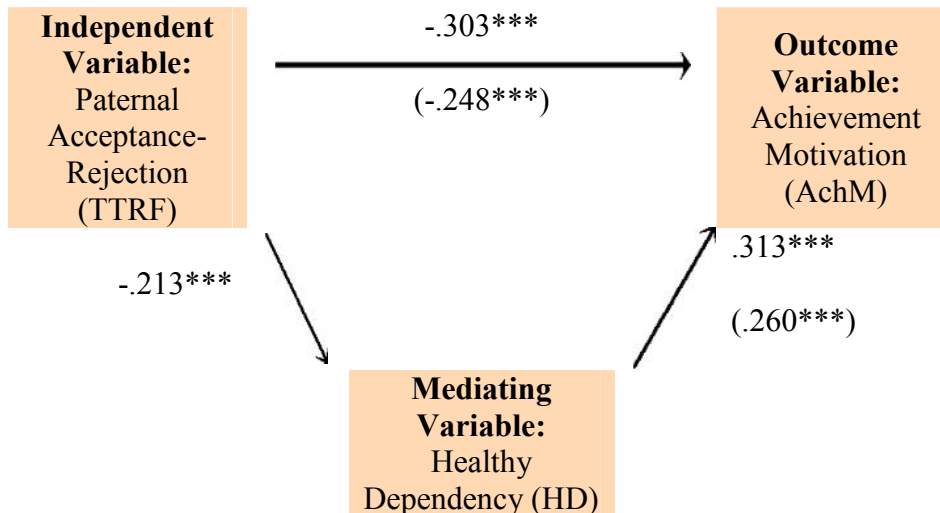


Figure: 18 - Model depicting mediation of the relationship between Paternal Acceptance-Rejection and Achievement Motivation by Healthy Dependency.

The relationship between Paternal Acceptance-Rejection and Achievement Motivation in women was mediated by Healthy Dependency. As Figure: 12 illustrates, the standardized regression coefficient between Paternal Rejection and Achievement Motivation decreased substantially when controlling for Healthy Dependency(HD). Partial mediation is indicated by the significant Sobel's Z value of -2.952, $p=.003$ and the significant B weight for the basic relationship between Paternal Rejection(TTRF) and Achievement Motivation(AchM) ($-.303^{**}$). Poor Healthy Dependency due to Paternal Rejection partially explains the low Achievement Motivation in women.

2. Mediation of the relationship between Paternal Warmth-Rejection and Achievement Motivation by Healthy Dependency.

The corresponding **mediation model** can be depicted:

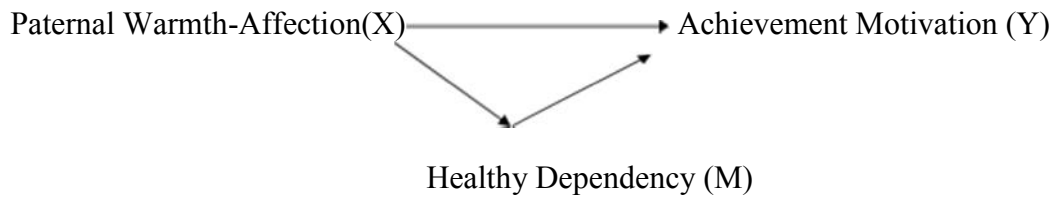


Figure: 19 - Hypothesized model depicting mediation of the relationship between Paternal Warmth-Affection and Achievement Motivation by Healthy Dependency.

The following tables – 4.2.2 (a to d) of regression analyses satisfied the conditions for the mediation analysis Table a) indicated that the correlations between the variables (WAF, HD and AchM) were all moderately correlated at .01 level of significance. Table b) indicated that 18% of the variance in AchM was explained by WAF and HD. Table c) indicated that WAF significantly predicts HD. Table d) indicated that WAF and HD significantly predicts AchM.

a) Correlations

Correlations

		AchM	Logarithm of WAF [LG10(WAF)]	HD
Pearson Correlation	AchM	1.000	-.343	.313
	Logarithm of WAF [LG10(WAF)]	-.343	1.000	-.193
	HD	.313	-.193	1.000
Sig. (1-tailed)	AchM	.	.000	.000
	Logarithm of WAF [LG10(WAF)]	.000	.	.000
	HD	.000	.000	.
N	AchM	300	300	300
	Logarithm of WAF [LG10(WAF)]	300	300	300
	HD	300	300	300

b) Model Summary

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.425 ^a	.181	.175	18.37585	1.984

a. Predictors: (Constant), HD, Logarithm of WAF [LG10(WAF)]

b. Dependent Variable: AchM

c) Coefficients

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	146.364	12.772		11.460	.000					
Logarithm of WAF [LG10(WAF)]	-47.237	8.595	-.294	-5.496	.000	-.343	-.304	-.289	.963	1.039
HD	.925	.193	.256	4.782	.000	.313	.267	.251	.963	1.039

a. Dependent Variable: AchM

d) Coefficients

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	44.603	2.822		15.803	.000					
Logarithm of WAF [LG10(WAF)]	-8.565	2.527	-.193	-3.390	.001	-.193	-.193	-.193	1.000	1.000

a. Dependent Variable: HD

Type of Mediation

Sobel z-value

Effect size measures

Significant (Partial)

-2.767317 p 0.005652

Standardized coefficient of Paternal Warmth-Affection on Achievement Motivation

R² measures(variances)

Total:	-.343	.118
Direct:	-.294	.084
Indirect:	-.049	.034
Indirect to Total ratio:	.143	.29

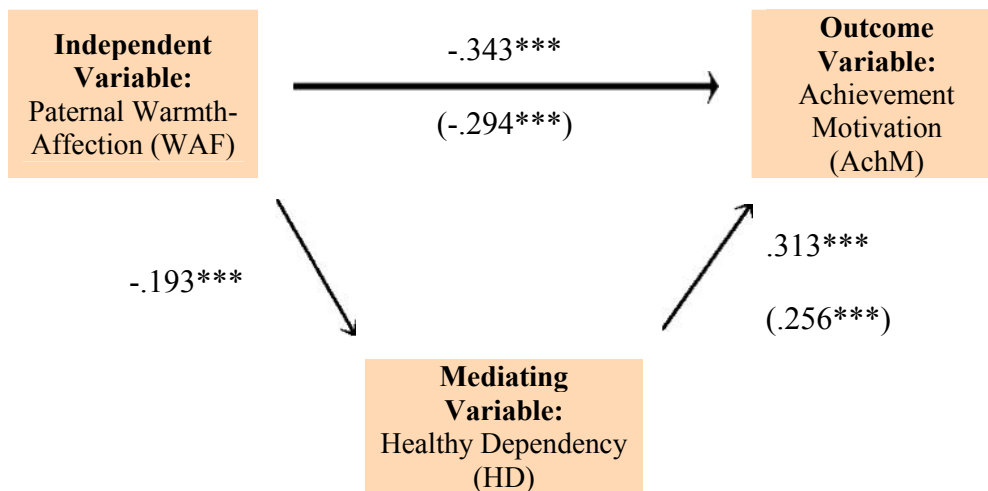


Figure: 20 - Model depicting mediation of the relationship between Paternal Acceptance-Rejection and Achievement Motivation by Healthy Dependency.

The relationship between Paternal Warmth-Affection and Achievement Motivation in women was mediated by Healthy Dependency. As Figure: 20 illustrates, the standardized regression coefficient between Paternal Warmth-Affection and Achievement Motivation decreased substantially when controlling for Healthy Dependency(HD). Partial mediation is indicated by the significant Sobel's Z value of -2.767 , $p=.006$ and the significant B weight for the basic relationship between Paternal Warmth-Affection(WAF) and Achievement Motivation(AchM) ($-.343^{**}$). Poor Healthy Dependency due to poor Paternal Warmth-Affection partially explains the low Achievement Motivation in men.

3. Mediation of the relationship between Paternal Indifference-Neglect and Achievement Motivation by Healthy Dependency.

The corresponding **mediation model** can be depicted:

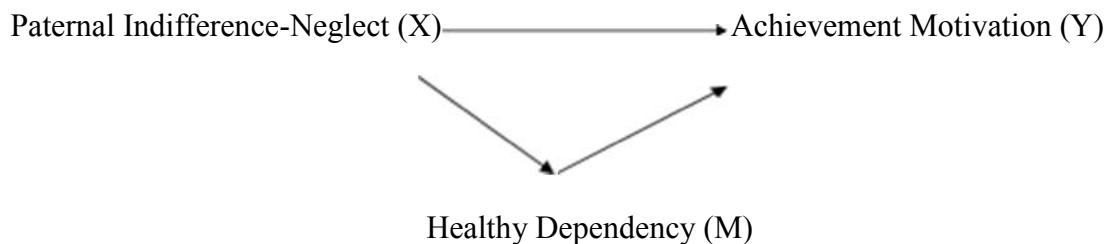


Figure: 21 - Hypothesized model depicting mediation of the relationship between Paternal Indifference-Neglect and Achievement Motivation by Healthy Dependency.

The following tables – 4.2.3 (a to d) of regression analyses satisfied the conditions for the mediation analysis Table a) indicated that the correlations between the variables (INF, HD and AchM) were all moderately correlated at .01 level of significance. Table b) indicated that 11% of the variance in AchM was explained by INF and HD. Table c) indicated that INF significantly predicts HD. Table d) indicated that INF and HD significantly predicts AchM.

a) Correlations

Correlations

		AchM	Logarithm of INF [LG10(INF)]	HD
Pearson Correlation	AchM	1.000	-.189	.313
	Logarithm of INF [LG10(INF)]	-.189	1.000	-.189
	HD	.313	-.189	1.000
Sig. (1-tailed)	AchM	.	.000	.000
	Logarithm of INF [LG10(INF)]	.000	.	.000
	HD	.000	.000	.
N	AchM	300	300	300
	Logarithm of INF [LG10(INF)]	300	300	300
	HD	300	300	300

b) Model Summary

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.339 ^a	.115	.109	19.09932	1.985

a. Predictors: (Constant), HD, Logarithm of INF [LG10(INF)]

b. Dependent Variable: AchM

c) Coefficients

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	111.374	12.335		9.029	.000					
Logarithm of INF [LG10(INF)]	-21.714	8.952	-.135	-2.426	.016	-.189	-.139	-.132	.964	1.037
HD	1.037	.201	.287	5.164	.000	.313	.287	.282	.964	1.037

a. Dependent Variable: AchM

d) Coefficients

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	43.406	2.517		17.244	.000					
Logarithm of INF [LG10(INF)]	-8.438	2.536	-.189	-3.328	.001	-.189	-.189	-.189	1.000	1.000

a. Dependent Variable: HD

Type of Mediation
Sobel z-value
Effect size measures

Significant (Partial)
 -2.796212 p 0.005171

Standardized coefficient of Paternal Indifference-Neglect on Achievement Motivation		R²measures(variances)
Total:	-0.189	.036
Direct:	-0.135	.017
Indirect:	-0.054	.018
Indirect to Total ratio:	.286	.512

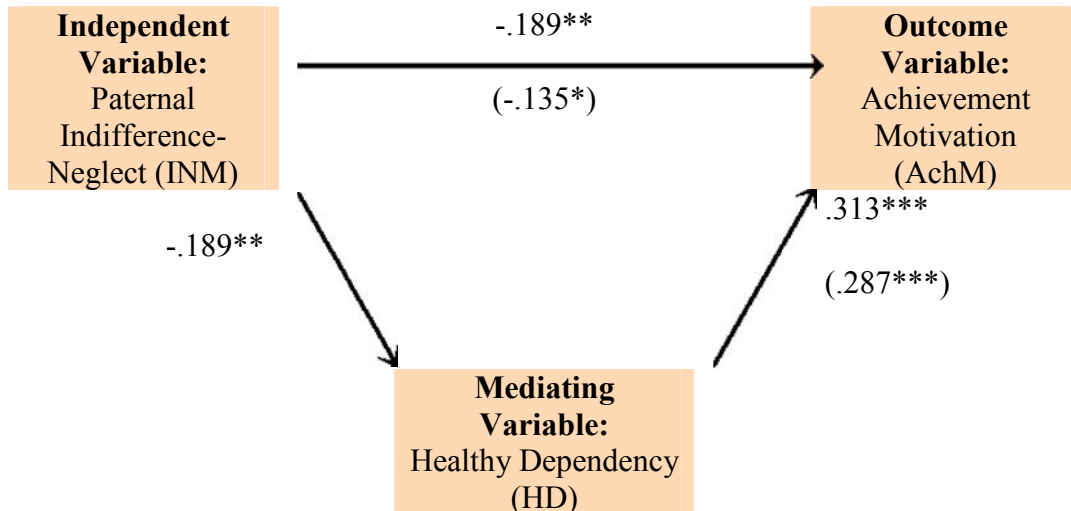


Figure: 22 Model depicting mediation of the relationship between Paternal Indifference-Neglect and Achievement Motivation by Healthy Dependency.

The relationship between Paternal Indifference-Neglect and Achievement Motivation in women was mediated by Healthy Dependency. As Figure: 22 illustrates, the standardized regression coefficient between Paternal Indifference-Neglect and Achievement Motivation decreased substantially when controlling for Healthy Dependency(HD). Partial mediation is indicated by the significant Sobel's Z value of -2.796, $p=.005$ and the significant B weight for the basic relationship between Paternal Indifference-Neglect(INF) and Achievement Motivation(AchM) ($-.189^{**}$). Poor Healthy Dependency due to Paternal Indifference-Neglect partially explains the low Achievement Motivation in women.

4. Mediation of the relationship between Paternal Undifferentiated-Rejection and Achievement Motivation by Healthy Dependency.

The corresponding **mediation model** can be depicted:

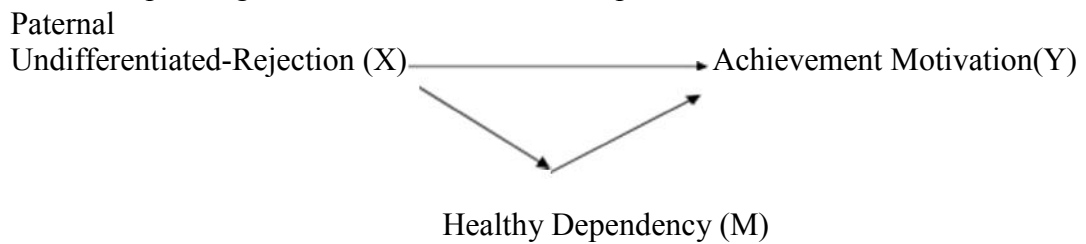


Figure: 23 - Hypothesized model depicting mediation of the relationship between Paternal Undifferentiated-Rejection and Achievement Motivation by Healthy Dependency.

The following tables – 4.2.4 (a to d) of regression analyses satisfied the conditions for the mediation analysis Table a) indicated that the correlations between the variables (URF, HD and AchM) were all moderately correlated at .05 level of significance. Table b) indicated that 15% of the variance in AchM was explained by URF and HD. Table c) indicated that URF significantly predicts HD. Table d) indicated that URF and HD significantly predicts AchM.

a) Correlations

Correlations

		AchM	Logarithm of URF [LG10(URF)]	HD
Pearson Correlation	AchM	1.000	-.258	.313
	Logarithm of URF [LG10(URF)]	-.258	1.000	-.129
	HD	.313	-.129	1.000
Sig. (1-tailed)	AchM	.	.000	.000
	Logarithm of URF [LG10(URF)]	.000	.	.013
	HD	.000	.013	.
N	AchM	300	300	300
	Logarithm of URF [LG10(URF)]	300	300	300
	HD	300	300	300

b) Model Summary

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.382 ^a	.146	.140	18.76699	1.995

a. Predictors: (Constant), HD, Logarithm of URF [LG10(URF)]

b. Dependent Variable: AchM

c) Coefficients

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	114.998	9.756		11.787	.000					
Logarithm of URF [LG10(URF)]	-32.667	7.992	-.221	-4.087	.000	-.258	-.231	-.219	.983	1.017
HD	1.027	.195	.284	5.254	.000	.313	.292	.282	.983	1.017

a. Dependent Variable: AchM

d) Coefficients

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	39.065	1.801		21.687	.000					
Logarithm of URF [LG10(URF)]	-5.261	2.350	-.129	-2.239	.026	-.129	-.129	-.129	1.000	1.000

a. Dependent Variable: HD

Type of Mediation

Sobel z-value

Significant (Partial)

-2.060311 p 0.039369

Effect size measures

Standardized coefficient of Paternal Undifferentiated

R²measures(variances)

Rejection on Achievement Motivation

Total: -.258 .067

Direct: -.221 .048

Indirect: -.037 .019

Indirect to Total ratio: .143 .279

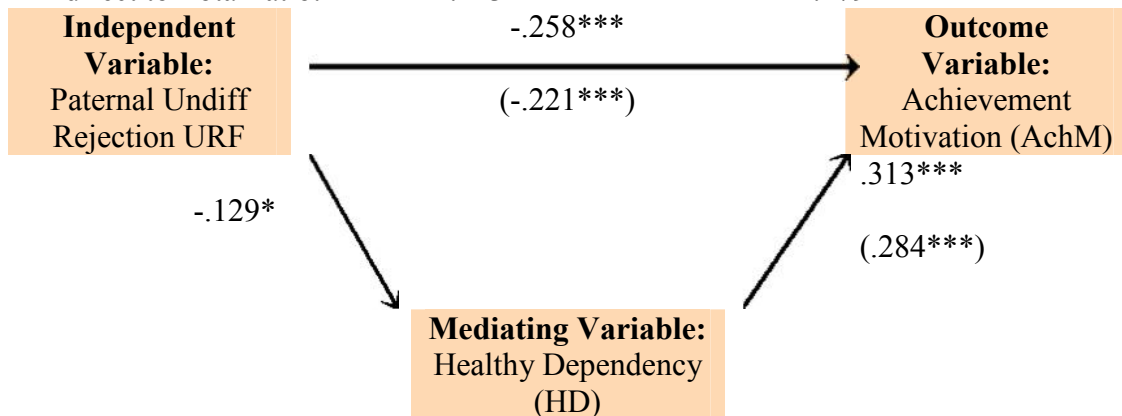


Figure: 24 - Model depicting mediation of the relationship between Paternal Undifferentiated-Rejection and Achievement Motivation by Healthy Dependency.

The relationship between Paternal Undifferentiated Rejection and Achievement Motivation in women was mediated by Healthy Dependency. As Figure: 24 illustrates, the standardized regression coefficient between Paternal Undifferentiated Rejection and Achievement Motivation decreased substantially when controlling for Healthy Dependency(HD). Partial mediation is indicated by the significant Sobel's Z value of -2.060, $p=.039$ and the significant *B* weight for the basic relationship between Paternal Undifferentiated Rejection(URF) and Achievement Motivation(AchM) (-.258**). Poor Healthy Dependency due to Paternal Undifferentiated Rejection partially explains the low Achievement Motivation in women.

5. Mediation of the relationship between Maternal Acceptance-Rejection and Achievement Motivation by Healthy Dependency.

The corresponding **mediation model** can be depicted:

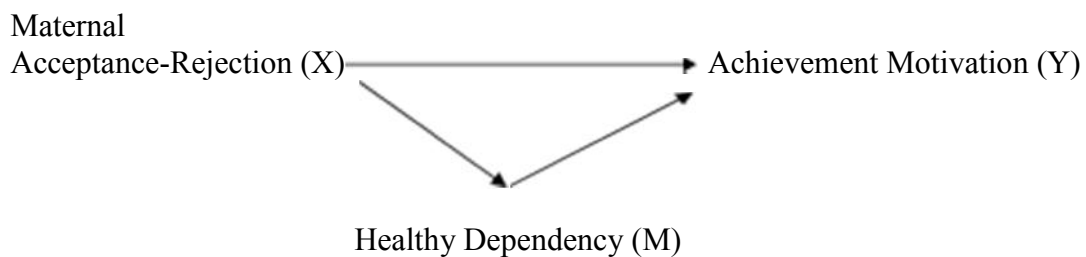


Figure: 25 - Hypothesized model depicting mediation of the relationship between Maternal Acceptance-Rejection and Achievement Motivation by Healthy Dependency.

The following tables – 4.2.5 (a to d) of regression analyses satisfied the conditions for the mediation analysis. Table a) indicated that the correlations between the variables (TTRM, HD and AchM) were all moderately correlated at .01 level of significance. Table b) indicated that 12% of the variance in AchM was explained by TTRM and HD. Table c) indicated that TTRM significantly predicts HD. Table d) indicated that TTRM and HD significantly predicts AchM.

a) Correlations

Correlations

		AchM	Inverse of TTRM [-1/(TTRM)]	HD
Pearson Correlation	AchM	1.000	-.226	.313
	Inverse of TTRM [-1/(TTRM)]	-.226	1.000	-.216
	HD	.313	-.216	1.000
Sig. (1-tailed)	AchM	.	.000	.000
	Inverse of TTRM [-1/(TTRM)]	.000	.	.000
	HD	.000	.000	.
N	AchM	300	300	300
	Inverse of TTRM [-1/(TTRM)]	300	300	300
	HD	300	300	300

b) Model Summary

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.352 ^a	.124	.118	19.00304	1.961

a. Predictors: (Constant), HD, Inverse of TTRM [-1/(TTRM)]

b. Dependent Variable: AchM

c) Coefficients

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	77.509	7.626		10.163	.000					
Inverse of TTRM [-1/(TTRM)]	-474.522	158.523	-.166	-2.993	.003	-.226	-.171	-.163	.954	1.049
HD	1.000	.201	.277	4.975	.000	.313	.277	.270	.954	1.049

a. Dependent Variable: AchM

d) Coefficients

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	30.153	1.335		22.581	.000					
Inverse of TTRM [-1/(TTRM)]	-170.051	44.628	-.216	-3.810	.000	-.216	-.216	-.216	1.000	1.000

a. Dependent Variable: HD

Type of Mediation Significant (Partial)
Sobel z-value -3.025096 p 0.002486
Effect size measures

Standardized coefficient of Maternal Rejection on Achievement Motivation		R ² measures(variances)
Total:	-0.226	.051
Direct:	-0.166	.027
Indirect:	-0.06	.025
Indirect to Total ratio:	.265	.48

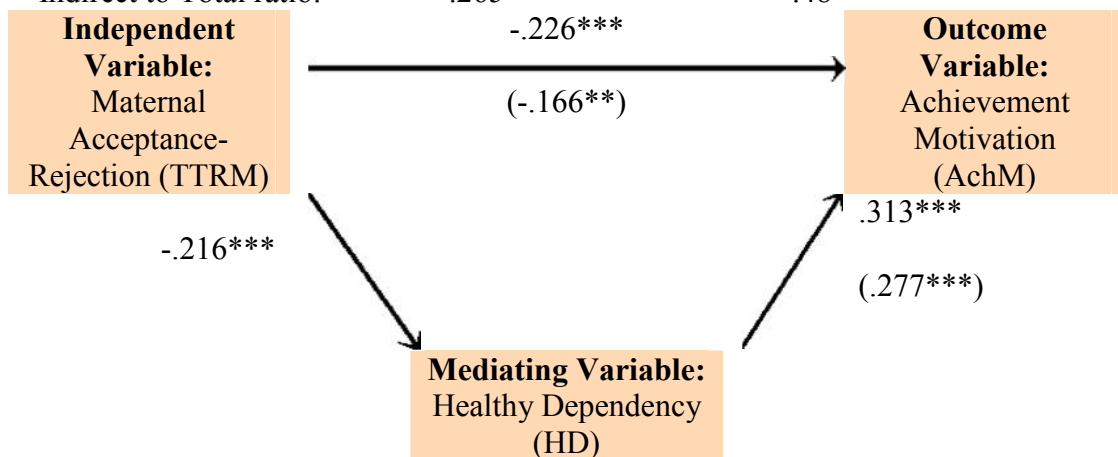


Figure: 26 - Model depicting mediation of the relationship between Maternal Acceptance-Rejection and Achievement Motivation by Healthy Dependency.

The relationship between Maternal Acceptance-Rejection and Achievement Motivation in women was mediated by Healthy Dependency. As Figure: 26 illustrates, the standardized regression coefficient between Maternal Rejection and Achievement Motivation decreased substantially when controlling for Healthy Dependency (HD). Partial mediation is indicated by the significant Sobel's Z value of -3.025, $p=0.002$ and the significant B weight for the basic relationship between Maternal Rejection (TTRM) and Achievement Motivation (AchM) (-0.226^{**}). Poor Healthy Dependency due to Maternal Rejection explains the low Achievement Motivation in women.

6. Mediation of the relationship between Maternal Warmth-Affection and Achievement Motivation by Healthy Dependency.

The corresponding **mediation model** can be depicted:

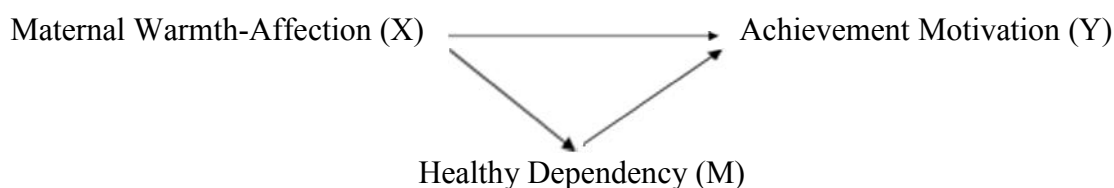


Figure: 27 - Hypothesized model depicting mediation of the relationship between Maternal Warmth-Affection and Achievement Motivation by Healthy Dependency.

The following tables – 4.2.6 (a to d) of regression analyses satisfied the conditions for the mediation analysis Table a) indicated that the correlations between the variables (WAM, HD and AchM) were all moderately correlated at .01 level of significance. Table b) indicated that 12% of the variance in AchM was explained by WAM and HD. Table c) indicated that WAM significantly predicts HD. Table d) indicated that WAM and HD significantly predicts AchM.

a) Correlations

Correlations

		AchM	Inverse of WAM [-1/(WAM)]	HD
Pearson Correlation	AchM	1.000	-.221	.313
	Inverse of WAM [-1/(WAM)]	-.221	1.000	-.240
	HD	.313	-.240	1.000
Sig. (1-tailed)	AchM	.	.000	.000
	Inverse of WAM [-1/(WAM)]	.000	.	.000
	HD	.000	.000	.
N	AchM	300	300	300
	Inverse of WAM [-1/(WAM)]	300	300	300
	HD	300	300	300

b) Model Summary

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.347 ^a	.120	.114	19.04425	1.942

a. Predictors: (Constant), HD, Inverse of WAM [-1/(WAM)]

b. Dependent Variable: AchM

c) Coefficients

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	80.829	7.310		11.058	.000					
Inverse of WAM [-1/(WAM)]	-121.279	43.885	-.155	-2.764	.006	-.221	-.158	-.150	.943	1.061
HD	.995	.203	.275	4.914	.000	.313	.274	.267	.943	1.061

a. Dependent Variable: AchM

d) Coefficients

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	30.547	1.114		27.433	.000					
Inverse of WAM [-1/(WAM)]	-51.910	12.186	-.240	-4.260	.000	-.240	-.240	-.240	1.000	1.000

a. Dependent Variable: HD

Type of Mediation

Sobel z-value

Effect size measures

Standardized coefficient of Maternal Warmth-Affection on Achievement Motivation

Total:	-.221	.049
Direct:	-.155	.023
Indirect:	-.066	.026
Indirect to Total ratio:	.299	.539

Significant (Partial)

-3.215236 p 0.001303

R²measures(variances)

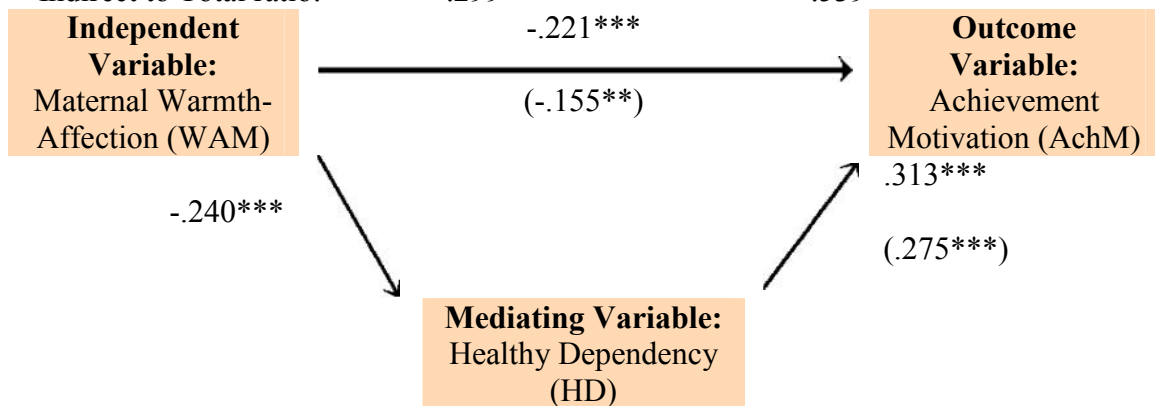


Figure: 28 - Model depicting mediation of the relationship between Maternal Warmth-Affection and Achievement Motivation by Healthy Dependency.

The relationship between Maternal Warmth-Affection and Achievement Motivation in women was mediated by Healthy Dependency. As Figure: 28 illustrates, the standardized regression coefficient between Maternal Warmth-Affection and Achievement Motivation decreased substantially when controlling for Healthy Dependency(HD). Partial mediation is indicated by the significant Sobel's Z value of -3.215, $p=.001$ and the significant B weight for the basic relationship between Maternal Warmth-Affection(WAM) and Achievement

Motivation(AchM) (-.221**). Poor Healthy Dependency due to poor Maternal Warmth-Affection partially explains the low Achievement Motivation in women.

7. Mediation of the relationship between Maternal Indifference-Neglect and Achievement Motivation by Healthy Dependency.

The corresponding **mediation model** can be depicted:

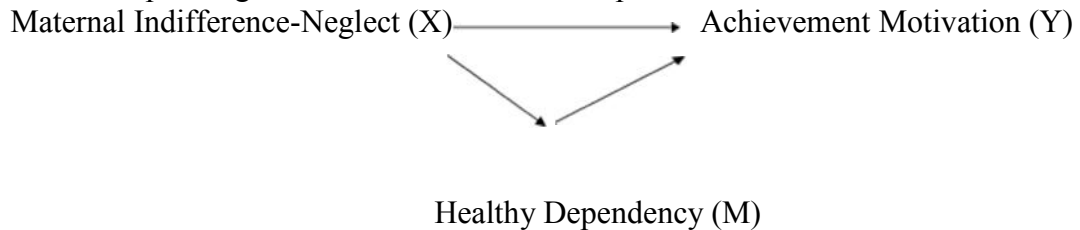


Figure: 29 - Hypothesized model depicting mediation of the relationship between Maternal Indifference-Neglect and Achievement Motivation by Healthy Dependency.

The following tables – 4.2.7 (a to d) of regression analyses satisfied the conditions for the mediation analysis. Table a) indicated that the correlations between the variables (INM, HD and AchM) were all moderately correlated at .05 level of significance. Table b) indicated that 12% of the variance in AchM was explained by INM and HD. Table c) indicated that INM significantly predicts HD. Table d) indicated that INM and HD significantly predicts AchM.

a) Correlations

Correlations

		AchM	Logarithm of INM [LG10(INM)]	HD
Pearson Correlation	AchM	1.000	-.199	.313
	Logarithm of INM [LG10(INM)]	-.199	1.000	-.148
	HD	.313	-.148	1.000
Sig. (1-tailed)	AchM	.	.000	.000
	Logarithm of INM [LG10(INM)]	.000	.	.005
	HD	.000	.005	.
N	AchM	300	300	300
	Logarithm of INM [LG10(INM)]	300	300	300
	HD	300	300	300

b) Model Summary

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.349 ^a	.122	.116	19.03125	1.972

a. Predictors: (Constant), HD, Logarithm of INM [LG10(INM)]

b. Dependent Variable: AchM

c) Coefficients

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	112.826	11.540		9.777	.000					
Logarithm of INM [LG10(INM)]	-24.113	8.497	-.156	-2.838	.005	-.199	-.162	-.154	.978	1.022
HD	1.046	.199	.289	5.263	.000	.313	.292	.286	.978	1.022

a. Dependent Variable: AchM

d) Coefficients

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	41.179	2.373		17.356	.000					
Logarithm of INM [LG10(INM)]	-6.338	2.450	-.148	-2.587	.010	-.148	-.148	-.148	1.000	1.000

a. Dependent Variable: HD

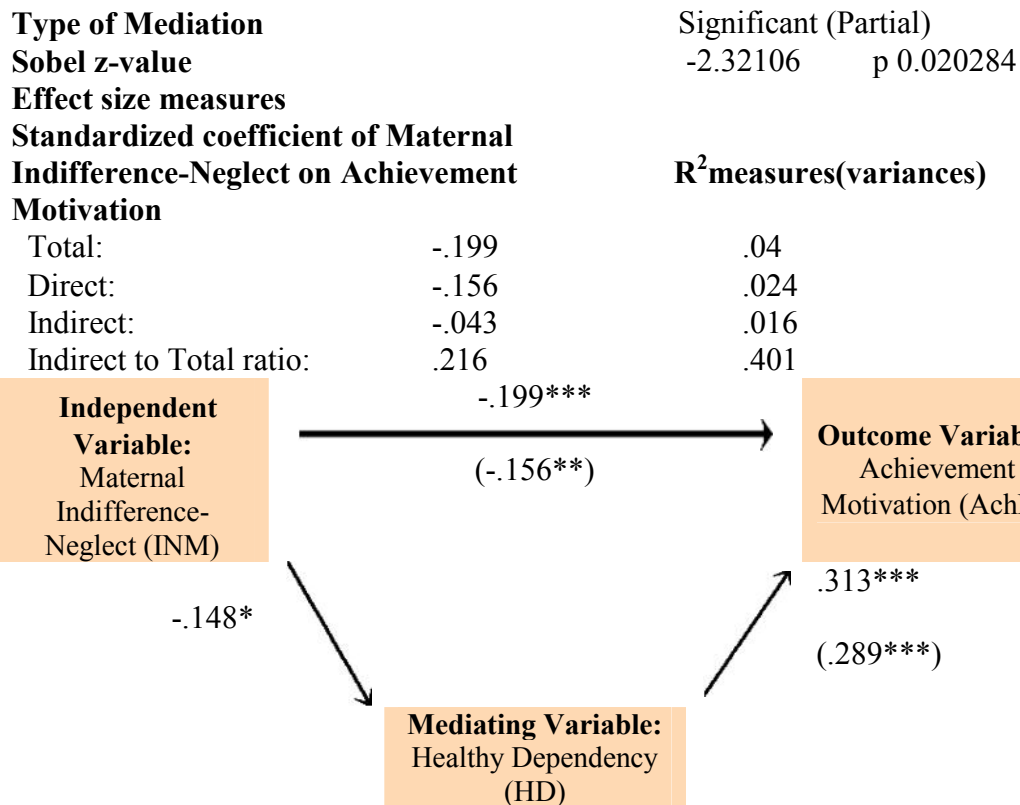


Figure: 30 - Model depicting mediation of the relationship between Maternal Indifference-Neglect and Achievement Motivation by Healthy Dependency.

The relationship between Maternal Indifference-Neglect and Achievement Motivation in women was mediated by Healthy Dependency. As Figure: 30 illustrates, the standardized regression coefficient between Maternal Indifference-Neglect and Achievement Motivation decreased substantially when controlling for Healthy Dependency(HD). Partial mediation is indicated by the significant Sobel's Z value of -2.321, $p=.020$ and the significant B weight for the basic relationship between Maternal Indifference-Neglect(INM) and Achievement Motivation(AchM) (-.199**). Poor Healthy Dependency due to Maternal Indifference-Neglect partially explains the low Achievement Motivation in women.

Results of the mediation analyses indicated that i) the relationship between Paternal Rejection and Achievement Motivation in **men** was mediated by Healthy Dependency. The standardized regression coefficients between the **Paternal** Rejection (TTRF) and Achievement Motivation (AchM) decreased substantially when controlling for Healthy Dependency(HD), with the significant Sobel's Z value and the significant B weight for the

basic relationship between Paternal Rejection (TTRF) and Achievement Motivation (AchM) indicating a significant partial mediation. In other words, *failure to develop healthy dependency (or poor healthy dependency indicated by low score on HD)* as a consequence of paternal rejection accounts for the low achievement motivation in men. Of the paternal acceptance-rejection factors, failure to develop Healthy Dependency due to *lack of* Paternal Warmth-Affection (WAF) and Paternal Indifference Neglect (INF) significantly partially accounts for the low Achievement Motivation (AchM) in men. Likewise, failure to develop Healthy Dependency due to **Maternal** Rejection (TTRM), specifically lack of maternal Warmth-Affection (WAM) and maternal Indifference Neglect (INM) accounts for the low achievement motivation in men.

As per the mediation analyses carried out for men in the foregoing, mediation analyses were performed for women on the same variables, and it was found that for women, Healthy Dependency (HD) was a partial mediator in the relationships between the parenting variables (TTRF, WAF, INF, URF, TTRM, WAM, INM) and Achievement Motivation (AchM). In other words, *failure to develop healthy dependency (or poor healthy dependency indicated by low score on HD)* as a consequence of paternal rejection accounts for the low achievement motivation in women. Of the paternal acceptance-rejection factors, failure to develop Healthy Dependency due to *lack of* paternal Warmth-Affection (WAF), paternal Indifference Neglect (INF), and paternal Undifferentiated Rejection (URF) significantly partially accounts for the low Achievement Motivation (AchM) in women. Further, failure to develop Healthy Dependency due to **Maternal** Rejection (TTRM), specifically lack of maternal Warmth-Affection (WAM) and maternal Indifference Neglect (INM) accounts for the low achievement motivation in men. As it was for men, it was found that the relationship between the parenting variables and Psychological Well-being was also not mediated by Healthy Dependency.

Chapter – V

**SUMMARY
AND
CONCLUSIONS**

Given the theoretical and empirical background and underpinnings on parental acceptance-rejection, dependency, achievement motivation and psychological well-being, the main concern of the present study is to understand the mechanisms by which parental acceptance-rejection affect achievement motivation, with an outcome in psychological well-being. It is hypothesised that an important mediating factor that explains the relationship between parental acceptance-rejection and achievement motivation would be dependency behaviour as a consequence of parental acceptance-rejection that in turn would affect the motivation to achieve.

The study was designed with manifold objectives to delineate the research problem envisaged above. The first objective aimed to elucidate Achievement Motivation (AchM), Psychological Well-being (PWB) and the three Dependency factors: Destructive Overdependence (DO), Dysfunctional Detachment (DD) and Healthy Dependence (HD) in relation to paternal Acceptance-Rejection (TTRF) and maternal Acceptance-Rejection (TTRM) separately with four subscales: Warmth/Affection (WA), Hostility/Aggression (HA), Indifference/Neglect (IN), and Undifferentiated Rejection (UR) among Mizo male and female young adults. The second objective was aimed to determine the predictability of Achievement Motivation, Dependency (3 types), and Psychological Well-being from the parenting variables (Total Rejection, WA, HA, IN, UR from mothers and from fathers), and the effects thereof, among Mizo male and female young adults. The third objective was to examine the mediating role of Dependency (3 types: DO, DD, HD) on the relationships between Parental Acceptance-Rejection (Total Acceptance-Rejection, WA, HA, IN, UR from mothers and from fathers) and Achievement Motivation among Mizo male and female young adults; and also on the relationship between Parental acceptance-rejection (Total Acceptance-Rejection, WA, HA, IN, UR from mothers and from fathers) and Psychological Well-being.

Further, gender differences were determined in the predictors, mediators and criterion variables of the study.

To achieve the objectives, 600 (300 male and 300 female) young Mizo adults with their age ranging between 19 to 39 years (mean age = 25.43) were randomly sampled from the different localities of Aizawl, with due consideration of suburban and central city areas. This yielded participants hailing from 74 different villages spread across the State of Mizoram with good representation from the rural (40%) as well as urban (60%) areas, presently residing in 91 different localities of Aizawl, the capital city of Mizoram. The background information of the subjects additionally revealed the following about the male sample: marital status (78.8% single), educational qualification (full time (30.7%)/part time (69%)), employment status (full time (65.7%)/part time (34.3% unemployed)), family structure (joint (10.3%)/nuclear (88%)), single or dual parenting (99.7% dual) with information on age of the respondent when the parent passed away, or age of the respondent at the time of the divorce in case of single parenting/parentless, and employment status of parents (60.7% housewives, 39.3% working mothers and 97% working fathers). Demographic characteristics of the **female** sample were: marital status (81.1% single), educational qualification (38.5%full time/61.1%part time), employment status (full time (77.7%)/part time (22.3.4% unemployed)), family structure (joint (13%)/nuclear (86.7%)), single or dual parenting (99.3% dual) with information on age of the respondent when the parent passed away, or age of the respondent at the time of the divorce in case of single parenting/parentless, and employment status of parents (49.9% housewives, 44.1% working mothers and 90% working fathers).Preliminary analyses revealed that all the extraneous variables were more or less uniformly distributed across the 2 samples: male and female.

Subject-wise scores on the specific items of Parental Acceptance-Rejection Questionnaire - Father (PARQ-Father - short form for adult; Rohner, R.P & Khaleque, A., 2005), Parental Acceptance-Rejection Questionnaire - Mother (PARQ-Mother - short form for adult; Rohner, R.P & Khaleque, A., 2005), Deo-Mohan Achievement Motivation Scale (Deo, P & Mohan, S., 2002), the Relationship Profile Test (RPT; (Bornstein, R.F., Geiselman, K.J., Eisenhart, E.A. & Languirand, M.A., 2002) and General Health Questionnaire-12 (GHQ-12; Goldberg, D., 1992) were separately prepared and analysed to check their psychometric adequacy for measurement across the samples: male and female young Mizo adults. The psychometric adequacy of the behavioural measures was analysed by employing SPSS 20. Analysis included (i) item-total coefficient of correlation (and the relationship between the specific items as an index of internal consistency), (ii) reliability coefficient (Cronbach alpha), (iii) inter-scale relationships and (iv) predictive validity of the test scores by highlighting 'gender' (males versus girls) differences on the sub-scale/sub-factor measures of the variables.

Results of the psychometric checks of the behavioural measures of Parental Acceptance Rejection (PARQ-Father and PARQ-Mother; Rohner, R. P. & Khaleque, A., 2005), Deo-Mohan Achievement Motivation Scale (Deo, P & Mohan, S., 2002), the Relationship Profile Test (RPT; Bornstein, R. F., Geiselman, K. J., Eisenhart, E. A. & Languirand, M. A., 2002) and General Health Questionnaire-12 (GHQ-12; Goldberg, D., 1992) generally stood fast the test of psychometric checks of reliability and predictive validity for use in the population under study i.e. the male and female Mizo young adults. However, the reliability coefficients of Destructive Overdependence and Dysfunctional Detachment subscales of RPT were less than adequate for the statistically stricter mediation analysis, and only Healthy Dependency subscale of RPT was fit as a measure of mediating variable ($>.70$; Nunally, 19)

The predictive validity of the test scores highlighted by gender (males versus girls) differences on measures of the variables revealed significant 'Sex' effect on WAF, HAF, INF, URF, TTRF, HAM, TTRM, AchM, DO, DD and PWB: (i) men perceived their fathers as less warm, more hostile/aggressive, indifferent/neglecting, undifferentiated rejecting, and overall rejecting than women, (ii) men perceived their mothers as more hostile and also overall rejecting than women, (iii) men are more highly achievement motivated than women, (iv) women are more destructively overdependent and dysfunctionally detached than men and (v) men reported better psychological well-being than women, (vi) men and women were found not to differ significantly in their perception of warmth-affection, indifference-neglect and undifferentiated rejection from mothers, and healthy dependency. However, significant 'Sex' effects in majority of the variables of interest as cited above led to the decision to continue to analyse the data further separately for men and women. Non-significant ($< .010$ level for statistical diagnostic purposes of tests/scales) Levene's test statistics, indicating the homogeneity of variance of data on each of the variables.

To study the contributions of Parental Acceptance-Rejection in Achievement Motivation, Dependency and Psychological Well-Being, and to determine the mediation of the relationship between Parental Acceptance-Rejection and Achievement Motivation by Dependency, and between Parental Acceptance-Rejection and Psychological Well-being by Dependency, several multiple regression models were envisaged for men and women separately (as gender differences were found in almost all the variables). First, the relationships between the major variables of predictors (Parental Acceptance – Rejection: perceived maternal and paternal WA, HA, IN, UR and TTR), potential mediators (Dependency: DO, DD, HD) and the criterion variables (Achievement Motivation and Psychological Well-being) were analyzed separately for men and women.

The results of the relationships between the major variables for **men** except for non-significant WAF correlations with URM and HAM, all other sub-factors of paternal and maternal acceptance-rejection (WAF, HAF, INF, URF, TTRF, WAM, HAM, INM, URM and TTRM) were significantly positively correlated with each other. It may be noted that the Warmth/Affection (WA) subscale of PARQ father and mother are keyed in the direction of rejection, ie, higher the score on WA subscale, the lesser the parental warmth/affection. ii) AchM was significantly negatively correlated with all the paternal and maternal acceptance-rejection sub-scales, iii) DO was significantly negatively correlated with AchM, iv) DD was significantly positively correlated with WAF, URF, TTRF, and DO, v) HD was significantly negatively correlated with WAF, INF, TTRF, WAM, HAM, INM, URM, TTRM and significantly positively correlated with AchM, DO and DD, vi) PWB was significantly positively correlated with all the paternal and maternal acceptance-rejection subscales, DO and DD, and significantly negatively correlated with AchM and HD. It may also be reiterated here that the higher the score on PWB, the poorer the psychological well-being.

The results of the relationships between the major variables for **women** revealed that i) all the subscales of paternal and maternal rejection were significantly positively correlated with each other ii) AchM was significantly negatively correlated with all the paternal and maternal acceptance-rejection subscales (WAF, HAF, INF, URF, WAM, HAM, INM, URM), iii) DO was significantly negatively correlated with AchM, iv) DD was significantly positively correlated with HAF, TTRF, HAM, URM, TTRM and DO, v) HD was significantly negatively correlated with WAF, INF, TTRF, WAM, INM, TTRM subscales and significantly positively correlated with AchM, and DD, vi) PWB was significantly positively correlated with almost all the paternal and maternal rejection subscales (WAF, HAF,, URF, WAM, HAM, INM, URM) except INF, positively correlated with DO and DD, and significantly negatively correlated with AchM.

Results of the significant relationships between the main variables for men and women lend support for further analyses in order to highlight the prediction of the criterion and mediator variables from the predictor variables, and the criterion variables from the mediator variables. As multiple regression analysis was envisaged, a rigorous check of the *four principal assumptions* which would justify the use of linear regression models for purposes of prediction, viz., *1. homogeneity of error variance, 2. linearity of the relationship between dependent and independent variables, 3. independence of errors, and 4. normality of errors*, were first carried out at each level of the analyses. After satisfying these assumptions, multiple regression analyses were applied as presented in the ensuing sections to highlight the contribution of Parental Acceptance-Rejection in Achievement Motivation, Dependency And Psychological Well-being, as well as the contribution of Dependency on Achievement Motivation and Psychological Well-being, which would also set forth the stage for mediation analyses to highlight the mediation of the relationship between Parental Acceptance-Rejection and Achievement Motivation, and between Parental Acceptance-Rejection and Psychological Well-being by Dependency.

The overall results of multiple regression analyses to highlight the contribution of Parental Acceptance-Rejection in Achievement Motivation, Dependency and Psychological Well-being, as well as the contribution of Dependency on Achievement Motivation and Psychological Well-being revealed that, as hypothesized, a substantial proportion of variance in achievement motivation, dependency, and psychological well-being were explained by parental acceptance-rejection. Specifically, it was found that for **men** (i) paternal and maternal acceptance-rejection explained approximately 8 % of the variance in Achievement Motivation in men, with Maternal Rejection more salient than Paternal Rejection. Of the sub-factors of parental acceptance-rejection, WAF and INM were found to be the significant predictors. The inverse relationships revealed that the higher the Parental acceptance-

Rejection the lower the Achievement Motivation; (ii) Paternal and Maternal Acceptance-Rejection explained approximately 5 % of the variance in Psychological Well-being in men, with TTRM as the more salient predictor. Of the sub-factors of parental acceptance-rejection, URF was found to be the significant predictor. The positive relationship revealed that the higher the scores on Parental acceptance-Rejection, the higher the scores on Psychological Well-being ie the higher the Maternal Rejection the poorer the Psychological Well-being in men as high score on Psychological Well-being (PWB) indicates poor Psychological Well-being; (iii) Paternal and Maternal Acceptance-Rejection explained approximately 2 % and 4% of the variance in DD and HD respectively, with TTRF as the more salient predictor. Of the sub-factors of parental acceptance-rejection, WAF was found to be the significant predictor. The higher the score on WAF the higher the Dysfunctional Detachment in men, and the higher the score on WAF the lower the Healthy Dependency in men. It may be noted that WAF is keyed in the direction of rejection with high score indicating lesser warmth/affection or high rejection. (iv) The three dependency variables (DO, DD and HD) explained 11% of the variance in Achievement Motivation. DO and HD were found to be the significant predictors for men's Achievement Motivation. The higher the score on DO the lower the Achievement Motivation and the higher the score on HD the higher the Achievement Motivation in men; and, (v) The three dependency variables (DO, DD and HD) explained 11% of the variance in PWB. The positive sign of the *B* coefficient in DO and DD indicates that the higher the score on DO and DD the higher the Psychological Well-being in men. The negative sign of the *B* coefficient indicates that the higher the score on HD the lower the Psychological Well-being. It may be noted that low score on PWB indicates good psychological well-being.

For **women** (i) paternal and maternal acceptance-rejection explained approximately 9% of the variance in Achievement Motivation in women, with TTRF more salient than

maternal Rejection. Of the sub-factors of parental acceptance-rejection, WAF and URF were found to be the significant predictors. The inverse relationships revealed that the higher the Parental acceptance-Rejection the lower the Achievement Motivation; (ii) Paternal and Maternal Acceptance-Rejection explained approximately 5 % of the variance in Psychological Well-being in women, with TTRM as the more salient predictor. Of the sub-factors of parental acceptance-rejection, WAF and INF were found to be the significant predictors. The positive relationship revealed that the higher the scores on WAF, the higher the scores on Psychological Well-being ie the higher the paternal Rejection the poorer the Psychological Well-being in women as high score on WAF and PWB indicate high rejection and poor Psychological Well-being respectively, and higher the score on INF the lower the Psychological Well-being in women; (iii) Paternal and Maternal Acceptance-Rejection explained approximately 5% of the variance in HD. The negative trend of the relationship indicates that the higher the parental acceptance-rejection, the lower the Healthy Dependency. The sub-factors of parental acceptance-rejection explained 3%, 4%, and 7% in DO, DD, and HD respectively. HAF was found to be a significant predictor of DO and DD, with positive *B* indicating that higher the paternal hostility/aggression, the higher the DO and DD. WAM was found to be a significant predictor of HD, with negative *B* indicating that the higher the maternal warmth/affection, the lower the HD in women. (iv) The two dependency variables (DO and HD) explained 19% of the variance in Achievement Motivation. DO and HD were found to be the significant predictors for women's Achievement Motivation. The higher the score on DO the lower the Achievement Motivation and the higher the score on HD the higher the Achievement Motivation in women; and, (v) The two dependency variables (DO and HD) explained 10% of the variance in PWB. The positive sign of the *B* coefficient in DO indicates that the higher the score on DO, the higher the Psychological Well-being in women. The negative sign of the *B* coefficient indicates that the higher the

score on HD the lower the score on Psychological Well-being. It may be noted that low score on PWB indicates good psychological well-being.

These observations provided corroborative evidences supporting the view that parental acceptance-rejection plays a significant role in the development of offsprings, even into adulthood in terms of achievement motivation, dependency and psychological well-being (Rohner, 1986; Rohner, Khaleque, & Cournoyer, in press; Bornstein, *et al.*, 2002; McClelland & Pilon, 1983; Winterbottom, 1958; Park, 2004; Bornstein, 2006; Collins, Maccoby, Steinberg, Hetherington, & Bornstein, 2000; Parke & Buriel, 2006). One of the main concerns of the present study is to understand the mechanisms by which parental acceptance-rejection affect achievement motivation and psychological well-being. It was hypothesized that an important mediating factor that explains the relationship between parental acceptance-rejection and achievement motivation would be dependency behaviour as a consequence of parental acceptance-rejection that in turn would affect the motivation to achieve and psychological well-being. The preceding findings of prediction of achievement motivation, dependency, and psychological well-being from the parenting variables set forth the stage for mediation analyses to highlight the mediation of the relationship between Parental Acceptance-Rejection and Achievement Motivation, and between Parental Acceptance-Rejection and Psychological Well-being by Dependency.

To test the hypothesis that dependency would play a mediating role in the relationships between parental acceptance-rejection and achievement motivation, and between parental acceptance-rejection and psychological well-being, the assumptions of General Linear Models were first checked as in the previous analyses using multiple regression, and data transformations were performed wherever required. Further, an important assumption of mediation analysis is the reliability of the measures of the main variables. Due to the less than adequate reliability level ($<.70$; Nunnally, 1978) of the two

measures of Dependency (Destructive Overdependence and Dysfunctional Detachment), only the measure of Healthy Dependency was taken as the potential mediating variable. All other measures conform to the reliability requirement of mediation analyses.

As envisaged in the steps prescribed by Barron & Kenny (1986), the coefficients of correlation between the independent variables (Parental acceptance-rejection with four subscales of WA, HA, IN, UR from fathers and mothers), the mediator variable (Healthy Dependency) and the outcome variables (Achievement Motivation and Psychological Well-being) were first ascertained, and the regression analyses showing predictions of the outcome variables by the independent variables and the mediator variable were first checked between all possible permutations of the variables. This exercise indicated that for **men**, HD was a potential mediator in the relationships between the parenting independent variables (TTRF, WAF, INF, TTRM, WAM, HAM, INM, URM) and Achievement Motivation (AchM). However, Healthy Dependency did not significantly mediate the relationships between the parenting variables and Psychological Well-being. The results are summarised as below.

Results of the mediation analyses indicated that i) the relationship between Paternal Rejection and Achievement Motivation in **men** was mediated by Healthy Dependency. The standardized regression coefficients between the **Paternal** Rejection (TTRF) and Achievement Motivation (AchM) decreased substantially when controlling for Healthy Dependency (HD), with the significant Sobel's *Z* value and the significant *B* weight for the basic relationship between Paternal Rejection (TTRF) and Achievement Motivation (AchM) indicating a significant partial mediation. In other words, *failure to develop healthy dependency (or poor healthy dependency indicated by low score on HD)* as a consequence of paternal rejection accounts for the low achievement motivation in men. Of the paternal acceptance-rejection factors, failure to develop Healthy Dependency due to *lack of* Paternal Warmth-Affection (WAF) and Paternal Indifference Neglect (INF) significantly partially

accounts for the low Achievement Motivation (AchM) in men. Likewise, failure to develop Healthy Dependency due to **Maternal** Rejection (TTRM), specifically lack of maternal Warmth-Affection (WAM) and maternal Indifference Neglect (INM) accounts for the low achievement motivation in men.

As per the mediation analyses carried out for men in the foregoing, mediation analyses were performed for women on the same variables, and it was found that for women, Healthy Dependency (HD) was a partial mediator in the relationships between the parenting variables (TTRF, WAF, INF, URF, TTRM, WAM, INM) and Achievement Motivation (AchM). In other words, *failure to develop healthy dependency (or poor healthy dependency indicated by low score on HD)* as a consequence of paternal rejection accounts for the low achievement motivation in women. Of the paternal acceptance-rejection factors, failure to develop Healthy Dependency due to *lack of* paternal Warmth-Affection (WAF), paternal Indifference Neglect (INF), and paternal Undifferentiated Rejection (URF) significantly partially accounts for the low Achievement Motivation (AchM) in women. Further, failure to develop Healthy Dependency due to **Maternal** Rejection (TTRM), specifically lack of maternal Warmth-Affection (WAM) and maternal Indifference Neglect (INM) accounts for the low achievement motivation in men. As it was for men, it was found that the relationship between the parenting variables and Psychological Well-being was also not mediated by Healthy Dependency.

In conclusion, the results of the study confirmed the mediation hypotheses set forth for the study that dependency is an important mechanism by which parental rejection affects achievement motivation, information much relevant to society, including the Mizo. Parental rejection impedes the development of healthy dependency, which is characterized by flexible, situation-appropriate help and support seeking behaviour and the ability to adjust behavior in response to situational cues and external demands (Bornstein, 1998, 2001;

Bornstein & Languirand, 2003; Pincus & Wilson, 2001), a set of behavioural responses which undoubtedly would have consequences on the motivation or acts to achieve. The findings also support the Parental Acceptance Rejection theory's personality sub-theory wherein immature dependence or defensive independence was predicted depending on the form, frequency, duration, and intensity of perceived rejection (Rohner, 1986; Rohner, Khaleque and Cournoyer, 2005) This study also provides corroborative evidences that although dependency does not mediate the parental rejection - wellbeing relationships, achievement motivation does go hand in hand with psychological well-being consistently in both men and women, a finding highly relevant to the overall mental health concerns of any society (Cooper, Goswami, & Sahakian, 2010; Diener, 2000; Huppert, 2005; Judge, Thoresen, Bono, & Patton, 2001; Kahneman, 1999; Layard, 2005; Marks & Shah, 2005; Mulgan, 2006; Oishi, Diener & Lucas, 1999; Seligman, 1991, 2002). The results also highlights and supports literature that the quality of parent– child relationships during the developmental period constitute a significant factor in later personality (Dozier, Stovall, & Albus, 1999; Green & Goldwyn, 2002; Greenberg, 1999; Weinfield, Whaley, & Egeland, 2004), and echoing fervently that either in culture specific or cross-cultural perspective, parenting is a challenging process made complicated by the interaction of individual characteristics and perceptions of parents with the behavior and development of the child into adulthood (Baumrind, 1991a & b; Collins, Maccoby, Steinberg, Hetherington & Bornstein, 2000; Crnic and Booth,1991; Grusec & Lytton, 1988; Perris, Jacobsson, Lindstrom, von Knorring & Perris, 1980; Rohner & Khaleque, 2005; Singh & Fente, 2007, 2008; Steinberg, 2001; Vandell, 2000). It is suggested that the measurements of the psychological constructs, especially the components of achievement motivation and dependency variables, are desirable to be evolved and replicated with more psycho-social variables in a effort to bring about a deeper understanding of the mechanisms by which parenting can positively affect the

making of the individual into a wholesome being, from childhood to adulthood with far-reaching consequences on the society as a whole.

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APPENDICES

PARENTAL ACCEPTANCE REJECTION QUESTIONNAIRE- SHORT**FORM-ADULT VERSIONS FOR FATHER**

(PARQ-SF-ADULT; Rohner, R.P & Khaleque, A., 2005).

PARQ: A(SF)

He questionnaire ah hian, Pa-in a fa chung a tih thin dan chi hrang hrang a inziak a. Kum 7 – kum 12(class II – VII) vel i nih lai kha ngaihtuah let la i pain khatih hun laia a tih thin dan che nen a inang em ti ngaihtuah chungin sentence tin hi i chhang dawn nia.

A hnuiaia example dah ang hian, sentence pakhat tan chhanna awm thei pali (boxes) dah zel a ni a. Sentence chu i Pa-in kum 7 -12 i nih lai velah a tih thin dan che nen **a tlangpuiin a inan** chuan, “**A dik deuh ziah**” nge “**A chang changin a dik**” tih inzawt la, a ni zawk zawk hnuiaia box-ah khan i tick dawn nia. Thu chu nangma chungchangah a **dik lo tlangpui** nia i hriat chuan a “**A dik khat khawp**” nge “**A dik lo deuh ziah**” tih inzawt la, a ni zawk zawk hnuiaia box- ah khan i tick dawn nia. **A chhanna pali awm thei atang hian, pakhat chauh thlan tur tihna a nih chu.**

Chhanna dik leh dik lo a awm lo va, chuvangin ni- a i hriat dan ang chiahin i chhang dawn nia. Engkim hi chhang vek la, tha leh mawi nia i hriat ang ni lovin nangma hriat dan dik takin i chhang dawn nia.

Entir nan: Kum 7 atanga 12 i nih lai vel khan i pain i fel changin a pawmin a fawp deuh reng thin che a nih chuan hetiangin chhang ang che.

KA PA CHUAN kum 7-12 ka nih vel lai kha chuan (MY FATHER)	KA PAAH CHUAN A DIK (TRUE OF MY FATHER)		KA PAAH CHUAN A DIK LO (NOT TRUE OF MY FATHER)	
	<i>A dik deuh ziah (Almost Always True)</i>	<i>A chang changin a dik (Sometimes True)</i>	<i>A dik khat khawp (Rarely True)</i>	<i>A dik lo deuh ziah (Almost Never True)</i>
Ka fel chuan min kuahin min fawp thin. (Hugged and kissed me when I was good.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

KEU LA CHHANG RAWH LE.

CHHAN ZAWM RAWH LE, KUM 7 – 12 INIH LAI VEL NGAHTUAH CHUNGIN.

KA PA CHUAN kum 7–12 ka nih vel lai kha chuan (MY FATHER)	KA PA AH CHUAN A DIK (TRUE OF MY FATHER)		KA PA AH CHUAN A DIK LO (NOT TRUE OF MY FATHER)	
	<i>A dik deuh ziah (Almost Always True)</i>	<i>A chang changin a dik (Sometimes True)</i>	<i>A dik khat khawp (Rarely True)</i>	<i>A dik lo deuh ziah (Almost Never True)</i>
1. Ka chanchin a tha zawngin a sawi thin. (Said nice things about me)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Min ngaihsak ngai lo. (Paid no attention to me)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Ka thil ngaih pawimawh zawngte awisam taka ka hriih theih turin a awm thiam thin.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	(Made it easy for me to tell him things that were important to me)				
4.	Ka phu miah lohah pawh min vua/beng thin. (Hit me, even when I did not deserve it)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Mi ninawm leh hnawksakah min ngai thin. (Saw me as a big nuisance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	A thinrim chuan na takin min hrem thin. (Punished me severely when he was angry)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Ka zawhna chhang hman lo khawpin a buai thin. (Was too busy to answer my questions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Min ngainat loh hmel thin. (Seemed to dislike me)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Ka thiltihah min tuipui hle thin. (Was really interested in what I did)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Deuhsawh deuhin min be thin. (Said many unkind things to me)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	A tanpuina ka ngen pawhin min ngaihsak ngai lo thin. (Paid no attention when I asked for help)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Min mamawhin min duh a ni tih a lantir thin. (Made me feel wanted and needed)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	Min ngaihsak lutuk thin. (Paid a lot of attention to me.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	Ka rilru tina tur kherin a khawsa thin. (Went out of his way to hurt my feelings)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	Thil pawimawh a hriat reng tura ka ngaih te hi a lo theihnghilh daih zel thin. (Forgot important things I thought he should remember)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

KA PA CHUAN kum 7-12 ka nih vel lai kha chuan (MY FATHER)		KA PA AH CHUAN A DIK (TRUE OF MY FATHER)		KA PA AH CHUAN A DIK LO (NOT TRUE OF MY FATHER)	
		<i>A dik deuh ziah (Almost Always True)</i>	<i>A chang changin a dik (Sometimes True)</i>	<i>A dik khat khawp (Rarely True)</i>	<i>A dik lo deuh ziah (Almost Never True)</i>
16.	Ka awm that loh chuan min hmangaih lovin ka hre thin. (Made me feel unloved if I misbehaved)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	Ka thiltih hi a pawimawh ve nia ngaihna rilru min siam thin. (Made me feel what I did was important)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	Thil dik lo ka tihin min vau nek thin. (Frightened or threatened me when I did something wrong)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	Ka ngaih dante a ngai pawimawhin sawi chhuak thin turin min duh thin. (Cared about what I thought, and liked me to talk about it)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	Engpawh ti ila, kei aiin naupang dangte an tha zawkah a ngai hrim hrim thin. (Felt other children were better than I was no matter what I did)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	Min duh lo/min ning ani tih min hriattir thin. (Let me know I was not wanted)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	Min hmangaih a ni tih min hriattir thin. (Let me know he loved me)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	Ka tibuai lo a nih phawt chuan min ngaihsak ngai lo thin. (Paid no attention to me as long as I did nothing to bother him)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	Dim tak leh duat takin min enkawl thin. (Treated me gently and with kindness)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX - 2

PARENTAL ACCEPTANCE REJECTION QUESTIONNAIRE- SHORT
FORM-ADULT VERSIONS FOR MOTHER

(PARQ-SF-ADULT; Rohner, R.P & Khaleque, A., 2005).

PARQ: A (SF)

I NU CHUNGCHANG CHHANG VE THUNG RAWH LEH, KUM 7 – 12 I NIH LAI VEL
 NGAIH TUAH CHUNGIN.

KA NU CHUAN kum 7-12 ka nih vel lai kha chuan (MY MOTHER)	KA NU-AH CHUAN A DIK (TRUE OF MY MOTHER)		KA NU-AH CHUAN A DIK LO (NOT TRUE OF MY MOTHER)	
	<i>A dik deuh ziah (Almost Always True)</i>	<i>A chang changin a dik (Sometimes True)</i>	<i>A dik khat khawp (Rarely True)</i>	<i>A dik lo deuh ziah (Almost Never True)</i>
1. Ka chanchin a tha zawngin a sawi thin. (Said nice things about me)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Min ngaisak ngai lo thin. (Paid no attention to me)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Ka thil ngaih pawimawh zawngte awlsam taka ka hrilh theih turin a awm thiam thin. (Made it easy for me to tell her things that were important to me)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Ka phu miah lohah pawh min vua/beng thin. (Hit me, even when I did not deserve it)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Mi ninawm leh hnawksakah min ngai thin. (Saw me as a big nuisance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. A thinrim chuan na takin min hrem thin. (Punished me severely when she was angry)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Ka zawhna chhang hman lo khawpin a buai thin. (Was too busy to answer my questions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Min ngainat loh hmel thin. (Seemed to dislike me)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Ka thiltihah min tuipui hle thin. (Was really interested in what I did)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Deuhsawh deuhin min be thin. (Said many unkind things to me)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. A tanpuina ka ngen pawhin min ngaihsak ngai lo thin. (Paid no attention when I asked for help)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Min mamawhin min duh a ni tih a lantir thin. (Made me feel wanted and needed)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Min ngaihsak lutuk thin. (Paid a lot of attention to me)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Ka rilru tina tur kherin a khawsa thin (Went out of her way to hurt my feelings)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15.	Thil pawimawh a hriat reng tura ka ngaih te hi a lo theihngihlh daih zel thin. (Forgot important things I thought she should remember)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	Ka awm that loh chuan min hmangaih lovin ka hre thin. (Made me feel unloved if I misbehaved)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	Ka thiltih hi a pawimawh ve nia ngaihna rilru min siam thin. (Made me feel what I did was important)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	Thil dik lo ka tihin min vau nek thin. (Frightened or threatened me when I did something wrong)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	Ka ngaihante a ngai pawimawhin sawi chhuak thin turin min duh. (Cared about what I thought, and liked me to talk about it)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	Engpawh ti ila, kei aiin naupang dangte an tha zawkah a ngai hrim hrim thin. (Felt other children were better than I was no matter what I did)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	Min duh lo/min ning a ni tih min hriattir thin. (Let me know I was not wanted)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	Min hmangaih a ni tih min hriattir thin. (Let me know she loved me)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	Ka tibuai lo a nih phawt chuan min ngaihsak ngai lo thin. (Paid no attention to me as long as I did nothing to bother her)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	Dim tak leh duat takin min enkawl thin. (Treated me gently and with kindness)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DEO-MOHAN ACHIEVEMENT MOTIVATION SCALE
(DMAch; Deo, P & Mohan, S., 2002).

DMAch

The questionnaire hi chu thil tih kawng hrang hrang leh zirnaah hlawtlinna i neih changa i hlim/lawm dan chungchang a ni ve thung a. Heng sentence hian chhanna pangnga an nei thei a, chungte chu ‘Englai pawhin’(Always), ‘Zing’(Frequently), ‘A changin’(Sometimes), ‘Ngaimanglo’(Rarely) leh ‘Ngai lo’(Never) te an ni. Sentence tin zawnah hian i chhanna chu thai ang che.

Sentence zawng zawngte hi chhang la.I chhanna atana i thai tawh chu tidanglam suh ang che.

Sl. No		Englai pawhin (Always)	Zing (Frequently)	A changin (Sometimes)	Ngaimanglo (Rarely)	Ngai lo (Never)
1	Ni engemawti chung ka hna/class thulh ngai ta se, ka lawm hle ang. (I shall be very much pleased if I have to miss the classes/my job for some days.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Ka hna/class-ah theihtawp ka chhuah thin. (I pay full attention to the work in the class/my job)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Ka class/hnathawhna hmun ka thlen tlain paw ka ti hle thin. (I mind much if I reach late in the class.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Hriat loh thil hre turin lehkha chhiar belh zel ka duh. (I love to read more and more to find unknown regions of knowledge.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Zir laibu bakah mahni library neih ka duh. (I love to have personal library, not counting text-books.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Hlen tur thil ka inbituk te a, hlen ngei tumin ka bei bawk thin. (I set standards for myself and then strive to achieve them.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Ka duhthlan kawng zirbinga thiam chungchuang nih ka duh. (I wish to specialize and become top most in the field of my liking.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Thil tichhina thil thar siamin, mite maktih tura thil tih ka duh thin. (I like to experiment and create new things and surprise people.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9	Darkar tam tak rim taka thawkin ka thiltih apiangah hlawhtlin ngei ka tum thin. (I work hard for hours together to be successful in whatever I undertake.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Midangte chingfel theih loh thil harsa leh chingchivet te ka chingfel thei tlat thin. (I have a tendency to find solutions of problems and puzzles other people fail at.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Zirna lam intihsiaknaah reng reng result tha chungchuang neih ka duh. (I aspire to get excellent results in all academic competitions.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Hna thawk zo silovin, hnathar dang a pakai leh mai ka inpeih ran. (I am ready to leave the job half done and try a new one.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Exam-naah zawhna pahnih khat syllabus chungma mi a nih loh in ka zam thin. (I get nervous in the examination if one or two questions are not from the syllabus.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Karleh lama exam tur atana inpuahchah aiin party/intihlim naa kal ka duh thin. (I prefer to go to a party rather than prepare for an examination next week.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Mark tlemte ka hmuh hian ka lungawi lovin a lehpeka tih that zawk ka tum thin. (On getting low marks, I feel disappointed and determined to work hard to do better next time.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Ka zirlaite chu ngaihnaawm leh awmze nei niin ka hria. (I think I find my lessons meaningful and interesting.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Lehkha ka zirlaiin zirlai ngaihtuah lo lekin suangtuahna khawvelah ka bo thin. (While studying, my mind wanders off the lesson and get lost in imagination.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Ka hna emaw class emawa kal ai chuan canteen a titi vel mai mai ka duh. (I think it's better to gossip away in the canteen than to attend the class.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	Zirtirtuin a zirtir lai in, thawnthu bu / thu ngaihnaawm bu lo chhiar emaw, milem bu chhiar/cartoon lo ziah emaw ka duh zawk thin. (When the teacher is teaching, I like to read stories/novels/comics or make cartoons in class.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	School/college hi ka ning a, ka theih veleh bansan ka duh. (The school/college haunts me and I want to leave it at the first opportunity.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21	School/college-a lecture ngaithla tura awm tlai hian min titinrim thin hle. (It irritates me a lot if I have to stay late in the school/college for some lectures)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	Hringnun hlimawm taka hmanna kawng a nih avangin college/university-a kal ka duh. (I want to go to college/university because there is plenty of opportunity to enjoy life.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	Lehkhazir, infiamna leh thil dangte hi tih kawp vek theiin ka hria. (I think studies, sports and other activities can go together.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	Tuna zirnana kawng ka zawh mek hian ka hma lam nuna hlawhtlinna min then ngei ka beisei. (I agree that the present course of my study will help in making my future life a success.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	Thiam ka intih vena kawnga mi dangte nena inelna tha ka neih lo chuan, ka tawt up up thin. (I feel very much frustrated if I do not get a chance to compete in the field of my choice.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	Class-ah thil pawimawhte ziakin, ka tihturte ka hlenchhuak ziah thin. (I regularly take down notes in the class and complete my assignments.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	Kan test zawng zawng-a subject zawng zawngah mark tha tak ka hmuh theih nan kumtluanin mumal taka zir dan ka duang fel. (I plan to study carefully all the year round in an effort to get good marks in all the subjects in all the tests.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	Hnathawh zawh hnua infiam hi tha ka ti. (I believe in work first and play later.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	A tuk leh class-a kan tihtur atan inah ka inpuahchah nasa hle thin. (I do a lot of preparation at home for the next day's work in the class.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	Lehkhawba charts leh table-a thil awm zawng zawngte chungchang zawh fiah kilh kelh a, an awm dan ang anga dah mai lova chhiar belh zel ka duh thin. (I like to ask questions regarding every information given in tables and charts in the books rather than leave them as such and read.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	Ka zirtirtute chu an hnaah an tling tawkin ka hria. (I think my teachers are competent in their work.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	Class-a thil awm lo tak tak tia zirtirtu tihlungnur hi nuam ka ti. (I like to create nuisance in the class and annoy the teacher.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

33	Fakna thu mai mai hmang lovin ka hnathawh hmangin zirtirtu tihlawm ka tum thin. (I try my utmost to please my teacher through work and not through flattery.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34	Ka thiante chuan tumruh lo leh zawi min ti. (My friends consider me dull and shirker.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35	Ka zirtirtute chuan zirlai thawkrim leh thil ti tak tak thinah min ngai. (It is true that my teachers think of me as a sincere and hard working student.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36	Mi dangin (nu leh pa / zirtirtute / thiante) min sawiselin na ka ti a, ka tlin lohnate tihthat ka tum thin. (I feel hurt if others (parents, teachers and friends) criticize me and I try to improve upon my weaknesses.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37	Ka hma lam nun te leh zirlaite lungkham lutuk lova hahdam taka nung turin ka nu leh paten min fuih thin. (My parents advise me to take life easy and never bother too much for studies or for future life.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38	Sawiselna tam tak karah pawh ni se ka hmachhawpte hi chu tih zui zel ka duh. (I wish to carry my mission forward in spite of facing a lot of criticism.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39	Hringnun hi thiam sanna zela phochhuah tur niin ka hria. (I think of life to be an intellectual challenge.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40	Committee/class/team/group te thiltih tur huaihawt hi ka thil chak zawng tak a ni. (I am interested in organizing the activities of a group/team/class/committee.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41	Ka duhthlan kawnga mi thiam ber berte nen thawh ho ka tum thin. (I try to get associated with top most person in the field of my choice.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42	Hunawl remchanga rammut hi nuam ka ti. (I love to have some adventure in my leisure hour.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43	Mi an zai lai en ka chak hle mai. (I would love to watch a surgical operation being performed.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44	Thil ennamna lama inelna a tel ve hi nuam ka ti. (I like to compete in dramatics.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

45	Music leh lam hi zirlai tan thil chin than chi tak niin ka hria. (I think of dancing and music to be good hobbies for students.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46	Games/sports/athletics-ah champion nih ka chak hle. (I have a strong desire to be a champion in games/sports/athletics.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47	Ram dang emaw, state dang emawa kan school/college aiawha inkhel tur te team-a tel ve ka tum thin. (I have tried to get in the sports team of my school/college to represent my team in other states or countries.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48	Infiamna hian inthununa, mi kaihhruai thiamna leh remhriatna te a tihmasawn tih hi ka ring (I believe sports develop initiative, leadership and discipline.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49	Tlang lian leh te-a lawn ka choin ka chak hle. (Hill climbing and mountaineering are a welcome challenge I would like to take.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50	Chawlh lain ina tih tur nei lem lova thut mai mai ai chuan camping, picnic, inkhelh te hi ka thlang zawk. (On a holiday, I prefer going for a cycling, swimming or boating to sitting at home without much work.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

THE RELATIONSHIP PROFILE TEST(RPT; *Bornstein,R.F., Geiselman.K.J., Eisenhart.E.A. & Languirand.M.A., 2002*)**(RPT)**

A hnuaiia thu awmte hi a piaha number hmang hian chhang rawh. Thu te hi i nun nena a inrem viau a nih chuan a number tam lam 4 emaw 5 emaw i thai bial anga, i nun nena a inrem lo viau a nih chuan a number tlem lam 1 emaw 2 emaw i thai bial dawn nia.

Sl. No		KA NUNAH				
		A dik lo (Not at all very true of me)			A dik (True of me)	
1	Keimah aiin mi dangte hian mahni inrintawkna an nei in ka hre thin. (Other people seem more confident than I am)	1	2	3	4	5
2	Sawiselnain ka rilru a tina hma (I am easily hurt by criticism)	1	2	3	4	5
3	Mawhphurhna neih hian min tizam thin. (Being responsible for things makes me nervous)	1	2	3	4	5
4	Mi dangin mawhphurhna an lak hian nuam ka ti ber. (I am most comfortable when someone else takes charge)	1	2	3	4	5
5	Mi dangte hian an tawngkamin min tihnat theihzia an hre lo. (Others don't realize how much their words can hurt me)	1	2	3	4	5
6	Mi in min rawn ngainat ve hi ka tan a pawimawh. (It is important that people like me.)	1	2	3	4	5
7	Hnehna chan tuma inhnial buai ai chuan, inremna a nih dawn chuan tlawm zawk ni tura ngawih mai paw ka ti lo. (I would rather give in and keep the peace than hold my ground and win an argument.)	1	2	3	4	5
8	Mi dangin hma an hruaiin ka lawm ber thin. (I am happiest when someone else takes the lead)	1	2	3	4	5
9	Mi dangte nena kan inhnialin kan inlaichinna a chhiat hlen ka hlau thin. (When I argue with someone, I worry that the relationship might be permanently damaged)	1	2	3	4	5
10	Mi dangin min ngainat theih nan ka thil rin loh zawng pawh ring angin ka awm thin. (I sometimes agree with things I don't really so other people will like me).	1	2	3	4	5
11	Keimah lakah midangte hian duh an ngah lutuk. (Other people want too much from me.)	1	2	3	4	5
12	Mi dangin min rawn pawh/hnaih viau dawn hian ka inthiar fihlim duh thin. (When someone gets too close to me, I tend to withdraw).	1	2	3	4	5

13	Ka ni tin nun atang hian chawlh zauh zauh ka mamawh thin. (I need to escape from it all every once in a while.)	1	2	3	4	5
14	Mahni a awmna hun nei tam ila ka ti. (I wish I had more time by myself)	1	2	3	4	5
15	Mi dangte ngaih dan ngaihthlak ai chuan mahni ngaihdana kal ka duh zawk. (I prefer making decisions on my own, rather than listening to others' opinions).	1	2	3	4	5
16	Ka mi mal chanchin midangte hriih ka duh vak lo. (I don't like to reveal too much personal information).	1	2	3	4	5
17	A chang chuan mi dangte thil tum atangin ka inveng ru thin. (I sometimes worry of other people's motives)	1	2	3	4	5
18	Mahni chauh a hna ka thawhin ka hlim ber thin. (Iam happiest when Iam working on my own.)	1	2	3	4	5
19	Mahni kea dina, mahni inchawm theih hi ka tan a pawimawh lutuk (Being independent and self-sufficient are very important to me).	1	2	3	4	5
20	Thil a kal dik loh chang hian ka rilru dik tak ti lang lovin huaisen tlat ka tum thin. (When things aren't going right,I try to hide my feelings and be strong).	1	2	3	4	5
21	Mi tam zawkte hi mi fel leh tha tak an niin ka hria. (I believe that most people are basically good and well-meaning).	1	2	3	4	5
22	Ka mi hriat chiante hnenah chuan ka rilru tak tak leh ka ngaihtuahna te hi ka hriih thei thin (I am able to share my innermost thoughts and feelings with people I know well).	1	2	3	4	5
23	Mi dang tanpuina dil ka harsat lo. (I am comfortable asking for help).	1	2	3	4	5
24	Midangin min hmuh danah ka buai lo. (I don't worry about how other people see me).	1	2	3	4	5
25	Mi dangte nena kan inlaichinnaah hian pe tam zawk leh pe tlem zawk awm lovin, tihtur awm ang ang kan intihsak tawn thin. (Most of my relationships involve give-and take, with both people contributing their share).	1	2	3	4	5
26	Mi dangte nena kan inlaichinna hi ka duh ang tak a ni a, tidanglam thei pawh ni ila ka tidanglam lo ang. (My relationships are pretty much the way I want them to be even if I could, I wouldn't change things).	1	2	3	4	5
27	Harsatna leh buaina hi tuarchhel taka hmachhawn thei tawk niin ka inhria. (I see myself as a capable person who copes well with disappointments and setbacks.)	1	2	3	4	5

28	Mi dangte nena kan inlaichinnaah hian an mamawhna a va tanpui leh ka mamawh huna an puihna dil ka harsat lo. (In my relationships, I am comfortable offering support when the other person needs it, and asking for support when I need it).	1	2	3	4	5
29	Mi dangte nena kan intihthiam loh chang poh hian kan inlaichinna hi a tha leh tho ang tih ka ring tlat thin. (When I have a falling-out with someone, I am confident that the relationship will survive).	1	2	3	4	5
30	Mi dangte rin hi ka tan chuan thil awlsam tak a ni. (It is easy for me to trust people).	1	2	3	4	5

GENERAL HEALTH QUESTIONNAIRE – 12**(GHQ-12; Goldberg, D., 1992)****GHQ 12**

He questionnaire hi chu kar hnih khat kal ta chhunga i hriselna dinhmun chungchang a ni a. Chhanna awm thei pali atang hian i dinhmun sawifiah ber nia i hriat thai la. **Thil kal tawh ni lovin tun hnaia i hriselna dinhmun chungchang** a ni tih hre reng chungin zawhna zawng zawng te hi i chhang dawn nia.

1	I thiltih lai i ngaihtuah ding tha thei thin em? (Been able to concentrate on what you're doing?)	A pangngai aiin a tha e (Better than usual)	A pangngai a ni (Same as usual)	A pangngai aiin thei lo (Less than usual)	A pangngai aiin thei lo daih zawk (Much less than usual)
2	Rilru hah vangin i mu thei lo thin em? (Lost much sleep over worry?)	Teuh lo mai (Not at all)	A pangngai aiin thei lo chuang lo (No more than usual)	A pangngai aiin thei lo mah e (Rather more than usual)	A pangngai aiin thei lo daih zawk (Much more than usual)
3	Thiltih-ah tangkai i in ti em? (Felt you were playing a useful part in things?)	A pangngai aiin tangkai inti e (More so than usual)	A pangngai a ni e (Same as usual)	A pangngai aiin tangkai lo zawk ka inti (Less useful than usual)	Tangkai lo zawk daih (Much less useful)
4	Engkima thu tlukna siam thei thinin i in hria em? (Felt capable of making decisions about things?)	A pangngai aiin in hria e (More so than usual)	A pangngai a ni e (Same as usual)	A pangngai aiin hre lo zawk e (Less so than usual)	A pangngai aiin hre lo zawk daih (Much less capable)
5	Englai pawhin nekchep a awmin i inhria em? (Felt constantly under strain?)	Teuh lo mai (Not at all)	A pangngai aiin hre chuang lo (No more than usual)	A pangngai aiin hre mah e (Rather more than usual)	A pangngai aiin hre daih zawk (Much more than usual)

TUN HIAH ? (HAVE YOU RECENTLY BEEN ?)					
6	Na hniah ka (ng hie lovin i in hria em? (Felt you could'nt overcome your difficulties?))	Teuh lo mai (Not at all)	A pangngai aiin hre chuang lo (No more than usual)	A pangngai aiin a hre mah e (Rather more than usual)	A pangngai aiin hre daih zawk (Much more than usual)
7	Nitin i nunphung pangngai a nuam i ti thei thin em? (Been able to enjoy your normal day-to-day activities?)	A pangngai aiin nuam ti thei e (More so than usual)	A pangngai a ni e (Same as usual)	A pangngai aiin nuam ti lo zawk (Less so than usual)	A pangngai aiin nuam ti lo daih zawk (Much less than usual)
8	I harsatna i hmachhawn theiin i in hre thin em? (Been able to face up to your problems?)	A pangngai aiin hria e (More so than usual)	A pangngai a ni e (Same as usual)	A pangngai aiin hre thin lo zawk (Less so than usual)	A pangngai aiin hre thin lo zawk daih (Much less able)
9	Rilru hnual leh hlim lovin i awm thin em? (Been feeling unhappy and depressed?)	Teuh lo mai (Not at all)	A pangngai aiin awm lo chuang lo (No more than usual)	A pangngai aiin awm lo mah e (Rather more than usual)	A pangngai aiin awm lo daih zawk (Much more than usual)
10	I inrintawkna i hlauhin i in hria em? (Been losing confidence in yourself?)	Teuh lo mai (Not at all)	A pangngai aiin hlauh chuang lo (No more than usual)	A pangngai aiin hlauh mah e (Rather more than usual)	A pangngai aiin hlauh daih zawk (Much more than usual)
11	Mi tlaklai lovah nangmah leh nangmah i in ngai thin em? (Been thinking of yourself as a worthless person?)	Teuh lo mai (Not at all)	A pangngai aiin ngai chuang lo (No more than usual)	A pangngai aiin ngai mah e (Rather more than usual)	A pangngai aiin ngai daih zawk (Much more than usual)
12	Engkim ngaihtuah-in i hlim tawkin i hre thin em? (Been feeling reasonably happy, all things considered?)	A pangngai aiin in hria e (More so than usual)	A pangngai ang vel a ni e (About same as usual)	A pangngai aiin in hre lo zawk e (Less so than usual)	A pangngai aiin in hre lo daih zawk (Much less than usual)

YOUR DEMOGRAPHIC INFORMATION FORM

1. Kum zat (age): _____
2. Nupui/pasal i nei tawh em?: (i) Nei (ii) Nei lo
(Marital status: (i) married (ii) single)
3. Sex: (i) Mipa (male) (ii) Hmeichhia (female)
4. Tuna awmna Veng (present address): _____
5. Mahni Khua (birth place): _____
6. Zir san zat (educational qualification) : _____
7. Nileng deuhthaw a kal ngai zirna inah zirlai I ni em?(i) Ni (ii) Nilo
(manner of educational engagement : (i)full time (ii) part time)
8. Mahni Hnathawh (employment status) : (i) Hnathawh la nei lo
(i) unemployed
OR (ii) Hnathawh neih tawh chuan eng hna nge?
(ii) if employed, mention the name

9.Chhungkua (Family):-

- (i) Mahni chhungkaw bik - nu, pa, leh unau te nen chauh a awm
(Nuclear Family)
- OR (ii) mahni chhungkaw bik leh pi, pu, ni, patea etc. te nena awm
(Joint Family)
10. NU leh PA (PARENTS):-
- (i) I nu emaw i pa emaw a thi tawh a nih chuan kum eng zat i nih in nge a thih ?
(If one of your parents are dead, mention your age when parent died)

- (ii) I nu leh i pa inthen hlen tawh annih chuan kum eng zat i nih in nge an inthen?
(If parent are divorced, mention your age at the time of divorce)
11. Pa hnathawh (father's employment status): _____
12. Nu hnathawh (mother's employment status): _____



DEPARTMENT OF PSYCHOLOGY
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PARTICULARS OF THE SUBJECT

Name of the Candidate	:	Ms. Juliet Lalremmawii Ralte
Degree	:	Doctor of Philosophy
Department	:	Psychology
Title of Dissertation	:	“Achievement Motivation and Psychological Well-being among young Mizo adult in relation to Parenting and Dependency”
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3. Academic Council	:	30.10.2008
Extension (If any)	:	Nil

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