
PERCEIVED TEACHER REJECTION AND PSYCHOLOGICAL WELL-BEING OF SCHOOL AGE CHILDREN IN PAKISTAN

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ABSTRACT

The Present Paper aims to explore the Perceived teacher rejection and psychological well-being of school children. Teachers have a significance influence in children's social, emotional, and academic development. Student Psychological well-being is their ability to manage life's challenges and it depends on positive teacher student relationship. The main study was performed on a total of 500 students Respondent age from 10 to 18 (Mean = 13.49 years, SD = 1.33) from schools of (Hyderabad) Pakistan in 2019. A Convenience sampling technique was used to data collection. The Cronbach's alpha reliability was determining for the Teacher acceptance rejection scale TARQ ($\alpha = 0.75$) and SCWBS ($\alpha = 0.74$) indicated also reliable status of scale respectively. Results of regression analysis revealed that teacher rejection was not predictor for emotional psychological well-being of children. Beyond this, more research on this topic is required to recognize, about the consequence of this perspective in our country.

KEYWORDS

Teacher rejection, Psychological well-being, School children, Pakistan

INTRODUCTION

This paper focuses on the teacher acceptance TAR theory its consequences on psychological well-being of school children. According to the Rohner 2019, 2022, rejection referred conceptually to the significant withdrawal of warmth, affection, care, comfort, concern, support, or simply love by teachers toward students. Humans are filled with talent and ability and can do anything if they are provided positive environment. In case of students, the acceptance of teacher can create the conducive environment where best parts of student's humanity are actualized. Acceptance is perceived as a universal desire for every relationship. For effective every human has need of appreciation, acceptance and approval from significant others psychological well-being (Shivani, 2017). Teacher acceptance increases the capacity of students and leads them to live full and purposeful life. It enriches their hearts to be full of love and fairness. Whereas, Psychological well-being deals with daily stressor and organize the personality of students. These both perspectives focus on strength of human and sustainable development of individual and society. This positive psychology nurtures optimistic belief, self-esteem and problem-solving skills (Sheldon & Kashdan, 2011). Research findings suggested schools play a dynamic part in enhancing the intellectual, physical, social, emotional, moral development and students psychological well-being. Visvanathan being quite simply to maximize the human, potentials for a prosperous and full and meaningful life (Fredrickson, 2010; Visvanathan, 2021).

In this paper, I investigate consequent effects of perceived teacher rejection on psychological well-being of children in school context. Perspective of teacher acceptance-rejection has not been previously explored in Pakistan. Although, this research will provide important knowledge and develop interest of scholars' to studying phenomenon of perceived teacher acceptance-rejection.

The theory of interpersonal acceptance and rejection (IPAR Theory, 2015) is based on socialization and lifespan development. This theory starting around 1960, Its goal is to predict and explain the major factors that lead to interpersonal acceptance and rejection around the world. The theory focused primarily on the consequences of perceived parental acceptance and rejection in early childhood and lasting into adulthood. Previously this perspective was labeled "Parental Acceptance Rejection Theory" at the time (PAR Theory). Nevertheless, as a result of this shift in emphasis, the theory and its name were changed in 2014 to IPAR Theory. Presently, the theory and research are focusing on all aspects of interpersonal acceptance rejection, including but not limited to parental acceptance-rejection, peer and sibling acceptance-rejection, teacher acceptance-rejection, grandparent acceptance-rejection, acceptance-rejection in intimate adult relationships, parent-in-law acceptance-rejection, and acceptance-rejection throughout one's life.

LITERATURE REVIEW**Perceived Teacher Acceptance Rejection**

Teacher acceptance-rejection is a part of interpersonal acceptance-rejection theory proposed by Rohner (2015). Students' perception of teacher support is a fundamental factor for interpersonal processes that encourages positive interaction between teacher and student has a meaningful effect on psychological well-being, school performance and academic attainment of students (Rohner, 2019, Rohner, 2010)

Buyse and colleagues, (2009) conducted a study suggested that teacher positive role means nurturing, supportive relationships with students and its positive consequences such as fewer behavioral disturbances, academic outcomes, performance with peers, less frustration, more tolerance and mature social skills of students. However, Research suggested that children perceived teachers' rejection is directly related with the school dropout rate. Moreover, rejection has been based on the flaw of the rejected children's that play significant role into behavioral and psychological problems and powerful impact on individual life (Garcia et al., 2017).

Psychological well being

In 2008 Stewart stated that Psychological well-being the ability to maintain a sense of autonomy, self-acceptance. Personal growth, purpose in life and self-esteem. In the history, there has been a lot of discussion about what constitutes happiness. The psychological well-being is essentially focused on two predominant views, that of the hedonic and the eudemonic perspectives. Hedonic well-being is concerned primarily with immediate feelings of pleasure and satisfaction, while Eudemonic well-being is concerned with the actualization of human potentials.

In the modern encapsulation of hedonic wellness, which is referred to as "subjective wellbeing. Moreover, Life satisfaction is defined as the existence of pleasant mood and the absence of negative mood. On the other hand, Ian and Carter 2015 shows that psychological well-being (SCWBS) is based on the eudemonic perspective and is seen as having the components of autonomy, personal growth, self-acceptance, life purpose, mastery, and positive relatedness.

Although these concepts have historically represented opposed viewpoints, it is currently understood that the combination of the two represents a broad, appreciating perspective on one's whole psychological well-being. According to the World Health Organization (WHO), positive mental health is defined as a state of well-being that allows people to fully engage with others, manage with challenges, and recognize their own abilities. This perspective is taken in the World Health Organizations WHO (2021) define positive mental health depends on the positive state of wellbeing that allows individuals to fully engage with others, cope with the difficulties and identify

their ability.

Teacher Acceptance-Rejection

According to Rohner (2010) Supportive teacher attitude with their student have a positive influence on psychosocial adjustment and their academic grades. A burgeoning literature also gives importance and children's relationship with their teachers makes significant developmental consequences. Teachers with positive roles implies loving, supporting interactions with a variety of student outcomes, including less behavioral disruptions, classroom accomplishment, whereas, negative student-teacher relationships have been linked to child misbehavior and learning problems.

RESEARCH OBJECTIVES

1. This paper aims to explore the perceived teacher's rejection and its effects on the Psychological well-being of School children.
 2. Assessing the degree of acceptance and rejection among school going children.
- Measuring the effect of teacher acceptance-rejection on perceived psychological well-being.

RESEARCH HYPOTHESES

1. Perceived teacher rejection is a predictor of Psychological well-being among school children.

RESEARCH METHODOLOGY

Research Design

It is regression analysis survey research. Survey was conducted through standardized questionnaires namely, Teacher acceptance-rejection questionnaire (TARQ) and Stirling Psychological well-being Scale (SCWB).

Sample

The sample (N=500) of the study was comprised of school students (n=250) boys and (n=250) girls. The data was collected through convenience sampling, but sample was collected through random sampling among 8 to 10 grade students from various school of Hyderabad. Respondent range in age from 10 to 16 (M = 13.49 years, SD = 1.33).

Measures

Following measures were administered on the participants to collect the data.

Personal information Form

The PIF is a brief survey that collects demographic information such as gender, age, social class, grades, mother tongue, parental education, and occupation.

Teacher Acceptance rejection Questionnaire (TARQ)

The TARQ is standardized self-report questionnaire developed by Rohner (2004) to assess the perception of school children about the perceived acceptance rejection of their teacher. It is a standardized measure. The alpha reliability coefficient of this scale is ($r=.80$) which indicates that it is a highly reliable scale (Rohner,2010).It consists of 29 items and five subscales which are warmth / affection, hostility/aggression, indifference / neglect, undifferentiated rejection and behavior control. All items are scored on a four-point Likert-like scale range from almost always true to almost never true. Some items are reverse scored to avoid response set bias.

The Stirling Children's Well-being Scale (SCWBS)

It is a standardized measure for emotional and psychological wellbeing of school children developed by the Liddle and Carter in 2015. The measure is a useful tool for educators to examine well-being from a positive psychological point of view. This 15-item measure has two sub-components: positive emotional state and positive outlook. There are six items in each. Procedure in order to establish whether any participant's scores contain response set bias or predominantly socially desirable replies, the scale also includes a social desirability sub-scale. Three items make up the social desirability sub-scale. All the scale's items are graded on a 5-point Likert scale. The ($r=0.82$) reliability coefficients.

Procedure

After receiving permission from the School managements in operating Hyderabad city to conduct this study. Student were informed about the objective of the survey they ensure to be confident, as the information obtain will be kept highly confidential and participation is voluntary. Moreover, the information and data obtained will be used only research purpose. The researcher personally visited all the sampled schools to get authentic responses under close observation.

Data Analysis

Descriptive statistic, means and standard deviations were calculated. In addition, regression analysis was conducted to assess whether teacher acceptance is predictor of student self-esteem. The data were analyzed through SPSS 21.

FINDINGS

Table 1: Mean, Standard Deviation of scales and possible high, low scores for each scale.

Scales	n	Minimum	Maximum	Mean	Std. Deviation
Teacher Acceptance Rejection Total	500	45	173	67.48	11.58

Stirling psychological Well Being scale Total	500	15	60	46.31	7.11
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Table 1 Reveal that TARQ M = 67.48 (SD = 11.58) and on SCWB Scale M = 46.31 (SD = 7.11).

Table 2: Reliability of Alpha Coefficient for Scores of Participants on the TARQ and SCWB Scale (n= 500)

Scales	No. of Items	Cronbach Alpha
TARQ	28	0.75
SCWB	15	0.74

As shown in Table 2 Cronbach’s alpha values of the TARQ and SCWBS reliability were found ($\alpha = 0.75$ and 0.74) which indicates reliable status of scale.

Hypothesis: There will be negative effect on among teacher rejection and student psychological well-being.

Table 3: Regression Analysis of Teacher rejection & Student Stirling emotional and Psychological well-being

Model		Sum of Squares	df	Mean Square F	Significance
1	Regression	10.199	1	10.199	.196
	Residual	25946.601	498	52.102	
	Total	25956.800	499		

Beta weights of predictor variables in the model

Unstandardized Coefficients	Standardized Coefficients	t	Significance
B	Std. Error	Beta	
48.797	.787		.000
-.001	.002	-.020	.658

* $p < .05$

Table 3 shows that perceive teacher rejection was not significant predictor ($F = 0.196$), ($t = -0.442$), ($\beta = -0.001$) ($P = 0.658$), thus our hypothesis is not confirmed.

DISCUSSION

The objective of this paper was to examine to be to analysis of teacher rejection and its effects on psychological well- being. Surprisingly results of current research that teacher rejection was not important factor for emotional psychological well-being of children. One possible explanation could be that in our cultural system parental bonding play primary and important role for psychological well-being of children then teacher acceptance-rejection (affection) .This finding are consistent with recent

research conducted in our country indicates that when Parents treats as a special individual and give unconditional love makes healthy personality and psychological development (Riaz and Sajid 2016). Therefore, perceive parental affection is a significant cause in making developmental process more efficient in our cultural. Number of researches supported influence of Parents early interaction with their children and its consequence on future life (Indusmatnay & Aswani, 2017; khalique & Rohner, 2012). In development countries, placing a premium on children's mental health at a young age has resulted in adult life satisfaction. Furthermore, lack of awareness of children emotional and psychological well-being in children looked after by the caregivers may fail to fulfill their psychological needs (Khalid, 2003). Furthermore, there are some illusions about child rearing techniques in our cultural system, such as obedience to teachers and elders, the use of physical punishment in matters of discipline, and acceptance of authoritative figures (Naz & Kausar, 2015).

This research shed light on the emergent Perceived teacher rejection and its consequences on school going children with specific reference Pakistani cultural. Overall, the results revealed that perceived teacher rejection is not a predictor of psychological well-being of student. On the other side, parental warmth is most important factor for psychological wellbeing of children nevertheless schooling also affect it.

RECOMMENDATIONS

Besides this, more research work on this topic is required to learn, about the of this perspective ascendancy in our country. Future research should try to involve teacher (some new variable) to contribute to this relationship. The most significant outcome of the present study urge that teacher's rejection and negligence appear to leave a negative impact on over all student's physical and mental health. So it is necessary to create a conflict free relationship with classmate as well as teachers at school. A teacher should give appropriate affection, concern and interest to his/her students that prevent them from emotional and psychological maladjustment. Furthermore, psychologist should be appointed in school for the counseling of student's about daily life problems.

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